

## Leadership in Colour Summit: 24<sup>th</sup> May 2023

### Evaluation and Next Steps

**"Racism is a powerful evil that walks amongst us. If we don't see it or recognises it, then we can all succumb to its evil."**

Jacque Burke, DCS Hackney

**"The reason Haringey were able to change a culture that was stuck? It started from the back. Leadership comes from the boots in the boroughs."**

Beverley Hendricks, AD Safeguarding & Social Care Haringey

**"If you create a system based on othering people, it doesn't matter who is leading that system. Put your currency on the talent you see around the room."**

Teresa Hills, Head of Service Merton

### Overview

The Leadership in Colour Summit brought together the London Children's workforce to discuss and tackle issues of racism and disproportionality. The day was powerful, inspiring and productive, with a deep dive into themes of workforce, youth justice and early years.

The day was also an opportunity for the London Children's workforce to come together as colleagues and friends. The warmth and joy this brought were evident; for many this was a chance to connect again after the restrictions of the Covid-19 pandemic.

The day looked to tackle the 'so what' question and we will use the work of delegates to inform proposals for the 23/24 Leadership in Colour work programme.



## **Keynote Speakers**

We heard some wonderful keynote speeches, which included:

A welcome from Jacquie Burke and Bev Hendricks, the ALDCS strategic leads of Leadership in Colour, who talked about their experiences as leaders and their determination to see change. This included the impact and response to Child Q's strip-search in Hackney and listening and the culture of Haringey's workforce, which drew strong praise from Ofsted. Jacquie and Bev asked the event to embrace the 'it starts with us' principle, inviting everyone to look at themselves and their role/contribution as the starting point for tackling racism and disproportionality. Delegates were invited to write an 'I will' pledge during the day.

Nigel Chapman shared the findings of the Big Listen survey of the children's workforce highlighting different experiences by race and explaining how these are being incorporated into ALDCS workforce strategy. We heard deeply moving personal accounts from the children's workforce, which shone a light on the lived experiences of staff and the impact of racism.

Teresa Hills made a series of practical asks of Children's Leaders (Appendix 1) and Stuart Love gave both a personal account of his leadership journey and an uncompromising assessment about the role and responsibilities of Local Authorities.

Rose Durban introduced her paper Just Fair, with its six 'if only' conversations to support leaders in improving safety for black children and preventing their entry to the youth justice system. This concept of working before, alongside and after the youth justice system is echoed by an 2019 HMIP thematic report and links the youth justice experience back to the early years one.

Kiran Hayer from Hammersmith and Fulham and Alison Sabaroche from Westminster (both LA's have drawn praise for their youth justice approaches), gave examples of applying these principles in practice, including in their assessment approaches and partner relationships.

Abi Miranda and Claudia Cousins from Anna Freud talked about Early Years referral pathways through the lens of race and the subsequent impact on life course. They discussed developing anti-racist approaches in family hubs and the importance of understanding the intersectionality of race with other factors.

Donna Thomas rooted this in Hackney's journey, explaining the challenges and successes of their work in the Early Years and Education sector. This has included the positioning of a CAMHS link worker in every school and the development of four children's centres into family hubs rooted in anti-racist practice.

Across all the keynote speakers, certain common themes emerged.

- One was the interconnectivity of the system – workforce, youth justice, and early years are connected parts of a whole system that manifests itself across child's life journey.

- A second was the vital role that both **data** and **stories** play, the first providing the evidence base around issue and impact that is so essential, and the second humanising the experience and allowing us to fully understand its impact on people.

## Workshops

Workshops looked at the thematic areas and asked delegates to identify priority areas for change, how progress could be measured, and what immediate actions were required. These outputs are summarised as follows:

### Theme: Early Years and formative experiences

Improvements – jointly or collectively?

