

Actions in bold have been Identified as immediate need in the Black and Minority Ethnic Managers Survey Feedback

Recent feedback to consider and include in Action Plan:

- What is being done about the disproportionate impact of Covid-19?
- Suggestion was made for the Action Plan to be audited by external anti-racist expert/ critical friend to ensure the work is done to the standard we want it to be.

Goal	Headline Actions	Measurable	Timescales	Lead	Progress Report
1. Inclusive Recruitment and Aspirational Support for Staff					
Staff workforce is representative of child and family population in Hackney at all levels including at senior leadership levels	1.1 Review and update recruitment processes to ensure that the workforce reflects the population of Hackney and the children and families supported including:				
	A. Roll out of anonymous recruitment	Measured by Workforce Profile	July 2020	LA	Anonymous recruitment to start July 2020- COMPLETE
	B. Removal of verbal reasoning tests	Measured by Workforce Profile	July 2020	LA	Verbal reasoning tests end in July 2020- COMPLETE
	C. Ensuring interview panels are diverse in respect of ethnicity	Measured by Workforce Profile	March 2020	LA/LV	Diverse Panels introduced 2019- COMPLETE -Interview panels to include practitioners (feedback from staff). Update December 2020: this has been agreed at WFDB, to be implemented. LV -Create structures/processes for staff to challenge decisions in recruitment - options to be explored. LV
	D. Re-balancing power dynamics of interview panels including review of who should Chair		January 2021	TA LA/TA	Development of systemic tools to support approach to chairing and facilitating meetings which include attention to power dynamics. (TA actioning) Workshop for panel attendee's (CPP/CRP/FISS) to ensure power dynamics attended to taking place December 20/ January21 led by Arleen Elson
	E. Review branding and advertising to ensure that recruitment strategies proactively reach staff who are Black, Asian or from minority ethnic backgrounds. Review and remove Hackney centric language from processes.		Dec 2020	JM/ HO	Plan to reviewing branding, advert content, use of social media (i.e. LinkedIn) and development of an attractive recruitment site (HO actioning) This work to be built into the ARP Working Groups (groups to be established October 20).
	F. Embed anti-racist and anti-oppressive values into job design, written assessments, interview questions and role plays.	Recruitment process visibly incorporates anti-racist and anti-oppressive values.	Spring 2021	JM/ LV & HO	Review job descriptions, interview questions, assessments and role plays to ensure that the language used is anti-racist, inclusive and not 'Hackney-centric' (Need for values and statement to be confirmed first). This work to be built into the ARP Working Groups (groups to be established October 20)
	G. Identify and remove job requirements which may present barriers to inclusive recruitment		Spring 2021	JM/ LV	This will be included with the job descriptions review under point F Additionally, specialist advice on inclusive recruitment is being provided for the recruitment of Hackney Council Group Director posts- December 2020- Spring 2021- learning and guidance from this will be obtained to inform recruitment at all levels across CFS in future
	H. Identify where positive action can be used and implement accordingly	Measured by Workforce Profile	Oct 2020	LA & RT with NW	1st example of this in Hackney Council was recruitment to the Graduate role for the Improving Outcomes for Young Black Men Programme Legal advice provided about the use of positive action and this is being implemented for the Diversity and Inclusion Lead role advertising in December 2020- this advice and guidance is now available to the S&L Recruitment team for consideration for any similar future roles, but legal and HR advice may be required on an individual basis to ensure we remain compliant with legal framework in future

