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They Took My Child

Working with African families: A research report commissioned by Passion4Fusion

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Dark Matter

Abstract

This report explores the challenges and barriers both black ethnic minority families and the workforce face and brings to the fore solutions that could help respond to the unique and individual needs and prevent many black ethnic minority families reaching crisis point. The findings in this report will aid the development of a toolkit to support the workforce with specialist knowledge and practice that directly meets The Promise's "Supportive Workforce Challenge"

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Important Definitions

Family/Families - We refer to the terms "families" or "family" to mean Black ethnic minority respondents in the research. The respondents who shared their experiences in the survey as well as in the workshops were mainly from Black / African / Caribbean / Black British backgrounds (91.30%).

Social Care - we used the Scottish definition of Social Care "Social care to mean all forms of personal and practical support for children, young people and adults who need extra support. It describes services designed to provide support and help children and families deal with challenges.

Workforce – We refer to the workforce as any staff member or volunteer in any social care service designed to provide support and help children and families deal with challenges, the focus being mainly on social services.

Keeping the Promise - 'The promise is that Scotland's children and young people will grow up loved, safe and respected.

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Executive Summary

Introduction

This report explores the challenges and barriers both black ethnic minority families and the workforce face and brings to the fore solutions that could help respond to the unique and individual needs and prevent many black ethnic minority families reaching crisis point. The findings in this report will aid the development of a toolkit to support the workforce with specialist knowledge and practice that directly meets The Promise's "Supportive Workforce Challenge"

The background of the key player organisations involved is outlined below:

Passion4Fusion supports the equality needs of the diverse BME young-people and families in Edinburgh and the Lothians. The key beneficiaries for the work are black and ethnic Minority young-people aged 6-18 and their families, living in Edinburgh and the Lothians. These families typically originate from African nations, and often hold Refugee/Asylum status in Scotland. These children are often trauma-experienced, marginalised, culturally-isolated and at risk of being engaged with the care system. (Passion4fusion.com)

The Promise Scotland is an initiative that aims to improve the lives and outcomes of children and young people who experience care in Scotland. It was established in response to concerns about the well-being and support provided to children in care and aims to create lasting positive change in the care system. The Promise Scotland seeks to ensure that children and young people in care receive the love, care, and support they need to thrive, and that their rights are respected and upheld. It involves a collaborative effort between government, professionals, and the wider community to transform the care system and create a culture of continuous improvement. The initiative emphasizes the importance of listening to the voices and experiences of children and young people, and working together to deliver meaningful and lasting improvements in their lives. (Thepromise.scot)

Institute for Research and Innovation in Social Services (Iriss) "Iriss works with people, workers and organisations in social work and social care to help them use knowledge and innovation to make positive change happen. Support to explore new ways of working and use knowledge better leads to better outcomes for people, workers and communities. (Iriss.org.uk)

The Research

The aim of this research is to develop tools that directly meet The Promise's Supportive Workforce Challenge. It is hoped this new understanding will improve outcomes for African families. This report explores the challenges and barriers both families and the workforce face and brings to the fore solutions that could help the workforce meet "The Promise". The findings in this report will aid the development of a toolkit that equips everyone who provides a supportive role to ethnic

minority children, young people, and families with the specialist knowledge required to respond to the unique and individual needs and prevent many families reaching crisis point.

Methodology

This research takes a survey approach as the main method of collection of data. Two surveys were distributed – one targeting African families and one targeting the workforce. Secondly a combined workshop was held to further explore the initial findings of the surveys to inform the final recommendations.

Outcome Recommendations

1. Need for representation and early engagement of ethnic minority families in services

There was evidence that representation and engagement of ethnic minority families in projects and services was limited,

Representation:

- It is important that services collaborate with Black ethnic minority organisations that understand the needs of people from different ethnic backgrounds.
- There needs to be a commitment to improving experiences for families during Emergency Child protection assessments to avoid causing additional trauma to children & families in the initial stages of a child protection investigation.
- The Kinship approach needs to be refreshed and approaches that value the voices of the wider support network of the child (which includes the family, close friends and influential community members of significance to the child) should be prioritised.

Engagement:

A number of respondents (%) from the workforce survey indicated they had limited or no experience engaging with ethnic minority families, which highlights a potential need for further engagement and representation in services.

There were views from the workforce that efforts to promote events and services to ethnic minority families and communities were limited and that organisational cultures existed that may not prioritise supporting ethnic minorities in care.

- There needs to be an effort by the workforce to educate families early about Children's Rights and Equal Protection in Scotland, and the approach to discipline and the law, before crisis point.
- There needs to be consistent effort to promote social care events and services to Black ethnic minority families and communities, and to challenge negative organisational cultures and practices that place barriers to support.

2. Trust and confidence in social services

Despite the concerns, some respondents acknowledged the essential role of social services in ensuring the safety of vulnerable individuals, children, young people, and families in society. There are mixed experiences with social services, that affect the confidence and trust of families

in the system. Social services are seen to lack ethnic minority background understanding, leading to experiences of biased treatment and loss of confidence in the system. There are concerns about social workers not always having the best interests of families at heart, with instances of cancelled contact on short notice and unsupportive behaviours.

- It is important to families that social services are demystified and information about their role shared more widely as they can be complicated and difficult to use.
- It is important for social services to form collaborative and supportive structures that address the challenges faced in the delivery of ethnic minority-focused social care, including cultural competence, language support, collaboration, empowerment, and awareness in practice.
- It is fundamental to community confidence in social services that the ethnic diversity of the workforce reflects the ethnic diversity of the children & families it serves.

3. Importance of cultural understanding and sensitivity in service provision

Some participants mentioned that social services had helped them understand the local culture, particularly in terms of childcare, and provided support for full integration into the community. Respondents highlighted the importance of understanding and respecting their culture during decisions and planning for their support. Some respondents felt that social services lacked cultural understanding, leading to biased treatment and loss of confidence in the system, particularly for Black minority ethnic groups.

- There needs to be a commitment to cultural training and learning to build cultural competency within the workforce.
- There is an urgent need for delivery of culturally sensitive ethical practices in professional settings that include creating dialogue with Black ethnic minority communities, and opportunities that actively challenge prejudices and discriminatory attitudes within the workforce.

4. Utilising resources and learning from past work already in existence

The workforce must actively utilise resources that are already in place to aid in the support of Black ethnic minority families

Key Resource	Description
Family Group Conferencing with BME Families in Scotland	This article explores the use of family group conferencing (FGC) in social work with children and families from black and minority ethnic (BME) backgrounds living in Scotland.
National Guidance for Child Protection in Scotland 2021: Practice Insights (www.gov.scot) (insight 9)	Practice insight 9 provides a view of 'cultural competence' where there are concerns about physical abuse of children.
COSLA (2022) 'We Will Keep The Promise'	Considers how transformation of services and listening to children and young people can give them the childhood they deserve.

