

SURVEY REPORT:

OPPORTUNITIES AND SUPPORT FOR BLACK SAFEGUARDING PROFESSIONALS

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Sharon Davidson

Co-Chair, National Principal Social Work Network for Children

Jon Brown

Director of Strategic Partnerships, Barnardo's

Dr Catherine Mbema

Director of Public Health, Lewisham Council

Author comments:

"We are delighted to publish this research, which highlights the extent of racial inequalities impacting Black professionals working to protect children and young people from harm in the UK. Black Safeguarding Professionals (BSPs) have told us that they are not experiencing fair and equal progression in the workplace and have barriers imposed upon them in their career due to their race. We want to see appropriately resourced, radical, and sustained efforts to change the reality faced by BSPs and create greater equity across systems and organisations employing them. It is hoped that this report stresses the importance of the views of BSPs working with vulnerable children, and the need to centre these views in efforts to tackle racism across structures in place to protect children and young people from harm and abuse".

Laurelle Brown and Ade Solarin, Co-founders and Directors at KIJJI

EXECUTIVE SUMMARY

KIJJI¹ is a membership organisation championing the equitable growth and progression of Black Safeguarding Professionals across sectors. KIJJI's overarching aim is to protect *all* children and young people in need of help and protection by encouraging greater racial equity and inclusion for BSPs.

A BSP is identified as someone who:

- Works with children and young people who have experienced or are at risk of abuse or neglect; or whose role includes safeguarding responsibilities; or works with families to protect children and young people²;
- Who self-identifies as Black, and whose total or partial ancestry is from any of the Black racial groups of the African diaspora.

This Survey of BSPs in the UK is the first of its kind, and was conducted to better understand experiences and opportunities, and to build an evidence base upon which to develop approaches to dismantle barriers and create opportunities for BSPs.

The research aims were to

1. Understand the experience of being a BSP, including during the Covid-19 pandemic;
2. Understand the learning and development needs of BSPs;
3. Develop an evidence base to quantify the anecdotal feedback often received;
4. Amplify voice of BSPs across sectors.

The research team conducted an online survey which was active from July 2020 to September 2020. A total of 100 Black safeguarding professionals from a range of sectors responded. The survey consisted of 19 multiple choice and Likert scale⁹ questions, as well as some free-text options yielding location and profession of respondents.

HEADLINE FINDINGS

Two findings have been singled out as headlines due to their significance for current debate and movement across the children's safeguarding sector. The responses to these questions are consistent with wider anecdotal feedback shared with KIJJI through their informal conversations and networking with BSPs over the past 6 months. It is therefore inferred that these findings are likely to be indicative of feelings and experiences of the wider BSP workforce.

1. Lack of fair and equal progression opportunities for BSPs

A significant 44% of respondents either 'disagree' or 'strongly disagree' that there are fair and equal opportunities available to them within their organisation. In addition, just 23% of respondents 'agree' or 'strongly agree' that they are provided with fair and equal progression opportunities. Respondents in social care selected 'disagree' most frequently, and health professionals selected 'agree' most frequently.

2. Ethnicity resulting in barriers being imposed upon BSPs

Almost 2 in 3 respondents feel that their ethnicity has resulted in barriers being imposed upon them in their career. This finding aligns with wide ranging research which highlights the presence of institutional racism within organisations where BSPs are employed, including Children's Social Care (Brockmann M., Butt J., and Fisher M., 2001)³, Criminal Justice Systems (Lammy D., 2017)⁴, Police (Macpherson W., 1999)⁵ and Education (DfE 2019)⁶. It is widely held that greater workforce diversity and outcomes correlates with better outcomes for children, young people and families accessing services that are appropriately representative and diverse.

SUMMARY AND RECOMMENDATIONS

These research findings suggest that appropriately resourced, radical, and sustained efforts are required to change the reality faced by BSPs and create greater equity across systems and organisations employing BSPs. It is hoped that this report highlights the importance of the views of BSPs working with vulnerable children, and the need to centre these views in efforts to tackle racism across structures in place to protect children and young people from harm and abuse. KIJJI will use this report to trigger discussion, reflection, commitment, and challenge across sectors.

This report makes 6 recommendations aimed at sector and systems leaders, commissioners, workforce development and safeguarding children's partnerships:

1. Commission culturally competent independent resources to **engage BSPs and to provide a 'safe' forum** to listen and understand their experience of race equality within the workplace, and identify areas of dissatisfaction and/or oppression, including the impact of unquantifiable barriers such as 'every day' racism.
2. Undertake **workforce audits** to provide evidence-based picture of workforce equality and experience of progression and opportunities for all staff, from entry through to most senior level, and enable prioritisation of action. This should include the collation of quantitative and qualitative data, to ensure the lived experience of BSPs is comparable to other ethnic groups and can be triangulated across protected characteristics and other identity domains e.g., socio-economic background.
3. Ringfence sustainable funding to commission and/or employ dedicated 'Equality, Diversity and Inclusion' expertise to **co-develop and drive multi-faceted, intersectional strategy** to tackle root causes of structural and systemic barriers that result in poor workforce outcomes for BSPs. This strategy should include clear baseline measures, KPIs and consequences for leaders where there is a failure to deliver progress and improve outcomes for BSPs, and other minoritised groups, to ensure commitment and accountability. Critical feedback and review from those with lived experience should be mechanism to monitor progress and impact.
4. Create and maximise senior officer sponsored **ring-fenced leadership opportunities** for BSPs where there is evidence of racial exclusion in such roles and disparity between workforce diversity by ethnicity at all levels, and local area / community served.
5. Invest in **high quality, equitable learning and development opportunities** for BSPs, for example, secured through nominated places where appropriate. The design and delivery of a robust learning and development offer should be a priority across all services, one which covers a range of core and emerging topics, including mental health and culturally competent trauma-informed practice.
6. Due to the increased risk of COVID-19 related death for BSPs, and research findings pertaining to the provision of protection, organisations should actively identify their BSPs that may be at greater risk and work with them to understand this and explore how they can be offered **additional support and protection**. This will require introducing regular conversations through line manager meetings, such as supervision, if not already in place, and regularly reporting on and reviewing the health of this group.

1. BACKGROUND

Last year saw a series of events highlight the deeply entrenched racial inequalities that exist in society; this included the global Covid-19 pandemic (ONS, 2020)⁷, the tragic murder of African American George Floyd by the police (Afzal, 2020)⁸ and the UK's A-Level results debacle (Ackerman, 2020)⁹. These events triggered unprecedented levels of conversation, reflection and protest on the issues of inequality and discrimination in the UK.

In child protection and safeguarding, these events led (and in some cases shamed) many organisations to reflect on their practice and approach to equity, diversity and inclusion (EDI), and explore opportunities to change. Despite the importance of EDI in work with children and young people, and the legislative framework within the UK, the picture of equality is a damning indictment of white supremacy and privilege in the sector.

It was this sobering reality that led to the conception of KIJJI, and one of our first actions being the undertaking of this primary research. This survey of Black Safeguarding Professionals (BSPs) in the UK was conducted to better understand their experiences and opportunities, and to develop an evidence base upon which to develop responses to dismantle barriers and create opportunities for BSPs. The survey sought the views of Black professionals, across multiple disciplines in the safeguarding sector.

The report is aimed at sector leaders, commissioners and partnerships with the desire, responsibility and power to promote equitable change across child protection and safeguarding systems and organisations.

2. INTRODUCING KIJJI

KIJJI is a membership organisation championing the equitable growth and progression of Black Safeguarding Professionals across sectors.

KIJJI was launched in June 2020 by Co-founders Laurelle Brown and Adeolu Solarin in response to their desire to empower Black professionals working to protect children and young people, and the persisting inequalities and lack of representation they observed across the sector.

KIJJI recognises disparities in opportunities and support for BSPs, and seeks to address this through:

- Supporting, connecting and amplifying the voice of BSPs, including campaigning and advocacy
- Increasing representation of BSPs at all sector levels and effecting change across systems
- Fostering inclusive and intersectional practice to protect children and young people

KIJJI's overarching aim is to protect *all* children and young people in need of help and protection by encouraging greater racial equity and inclusion for BSPs across sectors.

A BSP is defined as someone who:

1. Works with children and young people who have experienced or are at risk of abuse or neglect; or whose role includes safeguarding responsibilities; or works with families to protect children and young people;
2. Who self-identifies as Black, and whose total or partial ancestry is from any of the Black racial groups of Africa.

KIJJI do not view BSPs as a homogenous group. There is diversity in the identities and experiences of Black people, in addition to their lived experience as safeguarding professionals. As an organisation that seeks to amplify the voice of BSPs, it is important to highlight our acknowledgement of this fact.

