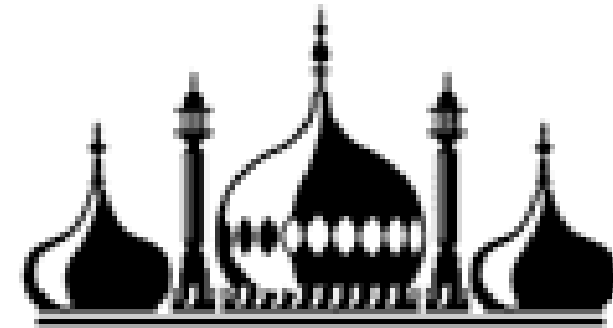


Meeting the Needs of Black and Global Majority Care Experienced Young people - Through an Anti-Racist Lens

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- ▶ BRIGHTON & HOVE CITY COUNCIL
- ▶ CARE LEAVERS CONFERENCE, 2ND NOVEMBER 2023



**Brighton & Hove
City Council**

Icebreaker

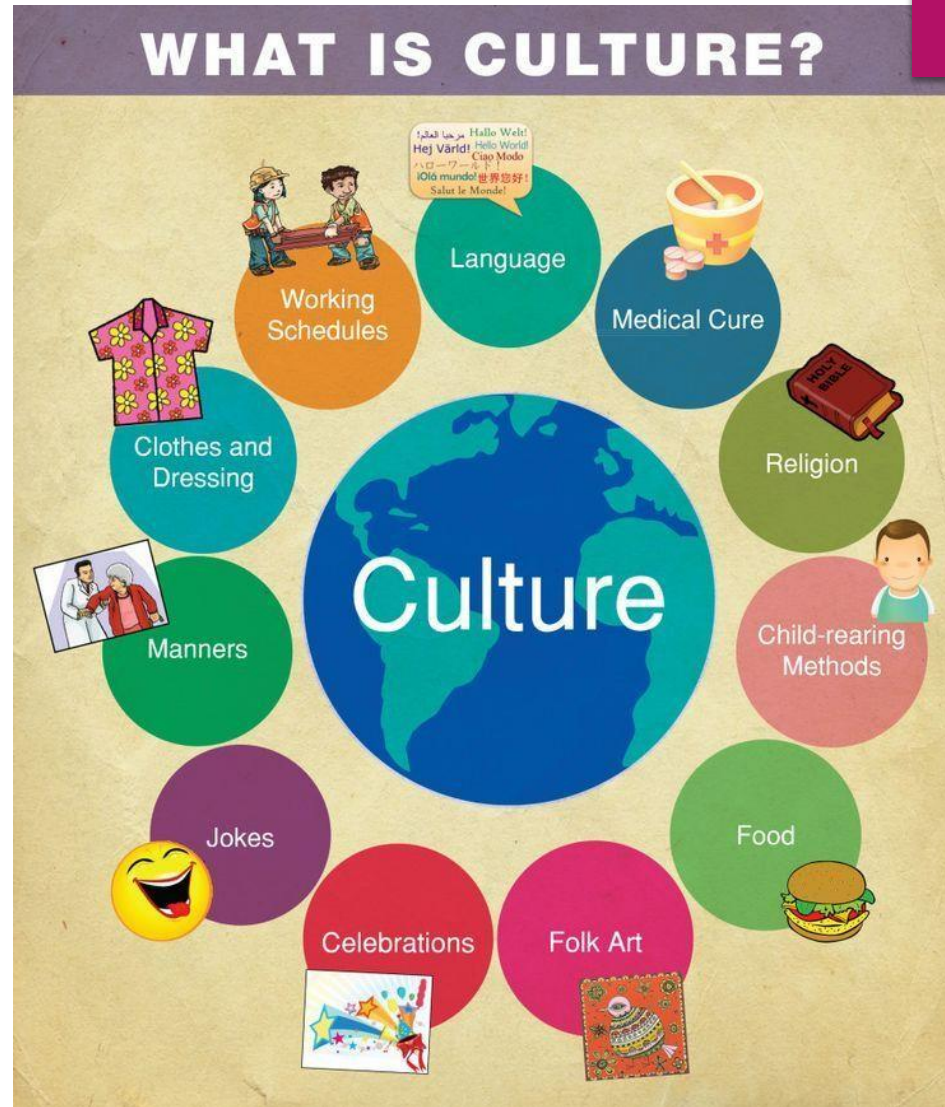
When did you first notice Race as a child?

How did you make sense of differences between people?

What childhood experiences did you have with people who were different from you in some way?

How did adults at the time influence your thinking or understanding about difference?