An exploration of ethnic minority communities' understanding and awareness of child protection and the Children's Hearings System in Scotland – Henderson	This research aimed to explore with agencies and third sector bodies working with ethnic minority groups in Scotland.
AFRUCA - Africans Unite Against Child Abuse Promoting the Rights and Welfare of Black and African Children	Africans Unite against Child Abuse (AFRUCA) was established in May 2001 as a platform for advocating for the rights and welfare of Black and African children.
The New Scottish Interview Model	Promotes a person-centred and strengths-based approach recognises the importance of collaboration, empowerment, and holistic assessment to support individuals and families effectively.
A perspective from Black Australia: 'Cultural Safety' for Aboriginal and Torres Strait Islander children, young people and communities.	Gives some perspective from Black Australia, with the recent conceptualisation of 'Cultural Safety' within Child Protection policy & practice. This goes far beyond 'cultural competency', and explicitly states the need for Black families, communities and their own organisations to be involved in systems & assessments.

Next Steps

Working with Iriss in the development of a toolkit resource for the social care workforce to build the knowledge and understanding required to support children, young people and families from ethnic minority backgrounds.

Passion4Fusion future actions beyond project:

- Approach The Black Care Experience (England and Wales) to co-work on the development of a 'Scotland Black Care Experience Charter'
- Scoping out a new Scotland-wide focus group on 'Race, Racism and the Care System' with Iriss and STAF (Scottish Throughcare Aftercare forum)
- Explore the formulation of a specific Rights advocacy service for Black Care Experienced children and young people in Scotland

Project background

Passion4Fusion

Passion4Fusion was first formed in 2010 by a group of multicultural community volunteers with a shared determination to support the equality needs of the diverse BME young-people and families in Edinburgh and the Lothians. In 2015, we became a registered charity and a company limited by guarantee. The key beneficiaries for our work are BME young-people aged 6-18 and their families, living in Edinburgh and the Lothians. These families typically originate from African nations, and often hold Refugee/Asylum status in Scotland. We prioritise the needs of children and young people who are often trauma-experienced, marginalised, culturally-isolated and at risk of being engaged with the care system.

Our core social aims are to: improve wellbeing increase active citizenship enhance social cohesion. We achieve these aims with projects and services that: support increased participation in sport and the arts; empower and advocate on behalf of the most vulnerable and marginalised groups; celebrate multicultural heritage to promote integration and build cohesive communities. Our work is aligned to the National Performance Outcomes, GIRFEC, and contributes to the recommendations of the National Advisory Council for Women and Girls 2019, and to the aims of the Race Equality Framework 2016-2030. Our whole family approach is aligned to aims of the Keeping the Promise implementation plan.

Our experience is that the current workforce (including social work, social care, foster carers, youth workers, teachers) lack the cultural understanding required to support children, young people and families who have refugee/asylum status, especially from Arab/African cultures which have different cultural values and norms. Equally, families who are new to Scotland lack an understanding of the different cultural norms and rules in place (for example, smacking). In the absence of specialist support, these cultural barriers contribute to negative outcomes and additional trauma for families who are already in significant distress.

The Promise

The Promise Scotland is an initiative that aims to improve the lives and outcomes of children and young people who experience care in Scotland. It was established in response to concerns about the well-being and support provided to children in care and aims to create lasting positive change in the care system. The Promise Scotland seeks to ensure that children and young people in care receive the love, care, and support they need to thrive, and that their rights are respected and upheld. It involves a collaborative effort between government, professionals, and the wider community to transform the care system and create a culture of continuous improvement. The initiative emphasizes the importance of listening to the voices and experiences of children and young people, and working together to deliver meaningful and lasting improvements in their lives.

COSLA, as the co-chair of the Collective Leadership Workforce Sub-Group, oversees the implementation of workforce requirements outlined in the United Nations Convention on the Rights of the Child, The Promise, and Getting it Right for Every Child (GIRFEC).

All local authorities and police divisions have made a commitment to adopt the Scottish Child Interview Model, a new approach to joint investigative interviewing of children. Currently, thirteen local authorities have implemented this model, while seven others are actively preparing for its implementation. The remaining local authorities have made decisions regarding the timing of their adoption of the new model within the next two years.

COSLA serves as the host for the National Implementation Coordinator of this model, who offers customized support to each local authority area. This implementation support is provided in collaboration with Police Scotland and Social Work Scotland. (COSLA's Annual report 2022 on "The Promise")

Context

Introduction

This research is focussed on improving support experiences of Black ethnic Minority families (Families) in Scotland who come into contact (or are at high risk of coming into contact) with Scotland's Care system. Passion4Fusion recognises that often families in crisis have their difficulties exacerbated because of a lack of cultural understanding and racism within statutory services such as Schools and Children & Families Social Work, and within early intervention/safeguarding services in the third sector. This leads to negative outcomes that compound underlying trauma for both parents and children & young people – outcomes which break The Promise.

The aim of this research is to develop tools that directly meet The Promise's Supportive Workforce Challenge. It is hoped this new understanding will improve outcomes for African families. This report explores the challenges and barriers both families and the workforce face and brings to the fore solutions that could help the workforce meet "The Promise". The findings in this report will aid the development of a toolkit that equips everyone who provides a supportive role to ethnic minority children, young people, and families with the specialist knowledge required to respond to the unique and individual needs and prevent many families reaching crisis point.

"The workforce needs support, time and care to develop and maintain relationships. Scotland must hold the hands of those who hold the hand of the child. Scotland must place trust in its workforce to develop and nurture relationships, enable their capacity to care and love and provide support to make this part of daily life." The Promise Annual Report COSLA 2022

This research takes a survey approach as the main method of collection of data. Two surveys were distributed – one targeting African families and one targeting the workforce. Secondly a combined workshop was held to further explore the initial findings of the surveys to inform the final recommendations.

Literature Review

The Equality Act 2010, which came into force in Scotland in April 2011, aims to establish legal protections and promote equal rights for all individuals, fostering inclusivity and equity in society. However, despite the existence of this act, significant barriers persist in providing adequate care to ethnic minority families, particularly those of African backgrounds. Race is one of the nine Protected Characteristics within the Equality Act 2010. Race is a lens within the methodology of our research, as we have focussed on the lived experiences of Black ethnic minority families. 'Although recognizing these shortcomings, there continues to be a lack of appropriate interventions and services that cater to the needs of Black and Ethnic Minority families.

According to Scotland's Census in 2011, Scotland's population is becoming increasingly ethnically diverse with just over 1% of Scottish population identified as African, Caribbean or Black. Ethnic minorities, most of whom originally arrived as immigrants, bring with them their own parenting culture and understanding of children's rights, which may be different to that of Scotland. Their views of what is abuse, neglect, discipline and protecting their child may be drawn from a very different cultural perspective. (Henderson et al 2017, pg. 36). These differences often become the source of mistrust and fear of service engagement.

