



Her Majesty's
Inspectorate of
Probation

H Hackney



insights **22**
Learn Share Connect Celebrate
9-20 May 2022

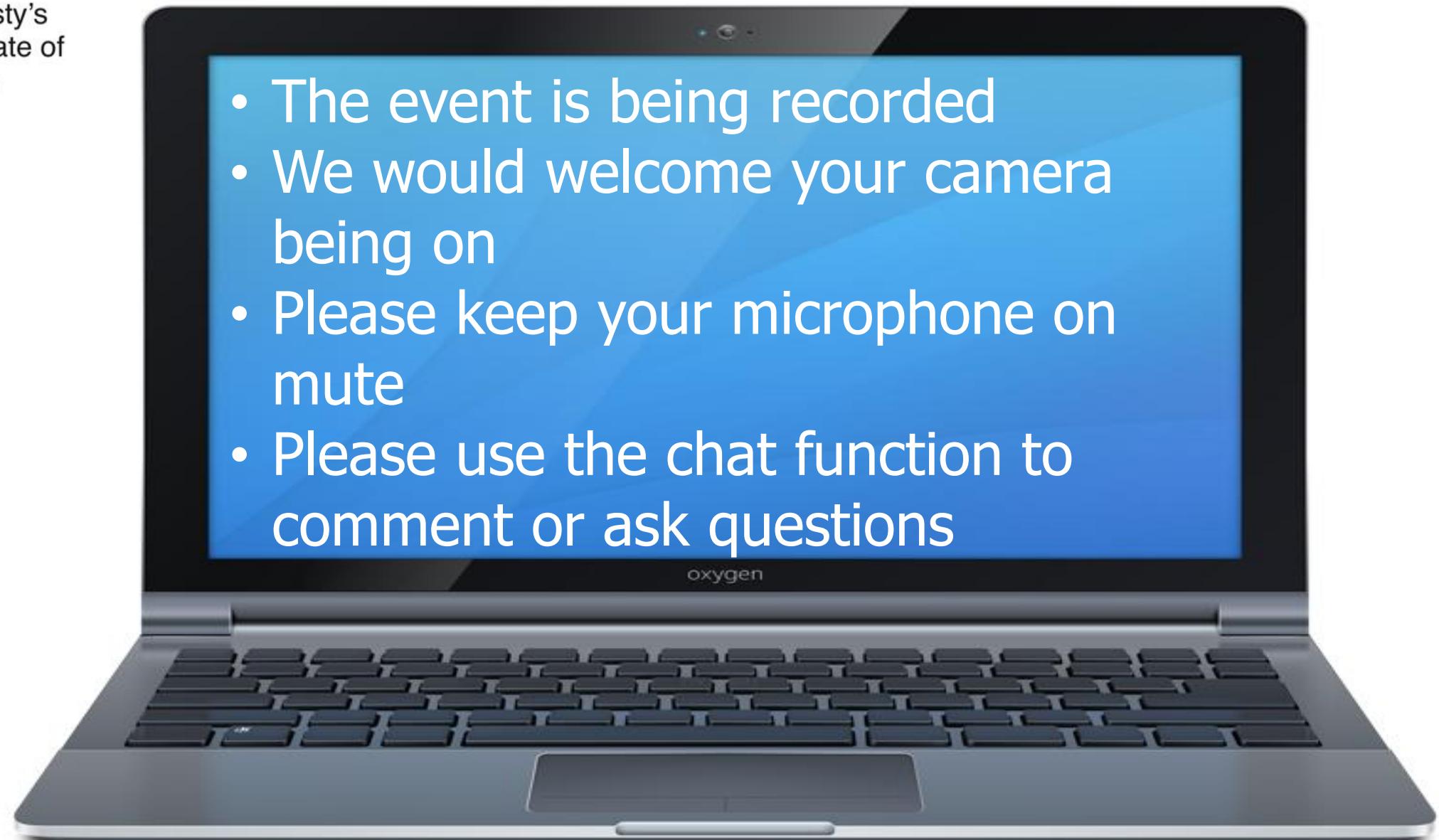


Black and Mixed Heritage Boys: Principles of Effective Assessment in Youth Justice