We use the term BSPs to refer to a group, who irrespective of their unique ethnic, racial or cultural identity as a 'Black' person, are collectively excluded from opportunities and support. There is extensive data and research which captures the disparate career outcomes for BSPs when compared to white and other minoritised ethnic groups in services and organisations working with children and young people. An example being that just 2% of Directors of Children's Services identified as Black (ADCS, 2020)¹⁰

3. SURVEY AIMS

This Survey of BSPs in the UK was conducted to better understand experiences and opportunities, and to develop an evidence base upon which to develop approaches to dismantle barriers and create opportunities for BSPs.

The research aims were to:

- Understand the experience of being a BSP, including during the Covid-19 pandemic;
- Understand the learning and development needs of BSPs;
- Develop an evidence base to quantify the anecdotal feedback often received;
- Amplify voice of BSPs across sectors.

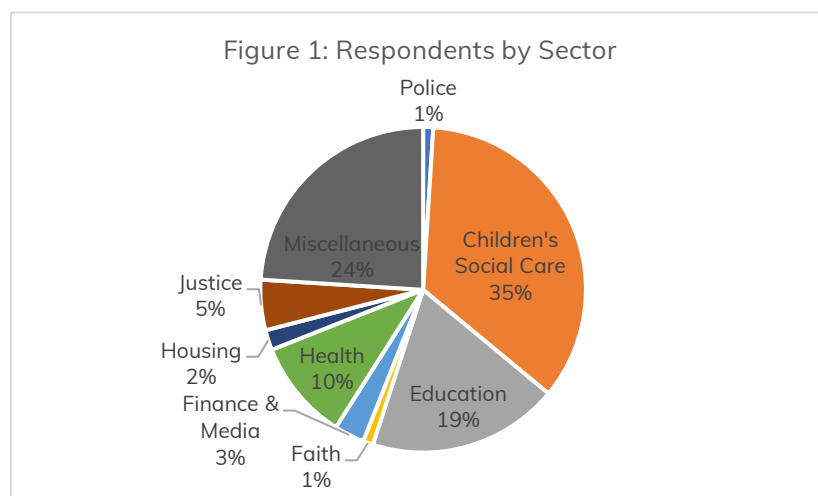
It is hoped that this report stresses the importance of the views of BSPs working with vulnerable children, and the need to centre these views in efforts to tackle racism across structures in place to protect children and young people from harm and abuse. KIJJI will use this report to trigger discussion, reflection, commitment and challenge across sectors.

4. METHODOLOGY AND RESPONDENTS

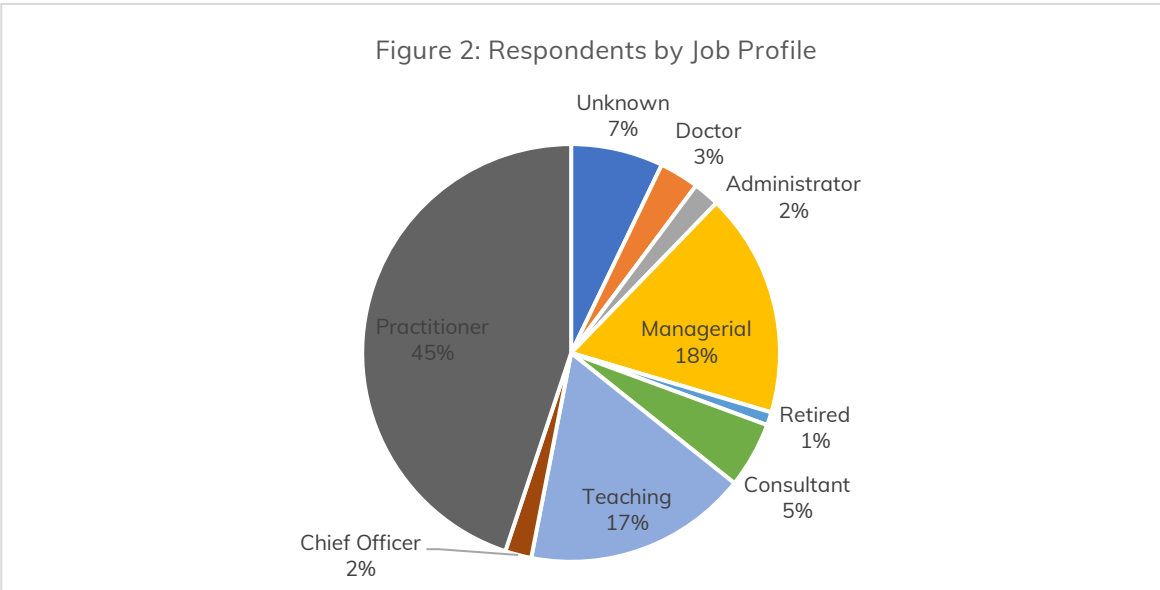
The online survey was active for 7 weeks from July 2020 to September 2020. A total of 100 Black safeguarding professionals from a range of sectors responded. The survey consisted of a combination of 19 multiple choice and Likert scale⁹ questions, as well as some free-text options yielding location and profession of respondents.

Although 'miscellaneous' accounts for the 2nd largest respondent group (24%) after

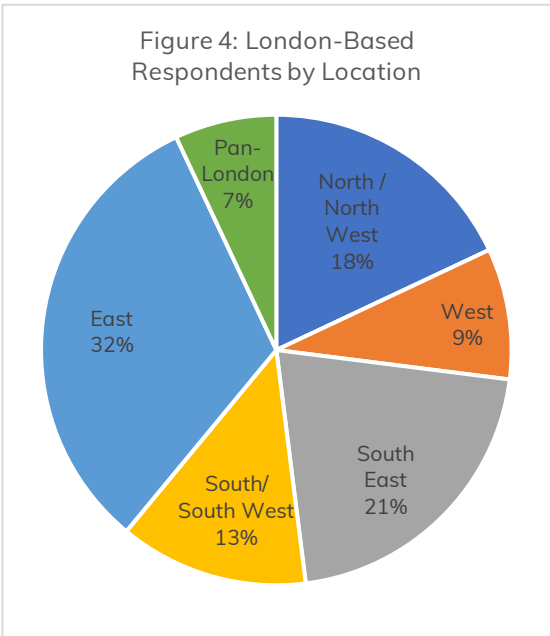
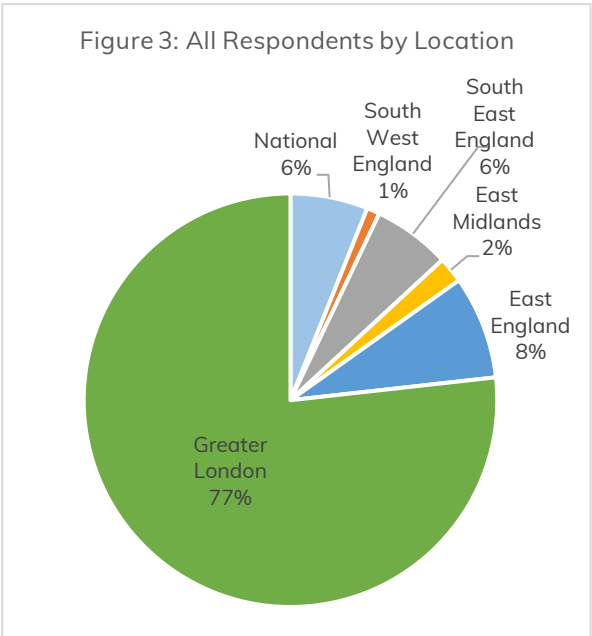
Children's Social Care (35%), it includes a range of sectors, such as Violence Against Women & Girls (VAWG), Serious Youth Violence (SYV), and parent support.



The research team disaggregated the respondent data to understand their job profiles. A large proportion are practitioners (45%), with a further 19% serving in senior roles (defined as 'Managerial' and 'Chief Officers').



BSPs from around the UK responded to the survey, with London accounting for 76% (n=76) of total responses. Within London, responses were fairly spread, though East and South East London accounted for 40% (n=40) of responses. BSPs in other parts of England participated, including the Midlands, and East of England.



5. FINDINGS

5.1 EXPERIENCE OF BSPs

The survey achieved 100 responses; it is therefore important to ensure that these survey findings are not over-generalised, and widespread inferences drawn. As the first survey of its kind, the findings are useful to provide indicative insight into the experience of the wider BSP workforce and be used to inform further research to understand and address the themes.