Alongside this, Black and African communities, particularly recent immigrants, encounter challenges in finding suitable housing, often residing in neglected areas. Accessing employment opportunities that match their qualifications and experience is also difficult. Moreover, many Africans face obstacles in accessing social and healthcare services due to immigration status and a lack of awareness about available local support services. These circumstances increase the risk of exposing children to emotional abuse due to the stress and hardships experienced by their parents or caregivers.

Lack of awareness among Black and Ethnic Minority families, faith and community leaders regarding UK laws and child protection practices often leads to the removal of Black children from their families, placing them in care. This not only contributes to the breakdown of families but also causes significant psychological trauma. Ethnic minority families in crisis face disproportionate barriers and persistent inequalities, resulting in negative outcomes that compound underlying trauma for both parents and children. These poor outcomes are a breach of "The promise."

Ensuring that every child has a chance for a good start in life is crucial for better outcomes. Delivering purposeful, responsive, and well-planned services can significantly reduce risk factors associated with poor outcomes. Improving support experiences for families who come into contact or are at high risk of coming into contact with social care services is vital.

Children from ethnic minority families, particularly Black children, continue to face negative experiences with social services, resulting in detrimental outcomes. Language barriers, cultural sensitivity, discrimination, and differing understandings of child welfare pose unique challenges for these children. The need for detailed research on how the needs of Black children are assessed, met, monitored, and reviewed, and how this informs service planning and provision has been recognized for over 20 years. Despite various recommendations and proposed approaches, workforce practice remains the key area that requires change.

"There continues to be a real need for more detailed research into how the needs of Black children are being assessed, met, monitored and reviewed and how this then informs planning and provision of services" Patel V et al 1998 pg. 12

Ethnic Minority Children's Data in Social Care

According to the Scottish Governments' Children's Social Work Statistics Scotland-2021-22 published on 31 July 2022, "12,596 children were looked after. This is a 5% decrease from 2021 and the lowest this figure has been since 2005. The majority of looked after children (90%) were placed in community settings. The most common community placements for looked after children were: kinship care (34%), foster care (33%), and at home with parents (21%). A smaller proportion of children (10%) were looked after in residential settings."

In Scotland, the evidence tells us that there are clear disparities and disproportionate representation when looking at the Child Protection's ethnic minority children's experiences within the social care system evidence register; enhancements could be made to support understanding of equalities information for those under 'Child protection' register 'looked after children'. There is a lack of cross tabulated data about children's ethnicity, religion or age with their 'placement type', to identify and explore any trends (CELCIS's, October 2022) This is similarly the case for the number of young people leaving care (aged 16+) eligible for Aftercare supports, of which there were 8,132 overall at of 31st July 2021. There is only a binary breakdown of Ethnicity within this data: Black, Asian, Mixed heritage, and other young people Ethnic Minority status are again all lumped into non-whites (it just says 'Other Ethnic Group', 'White', and Unknown). It is not possible to explore further where they are or which Local Authorities are responsible or who the Corporate Parent/ 'case holder' is, as this is not provided.

The Child Protection Register as of 31st July 2021:

	On register	Mixed Heritage	Asian	Black	Other	Ethnicity Not recorded	White
Child protection	2031	52	34	21	51	490	1383
Looked after children	12 596	228	124	97	158	1552	10437
Leaving care 16+	8,132	-	-	-	403	591	7,138

Ref: Scottish Governments' Children's Social Work Statistics Scotland-2021-22 published on 31 July 2022,

Research indicates that certain ethnic minority groups, such as those from Black, Asian, and Minority Ethnic backgrounds, can face disproportionate involvement with social services, especially child protection, compared to their counterparts from the majority population. It is acknowledged there are problems, however to clearly articulate the extent of challenges and discrimination faced by ethnic minorities, mainly Black people, in care services remains difficult due to the lack of data specific to this group (Papoula Petri Romão (2020).

Another notable concern in understanding the experiences of ethnic minority populations in Scotland is the lack of sufficient response to surveys specifically addressing their issues even when the net is thrown quite wide. Could this be symptomatic of the importance placed on this issue across Scotland's child protection sector or simply 'research / survey fatigue'?

The Independent Care Review 2020 highlights that "At present, we hold very little information about what help families are getting. There is no standard data collection at early help and the child in need dataset does not include information on the type or intensity of services provided to children and their families (Research in Practice, 2022; Emmott et al., 2019).

"The low response to the survey and to requests for organisations to take part in interviews and focus groups was disappointing; for example, there are approximately 3,000 Children's Panel Members and 200 Children's Reporters and only 39 and 24 respectively took part in the survey." Henderson 2017 pg38

Family Group Conferencing in Child Protection

There is a lot of good work acknowledged by the Independent Care Review 2021 around early help to prevent being reactive at crisis point. There is however a recognition that working with families continues to be reactive, more procedural and systematic rather than supportive and meaningfully engaged with families. In previous researches Black and ethnic minority families mentioned they preferred Family Group Conferencing (FGC) as they felt the process respected their culture, met their needs and made them feel empowered and in control of the plan (Valenti K. 2017).

Methodology

This consultation adopted a survey as the main method of collection of data. Two surveys were distributed – one targeting ethnic minority families and one targeting the workforce. The target was to get a minimum 15 workforce respondents and up to 25 user respondents, distributed in a semi targeted manner via Passion4Fusion and researcher contacts over a two-week window. Due to slow uptake the surveys were kept open for a further 2 weeks with some chasing up. Both demographic and qualitative data were collected from families and the workforce members separately.

The findings from the survey were then drawn out to identify emerging views that informed two stakeholder workshops held to further inform the development of a tool kit for action.

To improve the quality of data collected, this survey was co-designed by the researchers and Passion4Fusion who had developed the initial project proposal to allow deeper information gathering. The workshops added a participatory approach to inform and refine findings of the research and gather further views to influence the toolkit development.

Demographics

Demographic data was divided in two parts, both with slightly different questions. But both staff members and service users had about 7 demographic questions each. This was to promote the principle of power balance as both staff and service users have the same opportunity and power to share their information and experiences.

- A total of twenty-two (22) ethnic minority service users answered the questions and a total of fifteen - 15 staff members answered the questions asked.
- Of those who told us about their ethnicity 90.91% were from Black/African/Caribbean/Black British while 9.09% of Asian/Asian British and other.
- The age of ethnic minority respondents ranged from 30 to 60+ years, of the participants who disclosed their age the majority were middle aged people, between 40 to 49. This represented 63.64% of participants.
- The gender of ethnic minority participants was predominantly female, 81.82% and 13.64% male and others.
- The majority of participants 27.27% have lived in Scotland for more than 10 years, 22.73% -between 1 to 4 years and 22% for more than 20 years.
- In terms of employment status, 71.4% of participants were employed, 19.05% self-employed and 9.52% unemployed.
- Regarding the immigration status, the great majority of participants are British, representing 63.64%. About 13.64% had indefinite leave to remain, 9.09% are student, 4.55% had limited leave to remain and 4.55% were on skilled worker visa. Although the majority identified themselves as British Citizens
- In terms of the workforce demographic, a total of 15 workforce participants answered the survey, the majority - 46.67% were between the ages of 40-49, while 26.67% had an age range of 50-59 age and 20% were between 30-39.
- Of those staff who answered the question about ethnicity 53.33% identified themselves as white, and 46.33% as Black/African/Caribbean, Asian and mixed color. Of the staff who disclosed their gender identity, 80% were female and 13.33% were male.
- Staff members were also asked about the years of experience working with young children and families, 33.33% of staff had between 10 to 15 years of experiences, 26.67% had more than 20 years of work experience, 13.33% had between 5 to 10 years of experience and 13.33% has between 1 to 5 years of experience.