May 2022



- The event is being recorded
- We would welcome your camera being on
- Please keep your microphone on mute
- Please use the chat function to comment or ask questions





AGENDA

effective
practice

- 01 Principles of an effective assessment
- 02 Out-of-court disposal assessments: Hackney
- 03 Trauma informed Pre-Sentence Reports: Lewisham
- 04 Question and Answer session

HM Inspectorate of Probation Assessment standard:

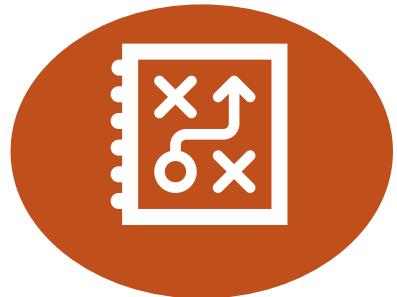
assessments for black and mixed heritage boys should be well-informed, holistic, analytical and personalised, actively involving the child and their parents or carers.



Additional considerations



Balanced focus: desistance and how to keep the child and others safe.



Structural barriers: are analysed in the assessment and reviewing and considered and mitigated in planning and delivery.



Engagement: assume accountability for overcoming barriers to successful engagement

Practitioners' reflection questions:

Thinking about a **specific assessment**:

- What is your understanding of the child's identity including their ethnicity and heritage?
- What conversations have you had with the child and their family about their heritage and culture?
- Following on from this, what have you done to take this into account?
- What is your understanding of the child's experience of discrimination?
- Following on from this- How does this impact their safety and wellbeing?
- How has the child's ethnicity, heritage and wider diversity needs been considered in planning?

Practitioners' reflection questions:

Thinking about your **skills as a practitioner**:

- How confident do you feel in discussing children's experience of discrimination?
- How confident do you feel in asking a child/children and their families about their experiences of discrimination?
- What training have you received to support you in addressing the diversity needs of children and their families and how have you embedded the learning from this training into your practice?

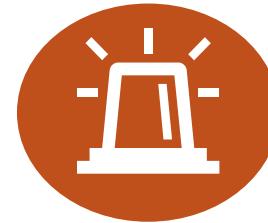
Hackney out-of-court assessments



strong partnership work



youth work model engagement



work with police colleagues



decision-making based on an assessment

Out of Court Disposal

Assessments: Our journey in Hackney.

Francesca Fadda-Archibald (She/Her) - Young Hackney Practice Development Manager
Email: Francesca.Fadda-Archibald@hackney.gov.uk

Shelli Green (She/Her) - Young Hackney Prevention & Diversion Team Leader
Email: Shelli.Green@hackney.gov.uk



P&D Cohort - Who are our children? What are their experiences?

- 2015-2022 - 60-80% children identify as Black & Global majority
- Significant number of children have diagnosed/undiagnosed neurological & developmental disorders/SLCN
- Typically male, aged 14-17 years old
- Common yet complex themes consistently identified (linked to structural racism & inequalities) - Traumatic family experiences, DV, Exposure to violence (historical, intergenerational and related to peers, EFR), (Parental) mental health / Substance misuse, Lone parent families, Social inequality and economic deprivation. School exclusion/NEET status

P&D Assessment Tool-

Why did we need it and key features

- Peer review 2019
- An accessible tool (SLC, neurodiversity) - simple language, visuals, colours, emojis to encourage active participation in the assessment conversation;
- A tool for children (not practitioners) and to gather their voice;
- 2015-2022 - Quantitative data consistently evidenced disproportionality in arrests, outcomes and exclusions BUT lived experience of systemic racism and racialised trauma impacting children and families not consistently captured
- George Floyd's Murder, Black Lives Matter protests 2020 - Decision to include a section asking children about their experiences and understanding of racism and discrimination: opportunity to directly discuss their experiences and be offered support and advocacy specifically for these
- White practitioners found it challenging to specifically and explicitly explore this using our previous assessment tools
- Gather qualitative information to influence partnership board and systemic change