Two findings have been identified as headlines due to their significance for current debate and movement across the children's safeguarding sector. The responses to these questions are consistent with wider anecdotal feedback shared with KIJJI through their informal conversations and networking with BSPs over the past 6 months. It is therefore inferred that these findings are likely to be indicative of feelings and experiences of the wider BSP workforce.

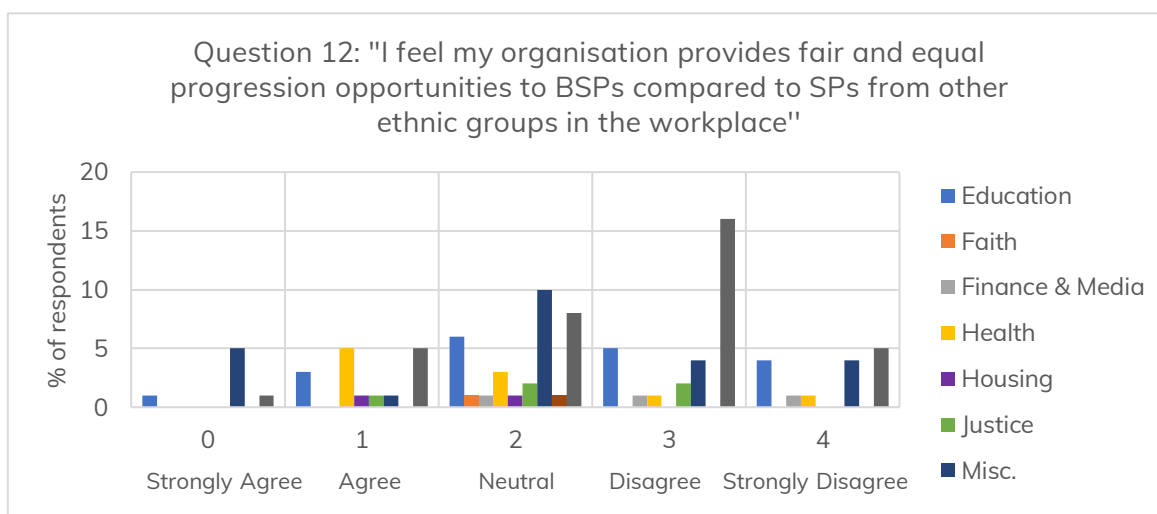
5.1.1 HEADLINE FINDINGS

FINDING 1: LACK OF FAIR AND EQUAL PROGRESSION OPPORTUNITIES FOR BSPs

Table 1: Fair and Equal Progression Opportunities

Question 12: "I feel my organisation provides fair and equal progression opportunities to BSPs compared to Safeguarding Professionals from other ethnic groups in the workplace"	No. of respondents	% of respondents
1 (Strongly Agree)	7	7%
2 (Agree)	16	16%
3 (Neutral)	33	33%
4 (Disagree)	29	29%
5 (Strongly Disagree)	15	15%

Figure 5: Fair and Equal Progression Opportunities



While 'neutral' was the most selected response to this statement (n=33), the majority (44%) of respondents either strongly disagreed (15%) or disagreed (29%) with this statement. Significantly, just 23% (n=23) of respondents agreed or strongly agreed that they are provided with fair and equal progression opportunities compared to BSPs from other ethnic groups. Respondents in social care selected 'disagree' most frequently, and health professionals selected 'agree' most frequently.

The term 'career progression' was not defined for respondents and was therefore subject to individual interpretation. For the benefit of this report, and the ensuing recommendations, 'career progression' is understood as progression '...through the workplace...from entry through to board level' (Mcgregor-Smith R., 2017)³.

This finding is selected as a headline, for two key reasons:

1. Conflation of the 'BAME' and 'Black' experience

It is commonplace for organisations and/or services, including those working with children, young people and families, to divide ethnicity into two simple categories when analysing workforce trends and diversity (see endnote for example)¹¹:

- a. White
- b. Black and Minority Ethnic (BAME / BME)

Reports and information on workforce composition are regularly published by organisations, however, upon closer inspection it is not always possible to decipher which ethnic groups are described or reflected due use of the term 'BAME' to describe anyone that is not white (see endnote for example)¹².

In workforce reports where ethnicity has been disaggregated, there are consistent themes across professions, most notably, a distinct lack of Black senior leaders and a persistent concentration of Black staff in the more junior roles (Gov.uk, 2019)¹³.

For example, in policing, a statutory agency in the protection of children and young people from harm, there is significant under-representation of Black officers when compared to the population. This disparity is most pronounced among Senior ranks (i.e., Chief Inspector or above) compared to constables and other ranks (Ibid.)¹⁴.

Such data correlates with the findings of this question, highlighting the gap in progression opportunities for BSPs compared to other ethnic groups. The significant differences in career outcomes are often masked however, when they are grouped with the outcomes of other minoritised ethnic groups, who may in fact have better outcomes and progression than BSPs.

For example, high level 2019 data on public staff in leadership roles reported that 39% of NHS Consultants were from an ethnic minority (excluding white minority), however, when this statistic is disaggregated, 30.7% of these are described as Asian and 2.9% as Black (Gov.uk, 2019)¹⁵. This significant difference in outcome is hidden when the umbrella term 'BAME' is used, masking the true extent of challenges and potential barriers hampering career progression for BSPs. The wider evidence base therefore correlates with the findings from this question.

Further, although this survey did not explore BSP perception of the term 'Black and Minority Ethnic', there is a growing body of literature and sector feedback which points to its unacceptability (Harper, 2009; Hoffman and Mitchell, 2016)¹⁶. The term perpetuates a dominance and overrepresentation of white ethnic groups, which we see replicated across workplaces of BSPs. Instead, the term 'Black and minoritised' is becoming an increasingly preferred alternative as it '...recognizes that systemic inequalities, oppression and marginalization place individuals into "minority" status rather than their own characteristics'¹⁷.

2. Lack of 'Black' senior leaders across organisations

Following from point 1, there is a significant evidence base on the lack of senior leaders across a range of professions working to safeguard children and young people. For example, in the gov.uk public sector leadership data, the role with the highest proportion of Black leaders is NHS consultants at 2.9%¹⁴. Despite this is being a low proportion, and lower than the Black population in the UK of 3.3% (ONS, 2011)¹⁸, this is significantly higher than the percentage of Black leaders in other listed roles, such as Chief inspectors and above in the police (1.7%) and Headteachers (1.0%)¹⁴.

This finding has therefore been deemed as significant by the research team as it is supported by a significant amount of wider evidence on labour market outcomes for Black people. This includes research that focuses on safeguarding roles, such as children's services, public sector leadership and sports, as well as generic reports such as the McGregor-Smith review of race in the workplace (2017). Irrespective of the focus, what is clear is that 'there is no reason why every organisation in the UK should not have a workforce that proportionately reflects the diversity of communities in which they operate, at every level' (McGregor-Smith, 2017).

In this survey, the majority of respondents were located in London, where the Black population makes up 13.3% of the total population (ONS, 2017). When compared to the proportion of Black senior leaders across organisations, there is significant workforce exclusion. This wider evidence supports what is felt by the majority of respondents (44%), which is that they do not have fair and equal progression opportunities in the workplace.

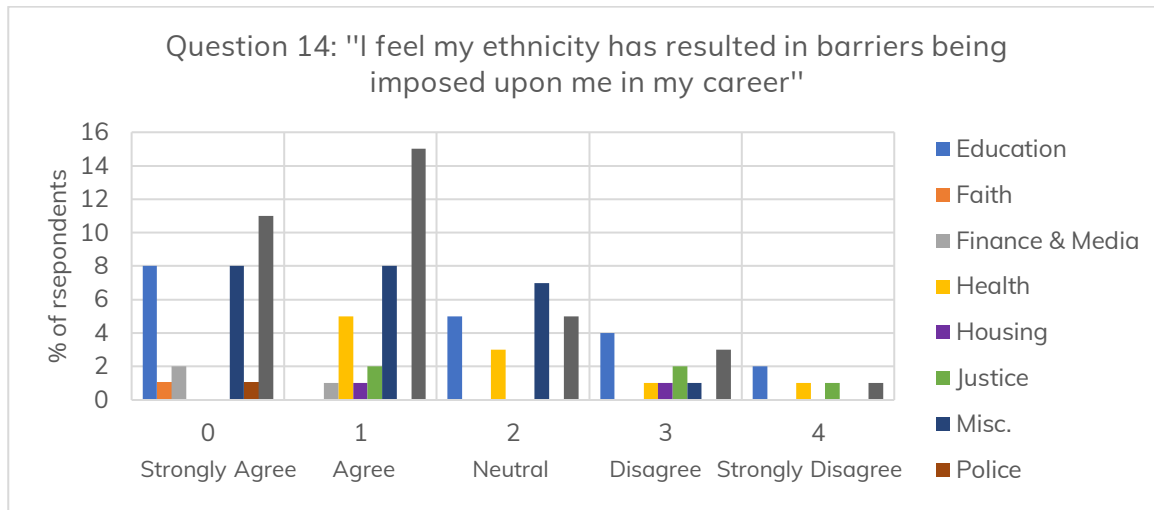
FINDING 2: ETHNICITY RESULTING IN BARRIERS BEING IMPOSED UPON BSPPS

Almost 2 in 3 respondents feel that their ethnicity has resulted in barriers being imposed upon them in their career; a significant number. This finding aligns with wide ranging research which confirms the presence of institutional racism within organisations where BSPPs are employed, including children's social care (Brockmann M., Butt J., and Fisher M., 2001)⁴, Criminal Justice (Lammy D., 2017)¹⁹, Police (Macpherson W., 1999)⁶ and Education (DfE 2019)⁷.

