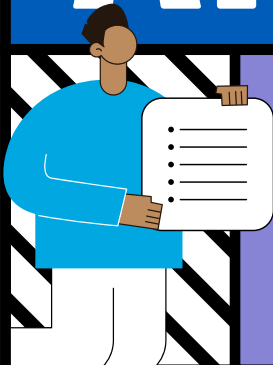


**CONSTRUCTIVE  
RESETTLEMENT**

**DEVELOPING AN**

**ANTI-**



**RACIST**

**STRATEGY**

A guide to developing and implementing anti-racist strategies and approaches to tackle racial disparities within the youth justice system

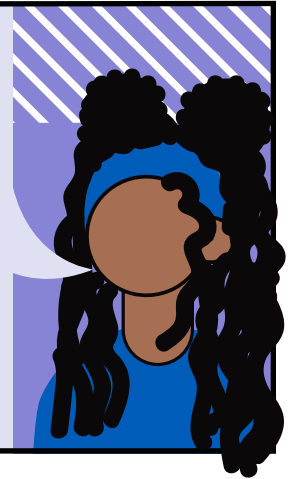


## WHAT IS ANTI-RACISM?

Anti-racism is a process of actively identifying and opposing racism.

The goal of anti-racism is to challenge racism and actively change the policies, behaviours and beliefs that perpetuate racist ideas and actions.

Anti-racism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional and structural levels.



**Anti-Racism is about Action!**

## WHY DO WE NEED AN ANTI-RACIST STRATEGY?

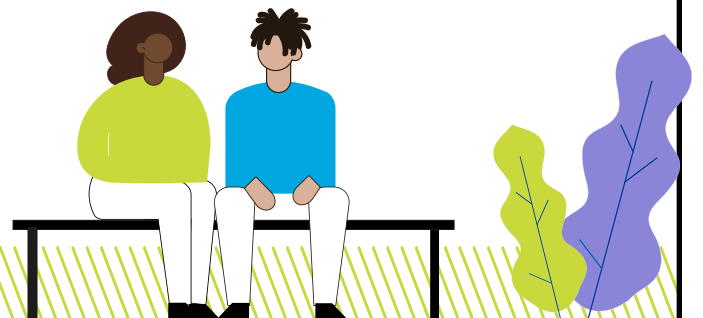
Children from all ethnic minority backgrounds have worse youth justice outcomes than white children, and Black and mixed-race children experience the worst disparities in outcomes. This cannot be explained by demographic or offence-related factors: even when all other factors are the same, practitioner assessments represent Black and mixed-race children as riskier than children of other ethnicities.

Anti-racist strategies are essential to helping practitioners, organisations and institutions understand and recognise structural racism, and develop and implement strategies specifically to tackle racial discrimination. They should have a strong focus on enhancing the cultural sensitivity of your organisation and clearly communicate a message of zero-tolerance to racism, demonstrated and promoted through your policies, procedures and working practices.

**Anti-Racism is about accountability**

### HOW TO USE THIS GUIDE

This guide is aimed to support team leaders, managers and policy writers to develop or enhance a fit-for-purpose anti-racist strategy (AR strategy). It aims to provide some direction on the guiding principles that should shape your AR strategy, and guidance around what a good AR strategy should include. It is hoped that the information within this guide will bolster your organisation's existing equality, diversity and inclusion agendas, and serve as a useful resource to ensure that policies and mission statements lead to action-based result-focused outcomes.