I .Implement affirmative action	Measured by Workforce Profile	Jan 2021	LA/RT	This is being implemented for Diversity and Inclusion Lead role Independent consultation re Inclusive recruitment is underway for recruitment to Group Director posts across the Council Dec-March 2021 and learning from this will also be integrated into recruitment across CFS when available
1.2.Provide support in line with needs and barriers identified by staff. Implement solutions to support staff's development including:				
A.Review strategies, processes and accessibility around career progression	Increase in career progression for Black and Minority Ethnic staff.	Spring 2021		8 possible processes being reviewed (August 2020): i. Children and Education Shadowing Scheme ii. CFS Shadowing Scheme - service area specific iii. Leadership Programme iv. Mentorship Programme - role/promotion specific v. Career Development sessions vi. Funding for social work training (Social Work Apprenticeships scheme) vii. Line management support in Check In's viii.Interview Feedback ix. Agency staff Once processes confirmed, S&L to consider how best to advertise (i.e. by creating a page on the intranet).
i.Children and Education Shadowing Scheme	Track offer and take up of development opportunities by ethnicity.		PS	Children and Education Shadowing Scheme on hold due to Covid-19 (update correct as of September 2020). PS to follow up in 2021 for update.
ii.Promote opportunities for shadowing across CFS and the Directorate to support staff to gain insight into roles including senior roles	Track offer and take up of development opportunities by ethnicity.		LV/JM	Corporate wide Inclusive Leadership Champion 'reverse mentoring' to be promoted when developed Update 09/10/20- Corporate Mentoring role in development Draft Role Description
iii.Offer leadership training opportunities			PS/LA	-List of potential providers for coaching/leadership shared with SD (09/20). SD confirmed no interest from PRELG in this at the moment. PS confirmed the training request can be revisited at a later date if needed (05/21).
iv.Set up a Mentorship Programme			LA	Corporate looking to establish a reverse mentoring programme- Diversity Coaching- this is open to Inclusive Champions. New round of recruitment to Inclusive Champions is now open until February 2021. See iii. Above.
v.Set up Career Development sessions			JM	Update 24/09/20- Confirmed opportunity for Corporate workshop to be offered to staff. Consideration within the working group of how this could be offered/targeted across CFS.
vi.Prioritise existing funding for social work training (Social Work Degree Apprenticeship) for Black and minority ethnic staff	Monitor and review ethnicity		LA	-Lisa to take discussion to WFDB -Social Work Degree apprenticeship is starting with the first cohort September 2020- consideration re prioritisation to be discussed in advance of 2021 cohort intake
vii.Career progression and development to be explicitly discussed and prioritised in Check In's.			JM	Check in Template to be re-ordered
viii.Candidates who have been unsuccessful at internal interviews can discuss feedback with their line managers to ensure learning needs and opportunities are embedded and progressed in Check In's.			JM/LV	Included in Recruitment Protocol- interviewers to be reminded of this requirement at each interview panel.

	ix. Black and minority ethnic staff currently employed as agency to receive focused encouragement to apply for permanent positions, including through an individual letter from Anne Canning.				Anne has given agreement to letters going in her name- S&L workforce and practice development team to progress this
	A. Address any inequality and ensure transparency and clarity in how training opportunities are offered to staff. Monitor and ensure equitable access to training opportunities, particularly those that support staff to move into leadership roles.	Track offer and take up of training by ethnicity	From Summer 2020 onwards	JM/LV	Process to explore and consider diversity in training opportunities being actioned (Link in with WFD Action Plan regarding feedback processes). - ethnicity question (optional) added to training application and feedback forms (Oct 2020) - quarterly training reports presented at WFDB and actions
	B. Create and support safe spaces for Black and minority ethnic staff	Quarterly employee satisfaction survey		SD/MM/DR	-Corporate Black and minority ethnic staff group established -CFS Promoting racial equality Leadership Group space created (July 2020)- coach/ external facilitator for discussions to be identified. Coaching options emailed to SD -Further exploration of need for Black practitioner space across CFS in consultation with Promoting racial equality Leadership Group - Promoting racial equality Leadership Group/ practitioner groups to be offered periodic reflective space eg following dialogue with senior management team.
	C. Provide culturally sensitive emotional support in response to racialised trauma.		Spring 2021	TA	Schwartz Rounds to be established in response to racialised trauma including through global events and/ or local incidents- details to be added into Safer working in CFS Protocol and Critical Incident Protocol (Lisa has shared with Temitope and Huw to obtain updates)
	D. Query whether Council can offer 'special leave' for Black and Minority Ethnic staff to access when experiencing racialised trauma.			LA	HR have informed that staff should use flexi-leave or annual leave and that special leave is not offered in response to racialised trauma- however further discussion requested following this request with support of Corporate Strategic Policy team
	E. Black foster carers experiencing racism and discrimination receive adequate support.				- Black foster carers are aware of support available and mechanisms of accountability if they want to raise concerns. - Any disproportionality in training opportunities is addressed.
1.3. Continuously collect and review data regarding diversity across workforce at all stages of the recruitment process and including students and agency staff through:					
	A. CFS quarterly analysis of workforce ethnicity by role and ethnicity at WFDB: -including DfE Social Work Force return	Improved knowledge and understanding of diversity within the CFS workforce; CFS workforce data is compared quarterly to Council workforce and borough statistics and our statistical neighbours to inform recruitment strategies.			Baseline data for SW staff collated 2019/ 2020 - COMPLETE 2020/21 Q1 will also include Early Help, Clinical and Business support staff data
	B. Set up systems to track applications through to appointment of CFS staff regarding ethnicity and analysis required to inform recruitment strategies.				HR analysing data available July/ August 2020
	C. Corporate dashboard				Corporate plan dashboard to enable monitoring of diversity at all levels- time frame tbc. Update 09/10/20- dashboard still in development to ensure capturing of meaningful data.
	D. Data on student Social Work intake			LV	Development of equalities monitoring questionnaire for student SW's to be developed/circulated each cohort. Data to be included in WFDB workforce quarterly reports.