Looking at culture in detail



Identity

- ▶ It is important for children in your care to have a good sense of their cultural identity in terms of:
 - ▶ Learning about their immediate/birth families
 - ▶ Extended family members
 - ▶ Their dual/mixed heritage
 - ▶ Involve black fathers/fathers
 - ▶ In the absence of family, consider positive black role models.
 - ▶ Seek support from community groups
 - ▶ How can carers enhance their learning about a child/young person's cultural heritage?

Language

- ▶ We need to consider the language we use within our recordings, assessments, reports and in how we communicate with others.
- ▶ Jargon
- ▶ ESOL/Linguistic needs
- ▶ When using interpreters
- ▶ Labels/stereotypes
- ▶ Prejudicial and discriminatory
- ▶ Do we consider the translation of documents/assessments where needed?
- ▶ What information do we already have, translated into different languages, to enable communities to see our need for more foster carers/providers?

Supporting Children's Cultural Identity

- ▶ Confidence, self worth, positive sense of self
- ▶ 'Children's notion of identity defines who they are, where they belong, who they are connected to, how others see them and how 'settled' they are. These factors influence children's values, their beliefs – in themselves and the world they live in – their thoughts, feelings and behaviour. These are fundamental building blocks for young peoples well-being.'
- ▶ (Muslim Heritage Children in care, 2022)

Black, Asian children and children of Dual/Mixed heritage

- ▶ How do we ensure their cultural needs are met in white or bi-racial foster placements/adoptions?
- ▶ How do we support awareness and the importance of teaching children in these placements, about their cultural identity and heritage?
- ▶ Particularly If they are identifying as white.
- ▶ Do we also consider the needs of UASC and young people well enough, in terms of loss, trauma?
- ▶ Is Adultification at play when these young people become teenagers and are stopped and searched by the police, when their vulnerabilities and childhood traumas are not taken as seriously as their white peers, nor their need to be safeguarded. Also, when Black girls are considered more sexualised or streetwise when they may have been victims of child sexual abuse (CSA) and child sexual exploitation (CSE)?
- ▶ Are we recognising and talking to children and young people about racism and anti-racism in a manageable way?
- ▶ What do we need to do to develop assessments to ensure issues around children's, culture and identity are fully covered?

Low expectations of Black Children

- ▶ *'Professionals held low expectations for Black children and support from professional was often inconsistent. There were limited examples where professionals were aware of young people's aspirations and pro-actively supported these aspects of their development. 15 out of the 22 young people we spoke to reported inconsistent and fragmented support from their social workers'.*
- ▶ *(Double Discrimination, Barnardo's, 2023)*

School Exclusions

- ▶ it's well documented that British children of Black Caribbean heritage are three times more likely to be permanently excluded from school than their White British peers, and that even after controlling for factors like poverty and prior attainment, they are still disproportionately excluded by a rate of 1.7.
- ▶ in the 2018/19 academic year:
 - 7.8 per 100 Gypsy/Roma pupils experienced multiple fixed-term exclusions;
 - 6.7 per 100 Traveller of Irish heritage pupils experienced multiple fixed-term exclusions;
 - 6.0 per 100 pupils of Black Caribbean heritage experienced multiple fixed-term exclusions; and
 - 5.0 per 100 pupils of mixed White and Black Caribbean heritage experienced multiple fixed-term exclusions.
- nationally, pupils from minority ethnic groups are more likely than their White British peers to experience multiple fixed-term exclusions.
- (integrated, 2020)

Black girls and school exclusions

- ▶ Data uncovered by Agenda, an alliance of more than 50 charities campaigning for the most excluded women and girls, through a freedom of information request to the Department for Education, shows that black Caribbean girls were permanently excluded from school at a rate double that of white British girls during the academic year 2019-20, with this tripling for mixed white and Caribbean girls.
- ▶ While boys continue to face higher rates of exclusion overall, the report notes that the number of girls excluded is increasing, with permanent exclusions of girls rising by 66% over the last five years, compared with a 32% increase among boys during the same time period.

Youth Justice Board – chair Keith Fraser

- ▶ The statistics show a youth justice system is succeeding overall in fewer children coming into the system, fewer children in custody and lower reoffending rates, but, as was made very clear by Youth Justice Board (YJB) Chair Keith Fraser, we are **“categorically failing on every count to halt the overrepresentation of Black children throughout the system”**.
- ▶ ***“As a Black child in England and Wales you are more likely to be stopped and searched, arrested, held on remand, sentenced to custody and to go on to commit another offence within a year.”***
- ▶ ***(Fraser, January 2022)***