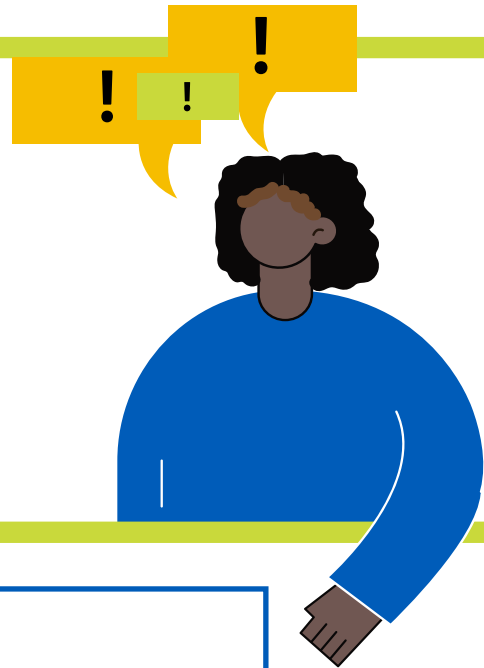


## UNDERSTANDING RACISM

In order to be anti-racist we need to enhance and develop our understanding of what racism is and how it functions in society. Most people have a common understanding of racism being individual racial prejudice and the intentional actions that result. Racism extends much broader than only individual beliefs and actions, and occurs within structures and systems in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. This is known as 'structural racism' and is the most profound and pervasive form of racism – all other forms of racism (individual, interpersonal, internalised, etc) emerge from structural racism.

### INDIVIDUAL RACISM

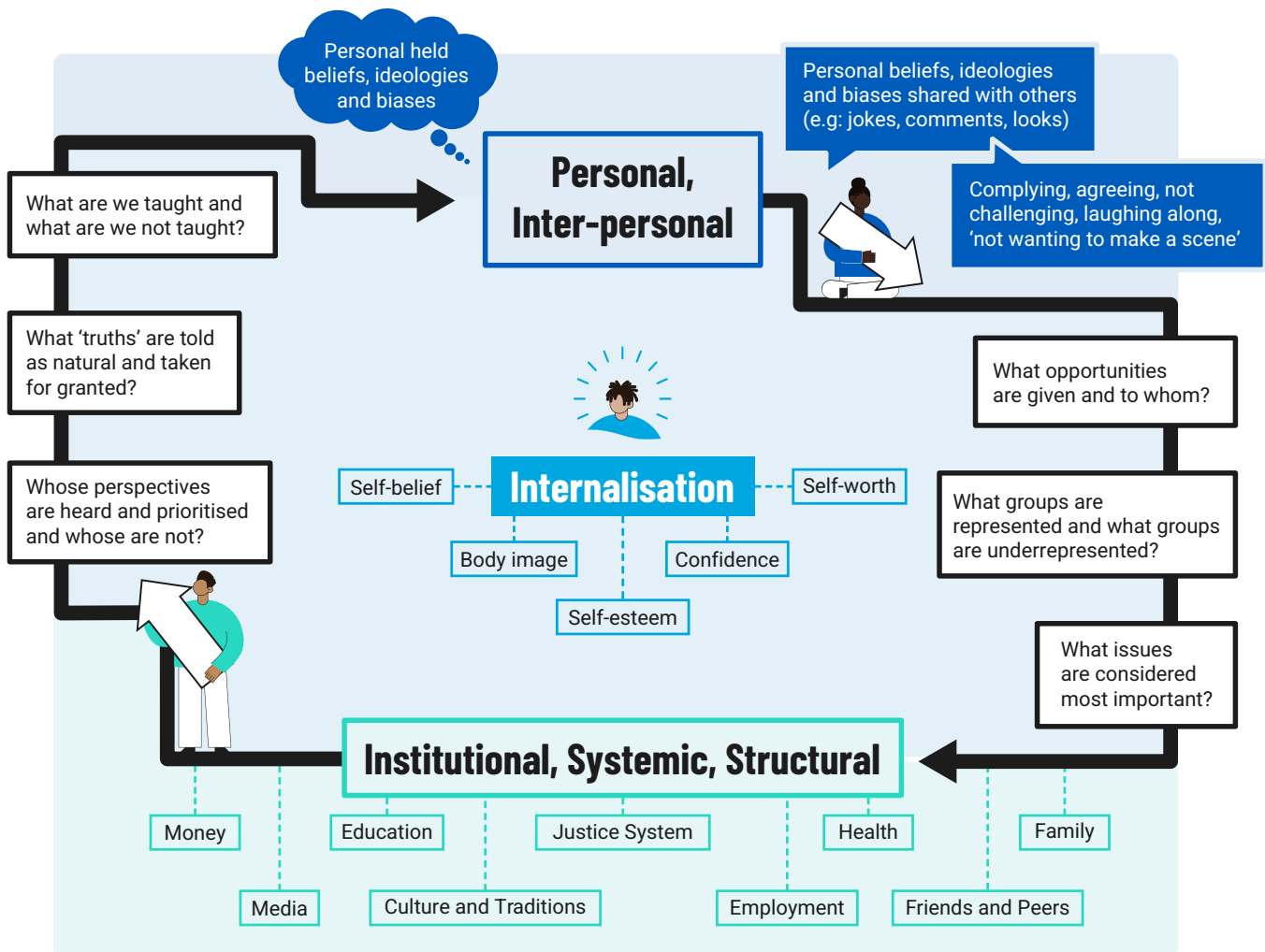
Refers to an individual's racist assumptions, beliefs or behaviours and is a form of racial discrimination that stems from conscious and unconscious, personal prejudice. It is connected to / learned from broader socioeconomic histories and processes and is supported and reinforced by structural racism.