Commented [1]: ask Francesca for data to analyse

	E. Survey to measure work satisfaction and progress for Black and Minority Ethnic staff.			PS	-explore linking in with SRG. SRG not doing any work on staff surveys at the moment. They are happy to support in the future if they have capacity. To be explored again if needed. -explore Staff Health Check Survey (link with LV/JM) -explore Council Pulse survey (Jennifer Riley-Harrison Corporate Internal Comms) -consult with Promoting racial equality Leadership Group re: questions to be included -explore if question re: feeling included exists or can be added
	1.4. Establish and support Groups for Black and Minority Ethnic staff: one for practitioners and one for management -Diversity Champions across the directorate: to link in with the work and promote opportunities			Promoting racial equality Leadership Group	Shaba, Monica supporting development of CFS Promoting racial equality Leadership Group. Once ToR for is developed, JM/LV can support with circulating this. -identify external facilitator for coaching and to facilitate conversations with senior management team. SD to explore coaching options identified. -PS to find out more about Inclusive Champions and their role. PS met with Soraya Zahid, information sent to SD COMPLETE
	1.5. Review process for reporting incidents of racism within the workplace to ensure it is clear, safe and confidential. Policies and procedures recognise and address the impact that microaggressions and feelings of isolation have on staff working in environments where they are in a minority.				
	A. Provide alternative safe routes for staff to raise concerns and opportunities for restorative action, if staff prefers this, before formal grievance process. This should be open to staff regardless at what point after the incident they wish to access the support. Some options may be limited with the passage of time or change in circumstances (e.g. if staff leave).		Autumn 2020	LA/Corporate	Corporate are exploring options including potential for 'Speak Up Guardian's'- example attached here https://www.cqc.org.uk/sites/default/files/20180213_ngo_freedom_to_speak_up_guardian_id_march2018_v5.pdf Diversity Lead role to lead in developing best practice