Table 2: Ethnicity Resulting in Barriers

Question 14: "I feel my ethnicity has resulted in barriers being imposed upon me in my career"	No. of participants	% of participants
0 (Strongly Agree)	31	31%
1 (Agree)	32	32%
2 (Neutral)	20	20%
3 (Disagree)	12	12%
4 (Strongly Disagree)	5	5%

Figure 6: Ethnicity Resulting in Barriers



Just 17% of respondents (n=17) disagreed with this statement. This is a small number, however, the research team noted that this included 60% of all respondents that selected that they work in Youth Justice (n=3). Although not generalisable, this statistic suggests that there are some opportunities to build on positive actions being taken to include BSPs within the workforce.

Overall, this finding highlights the extent of work to be done to create equity across systems and organisations employing BSPs. In 2020, the UK saw unprecedented levels of focus and attention on the issues of systemic and structural racism within organisations, following the tragic murder of George Floyd in the USA. BSPs saw their (often, previously disinterested) employers post statements committing to 'anti-racism' and acknowledging their failings to address racial inequalities; roll out 'Unconscious Bias' and other Equality, Diversity and Inclusion (EDI) training; and embark on strategies and plans to do something. This finding suggests that resourced, bold, and sustained efforts are required to change the reality faced by BSPs.

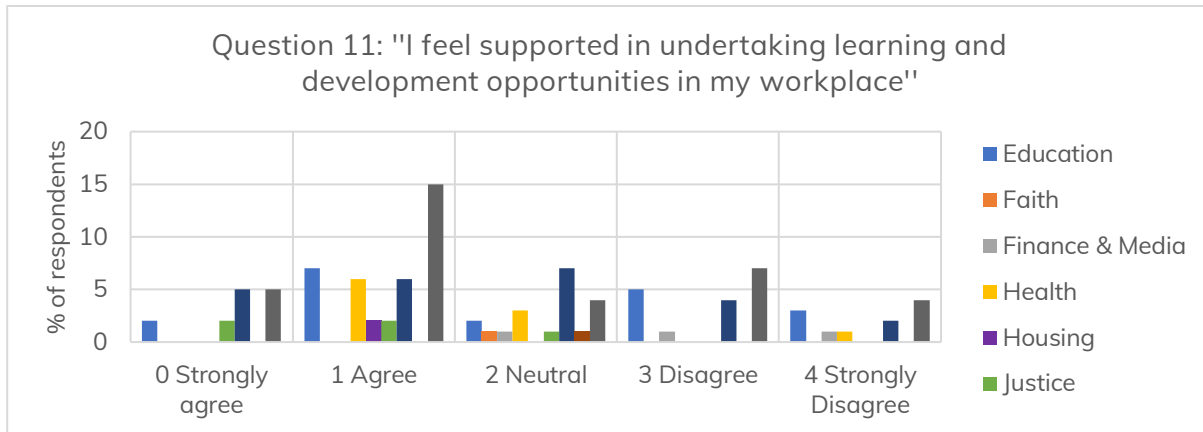
5.1.2 FURTHER FINDINGS

FINDING 3: BSPs FEEL SUPPORTED TO UNDERTAKE LEARNING AND DEVELOPMENT

Table 3: Undertaking Learning and Development

Question 11: "I feel supported in undertaking learning and development opportunities in my workplace"	No. of participants	% of participants
0 (Strongly Agree)	14	14%
1 (Agree)	38	38%
2 (Neutral)	20	20%
3 (Disagree)	17	17%
4 (Strongly Disagree)	11	11%

Figure 7: Undertaking Learning and Development



Over half of respondents strongly agreed (n=14) or agreed (n=38) that they feel supported in undertaking learning and development opportunities in their workplace. Although as seen in finding 2, significant proportion of respondents feel that barriers are imposed upon them as a result of their ethnicity (63%), this response suggests that barriers may be greater than access to learning and development opportunities.

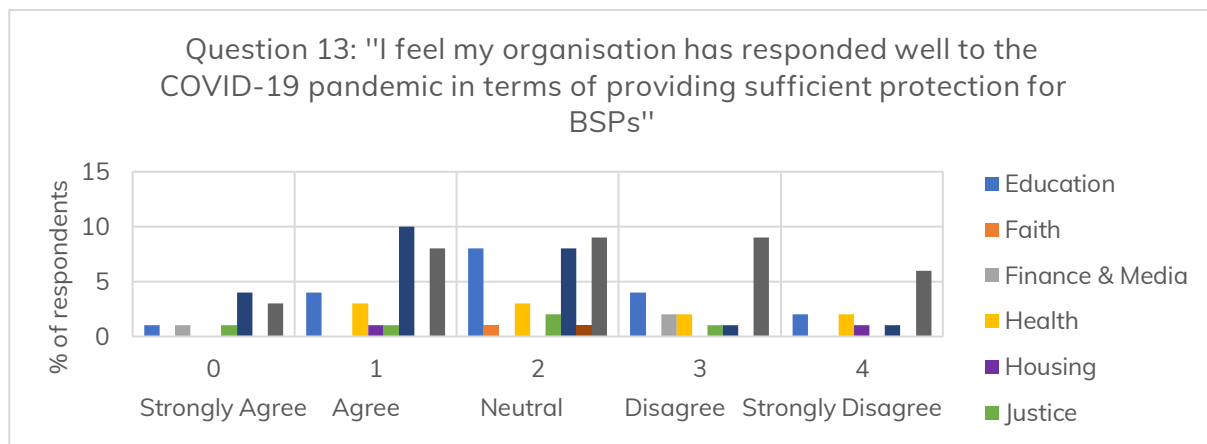
A notable proportion of respondents (28%) disagreed or strongly disagreed with this statement however, largely by respondents working in education, and children's social care (19%).

FINDING 4: SUFFICIENT ORGANISATIONAL RESPONSES TO THE COVID-19 PANDEMIC

Table 4: COVID-19 Pandemic Response

Question 13: "I feel my organisation has responded well to the COVID-19 pandemic in terms of providing sufficient protection for BSPs"	No of participants	% of participants
0 (Strongly Agree)	10	10%
1 (Agree)	27	27%
2 (Neutral)	32	32%
3 (Disagree)	19	19%
4 (Strongly Disagree)	12	12%

Figure 8: COVID-19 Pandemic Response



The most frequently selected response to this question was 'neutral' (n=32), followed by 'agree' (n=27) suggesting a general degree of satisfaction amongst respondents regarding their organisation's response to COVID-19. Notably, almost a third of respondents (n=31) either disagreed or strongly disagreed with this statement however, which raises concern about the way in which BSPs are being protected in their roles. Due to the quantitative survey structure, it cannot be inferred why respondents felt this way.

A 2020 ONS report published found that in England and Wales, males of Black African and Black Caribbean ethnic background had the highest rates of death involving COVID-19, exceeding 250 deaths per 100,000; significantly higher than all other ethnic groups (excluding Bangladeshi)²⁰. Males of Black African ethnic background had a death rate 2.7 times higher than those of White ethnic background. For females, those of Black Caribbean ethnic background had the highest rate of death at 128.8 deaths per 100,000²¹.

These rates of death are particularly concerning for a sector where you find the highest proportion of BSPs in junior roles, often on the frontline. For example, as of September 2019, 12% of children's social workers in England working for local authorities were Black²²; and as at July 2019, 4.6% of NHS medical staff (includes midwives, health visitors and doctors) were Black, both figures substantially higher than the size of Black population in England and Wales at 3.3% (ONS, 2011)²³.

