**Anti-Racist Work and Tackling Disproportionality: Sharing Practice**

Please use this template to tell us about the work your authority is doing that you think is worth sharing more widely. This might be (please indicate which category(ies) you are sharing) :

* Within your organisation
* With children and families
* With communities
* With partners
* Through research

Please give a short description of the work being undertaken and its impact. Also provide relevant resources / documents and a contact name should others wish to find out more about the work.

**LA Name: Redbridge**

**Name of project or approach: Various**

Redbridge disproportionality and anti-racist work is driven by a strong sense of moral purpose. This conviction is held, and led, by Heads of Service, and crosses over partnerships, for example into joint approaches with the Police. There is a specific wish to focus on what will make a tangible difference to children’s outcomes and experiences and to avoid being lost in generalities or the overall scale of the systemic racism/disproportionality problem. This means holding some of the ‘messiness’, adopting an operational (rather than individual or corporate) approach, and being prepared to find solutions as the work is undertaken.

Recognising the longstanding disproportionality within youth justice outcomes, Redbridge has taken a deliberate decision to approach disproportionality as a whole through this lens. By ‘throwing a stone’ into disproportionate youth justice outcomes, the ripples can be followed through to, for example, school exclusions/attainment, poverty, and mental health outcomes. The approach is data-led and has partnership commitment through the YOS management board. This also enables services to develop solutions in practical, bite-sized chunks as issues are encountered.

Alongside this youth justice approach, Redbridge are also working closely with schools around anti-racist educational practice, which has gained further impetus from the Black Lives Matters movement and questions around the curriculum and Black History. Redbridge also has a particularly active youth council that holds the LA approach to account. This links with building a wider understanding of disproportionality locally, for example the potential under-counting of certain measures in communities for cultural reasons. The building of trust is essential to understanding and addressing what may currently be hidden harms.