P&D Assessment Tool -Practice Approach

- Self-awareness, power dynamics, clarity of purpose
- Trauma sensitive and informed
- Invite participation, this is a tool to tell their story
- Co-production, do 'with' not 'to'
- Honesty and transparency
- Professionally curious & non-judgemental
- The child's voice & their lived experience informs the

decisions made about them



P&D Assessment Tool: Insights & Impact

Case Study 1 - Child A (African-Caribbean): *"It's discriminating against people because of their background / because of the colour of their skin. Thinking they're less than. It is something I've experienced and witnessed. Being a young black man to me, it means being 'statistically' limited if that makes sense. People might make assumptions / put me at a disadvantage. I have been stopped and searched by police before - when it happens it doesn't surprise me. The last time it happened was some time last year. I know a little bit about my rights, but not much".*

Mother A (African-Caribbean): *"He's very aware of being a Young Black boy in Hackney - what that means for himself statistically and for his future".*

Outcome: Child requested sessions on Rights & Responsibilities and further exploration of racism, pride and identity. Mother was happy to hear that the intervention would also consider positive aspects of being a young black male.

Case Study 2 - Child B (White British): *"It's treating people differently and unfairly because of their ethnicity, colour and religion. I have witnessed this when riding across the country with my friend who is mixed race. It felt different, uncomfortable being with him as I could see that people treated him differently because of his race. I enjoy hearing other people's views on racism, I would like a session on Racism to be part of this programme".*

Outcome: Child participated in a session about racism and explored how to be an active anti-racist ally.

P&D Assessment Tool: Insights & Impact

Case Study 3 - Mother C (Black Caribbean): *"Every single student has had issues to do with it. We believe she (Headteacher) has already stereotyped Black people. I ask her the right questions and she feels challenged by me. So I'm posing questions that she can't reply to. The stigma they have that it's always seen as a single parent (Black parents). We don't miss a meeting (at school). She's never seen that in the Black community, it was new to her. That's my only explanation. Child is our second child to go to the school - no issues with the Vice Principal - it's a personal thing with the Head".*

Outcome: Referral to SENDIAGS (service offering impartial advice/support to parents/carers with children with SEND/disabilities) to request advocacy in terms of supporting the child back into education and ensuring his needs are understood and met. Parents were concerned about challenging the racism they experienced whilst a sibling remained on roll. We liaised with the Young Hackney Team Leader linked to the school to ascertain if sibling was known to them, whether they were aware of the issues raised and if we could collaboratively work together to explore and address the racism experienced by the family with relevant school staff with an outcome focused approach.

Case Study 4 - Child D (Black African) : *"I was walking through the park with my friend - I messaged my friend on the estate in Kingsmead. I was on the corner - just thought to have a zoot. On the corner all I see is TSG. Man's in sliders with a zoot in my mouth - my eyesight is bad too. From when they came close to man, man knows it's a TSG - they were backing out tasers and batons like it's nothing. It's just life on the estate - day in, day out, police trying to interrupt man. I get mistaken for being older than I am because of my height - I'm 6'4. I look older - sometimes I look in the mirror and think to myself I look like someone that police would stop. They took man home and explained it to my Mum - I thought it was over and done with".*

Outcome: Child did not wish to make a complaint but he consented to YOT Police Officers querying the nature of this stop and raising the concerns regarding the use tasers and batons directly with the OIC.

Practice Impacts: Improvements & developments

- Child's Voice is evident in all stages of our intervention, from assessments to plans and feedback.
- Improvements in communication with YOT Police colleagues regarding issues of racism, particularly in the context of policing.
- Decision Making is child focussed, not Police led; future and imminent recruitment of young people to become OCCD panel members.
- Improvements in our assessment and analysis of risk and harm, though this is not always consistent across practitioners, some variability in quality remains.
- Quantitative data is now supported by qualitative dialogue, rich powerful narratives reflecting the real lived experience have been reported to the Safer Young Hackney Board/Anti-racist praxis conference.
- Some assessments rich in detail, some are not -It could also be due to practitioners' ability and propensity to be professionally curious and whether some practitioners may need additional specific support in feeling comfortable discussing racism and discrimination with children and families.
- We need to improve focus and curiosity in relation to intersectional disadvantage.
- Is there space to consider children's experiences of victimisation as part of the assessment?