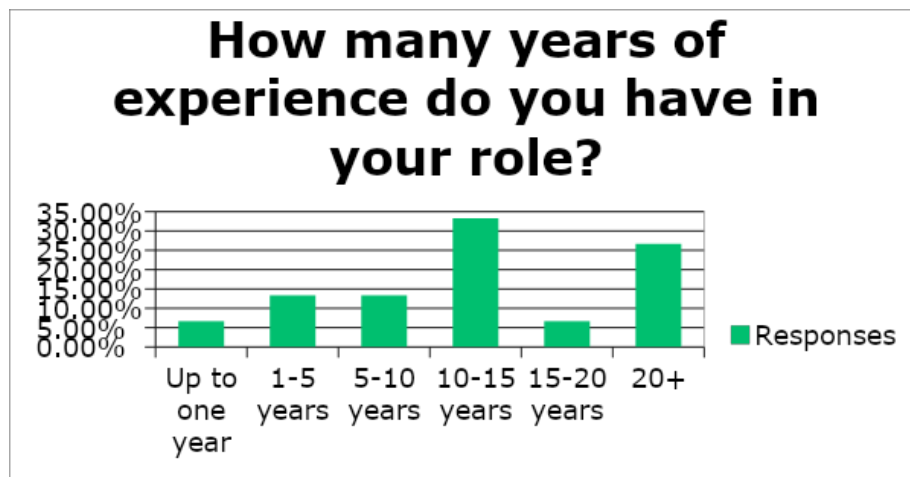


Figure 1- Years of work experience of workforce respondents

Regarding the staff distribution per local authorities, there were two main local authorities where the staff were located. The city of Edinburgh with 26.67% of staff and the city of Glasgow with 20%.



Figure 2 - local authorities where workforce deliver services

Out of the several types of service delivered to children and families provided by these staff members across Scotland in their own different organisation, the main services are highlighted in the word cloud below. 14 workforce respondents described the services they mainly provide to children and families and their department role.

The majority respondents worked with children and young people including care leavers, this represents 60% of staff. However, 26.67% of staff worked with both children and adults. Further to this workshop were held to further explore the emerging findings, with a total of 20 participants represented the first workshop with a mix of workforce and ethnic minority respondents.

Findings

Typical referral pathway for ethnic minority children

From the workforce respondents we learnt that the typical pathway from initial referral for an ethnic minority family when interacting with their services involves various stages and approaches. These may differ according to the need, service and locality. The referral can come from the family themselves or other agencies, and can be supported by a throughcare or aftercare worker in both voluntary or compulsory cases.

Social workers within the agency assess the needs of the referred children and conducts a holistic assessment, including around their ethnicity, based on the GIRFEC national practice model, which is ongoing and responsive to the family's needs. If necessary, the family is signposted to other services to match them with potential carers.

In some cases, ethnic minority children entering foster care placements with families from different cultural backgrounds, the foster carers receive mandatory training on caring for children from diverse backgrounds and addressing racism.

In the kinship team, ethnic minority families seeking support go through a similar process as all referred families, with individual support needs being explored and a plan agreed upon. The impact of racism on families and young people is taken into account, and referrals are made based on expressed needs and priorities.

Participation opportunities for young people are voluntary, allowing them to engage on their own terms. They can contact the services directly or have a worker or supporter contact on their behalf. Their interests, aspirations, and potential barriers to participation are explored, and support is provided to access participation projects. In specific cases, such as care-experienced boys and young men in HMP&YOI Polmont, access to groups may be facilitated through collaboration with organizations like Barnardo's.

Understanding the role of social care services

According health careers Scotland – “Social care is about providing physical, emotional and social support to help people live their lives. For various reasons and at different stages in their lives, some people need support to develop and maintain their independence, dignity and control.” Most of the user respondents (74%) understood the role of social care services. There were a few responses to expand on this understanding with descriptions made in reference to the support they had received.

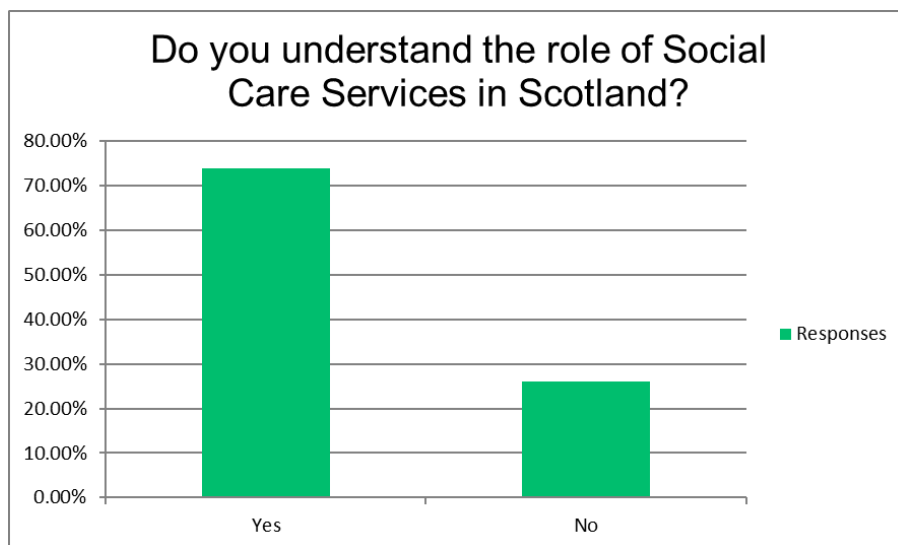


Figure 3 understanding the role of social services

Foster care: Some respondents mentioned that they had been in foster care as children, indicating that they received support and care from social services in that context.

Child protective services: A participant mentioned that social services took their children, which likely refers to child protective services intervening in their family situation.

Serving those in need: One respondent mentioned the general purpose of social services, which is to serve those who need assistance or support.

Family support: A participant mentioned receiving family support from social services, indicating that they had benefited from various forms of assistance for their family.

Positive outcomes of support

Participants were asked to identify any positive outcomes or experiences from giving or receiving support. This question was in line with an outcomes-based approach which helps to determine what matters most to people and to evidence the positive impact good support can have for both the workforce and users involved in the care relationship. Some respondents in the Workforce survey indicated they had limited or no experience working with ethnic minority families, which highlights a potential need for further engagement and representation in services. While also some respondents from the ethnic minority survey indicated they had not used social services before, making it difficult for them to share any positive outcomes from personal experience.