Suggested outcome measures

Short term actions to progress

Improvements – jointly or collectively?	Suggested outcome measures	Short term actions to progress
<ul style="list-style-type: none"> <li>• We must emphasize the need for self-awareness for individuals who work in early years; what shapes their morals and values – to avoid unconscious bias.</li> <li>• How can we decolonize the curriculum such that it is understandable and equitable for all children, giving them a sense of belonging?</li> <li>• We need to involve fathers more from the beginning; from antenatal care, to health visits and beyond. We must provide targeted services for Global Majority parents in addition to inclusive services, to help with this.</li> <li>• Senior leaders need to demonstrate accountability for this agenda on a strategic level, e.g. through local safeguarding partnerships.</li> <li>• We need to think about what differences could have been made early for children in care to prevent negative experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be more informed and culturally competent in order to better help and support Global Majority children.</li> <li>• Central government will have decolonized the curriculum and children will have a greater sense of belonging.</li> <li>• Staff will have an increased understanding of cultural context when supporting fathers.</li> <li>• Anti-racist practice in Early Years will feature in local safeguarding measures.</li> <li>• Exclusion numbers for looked after children will have reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus funding towards early help and training - a lot of issues are due to social workers not having enough funding for training.</li> <li>• Take accountability in educating each other in cultural competence e.g. reverse mentoring.</li> <li>• Better enable staff to engage with wider family and community as a resource.</li> <li>• Build awareness with senior leaders and put anti-racist practices in place.</li> <li>• Introduce mandatory training for staff supporting fathers, and for staff to share learning from engaging fathers.</li> <li>• Create an expectation for fathers to be included in care plans and assessments etc.</li> <li>• Use an intersectional approach to identify/mitigate issues that could affect fathers being more involved.</li> <li>• Introduce a pan-London curriculum for Early Years staff.</li> <li>• Work with partners such as schools to reduce exclusion rates.</li> <li>• Research how to prevent black boys ending up in the criminal justice system when what they need is mental health services.</li> </ul>

## Theme: Before, After and Alongside Youth Justice

### Improvements – jointly or collectively?

### Suggested outcome measures

### Short term actions to progress

<ul style="list-style-type: none"> <li>Work with schools to identify what support and services they need to move towards a <b>zero-school exclusion charter</b></li> <li>Having a useful and used multidimensional London-wide disproportionality data set on behalf of children</li> <li>Early Help offer which includes disproportionality across all the London Boroughs</li> <li>Work with the Met Police to improve children's experience / Consider work on the children's strategy – using Casey Report</li> <li>Co- Production of services / Plans with CYPF</li> <li>Collective London lobby of early CAMHS intervention for GM CYP</li> <li>Changing the narrative YOT to YJ, exclusion to inclusion and young people to children</li> <li>Adoption of Trauma Informed Practice across the borough</li> </ul>	<ul style="list-style-type: none"> <li>Number of school exclusions and suspensions Pan London/ by borough</li> <li>Disproportionality data for Early help-step up / down Pan London</li> <li>Nos of stop and searches across London</li> <li>London-wide reduction of Black boys held on remand in custody</li> <li>Feedback from children/ families on every measure</li> <li>Reduction in waiting times for GM children</li> <li>Numbers of boroughs who change service name</li> </ul>	<ul style="list-style-type: none"> <li>Adding zero exclusion charter to Pan London agenda and capture buy-in</li> <li>Re- issue and use the London-wide LIIA data set</li> <li>Establish a Pan London protocol for managed moves</li> <li>Putting prevention and reduction of racial disparities on every partnership agenda</li> <li>Pan London panel to monitor transitions into, within and out of school and support available at key points (short term name and shame but shift towards naming and acclaiming!)</li> <li>Consider range of advocacy services for parents and carers – right advice info and guidance at the right time</li> <li>Every partner and borough auditing their training offer to ensure racially just leadership and trauma informed practice is built into every training opportunity and becomes a key target in all staff appraisals</li> </ul>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Theme: Our People