Mental health in Black Communities

- ▶ Black people are 40% more likely to access treatment through a police or criminal justice route, less likely to receive psychological therapies, more likely to be compulsorily admitted for treatment, more likely to be on a medium or high secure ward and be more likely to be subject to seclusion or restraint (56.2 per 100,000 population for Black Caribbean as against 16.2 per 100,000 population for white). We must stress that there is a hugely complex picture here, but it seems undeniable that Black people get to the sharper end of treatment in the more uncomfortable ways.
- ▶ (Mind 2019)

Adultification

- ▶ Challenges of finding permanence for Black and global majority children & Young People
- ▶ Black children, young people are viewed as,
- ▶ More adultlike
- ▶ More Streetwise
- ▶ More grown up and confident
- ▶ Black girls as more sexualised
- ▶ Less vulnerable, innocent
- ▶ Less in need of safeguarding
- ▶ Considered less at risk of extra familial harm, particularly when also considering Contextual safeguarding
- ▶ *'Child Q was primarily seen "as the risk" opposed to being "at risk". (Child Q – LCSPR, 2022)*
- ▶ Regardless of presentation, we are working with CHILDREN first and foremost.
- ▶ Do we see children or a stereotypical image of Black children/people being a problem.
- ▶ <https://listenupresearch.org/wp-content/uploads/2021/02/Adultification-Intro.mp4>

Long Term Foster/Supported Placements

- ▶ Placements are often bi-racial
- ▶ Black and global majority children spend the longest time in care
- ▶ Including unaccompanied/separated asylum-seeking children
- ▶ There can be a loss or confusion around identity
- ▶ Loss of a sense of belonging
- ▶ Mixed heritage children may identify as white—how do you respond to this?
- ▶ Children may be encouraged to assimilate into new placements
- ▶ What can we learn about different cultures and parenting styles
- ▶ Foster carers may need support to meet different cultural, religious and the linguistic needs.
- ▶ Positive role models and community groups may be needed

Unaccompanied/Separated Asylum-Seeking Children/Young people

- ▶ Long term foster care
- ▶ Often enter care as young teenagers
- ▶ New culture
- ▶ Trauma
- ▶ Trafficked
- ▶ loss and separation
- ▶ Language needs/ESOL
- ▶ Different ways of parenting
- ▶ Independent living skills expectations
- ▶ Supported accommodation
- ▶ Subject to immigration control
- ▶ Voluntary returns project

Intersectionality

- ▶ Black,
- ▶ A woman/Man
- ▶ Asian
- ▶ Muslim/islamophobia
- ▶ Working class
- ▶ Poverty
- ▶ Jewish/Blewish (Black Jew) - antisemitism
- ▶ Neurodiversity (Autism, ADHD, Dyslexia)
- ▶ LGBTQ+
- ▶ English as a second Language
- ▶ Immigration status
- ▶ Religion
- ▶ Health/mental health
- ▶ Disability

Race, Racism and Differential treatment

- ▶ *'The clear finding from our research interviews was that while a yearning to be loved, accepted, held, nurtured, and seen is a reality for many care-experienced children and young adults for this group, there was a 'knowing' that being Black further reduced the possibility of experiencing such care. Instead, rejection, humiliation, criminalisation, adultification, low aspirations and misinterpretations about their behaviour were the common experiences for this cohort.'*
- ▶ *(Double discrimination, Barnardo's, 2023)*

The Black Care experience Charter

- ▶ 'In order to continue to be the change we want to see we've
- ▶ created **The Black Care Experience Charter** a declaration of
- ▶ support and a set of commitments from The Workforces, to
- ▶ improve the Care, Outcomes and Life Chances of the Black
- ▶ Child or Young Person and keep them connected to their
- ▶ Culture, Identity and Heritage as they journey through the
- ▶ Care System.'
- ▶ (The Black care experience charter, 2023)

What can you do to Impact Change?

- ▶ 1. What have you learnt from today's workshop that has impacted you or inspired you?
- ▶ 2. What will you do differently to enhance the identity, needs and improved outcomes for the Black and global majority young people leaving care? What is working well and what needs to change?
- ▶ 3. What action are you going to take over the next **3** months, **6** months and **12** months to enhance anti-racist practice within your organisation, to benefit black and global majority care experienced young people?
- ▶ 4. What do you need, to aid your ongoing learning and support needs in this area? How can your leaders/organisation support change?

Thank you

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Resources

- ▶ Double discrimination – Barnardo’s calls for change as report highlights young Black people who have been in care experience racism, exclusion and isolation
- ▶ The Black Care Experience Charter — The Black Care Experience
- ▶ Intersectionality: race, gender and other aspects of identity in social work with young people | Community Care
- ▶ KB-Understanding-the-lived-experiences-of-black-Asian-and-minority-ethnic-children-and-families.pdf (rip.org.uk)