2. Anti-Racist Leadership and Practice with Children and Families

Leadership and practice with children and families take a pro-actively anti-racist stance to address racism, discrimination and inequality.	2.1. CFS creates and supports a culture where racism is actively named and challenged by ensuring that all practice reflects anti-racist commitments.				
	A. Anti-racist practice principles are embedded across all Practice Standards.		Spring 2021	JM/SD/MM	Anti-racist practice principles to be embedded across all Practice Standards/Guidance. Oversight to be held by Systemic Strategy Group.
	B. A Continuum of Practice/ anti racist charter is created as a tool for self-reflection, goal setting, and inquiry into practice.			JM	Continuum of Practice currently being developed. August 2020 Explore option for this to be shared with Promoting racial equality Leadership Group for consultation
	C. Staff are supported in self-reflection and in developing effective anti-racist approaches. -Develop systemic and anti-racist tools and approaches to facilitate conversations with families and to facilitate meetings that attend to power dynamics, racism and discrimination	Anti-racist practice is acknowledged as a key competence in all roles Audit Positive improvements in language used in relation families - benchmark before roll-out of toolkit and following roll-out to measure impact		Spring 2021	
D. Anti-racist practice is recognised as key competence and members of staff have an individual responsibility to work and behave in line with anti-racist practice standards. Mandatory induction with clear expectations of behaviour.	Staff understand expectations and consequences of behaviour		Spring 2021	LA	Corporate Position statement shared by Director and included in Induction Programme

Commented [2]: @julie.mccolgan@hackney.gov.uk Hi Julie- I think this would be good to explore with Temitope to look at something aspirational in lines with our systemic principles?
Assigned to Julie McColgan

<p>E. Recognition of the western constructs we operate in and the impact on policies and procedures (i.e. lack of recognition of the different approaches to parenting in different cultures). Recognition of any potential harmful impact of standard approaches (e.g. police call out/involvement) on Black and Minority Ethnic families. Recognition of power dynamics created through social work involvement.</p>	<p>Unit meetings and case notes to record anti-racist practice reflection.</p> <p>Assessment framework</p>		JM	<p>Assessment framework to be reviewed from afro-centric perspective- JM/ LV/ PS to explore any existing resources in relation to this.</p>
<p>F. Approaches to working with Black and Minority Ethnic parents are considerate of the ways racist tropes work through ideas of: 'cultural deprivation', 'the matrifocal family', 'cultural conflict' and 'between two cultures'.</p>	<p>Embed regular methods of reviewing families' experiences (including foster families) relating to culture and identity in everyday social work practice</p>		JM	<p>Family feedback forms currently under review. (Also linked to Service specific actions for S&L).</p>
<p>G. A 'Say no to racism' policy to be developed.</p>				<p>Members of the Promoting racial equality Leadership Group to be involved.</p>
<p>H. Anti-racist charter to be developed.</p>				<p>Linked to 2.1. B and Anti-Racist Practice Statement.</p>
<p>I. Taking a proactive approach to identify and address disproportionality in relations to the children and families we are supporting.</p>				<p>- Regularly reviewing data relating to the children and families we are supporting and taking prompt action in addressing this.</p>
<p>2.2 Develop and deliver mandatory Anti-Racist Practice training across CFS, which considers:</p>				
<p>A. British Colonial History, Britain's involvement in the creation of the transatlantic slave trade and modern racism, microaggressions and their impact, local issues as well as celebration of culture. -does John/Modi's training include this / ask J/M if/how staff were consulted in development of this programme -does BASW training include this history - pre/post survey/feedback -does training include anything around bystander intervention?</p>	<p>All staff receive Anti-Racist Practice training.</p> <p>Pre and post survey demonstrates increased knowledge in and confidence in anti-racist practice.</p>	Autumn 2020	JH/LA	<p>Introductory training Autumn 2020 by Wayne Reid- BASW- pilot undertaken November 2020 and decision not to roll this out as did not meet learning objectives</p> <p>Roll out of in-house 3 year programme January 2021- currently led by colleagues in Young Hackney- Modi will be discussing with the Promoting racial equality Leadership Group in December 2020 re staff who would like to be involved in developing content and delivery from CSC and Clinical Hub.</p> <p>Self assessment/ initial screening initiated in CFMG November 2020- feedback and action planning by CFMG members in January 2021.</p> <p>Careful consideration to be given to who is in the audience and emotional support for Black staff</p> <p>In future, Promoting racial equality Leadership Group will be consulted on all training in respect of anti-racist practice</p>
<p>B. Commissioning processes to be established to ensure external training is in line with our values and our commitment to anti-racist practice (based on vision statement - link to 2.3a). -All commissioned training includes content related to racism/discrimination and anti-racist practice. -All internal training - facilitators explicitly include content related to racism/discrimination and anti-racist practice.</p>	<p>All training (internal and commissioned) explicitly includes content related to racism/anti-racist practice.</p>		LV	<p>LV to ensure that all commissioned trainers sign up to our anti-racism position statement and demonstrate how they address and achieve this through their training.</p> <p>LA to explore auditing options?</p> <p>Training request form updated to include this - COMPLETE</p>