### STRUCTURAL RACISM

Structural racism refers to the totality of ways in which societies foster racial discrimination through mutually reinforcing systems of housing, education, employment, earnings, benefits, credit, media, health care and criminal justice. These patterns and practices in turn reinforce discriminatory beliefs, values and distribution of resources.





Visual representing the (re)production and (re)affirmation of different kinds of oppression, discrimination and biases

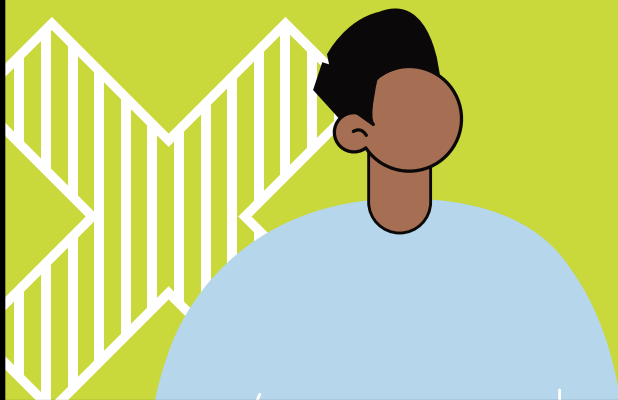
People from racially marginalised communities experience the impact of racism in many different ways. For us to effectively support children and young people from ethnic minority backgrounds to develop pro-social identities, it is vital that we increase our own identity awareness of how experiencing any form of racism may impact the self-belief, self-esteem and self-worth of an individual. When doing constructive casework with children we should be prepared to explore how their lived experiences of direct/indirect racism or 'unfairness' or 'injustice' has impacted their identity. We should use a trauma informed approach with sensitivity and compassion and be prepared to seek further specialist support if necessary.

## SPECIALIST SUPPORT

- ▣ Does our organisation need additional support from a specialist organisation to help us safely facilitate constructive casework around ethnicity, discrimination and pro-social identities?
- ▣ Do our young people feel they would like further support from specialist organisations led by individuals from similar ethnic backgrounds with similar lived experiences?