"We have a support group for carers of unaccompanied minors which explores issues relating to culture, racism and immigration, alongside other issues such as building relationships, education and employment." Workforce respondent

The positive outcomes mentioned by the workforce:

Building trust and relationships: Developing trusting relationships with ethnic minority families, enabling them to share their views, understand their children's needs, and work collaboratively with professionals. While also supporting families to develop the confidence to ask for help and access resources for personal growth, such as education or employment. This is also includes supporting unaccompanied minors and their foster carers in building inclusive, strong, and lasting relationships

"We have sustained relationships with ethnic minority kinship carers where placements are fragile and young people are struggling, and we have witnessed carers holding on, and young people change." Workforce respondent

Listening to and amplifying voices: Ensuring children's voices are heard and that parents work in partnership with agencies, contributing to consultations and advocating for system improvements. Creating environments where young people feel a sense of belonging, and tackling stigma and discrimination in the care and justice systems.

"A big focus is on tackling stigma and discrimination and raising issues and contributing to consultations such as the children's care and justice bill, no under 18s in Polmont" Workforce respondent

Inclusive education and support: Facilitating access to education and providing support to help ethnic minority families succeed in educational settings. Also ensuring that educational materials reflect the diversity of communities and promotes culturally sensitive practice, reflection, and discussion of oppression and discrimination faced by ethnic minority families.

Inclusive and culturally sensitive support: Providing tailored support that takes into account language, beliefs, and cultural practices, including the use of interpreters and incorporating cultural aspects into individual support plans. In the same light, helping families maintain or rehabilitate their children within the family unit, working towards the best interests of the children.

"We provide care/short breaks for ethnic minority families, working with them to listen to what they and their child need, will use interpreters for inclusion, good communication, take on board any beliefs and incorporate this into their individual support plan." Workforce respondent

The positive outcomes mentioned by families included:

Cultural understanding and integration: Some participants mentioned that social services helped them understand the local culture, particularly in terms of childcare, and provided support for full integration into the community.

"My contact with them opened my eyes to the other side of the service which including helping me to understand the culture of the land ...also provide support for full integration." Family respondent

Positive impact on families and effective interventions: Respondents appreciated seeing families being positively supported, with good risk assessments being undertaken and effective interventions for families.

Support in developing talents: Some respondents mentioned being identified as having musical or sporting talents and receiving support to develop those skills, which boosted their self-esteem.

Family support and well-being: Participants highlighted the support provided to their family as a whole, ensuring that everyone was taken care of and their well-being was maintained.

Trust in Social Care Services

Building and maintaining trust in social care services is crucial to ensuring that people feel confident in accessing the care they require. This includes providing services that are responsive, reliable, and safe. Trust is particularly crucial in vulnerable communities which often includes groups such as ethnic minorities. To promote trust, care providers must demonstrate a deep understanding of the unique needs and challenges faced by these communities. Some respondents reported having mixed experiences and concerns with social services, which may affect their confidence and trust in the system.

Families outlined some of these concerns:

Cultural understanding and sensitivity: Participants highlighted the importance of understanding and respecting their culture when making decisions and planning support. Some respondents felt that social services lacked cultural understanding, leading to biased treatment and loss of confidence in the system, particularly for minority ethnic groups. Some participants expressed concern about the introduction of certain topics, such as sexuality issues to minors, deeming it irresponsible and affecting their trust in social services.

"Sometimes I feel that more understanding of our background and culture is needed in decision making and planning." Family respondent

Complexity and lack of knowledge: Participants mentioned that the social services system can be complicated and difficult to use, with some respondents admitting they don't have much knowledge about it.

"Sometimes because their role is important for safety of the vulnerable, children, young people and families in the society. That being said, we the minority ethnic group are losing confidence in the process due to bias and non-consideration to cultural differences." Family respondent

Inconsistency and lack of support: Respondents expressed concerns about social workers not always having their best interests at heart, with instances of cancelled contact on short notice and unsupportive behaviour.

"I don't believe that the social worker had our best interest, she would cancel contact on short notice, she was not very supportive." Family respondent

"Most of social worker reports is not true." Family respondent

"Listen and don't be accusing parents" Family respondent.

Despite the concerns, some respondents acknowledged the essential role of social services in ensuring the safety of vulnerable individuals, children, young people, and families in society. Some respondents had not used social services themselves, making it difficult for them to comment on their personal experience but could comment on second hand information from their community.

The Key Challenges

Key challenges faced by the workforce

The social care workforce plays a critical role in supporting individuals with diverse needs and promoting their well-being. Despite their vital contribution, social care workers face a range of challenges that impact their ability to provide high-quality care. These challenges are multifaceted and complex, ranging from low pay and limited career opportunities to high workloads and burnout. In the follow up workshop on the initial findings of this survey these challenges emerged as real pressure issues for the workforce who in addition have to address the critical work of provided tailored and effective support to ethnic minority families. Addressing these challenges is crucial to ensuring that the social care workforce is supported, valued, and able to provide the best possible care to those who rely on their services. In this section, we will share some of the key challenges mentioned by the workforce respondents in delivering effectively for ethnic minority families. It is important to note that some respondents mentioned they had not faced any challenges or that their experiences were not applicable to the question.

Representation and engagement: Limited representation of ethnic minority families in projects and services, as well as potential gatekeeping issues that prevent access to these services.

COVID-19 pandemic impact: Disproportionate effects of the pandemic on people living in poverty, many of whom are from ethnic minority backgrounds, resulting in widened attainment gaps and increased needs for support.

Cultural awareness and misconceptions: Myths and lack of awareness about cultural differences among both ethnic minority families and agencies, which may hinder accurate risk assessments and service provision. This also causes fear and mistrust to approach services for support.

"Cultural myths by agencies about ethnic minority families" Workforce respondent

"Fears of being open to agencies so an accurate risk assessment is undertaken" Workforce respondent

"Lack of awareness by both ethnic minority groups and agencies about cultural differences and what is acceptable and what is child protection" Workforce respondent

Recruitment and retention: Challenges in recruiting and retaining skilled staff, as well as fostering a diverse workforce that can address the unique needs of ethnic minority families. Further to this a dependence and burden on the few ethnic minority workers to address issues, leading to bottle necks and delays in service provision.

"We would like to have an increased number of foster carers from ethnic minority backgrounds. We are about to begin a focussed recruitment campaign reaching out into minority communities." Workforce respondent

Access to resources: Difficulty in accessing interpreters and other resources necessary to effectively communicate with and support ethnic minority families.

"Another challenge we are facing is difficulty accessing interpreters, particularly Romanian speaking. We continue to work creatively to facilitate communication, including making use of technology, but we recognise that families are not fully able to communicate their views or needs without skilled interpreting services." Workforce respondent

Education and training: Lack of knowledge and skills developed in educational settings being maintained and prioritised when transitioning to practice and employment.