Commented [3]: possibly working with Elvira/Soraya's team/Corporate and link in with their equalities programme on this + microaggressions

<p>C. Providing opportunities for Black and Minority Ethnic staff to inform and facilitate training. -Discussion about and development of systems for how staff can participate in facilitating training (induction, student and ASYE forums... systemic?) -Staff Check In to include talking points about facilitating training and around offering suggestions for training topics.</p>				<p>LV has circulated a request to qualified PE's for who would be interested in supporting Student and ASYE forums. Minimal response received, will need to repeat and go out to a wider staff group.</p> <p>Staff from the Promoting racial equality Leadership Group have confirmed that they would like to be consulted on plans for future training, particularly in respect of anti-racist practice</p>
<p>D. Continuous informal learning through bulletins, briefings and other learning tools and materials. Information is shared with staff about celebrations, holidays and current activities of interest. -Link with comms strategy about how staff want to receive this information and learning (via Staff Reference Group or Currents, or a new Learning Bulletin, etc). -LA to discuss/advocate to Corporate for development of a cultural calendar.</p>			LA/ Corporate	<p>Anti-Racist Practice Google Current created June 2020. Work needs to be done to encourage staff to share resources.</p>
<p>2.3 Leadership is committed to anti-racist practice and role models anti-racist behaviour by:</p>				
<p>A. Developing a vision statement, anti-racist practice definition and set of standards and by making a clear pledge and strong commitment to staff which will include using a shared anti-racist language.</p>		Spring 2021		<p>-Vision statement COMPLETE -definition to be developed -set of standards to be developed.</p>
<p>B. Ensuring the accountability of all line managers and senior leaders via a sound performance management framework. -Incorporate an equalities measure into the rated appraisal process for leadership roles -Incorporate equalities measures into the service performance management framework</p>				<p>To be actioned</p>
<p>C. Consciously re-balancing power dynamics in meetings to enable minority and junior voices to be heard</p>		Autumn 2020	TA	<p>See point 1.1d</p>
<p>D. Service decision and development plans clearly incorporate anti-racist practice standards.</p>				<p>Can be implemented once a vision statement is developed. See point 2.3 A</p>
<p>E. Proactively reaching out to and building trust with Black and Minority Ethnic staff.</p>				<p>Link to Staff Survey (to include equalities monitoring) to measure if staff feel included (also measure by role). More consideration to be given to this once feedback received. See point 1.3 E for any potential overlap.</p>
<p>2.4. Service specific Action Plans reflect CFS commitment to Anti-Racist Practice. Refine our articulation of our offer with regards to Improving Outcome for CFS YBM project and how this is communicated.</p>				
<p>Safeguarding and Learning</p>				
<p>A. CFS policies and procedures to actively consider the impact of racism and discrimination upon children and families ensuring that we take an anti-racist stance in all of our work.</p>				<p>Linked to review of the Assessment Framework. Once Anti-Racist position developed, at the point of anything being reviewed or any new policies written, there is an explicit reference to ARP.</p>
<p>B. Family Feedback programme to proactively seek diverse views and perspectives and surveys include</p>			TB/ AOK	<p>-Is an equalities monitoring form included -Are there explicit questions about experiences of racism in CFS or externally?</p>