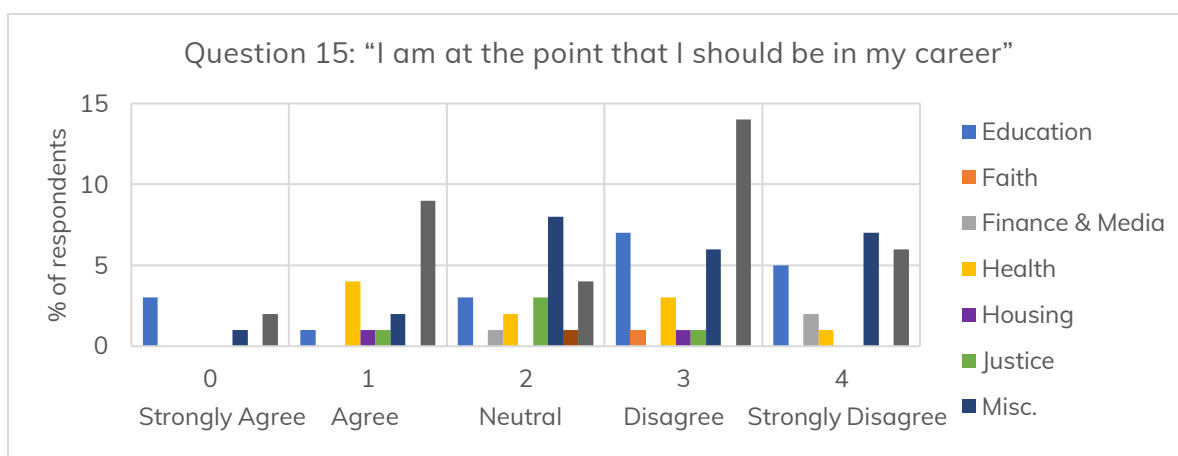
Organisational responses to COVID-19 need to ensure the protection of Black African and Black Caribbean safeguarding professionals is 16prioritized, especially those on the frontline.

FINDING 5: CAREER DISSATISFACTION

Table 5: Career Progress

Question 15:"I am at the point that I should be in my career"	No of participants	% of participants
0 (Strongly Agree)	6	6%
1 (Agree)	18	18%
2 (Neutral)	22	22%
3 (Disagree)	33	33%
4 (Strongly Disagree)	21	21%

Figure 9: Career Progress



Just 6% of respondents strongly agreed with this statement (n=6), half of whom work in Education. This is the lowest 'strongly agree' response rate across all survey questions, followed closely by 7% of in relation to the statement "I feel my organisation provides fair and equal progression opportunities to BSPs compared to SPs from other ethnic groups in the workplace".

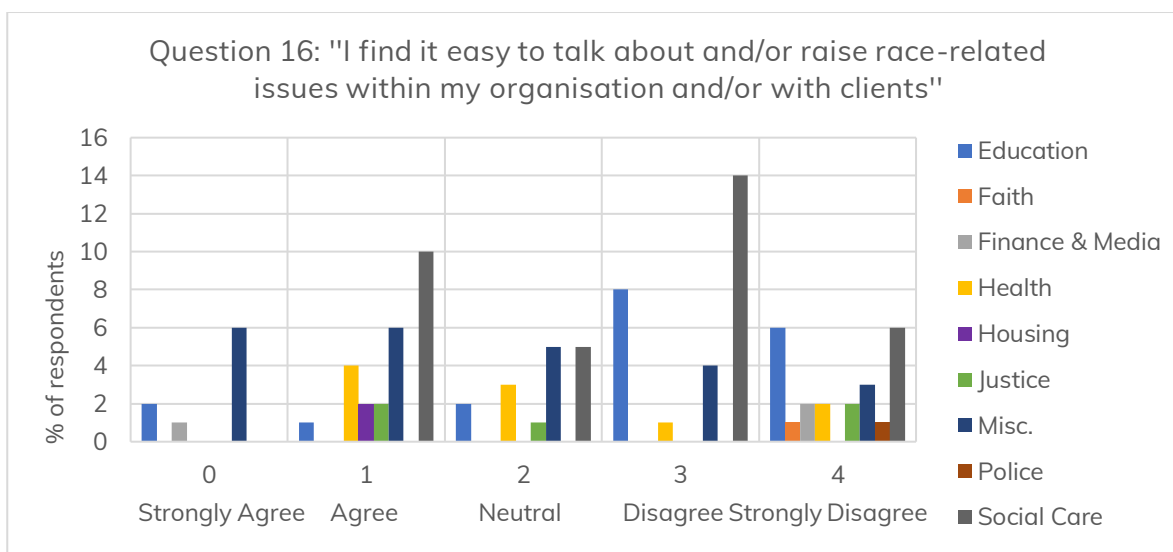
The two statements are closely linked, both relating to the career and progression of BSPs. 54% disagreed or strongly disagreed, suggesting that BSPs know their desired and/or expected career trajectories, but are facing barriers; they are unable to reach the levels that they can see or know they should have reached. This finding accords with a substantial evidence base which shows a decline in BSP representation when looking at managers, directors and senior officials across organisations in the UK (Business in the Community, 2020)²⁴.

FINDING 6: CHALLENGES TALKING ABOUT RACE/RACE-RELATED ISSUES IN THE WORKPLACE

Table 6: Talking about/race-related issues

Question 16: "I find it easy to talk about and/or raise race-related issues within my organisation and/or with clients"	No. of respondents	% of respondents
0 (Strongly Agree)	9	9%
1 (Agree)	25	25%
2 (Neutral)	16	16%
3 (Disagree)	27	27%
4 (Strongly Disagree)	23	23%

Figure 10: Talking About Race/Race-Related Issues



34% of respondents strongly agreed (n=9) or agreed (n=25) with this statement, which is encouraging and lends itself to the hope that this is resulting in positive outcomes for BSPs in these organisations.

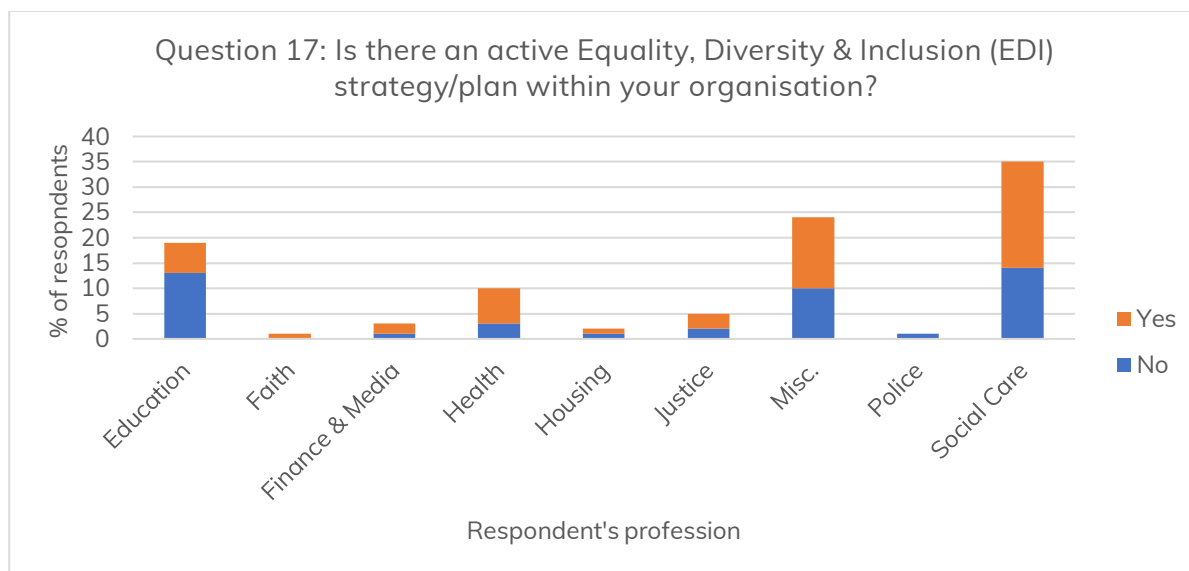
Significantly however, 50% of respondents either disagreed (n=27) or strongly disagreed (n=23), suggesting that for a substantial number of BSPs, they are unable to raise issues explored in this survey at work.