"...challenges perhaps relate to a concern that learning and teaching developed in the university setting or whilst on placement which is reflective of diversity does not necessarily continue to be prioritised/supported to be maintained when students move on to practice/employment." Workforce respondent

Carer values and placement availability: Challenges surrounding carer values and potential reluctance to provide placements for unaccompanied children from ethnic minority backgrounds.

"The main challenge has been around carer values regarding unaccompanied children and their reasons for not wanting to provide a placement to them." Workforce respondent

Financial support and training: Inadequate financial support and time for training to address the specific backgrounds and needs of ethnic minority children

"Financial support and training for the backgrounds of the children" Workforce respondent

Inclusive outreach and organisational culture: Limited efforts to promote events and services to ethnic minority families, as well as organisational cultures that may not prioritise supporting ethnic minorities in care.

"...We have had young people from ethnic minority families access our projects in the community including from the Roma community but I would say our demographic is predominately white and Scottish. This is something we are trying to change and work to build links with different community groups and organisations. Young people often learn about our project through workers so I wonder if gatekeeping is also an issue." Workforce respondent

Key challenges faced by families

Accessing social care services is a fundamental right for all individuals and families, regardless of their background or ethnicity. However, ethnic minority black families often face significant challenges in accessing and receiving appropriate social care support. These challenges can stem from a range of factors, including systemic racism, cultural barriers, and language barriers. As a result, many families from ethnic minority black communities may not receive the level of support they require or may be hesitant to seek help when they need it. We asked families to share some of the challenges they see in accessing social care services.

Inadequate investigation before intervention: Respondents pointed out that social services sometimes took significant actions, such as removing children from families, without proper investigation, which they perceived as biased and challenging.

"Taking away people's children without first investigating. That's on its own it's a form of bias and a major challenge." Family respondent

Disruptive decisions affecting families: Some participants mentioned that social services made decisions that negatively impacted their families, such as frequently moving their children or changing schools without parental consent.

"Keep moving my children all around this is very challenging and also changed the children school without parents' consent." Family respondent

Communication barriers: Participants expressed difficulty in communication, such as not being able to directly communicate with a foster carer about their children's needs.

"I had no direct contact with the foster carer, my children did not like their food but I could not communicate directly with the foster carer to direct her." Family respondent

Cultural awareness and sensitivity: Respondents mentioned facing challenges due to a lack of awareness or understanding of their cultural needs by the workforce, which impacted the quality of support they received.

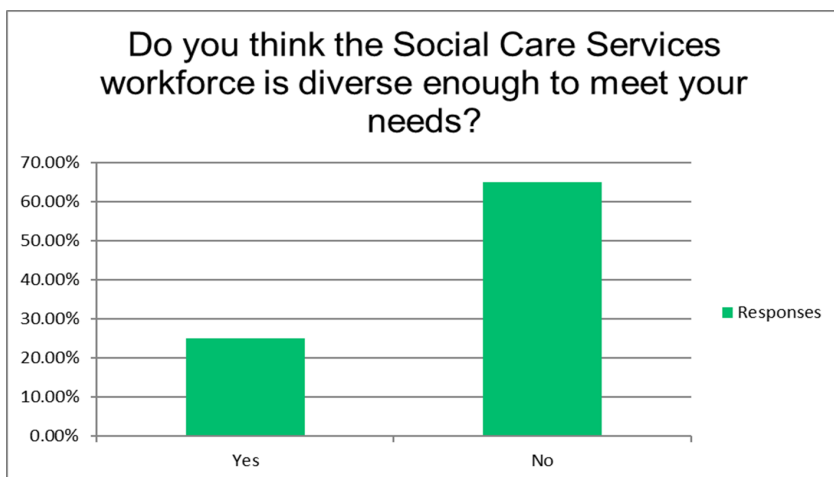


Figure 4 views on diversity of the workforce

Discrimination and racism: Some respondents identified discrimination and racism as significant challenges they faced while engaging with social services.

"Racism and discrimination" Family respondent

Funding and capacity: Participants mentioned challenges related to funding and capacity within social services, which might have hindered the support they received.

It is important to note here too that some respondents indicated they had not faced any challenges in receiving support from social services, either because they had no personal experience or the question was not applicable to them.

Suggested solutions by Respondents

We asked both the work force and Families to tell us what they thought would be the solutions to the challenges they had highlighted. This is what they told us:

Organisational and structural changes needed

Conduct internal reviews and assessments: Conduct reviews to identify and address any organisational barriers that may hinder the engagement and support of ethnic minority families.

"We are currently undertaking an internal review to assess any organisational barriers to encouraging and supporting care and justice experienced young adults to engage with us and enable us to amplify their voice and act upon it." Workforce respondent

Provide attractive employment conditions: Improve salaries, funding security, and staff development opportunities to attract and retain a diverse and skilled workforce. Endorsing declarations against racism, developing working groups to promote racial diversity, and improving educational and employment outcomes for Black and ethnic minority students and staff.

"Making third sector social services an attractive option in terms of salaries, funding security and staff development." Workforce respondent

Engage in ongoing training and education: A significant number of workforce respondents (53%) said they had not received any specific training to ensure they were equipped to address the

unique needs of ethnic minority families and would benefit from such training to provide more tailored and effective support to ethnic minority families.

*"None to date, but we are in discussions with an independent consultant to support our thinking."
Workforce respondent*

Respondents suggested a continuous review of the training and support provided to staff, as well as foster carers was important, implementing mandatory training courses to improve carers' knowledge, understanding, and confidence in supporting children and young people from ethnic minority backgrounds.

"To continue to review and revise what training our team needs, what the service can provide or adapt to help providing the support these families need." Workforce respondent

Some of the workforce told us they had received ethnic minority related training and some highlighted that Social Work training already covers anti-discrimination and anti-oppressive practices. Others had attended various trainings such as: "White Fragility" training, focusing on understanding and addressing the defensive reactions some white people have when confronted with racism, Equality, Diversity, and Inclusion training, which covers various aspects of supporting people from different backgrounds, Diversity inclusion and challenging attitudes training, which aims to help individuals understand and challenge their own biases and attitudes and inhouse training from colleagues with greater knowledge and experience in providing support to ethnic minority families.

"Many of our student social workers are coming up through structures that continue to perpetuate historic power structures. We need to influence university module development, recommended and essential reading lists, and placement provider should have evidence of anti-racist policies and practice in place." Workforce respondent

On this view families felt the workforce needs to involve ethnic minority families or their advocates with lived experience in course development, evaluation, and decision-making processes to ensure that services are more inclusive and effective.

Challenge stereotypes and promote understanding: Educate and challenge the views and stereotypes held by carers and staff regarding ethnic minority families. Families in their responses advised that social workers should be non-judgmental, listen to parents, and avoid making accusations. They suggested referring parents to support services that understand their culture.

