



Draft Lewisham Youth Offending Service Anti-Racist Strategy

'Moving towards a Trauma-informed and Anti-racist Youth Offending Service: more effective work with young people and partners, better support for staff'



- 1.0 Statement Anti-Racist
- 2.0 Definitions & Glossary
- 3.0 Evidence base and theoretical underpinning
- 4.0 Being an anti-racist manager
- 5.0 Being an anti-racist practitioner
- 6.0 Lewisham YOS Disproportionality Policy
- 7.0 Journey of the Black Child in the Youth justice system action plan
- 8.0 How LYOS will tackle racism – a partnership approach

"The importance of ensuring equalities by race and ethnicity is a very current theme for organisations and professions. Recent events reminds us if we needed it that racism is embedded in society. Unconscious bias affects everyone but by recognising it exists and is a business risk we can start to formulate policies and practice to reduce racial disparity to address it and other forms of discrimination. Building on the trauma work the Lewisham Youth Offending Service is in a strong position to establish anti-racist and anti-discriminatory policy and practice. The Service has taken the time to reflect, to provide each other with support and articulate the impact of racial trauma. It is our view that the commitment and sustained attention to the levels of racism, prejudice, intersectionality and programmed bias that is faced by black people does not lose momentum and the conversations keep going to use this time as a paradigm shift for improved outcomes for children and families. Organisations that are culturally competent can inspire and enable young black children and young people to aim high and achieve higher."

Keith Cohen, Head of Youth Offending Service

1.0 Anti-racism Statement

‘In a racist society it is not enough to be non-racist. We must be anti-racist’ Angela Davis

Recent events have compelled us as an organization to examine and take action against the multifaceted nature of racism. **Racism is dehumanizing to everyone it touches.**

Youth Justice, Probation and Social Work holds a longstanding value of upholding and working toward social justice for all people. We are a caring community, welcoming and respecting of diversity and working for social justice. We must examine racism beyond the actions of individuals, for it is embedded in the very fabric of our society.

As an anti-racist organization we vow to purposefully identify, discuss and challenge issues of race and colour and the impact(s) they have on our organization, its systems, and its people. We will also challenge ourselves to understand and correct any inequities we may discover and gain a better understanding of ourselves during this purposeful process.

We are resolved to explicitly and publicly affirm our identity as an anti-racist service

We are resolved that our anti-racism commitment be reflected in the life and culture of the service through our policies, programs and practices as we continue to learn about racism.

We resolve to develop and work to implement strategies that dismantle racism within all aspects of our organization, our stakeholder services and wider network

We resolve to promote the potential of children in their learning and development to be aware of their history, understand injustice and take pride in their identities to be their best.

2.0 Anti-Racism Definitions from A Human Rights Framework

DEFINITIONS

1. **Ally** – A member of a dominant group who works to dismantle oppression from which s/he benefits.
2. **Anti-racism** – The act of interrupting racism.
3. **Anti-Semitism** – A belief that Jewish people are an inferior race.
4. **Ascription** – Birth defines place in society.
5. **Assimilation** – Adopting the characteristics and values of the dominant group.
6. **Border Crossing** – Supports the unentitled rights of a person from outside a cultural community to act as a voice for that community and to appropriate knowledge without actual understanding of historical, political and ideological struggle. (Antonia Darder)
7. **Capitalism** – An economic system based on private ownership and control. Produces profits for individual rather than collective needs.
8. **Colonization**: The violent taking of land, wealth, labour of indigenous peoples through domination & conquest leading to their extermination & the Transatlantic slave trade which created a permanent underclass based on race and gender.
9. **Colourism** – Favouritism toward light-skinned people of colour.
10. **Cultural Appropriation** – The taking of another group's cultural knowledge, traditions or practices to use for self-benefit. Objectifies and commodifies while ignoring the group's political struggles.
11. **Cultural Racism** – Cultural images and messages that affirm the assumed racial superiority of one group and the assumed racial inferiority of another group.
12. **Difference** – A spectrum of experience or characteristics that can be complimentary or conflicting. Often involves inequality of status and power.
13. **Discrimination** – Denial of opportunities. Different treatment. Granting advantages to one group while denying opportunities to another.
 - a. **Individual Discrimination** – perpetuated by an individual.
 - b. **Structural Discrimination** – perpetuated by an institution through tradition or custom.
 - c. **Organizational Discrimination** – perpetuated by individuals but reinforced by established rules, policies and practices.
14. **Eurocentric** – A perspective centered on a Western worldview that has become intrinsic to the American cultural identity.
15. **Genocide** – Any policy of extermination of a people through institutional acts of killing culture, identity, and the people themselves.
 - a. **Direct genocide** - physical killing or slow death measures.
 - b. **Cultural genocide** - destroys the institutions and identities of the group.
16. **Heterosexism** – A system of advantage based on sexual orientation.
17. **Homophobia** – Fear based on heterosexual values.
18. **Honour Systems** – Rank certain qualities above others. Benefits are conferred, not earned.
19. **Hypo descent** a.k.a. “one-drop rule” – Any racial mixture constitutes racial impurity. Categorized as a non-white person and relegated to a subordinate group.
20. **Inequality** – Unequal power relationship.