### Improvements – jointly or collectively?

### Suggested outcome measures

### Short term actions to progress

<ul style="list-style-type: none"> <li><b>Training and development:</b></li> <li>Professional development for GM staff and allowing time for that</li> <li><b>Recruitment processes:</b></li> <li>Inclusive recruitment process – does not rely one type of interviews</li> <li>All interview panels should be diverse but not tokenistic</li> <li>Using strategies from the private sector/agency model in London</li> <li><b>Succession planning:</b></li> <li>Pan London standards for progression to achieve leadership</li> <li>Include everyone in formal lines</li> <li>Cultural sensitivity around flexibility – e.g. religious/holiday/family</li> <li>Workforce retention</li> <li><b>Leadership:</b></li> <li>Leadership committing to engagement in initiatives and being held accountable</li> <li>Approachable leadership</li> <li>Diversity of leadership and workforce; we don't have the representation we need at leadership spots – how do we address those gaps</li> <li>Bold response to the Big Listen</li> <li><b>Partnership Working:</b></li> <li>How do we come together to work with statutory partners</li> <li>Multi-agency systems approach</li> </ul>	<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>Political context influencing appointments</li> <li>Diverse recruitment that represents the community</li> <li>Data on requirement panels</li> </ul> <p><b>Inclusivity</b></p> <ul style="list-style-type: none"> <li>Apprenticeships – good opportunity to give another inclusive pathway</li> <li>More equity</li> <li>Positive action – Data on access to opportunities</li> <li>Glass ceiling – opportunities to try a job to gain skills</li> <li>Skill matching – understanding data on diversity of teams</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>More transparent career pathways in different professions</li> <li>Retention</li> <li>Succession planning</li> <li>Tracking progression of people who have attended training</li> <li>Data on promotion and career development opportunities for our Global majority staff</li> <li>Training and development and Succession planning</li> </ul> <p><b>Employee Feedback</b></p> <ul style="list-style-type: none"> <li>Qualitative feedback from staff surveys</li> <li>Annual staff surveys - what do they tell us and what are you going to do about it?</li> </ul> <p><b>Accountability and Ownership</b></p> <ul style="list-style-type: none"> <li>Steering groups – shared ownership</li> <li>We are data rich how do we be data smart?</li> <li>Accountability with clear responsibilities</li> <li>Agency Staff</li> <li>Agency staff not necessarily getting the same training opportunities</li> </ul> <p><b>Data &amp; peer support</b></p> <ul style="list-style-type: none"> <li>Use existing quant data (census, TRI etc) to demonstrate key changes locally and regionally</li> <li>Identify peer challenge/review opportunities with key authorities</li> </ul>	<ul style="list-style-type: none"> <li>Allocate CPD budgets for training and development</li> <li>Provide opportunities for sponsorship and networking outside of work to go beyond mentoring</li> <li>Celebrate promotions and colleagues moving on (good endings and recognising positive impact/progression – reframing 'retention')</li> <li>Encourage young people into social care jobs</li> <li>Opportunities to shadow post unsuccessful jobs applications, and counter stigma around positive action (detailed feedback to support improvement and proactivity in retention efforts – no career journey is linear)</li> <li>Standardize supervision with systemic, trauma-informed, and anti-racist approaches</li> <li>ASYE academy - Provide the right training and development</li> <li>Focus on middle managers who aren't getting the right training</li> <li>Track progress locally and key areas regionally</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Evaluation of the Summit**

175 people attended the Leadership in Colour Summit, of which 60 people completed evaluations of the day. Key points to note include:

### ***Overall Rating***

There were very high satisfaction levels with the day:

- 60% of respondents scored the Summit overall at 5/5
- 35% of respondents scored the Summit overall at 4/5
- 95% of respondents scored the Summit overall at either a 4 or 5/5

### ***What did you find most valuable?***

A wide range, with the following themes being reflected by multiple respondents:

#### **1. Networking and coming together.**

- “Being with colleagues from across London”.
- “Directors coming to engage with us – we need them on this change journey”.
- “Gaining an understanding of what other LA's are doing”.

#### **2. Keynote speeches**

- “The keynote speakers - especially Teresa Hills and her key messages to systems leaders. Teresa inspired me to be brave to seek change from my leaders”
- “The speeches from so many different professionals across different LAs as well as Anna Freud. It was really interesting to learn about what is being put in place as well as the progress that has been made in tackling racial inequality and anti racist practice.”
- “The speech on ‘Leading from the back’. Mr Love was an inspiring illustration of a senior leader driving anti racism.”
- “The workforce presentations, Westminster’s work, Donna Thomas’s presentation and the Youth Justice section”

#### **3. Workshops**

Many respondents referenced the workshops and table-top discussions:

- “The afternoon was a good opportunity to hear from different people and the discussions were rich.”
- “The diversity and richness of ideas and discussions”
- “The drawing up.of the plan and the commitments”

### ***What did you find least valuable?***

Most respondents stated ‘none/nothing’ to this question. From those that did comment:

#### **1. Timing of the day**

- “Too much packed in”
- “It could be a two day programme”
- “Time-keeping”

**2. The content**

- “Some of the presentations were pitched too low and going over what we know”
- “Being lectured on why discrimination is wrong... slightly insulting for this audience.”
- “ I would have wanted to see the impact that all the work has been on our children of Black Majority and ethnic group and staff in the workforce and the progress that has been made and how this is going to be reviewed and changed”

- 3. Catering / Lunch Queue** – a number commented that the catering could be improved and the queue was too long.