FINDING 7: EQUALITY, DIVERSITY & INCLUSION STRATEGIES NEED TO ADDRESS RACIAL DISPARITIES

Table 7: Equality, Diversity and Inclusion Strategies

Question 17: Is there an active Equality, Diversity & Inclusion (ED&I) strategy/plan within your organisation?	No of respondents	% of respondents
No	45	45%
Yes	55	55%

Figure 11: Equality, Diversity and Inclusion Strategies



Just under half of respondents (n=45) stated that there is no active EDI strategy within their organisation. Almost a third of respondents (31%) that answered 'no' work in children's social care, and over a quarter (28%) work in education. Overall, this finding is particularly concerning given the widely documented racial inequalities across the children's safeguarding workforce, in addition to the disparate outcomes for Black children and young people supported by such services (Davis and Marsh, 2020)²⁵.

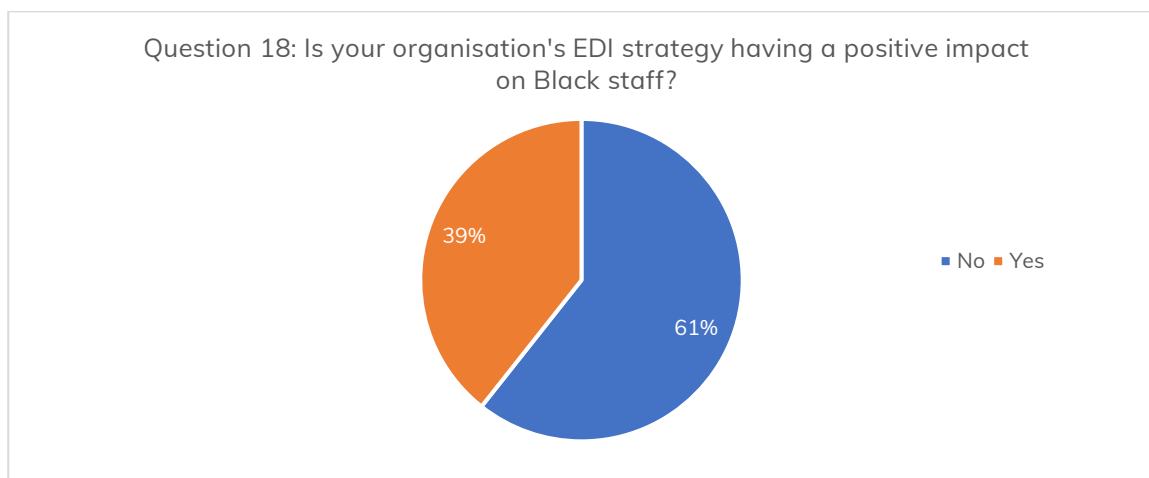
Although an EDI strategy and plan on their own is not sufficient to achieve greater racial equity within organisations (Johnson, 2019)²⁶, they are important to measure and drive change. In addition, children's social care and education are generally public sector organisations, with a public sector equality duty. It may be the case that respondents were unaware of their organisation's strategy, however, it is unlikely that any strategy is truly 'active' if staff do not know it exists.

Table 8: Impact of EDI Strategies

Respondents who selected that their organisation does have an EDI Strategy (n=55), do you think it is having a positive impact of Black staff?

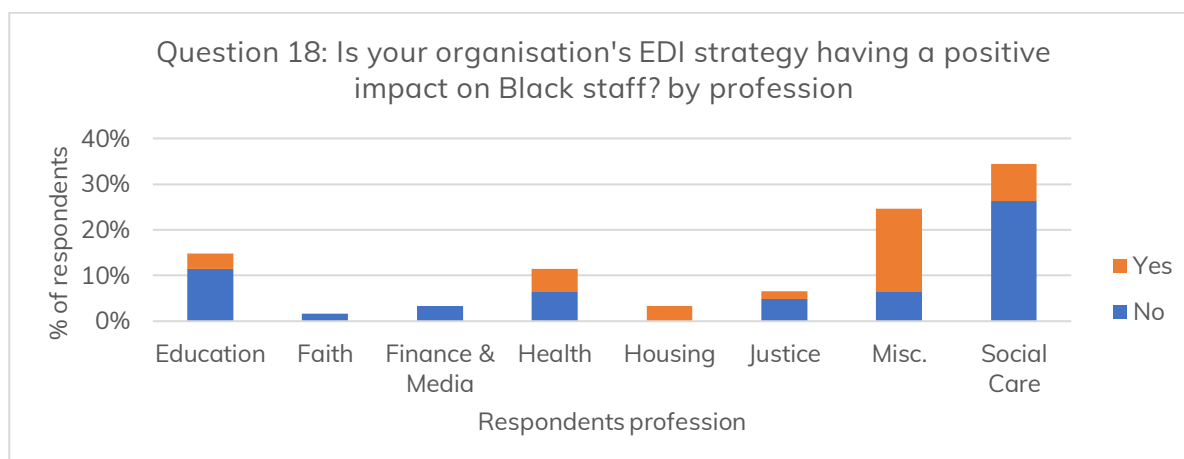
Question 18: If Yes, do you think it is having a positive impact on Black staff	% of respondents
No	61%
Yes	39%

Figure 12: Impact of EDI Strategies



Further, in organisations where respondents selected that there was an active EDI Strategy, almost two in three did not feel that it was having a positive impact on Black staff. This highlights the need for organisations to do more than just 'tick box' EDI responses if they are to deliver change that truly benefits their BSPs.

Figure 13: Impact of EDI Strategy by Profession



Perhaps unsurprisingly, the sectors where 'no' was selected most often was social care (26%) and education (11%). These are also the sectors with the highest proportion of respondents that selected that an active EDI Strategy was not in place within the organisation. Even when where there is one, it is not having a positive impact for the majority of BSPs that responded to the survey.

5.2 THE NEEDS OF BSPs

FINDING 8: WEBSITE AS A CORNERSTONE OF ONLINE PRESENCE

Table 9: Staying Professionally Updated

Question 7: How do you stay professionally updated as a BSP?	No. of responses	% of responses
News Media (newspapers, magazines etc.)	46	46
Social Media	67	67
Television / Radio	21	21
Websites	61	61
Leaflets / Posters	13	13
Seminars / webinars	58	58
Conferences	43	43
The organisation	47	47

Figure 14: Staying Professionally Updated

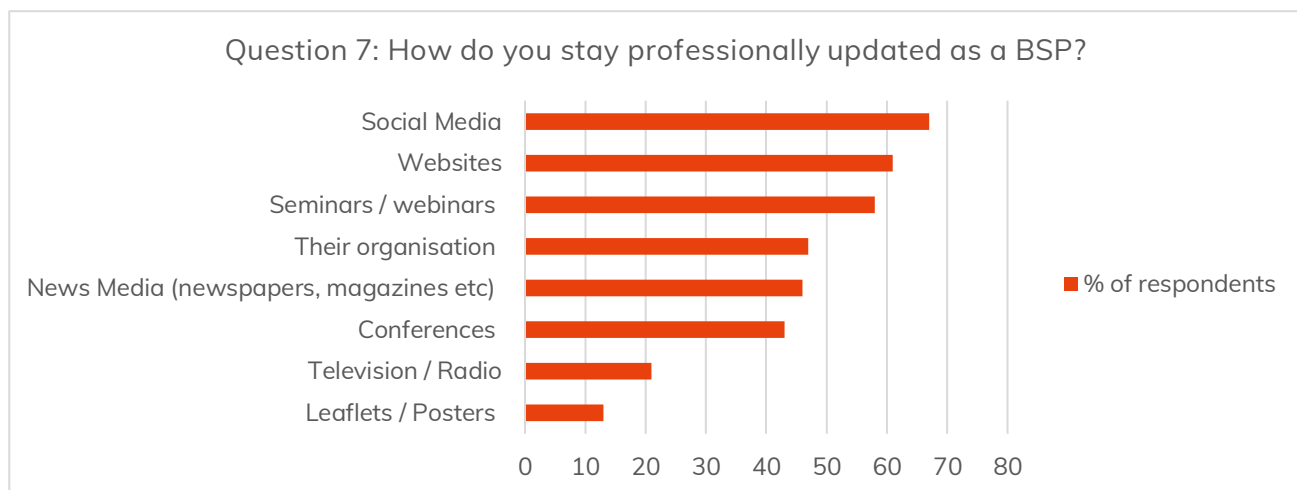
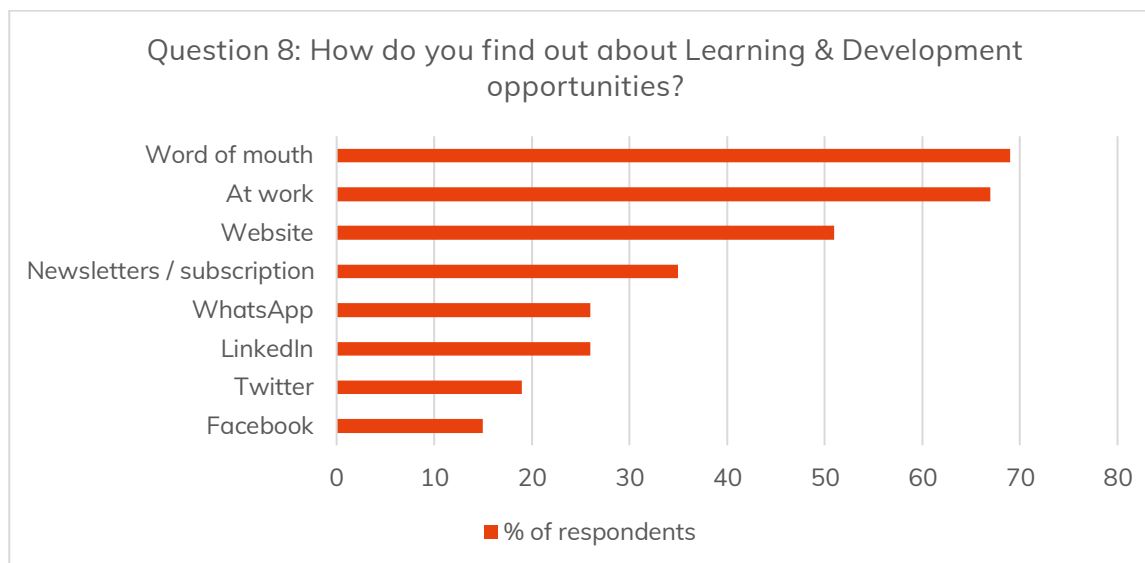