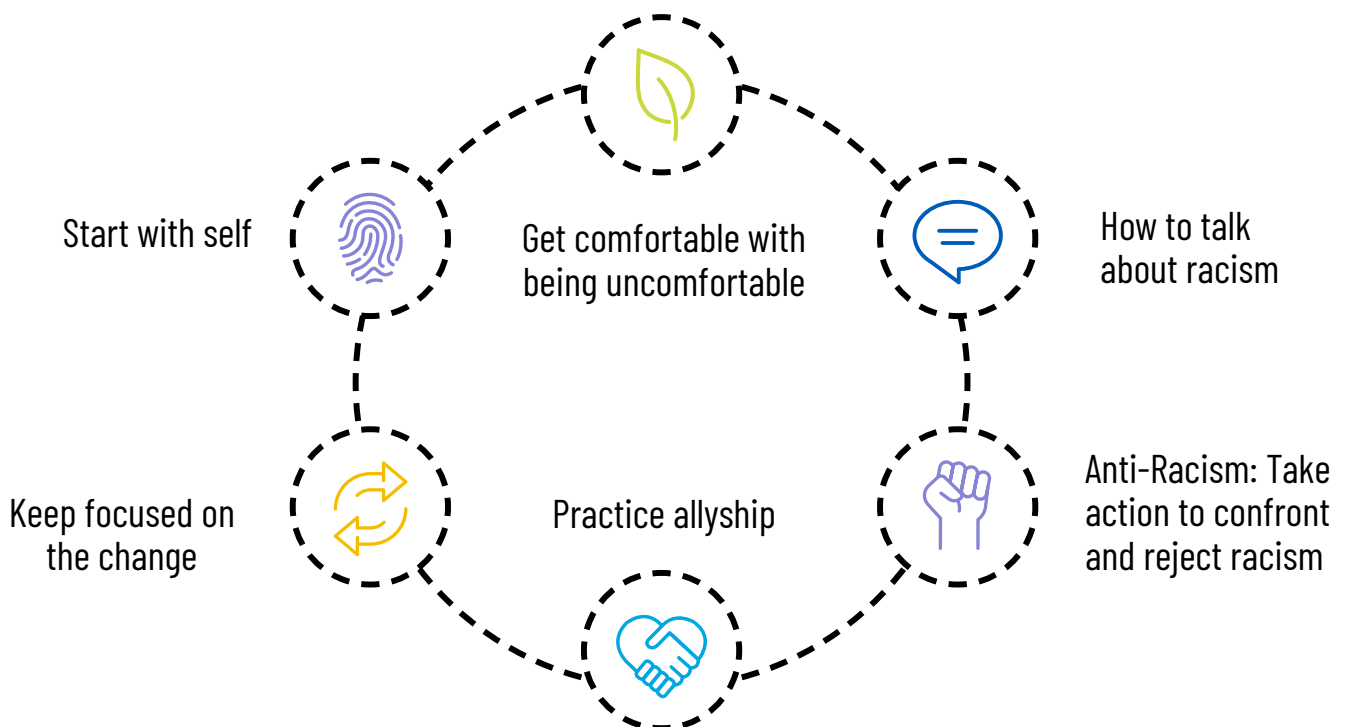
## ANTI-RACIST APPROACHES

**“ANTI-RACISM  
IS A JOURNEY —  
NOT A  
DESTINATION”**



Anti-Racist approaches help to minimise and reduce the likelihood of discrimination occurring and causing harm to people from racially marginalised communities. They empower us to identify mechanisms to dismantle structural racism, and to meaningfully address the impacts of bias.

However, to achieve these outcomes takes time and is a continuous, evolving process which requires honest interpersonal self-reflection. This can be uncomfortable. It is important to recognise this and have ‘self-care’ when undertaking this journey so we can maintain positive wellbeing and engage meaningfully and authentically so we can better deal with conflict & challenge efficiently and productively.



There are many different models and varieties of anti-racist approaches, but almost all of them highlight the importance of starting with ourselves, and working through any feelings of anxiety or resistance so we can become comfortable with talking about racism.

You can better and more effectively help someone develop a pro-social identity if you have a firm foundation and understanding of your own identity.



- ▣ Within our organisation are we comfortable talking about our own identifying characteristics (gender, ethnicity, sexual orientation)?
- ▣ Do practitioners have time and space to reflect upon their own biases and prejudices?
- ▣ What privileges, power or challenges do we have by virtue of our personal, professional and institutional identity?

## DEVELOPING AN ANTI-RACIST STRATEGY

### GUIDING PRINCIPLES

Consider what your guiding principles are as an organisation. What existing principles of equity, diversity and inclusion are demonstrated within your organisation? What is the vision of equality you want to see achieved? Are there economic, cultural, social or political factors that impact the reality of achieving that vision?

A good anti-racist strategy is more than just a mission statement. It should be an action plan focused on measurable outcomes, and it should target the specific needs of your organisation.

The five fundamental elements below are good suggestions for guiding principles that will build a foundation for long-term action.