21. **Temporary Inequality** – Temporary power-over relationship. Socially defined superior and inferior groups. Superior group has responsibility to “raise up” inferior group and to eventually end the relationship of inequity.
22. **Permanent Inequality** – Permanent power-over relationship. Superiors enforce inequity and do not help inferiors. No goal to end inequality.
23. **Institutional Racism** – A system of advantage based on race rooted in and reinforced by cultural, political, economic and educational foundations. Never accidental.
24. **Internalized Oppression** – Internalized belief of racial inferiority about own racial group.
25. **Internalized Sexism** – Internalized belief of gender inferiority based on gender.
26. **Intersectionality** – The intersection where multiple forms of oppression come together.
27. **Intra-racism**–Internalized racism played-out among different racial communities of colour.
28. **Jim Crow** – The system of legalized racial segregation.
29. **Legal Fiction** - The act of inventing made-up law by policy-makers to achieve a political purpose. The political invention is given real legal meaning and enforcement through the passage of it into law.
30. **Misogyny** – A hatred of women.
31. **Nativism**– a policy of favouring native inhabitants over immigrants
32. **Oppression** – A relationship that exists between groups where dominates benefit at the expense of subordinates reinforced by a system of social inequity.
33. **Patriarchy** – A belief that men are superior to women. Culture is male dominated, centred, and identified.
34. **Passing** – An attempt by non-whites with light-skinned privilege to skirt the discrimination barriers imposed by law and custom by attempting to “pass” for white.
35. **Prejudice** – A preconceived belief usually based on limited information.
36. **Race** – An ever evolving social, legal and political construct that has no basis in biological fact.
37. **Racial Stereotypes** – Preconceived notions based on assumptions of racial superiority and inferiority.
38. **Racialization** – The extension of racial meaning to a previously racially unclassified concept, group or practice.
39. **Racialized Privilege** – The granting of privileges based on preferred racial identity.
40. **Racism** – A system of advantage based on race.
41. **Reverse Racism** – A disputed concept. Discrimination (a denial of opportunity) by subordinates against dominants.
42. **Sexism** – A system of advantage based on gender.
43. **Social Power** – Access to social, cultural, and economic resources and decision-making.
44. **System** – Combines social power, institutional power (policies & practices), cultural messages, and individual actions.
45. **White Privilege** – An unacknowledged system of favouritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.
46. **White Supremacy** – A system of exploitation to maintain wealth, power and white privilege.

47. **Whiteness** – A racial identity created by upper-class colonialists to distinguish themselves from indentured servants and slaves. A guarantee against being enslaved.

*(Race, Class, and Gender in the United States. Paula S. Rothenberg (ed). 6th Edition. Worth, 2004
Living Chicana Theory. Carla Trujillo (ed). Third Woman Press, 1998)*

<https://www.gold.ac.uk/racial-justice/glossary/>

2.1 Terminology and acronyms typically used in Racial Justice work

Black

The National Union of Students' Black Students' Campaign uses the term 'Black' to denote those of African, Arab, Asian and Caribbean heritage. This is often known as 'politically Black.' However, in the context of Goldsmiths Racial Justice, the term Black is used to denote people of African and/or Caribbean heritage.

Blackface

(Based Merriam-Webster Definition)

Dark makeup worn (historically by a white performer in a minstrel show) in a racist caricature of the appearance and character of a black person.