	questions that explicitly ask about family's experiences.				(Linked to action 2.1F)
	C. As standard the Complaints Team consider and explore possible concerns about racism and discrimination in each complaint. Complaints team then ensure learning is embedded within practice.	Discussion about racism occurs in the majority of complaints.			-add a category of prejudice or racism for monitoring complaints -consideration of adding equalities monitoring for complaints -review language used to ensure it is anti-racist
Safeguarding and Reviewing					
	A. Meaningful support for foster carers/placements in respect of meeting the holistic needs of children from Black and Minority Ethnic backgrounds including carers support to children experiencing racism			LD	Liaison with Fostering Service re support and expectations of carers and oversight in Foster carer annual reviews and Looked After Reviews
	B. Ensuring cultural sensitive/appropriate support services are identified within CP Conference. - Audit to consider recommendations made in relation to culturally specific services/in reference to needs arising from consideration of cultural background within CP Conferences/Planning	Increase in knowledge and use of specialist and culturally appropriate CVS support.		LD	Has been shared with Chairs: https://hackney.gov.uk/find-support-services as well as Father2Father service, and advocacy support services for parents to help them navigate the CP process. The app development from HOT is being explored to provide more regular feedback about experience of Hackney foster care, which would inform training and development needs.
	C. Culturally competent advocacy which enables children to voice their cultural needs and supports the service to recognise and meet these. -Review of CRO Advocacy Pilot to see if/how take up has increased and within which cohorts and review and amend offer as required. -Specific piece of feedback to be conducted around Virtual Conferences to see how this has impacted on engagement and on the experience for families.	Increase in children's participation at CP Conferences.		LD	Annual Report 2019/20 has yet to be completed. Crucial Conversations training taking place 01.12.20 may have relevance to how Chairs approach challenging conversations in different contexts including race.
	D. Develop a trauma informed approach to CP Conferences that acknowledges the impact of racialised trauma.	Feedback from families around the Conference experience		LD	Trauma informed approach to CP Conferences pilot to be planned and implemented
Family Intervention and Support Services					
	E. Interrogate data that highlights disproportionality to identify action required to ensure cultural competence and anti-racist practice.		Autumn 2020	LB	On hold whilst systems are down.
	F. Proactively consider ethnicity when allocating new practitioners and managers within units to ensure all units are diverse in their makeup.		Reviewed on ongoing basis	SMS	This happens in an ad hoc work - very difficult to do with agency staff, where choices of staff to employ and timeframes are tight in terms of filling gaps. Potentially something that needs to happen at a more cross service level e.g. via Workforce Development Board?
	G. Recruit Black, Asian and minority ethnic panel member for FISS Forum (CSW or PDM or Independent Chair)		June 2020	CA	COMPLETE - a Family Unit Social Worker joined the Forum at the beginning of November. Panel to review together impact and ongoing development needs of the Forum - through an anti-racist lens - in March 2021.

H.	Start and maintain a FISS Partnership (including police) issues log on a shared google sheet. Identifying key points of contact within police and other agencies to discuss concerns.		June 2020	HB/LB	In progress - to be recirculated to staff in November 2020. Issues raised individually as and when they are raised within individual strategic leads from partner agencies. Next steps - to think about how to raise emerging themes with partners - plan to link in with new Diversity lead when in post.
I.	Review of practice: a. FISS service-wide audit of diversity sections on assessment and review episodes. b. Examples of potentially disproportionate threshold decision to be shared with Alma Riesel and reviewed by Chrissy A and Mags W		Autumn 2020	LB/AR / CA/MW	Dip sample on diversity section of FISS episodes undertaken by FISS Service Managers in Jan 2021 - outcomes to be discussed at FSS CSW/PDM forum in March. Two cases were reviewed to look at possibility of unconscious bias in decision-making - outcomes discussed in FISS CSW/PDM forum.
J.	Ensure that use of language and anti-racist practice is an area of focus for the newly reinvigorated FISS CSW/PDM reflective spaces, facilitated by Clinical Services.		Autumn 2020	FISS MT	Discussions have been held with the Clinical Management team about this being a key area of focus for the new groups i.e. what we bring and what our families bring to the relationships and the impact of the social GRAACES. LB to meet with RIM (Clinical Supervisor) on 22/02/21 to revisit this.
Corporate Parenting					
A.	Engaging with foster carers to ensure their experiences shape the CFSY BM work.			RK	Service Manager is linking in with S&L to develop training sessions in partnerships with foster carers about culture, diversity and identity.
B.	Ensuring that identity work is prioritised with young people and that Life Story Work training be developed.			RK/TA	Identity and Life Story work is being taken forward as part of the service-wide preparations for an Ofsted inspection in the autumn 2019.
C.	Placement Management Unit to ensure all commissioned providers/carers adhere to and practice anti-racist principles.				Providers are asked to have an anti-racist position statement. Further work required once CFS ARP position statement is finalised.
D.	Embedding anti-racist practice and use of Standards of Care as appropriate.				
E.	Skills to Foster training for new foster carers to embed anti-racist practice principles.				Link to 2.2. B
F.	Ensuring the identity needs of Looked After Children are met including support in response to everyday experiences of racism and microaggressions.				
G.	Develop initiatives to increase CSW's and Foster Carers awareness and competencies in anti-discriminatory and inclusive practice. -ensure that Foster Carer training providers embed ARP principles in their training.				This request came from Young Futures.
Clinical Services					
A.	Consultation and training for staff - e.g building on trauma informed practice but looking specifically at the impact of racism.			TA	To be reviewed to ensure it reflects our commitment to anti-racist practice and that it specifically names and explores the impact of racism.