***To what extent do you agree that the three thematic elements of workforce, youth justice, and early years were the right ones for London Children's Services to be exploring at this summit?***

Strongly Agree	39
Agree	19
Disagree	1
Strongly Disagree	1

***Anything else you would like to feedback or suggest?***

Mostly comments in this area reiterated that the day had been good and thanked the organisers and speakers. Other comments included:

- “Parents, carers and community would have been a very helpful area to explore”
- “UASC and leaving care area of work”
- “I wonder whether the thoughts and plans shared today can be incorporated into broader plans and commitments across London.”
- “Co-production for future events”
- “As someone who is not a social worker and works in the Youth Justice Service - this conference was one of the best I have attended as I have felt others which I have attended have a focus on Children’s Social Care. There were many takeaways for me which I shall be looking to make changes.”

## **Building a 2023/24 LinC programme – Next Steps**

The following are at various stages of development:

### **Workforce**

- Share and embed the Leadership in Colour workforce data dashboard. This shows grade vs ethnicity data for each borough's workforce (social worker), as well as the trajectory over time. Directors are asked for their views on how to use this data in a regional, sub-regional and borough context. This includes how to communicate it to the Children's workforce.
- Teresa Hills key takeaways for leaders (see appendix 1). Directors are invited to adopt these values regionally and in boroughs.
- Digest the 'Big Listen' report, which contains important messages about the experiences of the BGM workforce and its association with issues of recruitment and retention. Closely integrate Leadership in Colour with the development of the ALDCS workforce programme.
- Tackling Racial Inequality Programme. LinC Strategic Leads to meet with Stuart Love and colleagues to explore the cross-over with this CELC programme. Understand the whole council work they are undertaking regarding self-assessment, peer challenge and LA charter. 13 LAs are taking part in pilot. Establish a co-ordinated strategy across Children's Services and whole council approaches.
- Based on the high value placed by attendees of the BALI programme, ALDCS should consider commissioning arrangements for future (London reserved) cohorts. There should also be consideration of the recommissioning of a specialist provider (currently Staff College) to support this year's Leadership in Colour programme. We will develop a set of proposals for ALDCS around this, however indicative steers at this stage are welcome.

### **Before, around and after Youth Justice**

This was a thematic topic of the Summit due to the thread that can be traced from the disproportionality within Youth Justice through the entire child's journey.

- LinC Strategic Leads to meet with ALDCS Youth Justice Strategic Lead (Pinaki Ghoshal, also Chair of MOPAC Disproportionality Implementation Group) to find the best areas to develop complimentary proposals. Based on Summit workshops these may be around Education and Early Help.
- Re-examine progress of sub-regional YOS led disproportionality work, including with Courts, educational settings, and other partner relationships. Ensure the various efforts to tackle disproportionality are well co-ordinated.

- Promotion and development of the London Accommodation Pathfinder, which offers an alternative to custody for (predominately black and mixed-race) boys within the youth justice system.

### **Wider**

- The development of a LIIA disproportionality dashboard across a range of children's outcome measures. To be broken down by borough. This piece of work is under way; LIIA are consulting on how it would be used and what measures should be included.
- Funding has been agreed for Rees Centre/LIIA research on 'care pathway experience by ethnicity'. This will be relevant to several areas, including the current ALDCS Resources and Commissioning priority.
- Develop links with wider national and regional strategy in anti-racism and disproportionality
- Develop opportunities for peer challenge and learning.

### **Requests for ALDCS**

ALDCS is invited to:

- Reflect on any aspect of the LinC Summit
- Comment on / steer the next steps development
- Discuss and agree how to utilise and share the Workforce Disproportionality Dataset
- Respond to the invitation to adopt Teresa Hill's Takeaways for Leaders

Matthew Raleigh

LIIA programme lead

04.07.23



## SYSTEM LEADERS: Key Takeaways to get us there!

Staff  
College



### 1. Include Global Majority colleagues at your top table

Not as a token, and truly engage with difference as you will see the ripple effect in your organisation.

You will see problems and solutions from a varied lens.

Remember the golden thread of disproportionality in outcomes for our children.

### 2. Pound the table for Global Majority colleagues

Use your social networks and name drop for them or agencies will.

The real need for a thriving permanent workforce that is valued and elicit loyalty.

### 3. Walk the difficult path

Be authentic, credible and intentional about inclusion and equity (its not just about shoes for all, but shoes that fit- for all).

Racism is real. (Please don't let the fear of getting it wrong get in the way). Clumsiness will happen, allow for vulnerability and allow the same for your global majority colleagues as this provides psychological safety in organisations.

The link to staff well being when we move away from blame.

### 4. Share your good examples

Use the Leadership in Colour reference group as your critical friends, lets learn together and please attend those twilight sessions.

Please go above and beyond coaching and mentoring- start sponsoring!

The link to reshaping the system, challenge the status quo rather than locating it in individuals - especially Global Majority to fit into the system.