Black and minority ethnic (BME)

This is a term typically used throughout the university sector to describe Black and Brown people however this term has many limitations, including, but not limited to its incorrect amalgamation of a vastly diverse range of people. It also implies racial homogeneity of all racially minoritised people, which can be very misleading as there are many cultural, ethnic and experiential differences among the 'BME' category.

However, despite these limitations, where necessary certain institutional texts and reports will use the term for consistency and avoidance of ambiguity when discussing race in a broader sector context.

Code-Switching

(Based on Merriam-Webster Definition)

The switching from the linguistic system of one language or dialect to that of another. For example, in the context of race this could be emulating received pronunciation in order to combat stereotypes regarding racialised perceptions of intelligence. In practice this could be matching the linguistic system of the person with whom you are conversing with as to not stand-out.

Islamophobia

(All-Party Parliamentary Group on British Muslims)

Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.

Racial Microaggressions

(Sue et al. definition 2007)

Racial microaggressions are brief and commonplace daily verbal, behavioural, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities.

Othering

To alienate, separate oneself from, or to exclude a person or group of people based on perceived or highlighted differences.

Racial Battle Fatigue

(Allen and Danley 2007)

The result of constant physiological, psychological, cultural and emotional coping with racial microaggressions in... racially hostile and unsupportive environments.

White-Gaze

The lens through which white people may perceive the world around them, as shaped by their white privilege and experiences.

White Privilege

Refers to the systemic privileges that are exclusively afforded to white people as a result of their skin colour, rooted in colonialism, racial-power dynamics and inequality.

White Saviourism

(Based on The Metro Definition)

This refers to white people who feel compelled to help Black and ethnic minority people, but within a context that can be perceived as self-serving. This is rooted in racial superiority, where white people, whether explicitly or implicitly, believe that they possess the skills to 'save' BME people as they cannot do it themselves.

3.0 Evidence base and theoretical underpinning

Unconscious bias – what is it?

- World view is impacted by lived experience
- Every interaction – Information passed between each other – cognitively overwhelming
- Information is suppressed, group, place into categories.
- Enables rapid judgements – without having to process every detail. This is known as ‘Social Categorisation’
- Categorisation – normal social function that provides handy ‘scripts’ of what to expect from others.
- Prejudgements – without these, social encounters would become stressful as both parties seek to establish roles and expectations

How does it impact?

- Our Perception – how we see people and perceive reality.
- Our Attitude – how we react towards certain people.
- Our Behaviours – how receptive/friendly we are towards certain people.
- Our Attention – which aspects of a person we pay most attention to.
- Our Listening Skills – how much we actively listen to what certain people say.
- Our Micro-affirmations – how much or how little we comfort certain people in certain situations

Adultification bias

Black children are seen as more resilient and less innocent. Therefore less in need of protection. This is based on historical and existing racialized narratives underpinned by racism. (*Goff et al 2014; Ocen, 2015, Epstein et al, 2017, Davis 2019*)

The circumstances of their lives and deaths suggest that perceptions of vulnerability apply to some children more than others, implying that agencies do not view as an obvious indicator of vulnerability, especially if the young person is black and male (*Goff et al, 2014*) ...Opportunities to effectively support Chris and Child C may have been overlooked due to an unquestioning culture that appears to have lost sight of the innate vulnerability of all children’ (*Davis and Marssh, 2020*)

3.1 Origins of the Social GRRACCEESS

- A family therapist named John Burnham came up with the idea of the Social GRACES.
- As this work has developed more categories have been added to the original six
- This concept is often used in a family therapy setting to help families and therapists to notice and acknowledge their commonalities and differences
- Instead of difference being seen as a deficit to be addressed it can be recognised as a strength to be celebrated.

- It gives practitioners and families a tool to help them not shy away from power differentials which may be present in the room.