	B. Quality ensuring cultural competence practice - currently looking at a thematic audit across the service to look at this			TA	Thematic audit has been conducted in 2019 to look at cultural competence practice. Audit to be reviewed summer 2020.
	C. Ensuring the CAMHS Transformation Plan is shaping the CFS YBM programme of work			TA	TA actioning.
Early Help and Prevention					
Youth Offending Team	A. Youth Justice Team to proactively look at the underlying factors that contribute to disproportionate representation of young black men in custodial sentences and remand.			PA/BF	Initial Research underway. This action will be included as part of the Youth Justice Disproportionality Action Plan 2021-22 has been drafted for review by SYH Strategic Board in May 2021.
	B. Promoting a strength-based approach when operating in a negatively tainted environment.				Clear statement of intent and goal within YJ Plan 2019/22.
	C. Capturing the voice of Black and Minority Ethnic young people and families who come through the youth justice system				Young people from YOT worked with Mouth That Roars voluntary group and produced three video pieces about life in Hackney not the one promoted by MSM. This work was written, directed and performed by the young people themselves. This action will be included as part of the Youth Justice Disproportionality Action Plan 2021-22 has been drafted for review by SYH Strategic Board in May 2021.
	D. Shifting the narrative about policing and youth offending rates				Data and evidence has been provided to SYH Strategic Board that shows that despite Hackney's reputation as a high youth crime borough, each year fewer than 250 children come to the attention (informally and formally) of the YJS. This is <0.1% of the 10-17 aged population of Hackney. Therefore 99.9% of older children are getting on with their lives without engagement in criminality. This action will be included as part of the Youth Justice Disproportionality Action Plan 2021-22 has been drafted for review by SYH Strategic Board in May 2021.
Business Support					
	A. Empower staff to feel valued and respected across the directorate.				Update needed.

Commented [4]: Is this a one off or part of ongoing work?

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	B. Explore routes for business support staff to take up opportunities to go into practice (Social Work, Youth work, clinical work) as part of career progression.				Update needed.
	C. Explore routes for business support staff to progress careers within business support roles.				Update needed.

3. Promoting Anti-Racist Practice to influence broader systems that affect children and families lives

Leaders and Practitioners across CFS take action to address structural racism and proactively lead, support and constructively challenge the broader system including in partnership discussions as required.	3.1. CFS Establishes and maintain partnership approaches to addressing racism and discrimination by:				
	A. Promoting anti-racist practice within IOYBM workstreams.				Speak to Workstream Leads
	B. Exploring the current partnership network that CFS is a part of				
	C. Utilise partnerships (e.g City of London, CHCSP, HLT, MARAC) develop a partnership position and partnership plan				
	D. Linking in with local charities (e.g. Hackney CVS) and organisations that have expertise in anti-racist work and challenging partners.				
	E. Actions within Safer Young Hackney Board including work with Courts, work with Police around Stop and Search, engaging Peer review and peer leadership				Ask Brendan F
	F. Work with Schools and HLT to effectively reduce the number of exclusions which disproportionately affect young black men				Ask Pauline A