*"I can challenge stereotypes/views that carers hold, I can try to education them. The service provides training on how to support unaccompanied children and I have encouraged carers to attend."
Workforce respondent*

Implement anti racist principles: Recognise the need for people in leadership positions to address the barriers faced by ethnic minority individuals and promote a collective effort to tackle racism, rather than placing the responsibility solely on staff from ethnic minority backgrounds. Develop a collection of articles and resources in various formats to facilitate anti-racist education and promote allyship and adopt approaches that consider the added layers of discrimination faced by ethnic minority children and families.

"Where our carers are providing care for children from ethnic minority backgrounds, we will continue to keep experiences of racism on the agenda." Workforce respondent

Increase funding and resource allocation: Secure additional funding and resources to support targeted efforts to address the unique challenges faced by ethnic minority families, as well as promote equitable service provision across different localities.

"A compendium of articles and resources that are easily accessible in a range of formats to facilitate anti racist education, and develop allyship." Workforce respondent

Community facing changes needed

Engage early with families: Actively engage with ethnic minority families in their communities to empower them with information, advice, and support. Raising awareness on children's rights education and the law especially around child protection must be done early, a good place to start suggested would be as part of the health visitor and maternity support when ethnic minorities families are expecting. Another opportunity is induction at the beginning of nursery, primary and high school. Another opportunity would be an information page on the UK Government website visa page and links on the workforce shortage list to raise awareness to intending migrants before they arrive in the UK.

"Engage more with organisations that fully understands the needs of BAME people like passion4fusion" Family respondent

Conduct thorough investigations before taking drastic action: Families felt that drastic action such as removing a child from their family home should only be done once a thorough investigation has been done. This was seen as a critical factor in building trust that's the social services were supportive not punitive to families when responding to child protection concerns. Alongside this families suggested the need for improved accuracy of social worker reports, indicating a need for more truthful and reliable reporting.

"First is to understand people here are from different culture and background, conduct investigation on whatever information they've received and engage families on the acceptable process in childcare." Family respondent

Build collaborative relationships with Ethnic Minority led organisations, grassroots projects and agencies: Families proposed that social services should engage more and support organisations that understand the needs of people from different ethnic backgrounds. Engaging with organisations that serve ethnic minority family needs is an important opportunity to raise awareness of available services and address potential barriers to access and demystify social care.

"Ensuring we take a more targeted approach to build collaborative relationships with organisations to raise awareness of our projects and to explore what barriers exist. Working collaboratively with young people to explore what makes the group and spaces more accessible. Raise awareness of what meaningful participation is and how we work." Workforce respondent

Improve communication on the positive role of social services: Participants emphasised the importance of better communication between social services and all stakeholders, including families and other service providers. They suggested that social services should engage with

newcomer families early and explain their roles and responsibilities, highlighting the positive contributions they can make to the community.

"Engage with ethnic minority families in communities empower them with information advice about general culture law etc" Workforce respondent

Improve understanding and respecting cultural differences: Families emphasised the importance of understanding and respecting cultural differences and suggested that social services should work directly with people from the community the child is from, to better understand their needs and provide culturally appropriate support.

"Additional supports for children and young people from a diverse range of cultures is not something that we have in place at present but it is on our agenda as an area for development." Workforce respondent

Key areas for focus & action

Need for representation and early engagement of Black ethnic minority families in services

It is important that services collaborate with Black ethnic minority organisations that understand the needs of people from different ethnic backgrounds. There was evidence that representation and engagement of ethnic minority families in projects and services was limited,

Representation

There needs to be a commitment to improving experiences for families during emergency child protection assessments to avoid causing additional trauma to children & families in the initial stages of a child protection investigation: Families spoke of the trauma that comes with their child being suddenly taken away and no one acknowledging and addressing this. Equally families felt the trauma that children face when they see police and their parents upset was also not adequately addressed. It is important to find ways to avoid this kind of trauma while maintaining the best interests of the child in decision making and planning.

There needs to be prior education on child protection, rights and the law and a clear explanation of process before families are taken through the emergency assessment process. Appropriate language or interpretation support and services need to be provided on the onset for families so that they can communicate without being misunderstood. Budgets for such services should be included in service planning

The new Scottish Interview Model that promotes a person-centred and strengths-based approach recognises the importance of collaboration, empowerment, and holistic assessment to support individuals and families effectively. It is important to make this work for ethnic minority families. Implementing a joint review process right from the start which involves a trusted adult

who understands the culture and knows the family, knows the right language to use without employing leading questions is important.

The Kinship approach needs to be refreshed to include approaches that value the voices of the wider support network of the child which could include the family, close friends and influential community members of significance to the child. Using a Family Group Decision Making (FGDM) approach can help a child's wider family to come together to agree on a family plan to support that child, before a life-changing decision is made about their future. Involving family ensures a cultural understanding and caring lens is used in decision making. Where close family were lacking especially for new immigrants, a consideration of including the child's close family friends and support circle in the discussion was important. This approach is known to have been used more in past historical practice and is currently being reintroduced in 13 local authorities in Scotland. Making this work for ethnic minorities families is essential and could improve the outcomes for children and put families who are at risk at ease.

"Look at kinship in a realistic and holistic way. New kinships are formed and not necessarily blood related" Workforce respondent

The components of the FGDM approach are strongly advocated within the Promise as a means to 'explore the breadth and consequences of decisions about where children should live'. Independent Care Review 2020

Children and young people from ethnic minority backgrounds, especially Black Africans need to be encouraged into roles in social work and health visiting to improve representation in the work force, increase exchange of knowledge and reduce burden on the few ethnic minority staff who may be looked upon to take cases involving other ethnic minorities.

Engagement

A number of respondents from the workforce survey indicated they have limited or no experience engaging with ethnic minority families, which highlights a potential need for further engagement and representation in services.

There were views from the workforce that efforts to promote events and services to ethnic minority families and communities were limited and that organisational cultures existed that may not prioritise supporting ethnic minorities in care.

There needs to be an effort to educate families and communities early about Children's Rights and Equal Protection in Scotland and the approach to discipline and the law before crisis point. There needs to be meaningful engagement with ethnic minority families in their communities to empower them with information, advice, and support. It is critical in early intervention that cultural learning is supported where children and parents from ethnic minority backgrounds are given the opportunity to learn about the new culture in their country of residence while maintaining their own cultural identity before measures that are viewed as punitive or accusatory by families are taken. This engagement needs to be done early with the workforce explaining their roles and responsibilities and highlighting the contributions they make to communities.

There needs to be efforts to promote social care events and services to Black ethnic minority families and communities and challenge negative organisational cultures that place barriers

to support. Social services need to find ways to provide support that is based on the needs and priorities of the families, including direct work, group work activities, and consultative engagements. Opportunities can be through school parent meetings, information through GPs, University fresher's weeks or outreaches to ethnic minority organisations.