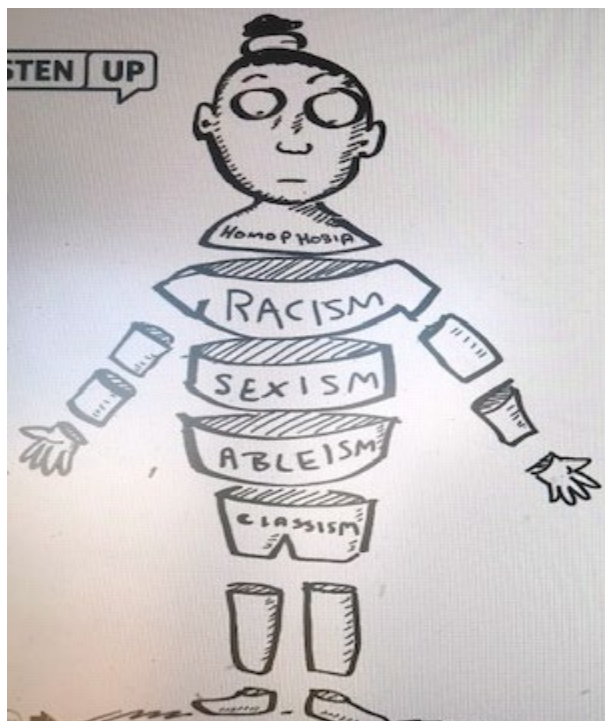


3.2 Intersectionality

What is intersectionality?

Intersectionality is the concept that all oppression is linked. More explicitly, the Oxford Dictionary defines intersectionality as “the interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage”.

Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc. First coined by Professor Kimberlé Crenshaw back in 1989, intersectionality with its importance increasingly being recognised in the world of women’s rights.



4.0 Qualities of a Committed Anti-Racist Manager:

- Willing to take risks and acknowledge privilege and power differentials
- Open to/seeks out feedback and integrates it
- Engages in transparent decision making process
- Hires, promotes and retains BAME people
- Commits time, money and training and actively participates
- Willing to stop and reflect then change re-direct if their way is not working
- Shares power and control whilst accepting hierarchy of responsibilities

5.0 Qualities of a Trauma-Informed Anti-Racist Practitioner:

A key feature of a trauma-informed organisation is the way in which a service is offered (i.e. the whole *context in which it is provided* - not just 'what' it entails). As healing from interpersonal trauma occurs in relationship, the wider relational context in which healing takes place is critical.

- **Safety** – (creating spaces where people feel culturally, emotionally, and physically safe, as well as an awareness of an individual's discomfort or unease.)
- **Transparency & Trustworthiness** – (providing full and accurate information about what's happening and what's likely to happen next. Respectful and professional boundaries maintained.)
- **Peer Support** – (Providing hope and support. Promoting trust.)
- **Collaboration & Mutuality** – (recognising that healing happens in relationships and partnerships with shared decision-making.)
- **Empowerment, Voice & Choice** – (recognising an individual's strengths. Prioritising staff and client empowerment, choice and control & building skills.)
- **Cultural historical & gender contexts** – (recognising historical/intergenerational trauma, cultural sensitivities and strengths, and gender issues.)

6.0 Lewisham's Youth Offending Service's Disproportionality Policy

Introduction

The attention to issues of disproportionality have taken a more sharper focus following the **Young 2014 and Lammy Reviews 2017** into **disproportionality** issues emphasizing the over- representation of Black & Minority Ethnic groups in the Criminal Justice System, particularly black Caribbean people.

This policy will highlight a range of statistics showing significant disproportionality in various areas – highlight the impact of trauma and racism on young people and groups / communities – and outline actions that Lewisham can be taken both on an operational and more strategic level.

[https://www.gov.uk/government/publications/ethnicity-facts-and-figures-black-caribbean-ethnic-group/black-caribbean-ethnic-group-facts-and-figures;](https://www.gov.uk/government/publications/ethnicity-facts-and-figures-black-caribbean-ethnic-group/black-caribbean-ethnic-group-facts-and-figures)

Trauma – young people and disproportionality

Children and young people will experience traumatic stress when their exposure to traumatic events overwhelms their ability to cope with what they have experienced.

These traumatic events can have a wide-ranging impact on children's functioning and can cause increased: Anxiety – Depression - Difficulty managing relationships - Difficulty with school and learning - Delayed Development (mental and emotional) and Speech and Language difficulties.

When **children and young people experience traumatic events**, they often adopt strategies. These are strategies to keep safe, for example, avoiding a route home where violence is likely to occur and avoiding going to school because school has become a prolonged 'stressed' environment. These strategies, over long periods, can result in other consequences including Isolation, falling behind in school, exclusion, CCE etc.