Table 10: Finding Out About Learning and Development

Question 8: How do you find out about Learning & Development?	No. of responses	% of responses
At work	67	67
Twitter	19	19
LinkedIn	26	26
Facebook	15	15
WhatsApp	26	26
Newsletters / subscription	35	35
Website	51	51
Word of Mouth	69	69

Figure 15: Finding Out About Learning and Development



Although 67% responded that they look to social media when seeking updates about their work it was followed by 61% who would check websites for further information. 58% felt webinars / seminars are key. We know that the impact of COVID-19 has resulted in the exponential increase in the use of online spaces globally, which may be leading to BSPs seeking digitised options more frequently²⁷.

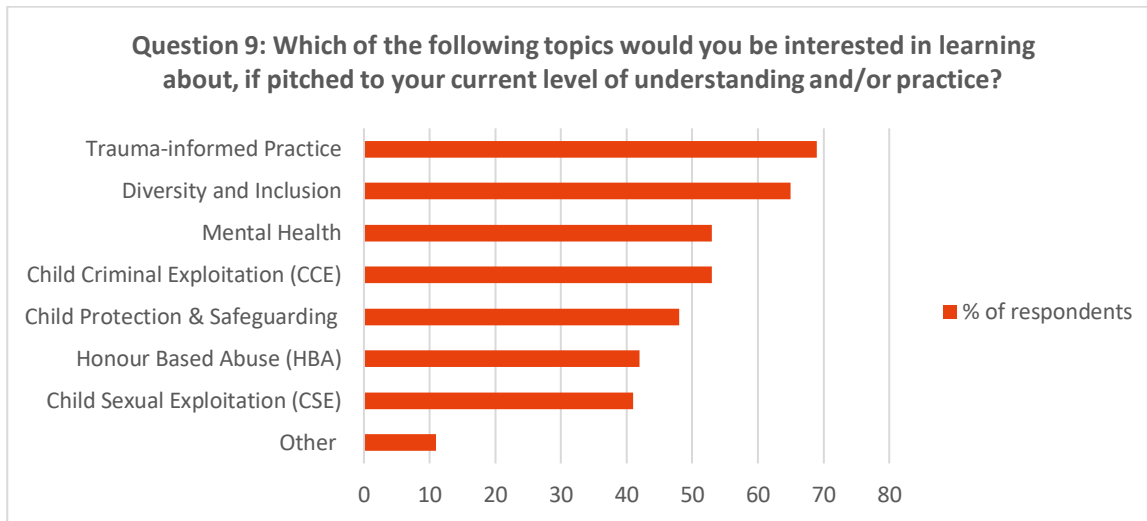
This was somewhat similar to “Finding out about L&D”. Similarly, although ‘word of mouth’ and ‘at-work settings’ yielded 69% and 67% respectively – the highest respondent rates – 51% would look to websites for L&D opportunities. Websites scored highly on both questions. They are a great way to convey information about L&D, as well as viewing updated information²⁸, thus having a strong online presence is key to communicating with BSPs.

FINDING 9: THE NEED FOR MORE TRAUMA-INFORMED PRACTICE

Table 11: Topics of Interest

Question 9: Which of the following topics would you be interested in learning about, if pitched to your current level of understanding and/or practice?	No. of respondents	% of respondents
Child Sexual Exploitation (CSE)	41	41
Child Criminal Exploitation (CCE)	53	53
Honour Based Abuse (HBA)	42	42
Child Protection & Safeguarding	48	48
Diversity and Inclusion	65	65
Mental Health	53	53
Trauma-informed Practice	69	69
Other	11	11

Figure 16: Topics of Interest



There are a range of topics regarding safeguarding and welfare which professionals need as part of their continuous professional development (CPD). 69% see trauma-informed practice as a priority for their work, while Child Criminal Exploitation (CCE) and mental health ranked equally at 53%. BSPs frequently encounter children and families with a history of trauma. Trauma-informed practice is recognising the prevalence of early adversity in the lives of children and families, viewing presenting problems as responses, and understanding how early trauma shapes fundamental beliefs about the world²⁹ (Levenson, 2017).

CPD combines different methodologies to learning, such as training workshops and e-learning programs. According to CPD-UK, there are over 1000 institutes & professional bodies across the UK, a number that is forecast to increase. We know that NHS England³⁰ and Social Work England³¹, for example, require all of their workforce to evidence continuous learning via CPD. Although a professional degree qualification is required for most youth justice roles, maintaining ongoing CPD has not been made mandatory, similar to NHS England or Social Work England. There is a need for greater consistency across all sectors so that safeguarding learning and development is easier to access and evidence for BSPs.

The 'Other' was selected 11 times, and when stated, ranged from safeguarding topics on 'Voice of the child in domestic abuse' and 'Economic abuse' to diversity & inclusion topics such as 'Managing micro-aggression at work' and 'Cultural Competence'.

Capturing the needs of BSPs is vital in understanding the essential requirements required to perform relevant duties. The use of more online platforms means more dynamism across the sectors, whilst remaining consistent with the offer of safeguarding training and L&D opportunities.

5.3 LOOKING AHEAD

One of KIJJl's strategic objectives is to effect positive change across systems and organisations on key issues and inequalities impacting the lives and careers of BSPs.

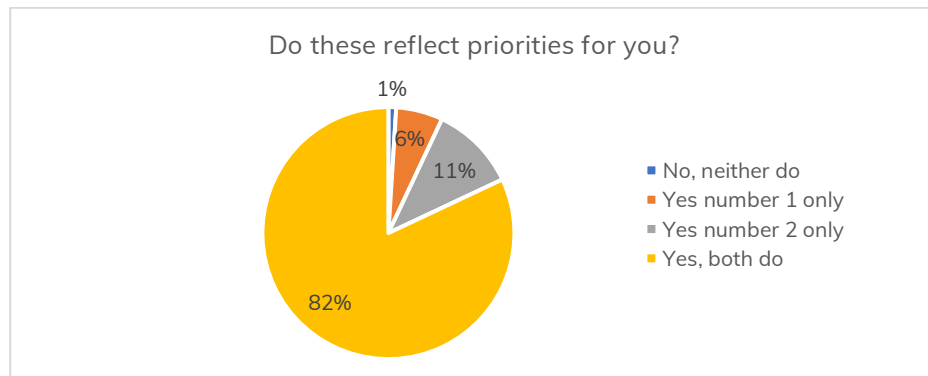
Our 2021 campaign priorities are:

1. To ensure suitable protection for BSPs undertaking direct work in the wake of COVID-19
2. To support organisations to create pathways that lead to more BSPs in leadership and management roles in 2021

Table 12: Campaign Priorities

Question 10: Do these reflect priorities for you?	No. of responses	% of responses
No, neither do	1	1%
Yes number 1 only <i>To ensure suitable protection for BSPs undertaking direct work in the wake of COVID-19</i>	6	6%
Yes number 2 only <i>To support organisations to create pathways that lead to more BSPs in leadership and management roles in 2021</i>	11	11%
Yes, both do <i>To ensure suitable protection for BSPs undertaking direct work in the wake of COVID-19; and, to support organisations to create pathways that lead to more BSPs in leadership and management roles in 2021</i>	82%	82%

Figure 17: Campaign Priorities



These responses provide KIJJl with a clear mandate to pursue both priorities in their work with organisations and BSPs in the year ahead.