- ▣ Demonstrating Leadership
- ▣ Building Awareness and Changing Attitudes
- ▣ Pro-Social Modelling
- ▣ Empowering Communities
- ▣ Action-based and outcome-focused

## GUIDING PRINCIPLES: DEMONSTRATING LEADERSHIP

Leaders play a hugely significant role in promoting – or damaging – racial inclusion efforts by virtue of their positional power and influence on the organisation’s culture, values and ethics. To ensure that change is long term and sustainable, organisations and leaders need to have a clear position on anti-racism and discrimination.

### QUESTIONS TO CONSIDER

- ☒ Are our organisation’s stance, values and expectations clear?
- ☒ Do we maintain zero-tolerance stance on racial discrimination in the workplace as per the Equality Act 2010, and are our employees, partners, stakeholders and the broader public aware of this stance?

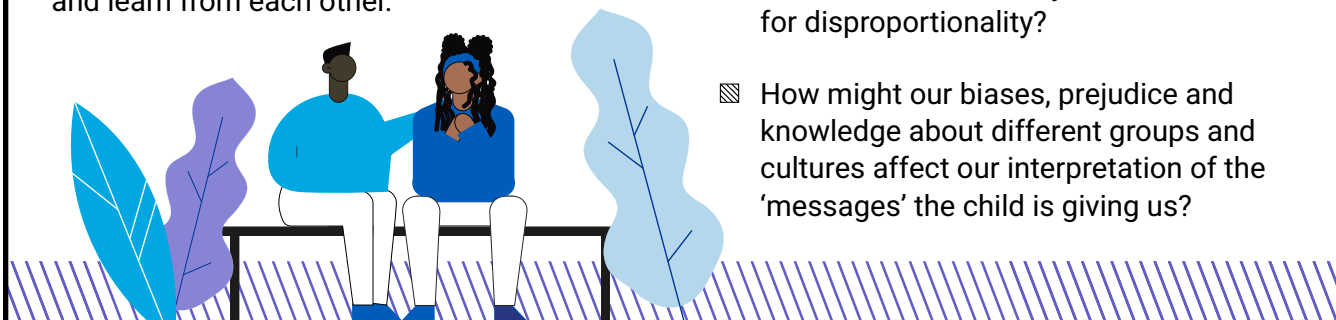
ZERO-TOLERANCE  
**0**  
STANCE



## GUIDING PRINCIPLES: BUILDING AWARENESS AND CHANGING ATTITUDES

Increase awareness of the historical roots of racism and discrimination, and their impacts on our communities, especially children and young people.

Identify robust training packages that facilitate discussions and safe spaces, systems and ways to talk, share experiences and learn from each other.



### QUESTIONS TO CONSIDER

- ❑ Do we have regular training that addresses bias, anti-racism, and cultural sensitivity through a criminal justice lens?
- ❑ Do we have accurate data gathering mechanisms to identify local drivers for disproportionality?
- ❑ How might our biases, prejudice and knowledge about different groups and cultures affect our interpretation of the 'messages' the child is giving us?

"We need to be aware of the messages that the child is giving us about the way they see themselves and their place in the world, and the messages that we as practitioners and supporters give the child about themselves and who they are."

– Neal Hazel, Professor of Criminology and Criminal Justice, University of Salford

## TYPES OF UNCONSCIOUS BIAS



### AFFINITY BIAS

Feeling a connection to those similar to us



### PERCEPTION BIAS

Stereotypes and assumptions about different groups



### HALO EFFECT

Projecting positive qualities onto people without actually knowing them

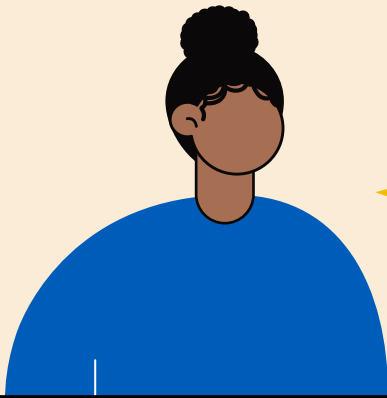


### CONFIRMATION BIAS

Looking to confirm our own opinions and pre-existing ideas.