Historical group trauma is a form of trauma that impacts entire communities. These include both the emotional and psychological wounded, as a result of group traumatic experiences – Generational Trauma (*SAMHSA, 2016; Yehuda et al., 2016*).

This type of trauma is often associated with racial and minority population groups who have suffered discrimination and assaults on their culture.

Racial trauma refers to the stressful impact or emotional pain of one's experience with racism and discrimination (*Carter, 2007*).

Robert T. Carter's (2007) theory of **race-based trauma** – individuals who experience racially charged discrimination as traumatic - generate responses similar to post-traumatic stress.

Symptoms include:

- Increased vigilance and suspicion - increased sensitivity to threat - sense of a foreshortened future - low self-worth - heightened responses to stress such as aggression or substance use (*Comas-Diaz, 2016*).

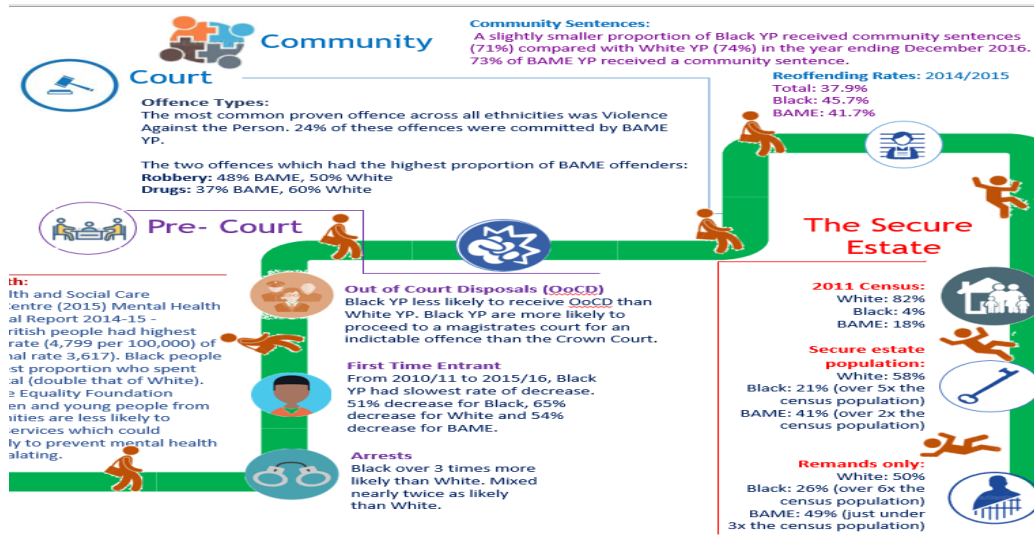
Some actions / advice to help those who work with Black, Asian and Minority young people to help understand how they might address the impact of race, racism, trauma and its effects on young people in the Criminal Justice System.

Individual Actions:

- Understand the culture in which you are working and find cultural references that will resonate with C/YP
- Be aware of your connection to the communities you are discussing.
- Recognise that even people who are members of the same racial or ethnic group may have very different life experiences, emotions, and responses.
- Be careful not to generalise groups of people.
- Understand yourself and your own beliefs, biases, privileges, and responses, because this is an essential foundation for facilitating discussions with C/YP
- Create Safe space - Highlight that all C/YP need to have a sense of psychological safety and trust so that they can express their perspectives and listen respectfully to others' perspectives, even when there are disagreements.
- Prior to engaging in the discussion, set up options and provide clear directions for managing overwhelming emotional responses related to the discussion.
- Set rules and boundaries - permission to leave the room
- Reflection with peers - debriefing, processing, or support.
- Validate and de-escalate emotions when possible – C/YP often have difficulty identifying, expressing, and managing emotions.
- Help C/YP and colleagues understand the connection between historical trauma, systemic racism, and community trauma.
- Understand the culture in which you are working and find cultural references that will resonate with C/YP
- Give C/YP opportunities to share cultural stories and experiences in a variety of ways
- Offer empathy and understanding to C/YP who express distrust and distress.
- Validate and honour C/YP experiences and emotions rather than trying to convince them that they no longer have a rational reason to feel that way.
- Avoid telling them that their past experiences should not affect their current beliefs.

