WELCOME TO APSW KEE 2: 1000+ registrants

Please can we ask you to:

- Keep camera and mics **off** in order to minimize disturbance and interference
- Use the chat for posting comments and questions
- Do tweet at #APSWORG or #KEE2021
- For any tech problems we suggest you log out and back in

After the event we will:

- Post the event recording on the APSW website - http://apsw.org/
- Make available a KEE briefing for each KEE on the APSW website
- Let you know about plans for a KEE 5 where discussion and dialogue will be possible

CHILDREN'S SOCIAL WORK AND SOCIAL CARE

Knowledge and Evidence Event 2: Equality, Diversity and Inclusion in Children's Social Work and Care

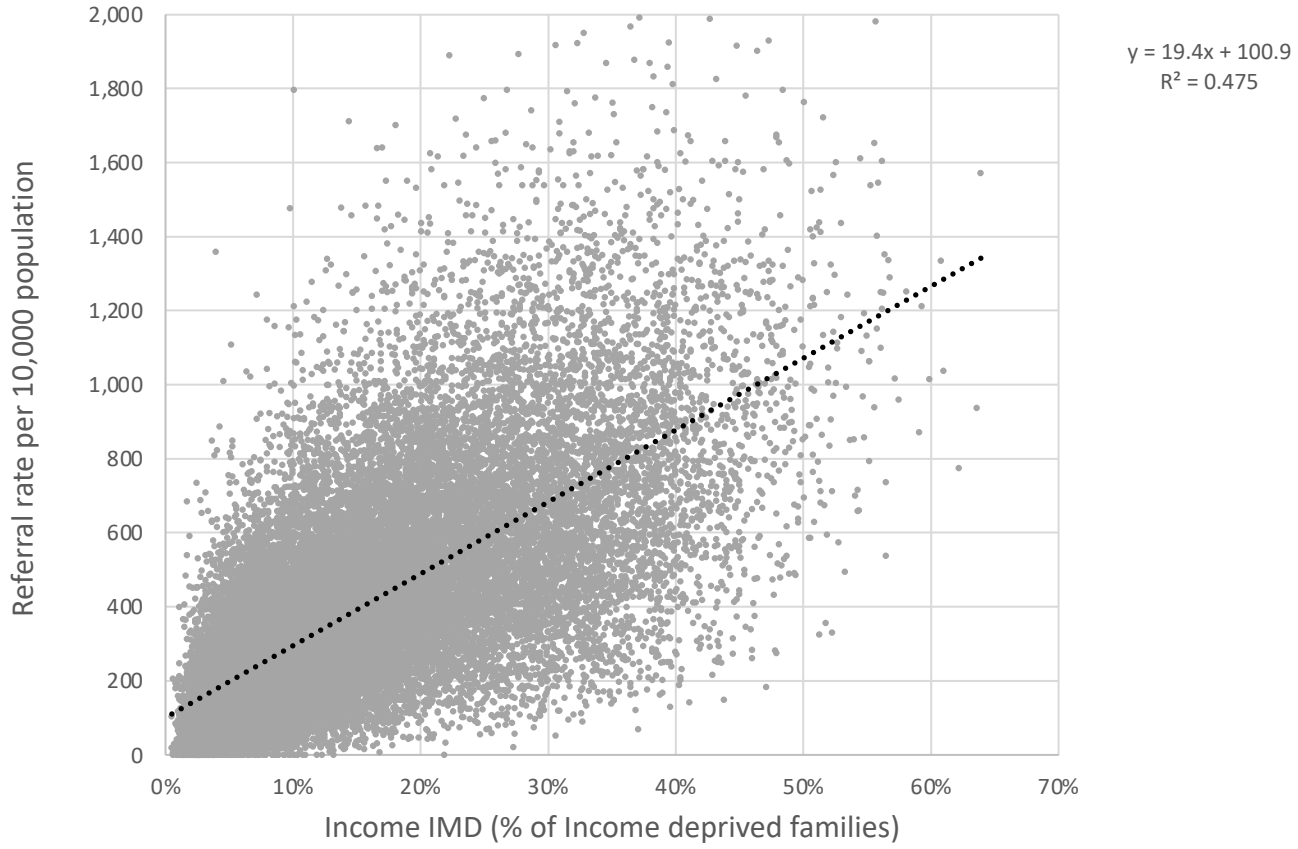
Professors Rick Hood, Claudia Bernard, Brid Featherstone and Anna Gupta