## GUIDING PRINCIPLES: PRO-SOCIAL MODELLING

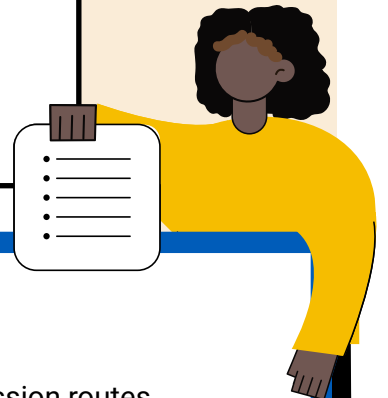


“...we’ve also got to be really aware of the messages that we are giving the children in every interaction we have with them. Are we underlining their positive identity development or is there something that we say or do that undermines that positive identity development?”

– **Neal Hazel, Professor of Criminology and Criminal Justice, University of Salford**

Does your organisation model the pro-social identity that you are promoting? What is the ethnic diversity of your team, organisation or institution? Does it represent and reflect the communities you serve? The answers to these questions send powerful messages to children, young people and communities, especially those that have been historically disproportionately overrepresented within criminal justice institutions.

Think about critically appraising your people management approach from end to end through multiple inclusion lenses, including race, to address barriers and biases in hiring, performance management, career progression, and reward. Leverage the valuable role that HR can play as critical friend by holding up a mirror to the organisation.



### QUESTIONS TO CONSIDER:

- ❑ Do we have transparent recruitment processes and clear progression routes, which will help to improve retention and make career development fair?
- ❑ How do our championed policies and organisational rhetoric play out in reality?
- ❑ What are the experiences of our employees from racially marginalised backgrounds?



## GUIDING PRINCIPLES: EMPOWERING COMMUNITIES

Racially marginalised communities on the ground who have expertise in addressing various forms of racism and discrimination must be supported.

Funding for projects and capacity building at the community level recognises and enhances their expertise. It allows them to draw on their lived experiences to tailor initiatives to their particular circumstances.

### QUESTIONS TO CONSIDER

- ❑ How can we support parents and carers of black and mixed heritage boys?
- ❑ How can we enhance the quality of our service delivery through well-coordinated work with third-sector voluntary and community organisations?
- ❑ What are the experiences of our employees from racially marginalised backgrounds?

### USEFUL LINKS:

- ❑ [BLAM UK CIC](#)
- ❑ [Decolonise UKC](#)
- ❑ [No More Exclusions](#)
- ❑ [The Black Curriculum](#)
- ❑ [Wipers Youth CIC](#)
- ❑ [Young Black Psych](#)



## GUIDING PRINCIPLES: ACTION-BASED AND OUTCOME-FOCUSED


It's your policies, practices and procedures that will ultimately lead to either the reproduction of the status quo or long-term systemic change.

Be prepared to review your ways of working across the organisation and scrutinise all operational processes including diversion and early intervention, bail, custodial & community interventions, and resettlement. Directly target areas of disproportionality by co-creating a systemic approach for practical action.

Policies, practices and procedures should be action-based and outcome-focused. Allow for creativity, diversity of thought and routes of accountability.

### QUESTIONS TO CONSIDER

- ❑ Do our policies, procedures, practices seek to uphold and promote the Public Sector Equality Duty under section 149 of the Equality Act 2010 which requires all public bodies to “eliminate discrimination”?
- ❑ Do our mechanisms for auditing, quality assurance and performance recognition encourage or discourage us from adopting an anti-racist approach?
- ❑ For example, how do we measure our success at “always keeping the vision of the child and their strengths at the heart of decision making”?



“Identity shift and development for a child must be the focus of everybody involved. We must all be singing from the same hymn sheet. It’s no good if some people are projecting messages about the child’s identity which undermine the particular route that we’ve identified they need to take.”

**Neal Hazel, Professor of Criminology  
and Criminal Justice, University of Salford**



# **DEVELOPING AN ANTI-RACIST STRATEGY**

A clearer vision for a safer journey