7.0 Journey of the Black Child in the Youth justice system action plan

Journey of the Child – LYOS Anti-Racist Action Plan Summary



Using the 'journey of the child' data, LYOS has begun the process of examining the pinch-points in the system where young Black/mixed heritage children can potentially face bias and discrimination.

LYOS in collaboration with our key partners have devised an Anti-Racist Action plan, which aims to hold ourselves and our partners accountable as we challenge and change systemically racist practice. Below is a description of some of the targets for change across the service:

Arrest/Stop and Search, Liaison and Diversion:

- The police Piloting the use of community resolutions for Class B offences (in particular Possession of Cannabis)
- Looking after children in distress at Lewisham police station working group to devise a protocol, provide training and advice to Police Officers.
- Develop Operation Harbinger (Golden Hour) delivery together with custody police, MASH team and Emergency Duty Team
- Holding Table Talk sessions with local solicitors to explore the impact of practice areas such as reductions in legal aid to access in quality legal representation in custody and Court and consequences of 'no comment' interviews for black children.
- Production of L&D booklet to be provide culturally competent psycho-education, signposting to children in custody.

OoCD:

- Manager to do due diligence and check and challenge with police partners any disposals for black children that appear to be disproportionate.

- BCU Scrutiny panel to monitor equality and fairness to check bias in decision making
- Checklist for case managers to identify where racism may have occurred in order to challenge decisions during the assessment process.
- Disproportionality being routinely discussed/reflected on in all OoCD meetings with police and partners.

Court & Remand/Bail:

- AR statement to be added to QA form and then added & amended to PSR's to represent the needs of the child.
- Developing a pro-forma that considers, Graaces, NRM etc. that weighs against reasons not to give bail (to black children) and mitigate against this when considering packages of support.
- Sending LYOS AR action plan/policy to the Law society requesting support/endorsement and official compliance to anti-racist practice.

Interventions:

- Ensuring the RJ clinics for CYP and families are culturally competent.
- Developing a catalogue of bespoke strengths based interventions/resources exploring identity for black, mixed heritage children.
- Participation Strategy to ensure proportionate representation of black, mixed heritage children and their parents) in all aspects of service design/delivery.

Custody & Resettlement

- Survey of all black/mixed children when first sentenced which explores their experiences in custody, in order to develop a framework to help us better meet the needs of these children.
- Developing an explicit pathway for reporting/escalating safeguarding incidents (e.g. via the LADO) where black/mixed children report incidents of racism from staff.
- Developing opportunities for access to culturally appropriate and competent services across the resettlement pathways to improve outcomes for health, education and accommodation upon release
- Restorative Clinics held for all children and their parents/carers to help re-build connection, prepare and repair families who have been separated as a result of custody.

8.0 How LYOS will tackle racism – a partnership approach

The **Lewisham Youth Justice Management Board** has driven a borough-wide, self-assessment and action plan which includes the provision of unconscious bias training across the partnership and supporting partners with embedding the Trauma-Response model, which aims to support the building of trusted relationships and reduce re-victimisation. Lewisham's comprehensive **community safety partnership serious violence and knife crime action plan 18-19** covers a range of cross / multi agency actions designed to address concerns around serious violence – knife crime and issues of disproportionality. These include strategic / operational forums – targeted enforcement and intelligence led stop and search with the involvement of community representatives – sharing intelligence – community weapons sweep – monitoring exclusion data – adoption of a restorative approach – support for young victims of knife crime - bespoke community sentence interventions and the continued roll out of unconscious bias training across the partnership.

Safer Lewisham Partnership (SLP)

The SLP's 2019- 20 plan focuses upon the 'Safety and Wellbeing of Lewisham communities.

The three priorities guiding policy and practice this year are:

1. **'Adopting a Public Health Approach to tackle Violence'**
2. **'Develop Lewisham as a Trauma-informed borough'**
3. **'Equal focus on victims and perpetrators'**

- Provision of Unconscious bias training across the partnership during 2018/19
- A more open and accountable approach to Stop and Search
- Reducing criminalisation and preventing harm restoratively through community resolutions
- Sponsoring eligible BAME managers within the YOS onto BAME management and leadership development courses with specialist input specifically aimed at BAME leadership
- The current development of a 'Journey of the Black Child' Pathway and Action plan to monitor and evaluate the impact of anti-racist approaches in the YOS and wider partnership using task and finish groups.