May 2021

Socio-economic inequalities: reforming an unjust child welfare system

Professor Rick Hood

The social gradient



Referral rate against income deprivation for all LSOAs in England (Hood and Goldacre, 2021)

The social context of child welfare

- Children's services are overly focused on child protection and taking children into care (Bilson et al., 2017; Featherstone et al., 2018; Hood et al., 2019) – this is unsustainable
- Cuts to early help and community-based prevention – around 60% over past decade (Kelly et al., 2018) including £1billion cut in youth services (YMCA, 2021)
- Intervention is disproportionately focused on children from more deprived families/neighbourhoods (Bywaters, 2020) and *higher social gradients do not improve outcomes for children (*Hood and Goldacre, 2021)
- Socio-economic inequalities intersect with ethnic inequalities: 'Reporting, assessment, practice, decision-making, are not neutral, and all are shaped by structural racism and class prejudice' (Webb et al., 2020, p.11)
- The needs considered by social work assessments are entirely about individual risk factors, the language used is often stigmatising, e.g. 'toxic trio', and there is limited evidence for such terms (Hood et al., 2021; Skinner et al., 2020)
- Innovation often leaves fundamental design unchanged, e.g. new practice models, predictive analytics

Key messages for reform

- Target problems not people
- Create framework of cross-departmental policies to address social problems impacting on children's wellbeing and healthy development.
- Reorient CSC towards supporting children, families and communities and sustaining relationships rather than identifying risk
- Restrict CP interventions to the relatively small number of cases where damage to children is evident and serious.
- Co-produce services with families and communities

See joint submission to the Independent Review of Children's Social Care: https://www.pfan.uk/evidence_scr/

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Equality, Inclusion and Diversity in Children's Social Work

Professor Claudia Bernard

This presentation draws on two pieces of work:

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1. C. Bernard (2019) Understanding the Lived Experiences of Black and Ethnic Minority Children and Families. **www.practice-supervisors.rip.org.uk**

2. C. Bernard & P. Harris (2019) Serious Case Reviews: The Lived Experiences of Black Children. ***Child & Family Social Work*** 24: 256-263

Key Messages

- Racial disproportionality and disparity in child welfare resulting in black children being over-represented in the child welfare system *(Owen and Statham, 2009; Selwyn et al, 2010; Tilbury and Thoburn, 2009).*
- Exposure to racial discrimination and racial microaggressions - subtle slights and indignities experienced by racial minorities (Sue et al, 2007) negatively impacts the mental and physical health of black and ethnic minority children and families *(Bécares et al, 2015; Kelly et al, 2015; Kogan et al, 2015).*
- Black children (particularly boys) are more likely to be excluded from school, which puts them at risk of experiencing criminal exploitation, and to be victims of serious youth violence *(Firmin, 2017; Firmin and Pearce, 2016).*