	G. Engage with CAMHS Alliance to support improvement in service user experiences in accessing CAMHS				
	3.2. Leadership supports a culture where racism is named and challenged with external partners, through role modelling and by:				
	A. Setting up channels of escalation (similar to CHSCP Escalation Policy)	Track and review usage and success rates of escalation channels.			
	<p>B. Working in partnership across services to ensure an effective and united approach to challenging external partners.</p> <ul style="list-style-type: none"> -sharing our position statement with partner agencies so as to ensure our position and expectations of ourselves are clear -ask partners to share their position and outline plans -share our position statement with all boards and panels and request their equivalent -developing partnership statement and plan in line with anti-racism practice standards -message from the partnership / council wide position about our stance and role of CFS/HE within that 				
	<p>C. Improving children's experiences of engagement with the Police by:</p> <ul style="list-style-type: none"> -monitoring problematic interactions with services (schools, police) and acting on them -identifying themes and issues and following this up at strategic meetings -working with placement providers to address disproportionality and reduce police calls outs -ensure Police buy in to the deferred prosecution scheme -using our influence to improve children's experiences of engagement with the Police 				
	<p>D. Improving children's experiences in Schools by:</p> <ul style="list-style-type: none"> -working with Schools to reduce disproportionate exclusions -sharing data with partners to evidence disproportionality of exclusions and impact - understanding exclusions process so we can provide constructive challenge (YH doing some work for parents and staff) 				
	E. Improving children's experiences with CAMHS- and Adult mental health services by:				

	<ul style="list-style-type: none"> -Understanding CYP and families experiences - barriers, facilitating factors to access CAMHS -Understanding the commitment from CAMHS/Adults to increase access of CYP and families and improve their experiences -Understanding what EVB interventions are being offered to families which are a cultural fit with families and CYP from Non-western backgrounds 			
	<p>F. Exploring how we engage and empower local communities through links in with Neighbourhood Model, through Context Intervention Unit and review and include in new commissioning framework and ensure discussions about anti-racist practice are included in contract management including work to ensure that service workforce reflects the local community.</p>			
	<p>G. Effectively supporting staff who provide constructive challenge to partner agencies where racism is identified</p> <ul style="list-style-type: none"> - Clear communication channels (i.e. Provide information to CFMG what actions are underway to raise awareness and develop comms) - Ensure escalations channels (internal for staff to raise issues) and external (for management to follow up concerns) - Management to continuously monitor example of racism and feedback themes to partners (not just when a specific issue needs escalation) - Collate concerns shared to CFS by partner agencies. An open invite to help us learning 			
	<p>H. Engage organisations representing groups that reflect Hackney's cultural, ethnic and religious diversity to share expertise to inform our practice and explore advocacy options.</p> <ul style="list-style-type: none"> - Explore capacity for co-production with local community groups to inform our service development - Ensure that community groups can feed back into our processes where relevant - Explore capacity for co-production with local communities to inform service development and increase access - Youth provider network- will work collectively to develop action plan - Community Resilience Partnership- involves VCS- open to challenge from voices from community 			<p>Possible activities including a) Doing short films (5-10 mins) with different community groups/orgs about their experiences of engaging with CFS: what it looks like when this goes well and the challenges that their particular community may face in this process; and b) Exploring the possibility of advocacy for parents/carers from particular groups, when the relationship between them and CFS is difficult.</p>
	<p>I. Clear parameters around engagement with young people to include explicit aims to empower young people while taking a clear anti-racist approach</p>			

Useful resources:

[Hackney Council Inclusive Language](#) (may be useful for language audits? Or we may want something more robust)

[CHSC Escalation Policy](#) (may be useful for 3.3a - channels of escalation for challenging external partners)