In these engagements it is important to ensure that any informative material reflects the diversity of communities and promotes culturally sensitive practice, reflection, and the acknowledgement of the discrimination and inequality faced by ethnic minority families.

Building Trust and confidence in social services

Despite the concerns, some respondents acknowledged the essential role of social services in ensuring the safety of vulnerable individuals, children, young people, and families in society. There are mixed experiences with social services, that affect the confidence and trust of families in the system. Social services are seen to lack ethnic minority background understanding, leading to experiences of biased treatment and loss of confidence in the system. There are concerns about social workers not always having their best interests of families at heart, with instances of cancelled contact on short notice and unsupportive behaviours.

It is important to families that social services are demystified and information about their role shared more widely as they can be complicated and difficult to use. Developing trusting relationships with ethnic minority families, enabling them to share their views, understand their children's needs, and work collaboratively is an important step towards building confidence in the services. It is important that families have an awareness of what to expect from the services, introduction of services is made before any challenges such as child protection issues or crisis point is key. Changing how language is used in social care to a more empowering and welcoming tone will go a long way in ensuring services are viewed as supportive.

It is important for social services to form collaborative and supportive structures that address the challenges faced in the delivery of ethnic minority-focused social care, including cultural competence, language support, collaboration, empowerment, and awareness in practice. The current social work support is disjointed with different local authorities employing different approaches in working with ethnic minorities. It is important that there is buy in and support from various influential governing bodies such as COSLA, Social Work Scotland, Care Inspectorate and the SSSC to review the risk assessment process and how this impacts ethnic minorities.

It may be beneficial to have an identified person in each local authority to be an advocate or link worker for ethnic minority families to build links and understanding with communities. Parents expressed not being listened to by social care workers during risk assessments, an indicator of the power inequality that exists. Parents may engage better when they feel their opinion matters and that they are partners in developing plans to improve the outcomes of their children. An advocate who dissolves the power imbalance may play a key role.

Improvement in protecting supervision and professional development is key to social workers upskilling and identifying gaps in their knowledge and practice. There seems to be a lack of time and funding for professional development of social workers.

Improvement of cultural understanding and sensitivity in service provision

While some participants mentioned that social services had helped them understand the local culture, particularly in terms of childcare, and provided support for full integration into the community. Respondents highlighted the importance of understanding and respecting their culture during decisions and planning for their support. Some respondents felt that social services lacked cultural understanding, leading to biased treatment and loss of confidence in the system, particularly for minority ethnic groups.

There needs to be a consistent commitment to cultural training and learning to build cultural competency in the workforce. More than 65% of the workforce respondents had more than 10 years' work experience but still there was a general acknowledgement of lack of experience and understanding of cultural needs of families. It is important for services to employ compulsory education about working with different cultures to reduce fear among staff of tackling the unknown. It is important that services are aware of and responsive to the impact of racism, culture, and background on families and young people, with training courses and support tailored to the needs of ethnic minority families. There needs to be a commitment to implementing policies and guidelines that promote equality and diversity. Learning needs to recognise the intersectional nature of oppression and inequality when working with families and addressing the impacts of racism and other forms of discrimination. This needs to be done in a reflective practice, strength based and trauma informed manner that recognises the impact of personal experiences and cultural backgrounds. There is need to decolonise the social work training curriculum to equip the workforce to deliver fairly. Developing a collection of articles and resources in various formats to facilitate anti-racist education and promote allyship will be crucial. This approach may aid in the delivery of non-judgmental practice driven from a point of understanding and active listening.

There is need for delivery of culturally sensitive ethical practices in professional settings that include creating dialogue and opportunities that challenge prejudices and discriminatory attitudes. Services need to be genuinely curious about the family's culture, faith, and journey and offer advice and support that reflects understanding. It is important that workers recognise the importance of understanding and respecting cultural differences, conducting thorough investigations before taking action, and engaging families in acceptable childcare and fostering journeys. Foster carers must have a rich understanding and respect for a child's background and culture. It is important that foster carers go through mandatory training courses that help improve carers' knowledge, understanding, and confidence in supporting children and young people from ethnic minority backgrounds.

"We have sustained relationships with ethnic minority kinship carers where placements are fragile and young people are struggling, and we have witnessed carers holding on, and young people change."
 Workforce respondent

"Scotland should be a good parent to the children it has responsibility for. That means carers and workers must act, speak and behave like a family so that Scotland can be the best parent it can be. Scotland must stop stigmatising the children it cares for." The Promise Annual Report COSLA 2022

Utilising resources and learning from past work in a joined-up way.

The workforce must actively utilise resources that are already in place to aid in the support of families from Black and ethnic minority backgrounds. It is clear that there is a deficit that exist in how services are delivered to black and ethnic minorities. It is also clear that a lot of recommendation have been made which have not made it into practical implementation. It is important that there is a baseline of understanding to inform practice and that this is consistently rolled out to all of Scotland's localities as recommended material for reference.

Key Resource	Description
Family Group Conferencing with BME Families in Scotland	This article explores the use of family group conferencing (FGC) in social work with children and families from black and minority ethnic (BME) backgrounds living in Scotland.
National Guidance for Child Protection in Scotland 2021: Practice Insights (www.gov.scot) (insight 9)	Practice insight 9 provides a view of 'cultural competence' where there are concerns about physical abuse of children.
COSLA (2022) 'We Will Keep The Promise'	Considers how transformation of services and listening to children and young people can give them the childhood they deserve.
An exploration of ethnic minority communities' understanding and awareness of child protection and the Children's Hearing System in Scotland – Henderson	This research aimed to explore with agencies and partner bodies working with ethnic minority groups in Scotland.
AFRUCA - Africans Unite Against Child Abuse: Promoting the Rights and Welfare of Black and African Children	Africans Unite against Child Abuse (AFRUCA) was established in May 2001 as a platform for advocating for the rights and welfare of Black and African children.
The New Scottish Interview Model	Promotes a person-centred and strengths-based approach recognises the importance of collaborative empowerment, and holistic assessment to support individuals and families effectively.

<p>perspective from Black Australia: 'Cultural Safety' for Aboriginal and Torres Strait Islander children, young people and communities.</p>	<p>ives some perspective from Black Australia, with recent conceptualisation of 'Cultural Safety' within Child Protection policy & practice. This goes far beyond 'cultural competency', and explicitly states the need for Black families, communities and their own organisations to be involved in systems & assessments.</p>
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Figure 5 Key resource documents

Next Steps

For current project duration:

Working with Iriss in the development of a toolkit resource for the social care workforce to build the knowledge and understanding required to support children, young people and families from ethnic minority backgrounds.

Passion4Fusion future actions beyond project:

- Approach The Black Care Experience (England and Wales) to co-work on the development of a 'Scotland Black Care Experience Charter'
- Scoping out a new Scotland-wide focus group on 'Race, Racism and the Care System' with Iriss and STAF (Scottish Throughcare Aftercare forum)
- Explore the formulation of a specific Rights advocacy service for Black Care Experienced children and young people in Scotland

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