Stop and Search:

Updates on actions relating to the in-depth review into the Impact of Stop and Search and Prevent (Mar'21)

<https://councilmeetings.lewisham.gov.uk/documents/s77507/06Stop%20and%20Search%20and%20Prevent%20update%20SSCSC%20010321.pdf>

Key messages / Stats – the number of **stop and searches** (S & S) has increased in Lewisham in recent years by 55% (between 2018 & 2019) as has the number of those with **no further action** (69%) and those with **positive outcomes** (25%) over the same periods. Compared to the London average Lewisham has consistently lower figures with London's figures being 78% - 90% and 39% respectively.

Drug searches have increased by 51% from Dec'18-Dec'19 and section 60 searches by 7% over this period. **Black YP** were S & S in larger numbers – 2859 in 2018 and 4455 in 2019 (an increase of 55.8%) – the number of 'successful' S & S were lower amongst black YP (28%) than white YP (32%) It is clear from both years' data that between 3-6 pm are the **peak periods** of S & S activity.

Proposed actions:

- Facilitate and support the distribution of “know your rights” cards to young people in the borough
- Increasing preventative work with young people especially in primary schools and community groups to avoid section 60's being enacted
- Importance of Police training including unconscious bias training - on-going and delivered to frontline staff.
- 40 per cent of its new police recruits from Black, Asian and Minority Ethnic backgrounds from 2022.
- Investigating a way to facilitate and support young people to make complaints through a third party mechanism
- From March 2021, the Executive Director for Children & Young People will chair the Prevent Delivery Group. Ensuring that Prevent is aligned with other safeguarding issues, as well as raising its profile amongst senior officers.

Public health Approach: Performance framework and Data Monitoring

4.3.4 Key Performance Indicators - these should be monitored regularly via SMT & DMT

Corporate Priority 7: Building safer communities				
Objective: develop a public health approach to youth violence and knife crime that looks at tackling the root causes				
Work-stream 4: Reduce Disproportionality			Responsible Officer: Keith Cohen	
Work-stream aims	Key outcome measures	KPIs for scorecard/dashboard	Data Source	Frequency
<ul style="list-style-type: none"> • tackle the issue of trust in the legal system • work with the police to ensure that stop and search is used in a responsible intelligence-led manner. (reduce no of ineffective stop & search) • Ensuring child protection measures are proportionate to prevent over representation in the criminal justice system. • Understand client journey. • Leadership & Workforce development 	<ul style="list-style-type: none"> • Reduce over representation of Black children in the criminal justice system • Reduce disproportionality in vulnerability to criminality (e.g reduce school exclusions) • Prevent children coming into the criminal justice system. • Reduce knife crime • Reduce disproportionality in health – (particularly mental health) • Increased trust in the system • Improve access to psychological services and therapies for Black children • Leadership & workforce development (workforce training, modelling around trauma, use common language that people identify with, reduce unconscious bias) 	<ul style="list-style-type: none"> • Proportion of young black people in the system as a proportion of the population. • No & % of reported successful stop & search cases by demographic (e.g race, age, gender), location, region, reason • No & % of knife crime related incidences by race, age, gender, area • Reason of access to A & E by related incident, race, age, gender. • Proportion of recorded cases by medical condition, type of crime, relation to victim) by race, age, gender, area, • No & % of children in concern hub by race, age, gender, disability, family status, housing status, reason • No & % of School exclusions by of ethnicity, race, age, gender, SEN • No & % of people who say they have increased trust in the system • No & % of staff who have received cultural competence, unconscious bias training. • No of services where over representation is collected & reported on. • No of services where over representation is in their annual plan 	<ul style="list-style-type: none"> • Police crime data • Mental health team • Hospital A & E data • Concern hub • Access, Inclusion and Participation Team (CYP) • Resident Survey 	<ul style="list-style-type: none"> Qtrly Mthly Annual Mthly School Term Annual

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“What’s the problem with being ‘not racist’? It is a claim that signifies neutrality: ‘I am not a racist, but neither am

I aggressively against racism.’ But there is no neutrality in the racism struggle. The opposite of ‘racist’ isn’t ‘not racist.’ It is ‘antiracist.’”