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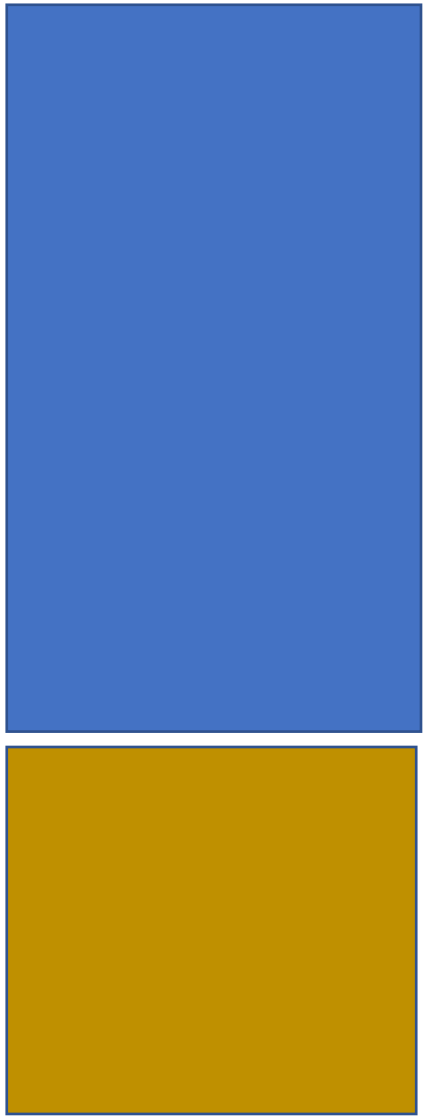

Key Messages

- Children living in gang-affected neighbourhoods have increased exposure to multiple stressors; county lines involving children to carry drugs from cities to rural areas; children going missing from home and care; and children at risk of sexual exploitation *(Beckett et al, 2013; Bernard 2019; Firmin, 2018; Firmin et al, 2018).*
- There are barriers and challenges for black and ethnic minority disabled children and their families who experience multiple forms of inequalities *(Ali et al. 2001; Kaushal and Nawaz, 2006; Nawaz, 2006).*
- In some communities, disabilities may be blamed on spirit possession and witchcraft-branding and disabled children may thus be particularly vulnerable to maltreatment resulting from these accusations *(Briggs and Whittaker, 2018; Tedam, 2014, see also AFRUCA (2009).*

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Key Messages

- Anxieties about engaging with the intersecting effects of racism and cultural issues, present barriers to appropriate interventions for black and minority ethnic children.
- A lack of professional curiosity in understanding the salience of race in the children's lives.
- The powerful influence of race on black children's interaction with the CP system is rarely explored sufficiently so the lessons for learning and improvement in addressing cultural, racial and religious experiences are not emphasised *(Bernard & Harris 2019).*

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Key Messages

- Research shows that black and ethnic minority children are over-represented in Special Education Needs and are more likely to be identified with social, emotional and mental health needs *(Strand and Lindorff, 2018)*
- Children and families with uncertain migration status are at increased risk of welfare exclusion because they may not have recourse to public funds *(Farmer, 2017).*
- Unaccompanied minors that are separated from their parents are at increased risk of being trafficked for domestic slavery and multiple forms of maltreatment *(Bokhari, 2009; Clayton et al, 2019; Ehntfold et al, 2018; Ni Raghallaigh, 2014; Stobart, 2006; Westwood, 2016).*

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Protecting Children: A Social Model

Professor Brid Featherstone & Professor Anna Gupta

Key Elements

- Tackle root causes such as poverty and inequality
- Re-think the relationship between the state, families and communities
- Co-production and relationship(S) based practice
- Embed ethics and human rights in everyday talk and practices

Some resources

https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Using-a-social-model-of-child-protection-in-supervision.pdf

https://www.cwip-app.co.uk/

https://www.basw.co.uk/what-we-do/policy-and-research/anti-poverty-practice-guide-social-work

Some References

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REFLECTIONS AND BIG MESSAGES

Dr Tam Cane
and
Professor Gillian Ruch
University of Sussex

REFLECTIONS AND BIG MESSAGES

- Injustice is immoral and unacceptable
- Care, concern and curiosity
- Black lives matter
- Children and their families and their communities matter
- Data matters BUT children are **NOT** data
- Co-production matters

THANK YOU FOR ATTENDING APSW KEE 2

After the event we will:

- Post a recording on the APSW website - http://apsw.org/
- Make available a KEE briefing for each KEE on the APSW website
- Do tweet at #APSWORG or #KEE2021

KEE3: Everyday Social Work with Children and Families

Tuesday June 8th 1600-1700

Professors Danielle Turney, Harry Ferguson and Gillian Ruch

Register NOW:

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