



## Ethnicity and Diversity Audit, April 2017 Findings and Recommendations and actions

Following Sutton's Ofsted inspection in December 2016 an action plan was developed to drive improvements.

An internal audit was undertaken in April 2017 focusing on how well we address and record ethnicity and diversity. Although strengths were identified a range of issues were also unearthed, which were consistent with the Ofsted findings.

*"Ensure that assessments of need consistently take into account culture and ethnicity, so that children and young people receive services appropriate to their needs."*

Ofsted Inspection LB Sutton December 2017

### Audit Findings:

#### Strengths

Placements – it is noted that children's placements were rated as 'good' or 'outstanding' in 69% of the audits. Children appear to have their identity needs (particularly their ethnic and cultural needs) well met in placement. Matching is seen as priority and is comprehensive.

Role of the Independent Reviewing Officer – the IRO is evidenced as key in ensuring that diversity is considered for Looked After Children. There is evidence that concerns are flagged up, either to be dealt with by the social worker and/or carer or discussed outside of the review (for example regarding the regulation of a placement).

Role of the Manager – Where management is rated as good, they are key in ensuring that social workers keep identity and diversity central in assessments and

planning. There is evidence of good, reflective discussion in supervision and in management oversight of planning in those cases.

Practice where identity, culture, religion and sexual orientation is 'key' - It is acknowledged that there is good practice in relation to those specific children and young people for whom there are specific issues in relation to identity and culture. The best example of this is for the young woman at risk of radicalisation, honour based violence and forced marriage. This case was rated as outstanding and there was evidence of good knowledge and reaching out to specific organisations to strengthen knowledge as appropriate.

Practice when the Plan is likely to be adoption/ permanence outside of the family – This is demonstrated in the clear assessment and planning for children who are likely to be adopted. The latest assessment was for court, matching was kept in mind and resulted in a good outcome.

### **Areas for Development**

Mixed Heritage Children – Ensuring that children's ethnicity are accurately recorded on FWi.

Children who are Christian – there is little to evidence that there is planning for children whose families of origin are described as Christian. There is often little evidence to demonstrate whether they were/are practising and how these needs are responded to. Religion across the board appears to be seen as a matter of culture (for example, Hindus having a special diet), rather than a discrete identity.

Sexual Orientation and Identity – There is no evidence of discussion of orientation or identity. Sexuality is discussed as a health need – that is, contraception and safer sex is discussed rather than orientation. Orientation tends to be assumed (young person A has a boyfriend/ girlfriend). The quote, "Nobody talks to you about sex in care" (Young people in Public Care 1999 NCB) appears to be borne out – there is evidence of discussion about sexual health, sexual exploitation and contraception, but no evidence of discussions about orientation or identity.

Children with multiple/ complex needs – children who have complex needs and/or behavioural difficulties appear to have less focus on their ethnic, cultural, religious and sexual identities. There is a focus on meeting immediate needs and focus on presenting issues. This can lead to placements where there is a lack of focus on the child's holistic needs.

### **Comments and feedback from young people**

- Personal issues around sexual identity/orientation etc should only be discussed once a good rapport with SW has been established.

- Young people felt there should be more consultation with them when considering placements; age and gender of foster family siblings/other foster children should be discussed and considered.
- Comments were received that when making placements it would be helpful if the social worker could discuss openly with the young person family size and family cultural norms, sexual orientation and any faith they might practice or adhere to.
- Young people would welcome an opportunity to feedback when they have a good foster carer experience. so good practice models can be encouraged.
- These conversations may be easier via MOMO (mind of my own) communication app that will be rolled out in LB Sutton in October.

### **Actions to support Staff and improve outcomes**

#### Mixed Heritage Children

A resource list offering a range of contacts and organisations who can offer guidance, advice and support to inform practice around ethnicity and diversity can be found [here](#).

#### Recording mixed heritage status on FWi

**Please ensure that all children's ethnicity are correctly recorded. Guidance from the FWi team states:**

Ethnicity is a mandatory field in frameworki and workers **must** choose an Ethnicity and Sub Ethnicity when creating a person on the system for the first time.

The Ethnicity and Sub-Ethnicity can be updated from the Person Details screen by using the Amend button and selecting Personal Details.

Ethnicity and Sub-Ethnicity are chosen by using the drop down lists.

#### Children who are Christian

Cultural competence is about engaging with children, young people and families in ways Which: Value people's identity, experience, expertise and self-determination. Challenge aspects of society that adversely affect and oppress. Understand cultures as dynamic and containing differences within them. This [front line](#)

[practice tool](#) provides guidance on best practice based on evidence.

### Training

The Business and Professional Development Team are currently developing a training specification focusing on working with children of christian faith and this course will be advertised soon.

This useful [resource](#) from the NSPCC hosts a range of accessible resources for staff to use to inform best practice when working with children from a range of faiths, including [learning examples](#), videos and evidence based information.

*Remember: The audit findings showed limited attention to children of **christian faith** despite this being 67% of the the Uk child population.*

*Faith impacts on a child's identity and life experience and should be considered in every assessment and plan and recorded in an appropriate and proportionate way relevant to that individual child.*

### Sexual Orientation and Identity

LGBTQ 'masterclasses' will be commencing on the 7th November 2-4pm in G5.

These will be run quarterly dependant on need and demand. The classes will include;

- Terminology quiz
- Distinction between sexuality and gender identity
- Sexual orientation and gender spectrums
- Reflective practice exercise on sexuality/gender
- Feedback from young LGBTQ people in care
- Top tips from young LGBTQ people
- Videos and case study from LCT service users about why these conversations matter and positive/negative examples of interventions
- Where to go for advice/support

### LGBTQ Staff Network

The LGBT Staff Network can also act as a resource for any queries/advise regarding supporting LGBTQ service users. The network is also looking for more LGBTQ champions amongst social care staff so if you are interested why not nominate a team member to join this group to act as a link.

### Links

Additional links for support and advice

[Fostering Network](#) and [CoramBAAF](#) provide resources and assistance to foster carers on a number of different issues, including LGBTQ.

[Stonewall](#) provides links to support and services for families of LGB young people and also welcome enquiries at [education@stonewall.org.uk](mailto:education@stonewall.org.uk) or 08000 50 20 20.

[Mermaids](#)--provides support for families of transgender young people via mailing lists as well as through phone 03443 340550 and email [info@mermaidsuk.org.uk](mailto:info@mermaidsuk.org.uk)

[Families and Friends of Lesbians and Gays](#) (FFLAG) offers booklets and resources on how to support young people as well as information on parent support groups across the UK

#### Development for Managers

Reflective Supervision is a method which encourages staff to think beyond the process and increased opportunities to reflect on practice and getting it right for every child and young person. Research in practice have developed this [reflective supervision toolkit](#) which provides a wealth of information and tools to use in supervision to inform conversations around diversity and ethnicity.

In addition the December manager's forum topic will be a presentation on sexual identity. All managers and assistant team managers will be invited to attend .