Young People's Feedback

"The sessions gave me space to think about how behaviour impacts others. I enjoyed exploring different parts of my culture and identity. I enjoyed positive activities like boxing."

"It made me see the bigger picture in a lot of things, it helped me understand more. Working with (N, worker) she understands things and helped me work around them".

"I enjoyed learning new things, to think before I act and be patient, I felt listened to and the staff made things clear. It will prevent me from getting into trouble in the future".

"Because working with adults who aren't judgemental makes me understand more. I enjoyed talking to the Police as it is exciting and opened my mind to other career fields. It's nice opening up to someone as nice as (worker), it's nice having conversations about my future as sometimes my friends cannot help".

"You helping me over shoplifting to understand what I have done, I now understand what I have done and what can happen to me. I have learned a lot of new things that can help me feel smarter."

"I learnt about the Law and feel more knowledgeable. I have developed in terms of my own moral compass, being able to look at the offence and other situations from a different perspective. Mother: She found the sessions better than expected and more relaxed in terms of being able to have open discussions about different topics. She felt supported and listened



THANK YOU FOR LISTENING





Lewisham anti-racist strategy

- Developed a '**journey of the black child**' report.
- **Racial trauma** is considered within its trauma-informed approach to practice, resulting in the TIARA approach – **trauma-informed, anti-racist, restorative approach**.
- **Magistrates and district judges** have participated in YOS training on trauma-informed practice.
- And **PSRs have been reformatte**d

Lewisham PSRs what's different?



- **PSR panel** – advice, defensible and shared responsibility
- **Quality assurance** – continuous learning and development of best practice
- Starts with **Child lived experience** including something positive
- Includes our **Trauma-informed Statement**
- **Analyses impact of racism** and the impact on family/subject
- Provides a compelling reason(s) to **trust the service** to provide responsive plan to strengthen understanding of heritage and identity (pro-social)
- **Places child's offending in context** of individual and structural factors relating to social graces
- **Formulation of risk and vulnerability** from child perspective with strong victim restorative lens
- **Voice of child** comes through, and plain language used.
- Removing deficit language and bias language (unable to, incapable of, lacking in) replacing with **strengths based**
- Concordance rates and verbal/written feedback from sentences' **evidence of working**

Trauma Informed Service Statement

- *Lewisham YOS is a trained 'trauma informed' service which looks holistically at all areas of young people and their family lives. As part of this we have to observe and assess where on the 'Trauma Recovery Model' (Tricia Skuse and Jonny Matthew 2014) a young person is and this will impact on the interventions and approaches used. This is underpinned by research in regard to the impact of trauma and how this affects children and young people's emotional, physical health and development, behaviour and capacity.*
- *This approach does not minimise the offence and will consider, as well as address, the serious issues and risks associated with these offences. has been assessed as 'Disclosure'. This would indicate that has the structure in place to be able to adhere to specialist interventions but will need to develop trusting relationships with appropriate adults in order to explore and work through the trauma he has experienced.*

Considerations for Black, Asian and Ethnic Minorities:

Sentencing Children & Young People Definitive Guidelines-Section 1.18 & 1.2



- There is also evidence to suggest that black and minority ethnic children and young people are over-represented in the youth justice system.⁸ The factors contributing to this are complex. One factor is that a significant proportion of looked after children and young people are from a black and minority ethnic background. A further factor may be the experience of such children and young people in terms of discrimination and negative experiences of authority. When having regard to the welfare of the child or young person to be sentenced, the particular factors which arise in the case of black and minority ethnic children and young people need to be taken into account.
- While the seriousness of the offence will be the starting point, the approach to sentencing should be individualistic and focused on the child or young person, as opposed to offence focused.

Overarching Principles of Sentencing Youths- Section 11.11

Before deciding to impose a custodial sentence on a young offender, the court must ensure that all the statutory tests are satisfied – namely:

- that the offender cannot properly be dealt with by a fine alone or by a youth rehabilitation order,
- that a youth rehabilitation order with intensive supervision and surveillance or with fostering cannot be justified, and
- that custody is the last resort and in doing so should take account of the circumstances, age (at time of offence) and maturity of the young offender.



What
questions
would you
like to ask?





Her Majesty's
Inspectorate of
Probation

Thank
You