6. RECOMMENDATIONS

This snapshot survey has provided useful insights to help define KIJJI's strategic priorities and underpin our work in 2021. The findings have highlighted some key areas of concern, which can be addressed now; whilst others can be considered as part of longer-term plans and action to address racial inequality within the workforce.

The report makes 6 recommendations aimed at sector and systems leaders, commissioners, workforce development and safeguarding children's partnerships:

1. Commission culturally competent independent resources to **engage BSPs and to provide a 'safe' forum** to listen and understand their experience of race equality within the workplace, and identify areas of dissatisfaction and/or oppression, including the impact of unquantifiable barriers such as 'every day' racism.
2. Undertake **workforce audits** to provide evidence-based picture of workforce equality and experience of progression and opportunities for all staff, from entry through to most senior level, and enable prioritisation of action. This should include the collation of quantitative and qualitative data, to ensure the lived experience of BSPs is comparable to other ethnic groups and can be triangulated across protected characteristics and other identity domains e.g., socio-economic background.
3. Ringfence sustainable funding to commission and/or employ dedicated 'Equality, Diversity and Inclusion' expertise to **co-develop and drive multi-faceted, intersectional strategy** to tackle root causes of structural and systemic barriers that result in poor workforce outcomes for BSPs. This strategy should include clear baseline measures, KPIs and consequences for leaders where there is a failure to deliver progress and improve outcomes for BSPs, and other minoritised groups, to ensure commitment and accountability. Critical feedback and review from those with lived experience should be mechanism to monitor progress and impact.
4. Create and maximise senior officer sponsored **ring-fenced leadership opportunities** for BSPs where there is evidence of racial exclusion in such roles and disparity between workforce diversity by ethnicity at all levels, and local area / community served.
5. Invest in **high quality, equitable learning and development opportunities** for BSPs, for example, secured through nominated places where appropriate. The design and delivery of a robust learning and development offer should be a priority across all services, one which covers a range of core and emerging topics, including mental health and culturally competent trauma-informed practice.
6. Due to the increased risk of COVID-19 related death for BSPs, and research findings pertaining to the provision of protection, organisations should actively identify their BSPs that may be at greater risk and work with them to understand this and explore how they can be offered **additional support and protection**. This will require introducing regular conversations through line manager meetings, such as supervision, if not already in place, and regularly reporting on and reviewing the health of this group.

FOOTNOTES

- ¹ KIJJI is a trading name of KIJJI Ltd, a not-for-profit company Limited by Guarantee in England and Wales.
- ² This includes, but is not limited to, those in Social work, Youth Work, Education, Mental health, Sports, Policing and Health.
- ³ Brockmann, M., Butt, J., and Fisher, M (2001) 'The Experience of Racism: Black Staff in Social Services', Research Policy and Planning, (19)2, 1-11 [3C7129BF-0765-4398.pub \(ssrn.org.uk\)](https://ssrn.com/abstract=3C7129BF-0765-4398)
- ⁴ Lammy, D. (2017) The Lammy Review: An independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf [Accessed: 12 December 2020]
- ⁵ MacPherson, W. (1999) The Stephen Lawrence Inquiry. Report of an Inquiry. [online] United Kingdom: The Stationary Office. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf [Accessed: 12 December 2020]
- ⁶ DfE (2019) Timpson Review of School Exclusion Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf [Accessed: 12 December 2020]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf [Accessed: 12 December 2020]
- ⁷ ONS (2020) Updating ethnic contrasts in deaths involving the coronavirus (COVID-19), England and Wales: deaths occurring 2 March to 28 July 2020 Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/articles/updatingethniccontrastsindeathsinvolvingthecoronaviruscovid19englandandwales/deathsoccurring2marchto28july2020> [Accessed: 12 December 2020]
- ⁸ Afzal, N (2020) Black people dying in police custody should surprise no one Available at: <https://www.theguardian.com/uk-news/2020/jun/11/black-deaths-in-police-custody-the-tip-of-an-iceberg-of-racist-treatment> [Accessed: 12 December 2020]
- ⁹ Ackerman, N (2020) Ofqual insists 'no evidence of systemic bias' as NUS president calls A Level marking system 'racist and classist' Available at: <https://www.standard.co.uk/news/education/nus-president-a-level-system-racist-classist-ofqual-a4524031.html> [Accessed: 12 December 2020]
- ¹⁰ ADCS (2020) ADCS DCS Update – as of 31 March 2020. Available at: https://adcs.org.uk/assets/documentation/ADCS_DCS_Update_March_2020_FINAL.pdf [Accessed: 13 December 2020].
- ¹¹ Guy's and St Thomas' Statutory Annual Workforce Diversity Monitoring Report 2016/17. Example of ethnicity breakdown into two categories 'Bullying and Harassment by Ethnicity' page 20 and 'Disciplinary by Ethnicity & Pay band' page 22. Available at: <https://www.guysandstthomas.nhs.uk/resources/about-us/equality/workforce-reports/2016-2017-workforce-monitoring-report.pdf> [Accessed: 12 December 2020]
- ¹² Bristol University (2020) Gender and Ethnicity Pay Gap Report. Example of published workforce data where Black, Asian and Minority Ethnic staff are simply grouped together as 'BAME'. Available at: <http://www.bristol.ac.uk/media-library/sites/equality/documents/Gender%20&%20Ethnicity%20Pay%20Gap%20Report%202020.pdf> [Accessed: 12 December 2020]
- ¹³ Gov.uk (2019) Ethnic diversity of public sector workforces <https://www.ethnicity-facts-figures.service.gov.uk/summaries/public-sector-workforces#leadership> [Accessed: 12 December 2020]
- ¹⁴ Gov.uk (2019) Ethnic diversity of public sector workforces <https://www.ethnicity-facts-figures.service.gov.uk/summaries/public-sector-workforces#leadership> [Accessed: 12 December 2020]
- ¹⁵ Ibid.

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- ¹⁶ Harper, S. R. (2009). Race-conscious student engagement practices and the equitable distribution of enriching educational experiences. *Liberal Education* 95, 38–45;
- Hoffman, G. D., & Mitchell, T. D. (2016). 'Making diversity "everyone's business": A discourse analysis of institutional responses to student activism for equity and inclusion'. *Journal of Diversity in Higher Education* 9(3), 277–289.
- ¹⁷ Sotto-Santiago, S. (2019) 'Time to reconsider the word minority in academic medicine', *J Best Pract Health Prof Divers* (Spring, 2019), 12(1), 72–78
- ¹⁸ ONS (2011) *Ethnicity and National Identity in England and Wales: 2011*. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11> [Accessed: 12 December 2020]
- ¹⁹ Lammy, D. (2017) *The Lammy Review: An independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf (Accessed: 12 December 2020)
- ²⁰ ONS (2020) *Updating ethnic contrasts in deaths involving the coronavirus (COVID-19), England and Wales: deaths occurring 2 March to 28 July 2020* Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/articles/updatingethniccontrastsindeathsinvolvingthecoronaviruscovid19englandandwales/deathsoccurring2marchto28july2020> [Accessed: 12 December 2020]
- ²¹ Ibid.
- ²² DfE (2020) *Official statistics: Children and family social work workforce in England, year ending 30 September 2019* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868384/CSWW_2_018-19_Text.pdf [Accessed 12 December 2020]
- ²³ ONS (2011) *England and Wales 2011 Census*. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest> [Accessed: 12 December 2020]
- ²⁴ Business in the Community (2020) *The Race at Work Black Voices Report*. Available at: <https://www.bitc.org.uk/wp-content/uploads/2020/08/bitc-report-race-blackvoices-august20.pdf> [Accessed: 12 December 2020]
- ²⁵ Davis, J., and Marsh, N. (2020) 'Boys to men: the cost of 'adulthood' in safeguarding responses to Black boys', *Critical and Radical Social Work* (8)2 pp.255–259(5)
- ²⁶ Johnson, J (2019) *Think a Robust EDI Policy Is Enough? Avoid these 5 Big Equality, Diversity and Inclusion Mistakes in 2019* Available at: <https://www.fenews.co.uk/featured-article/24414-think-a-robust-edi-policy-is-enough-avoid-these-5-big-equality-diversity-and-inclusion-mistakes-in-2019> [Accessed: 12 November 2020]
- ²⁷ Soni, V (2020) *Global Impact of E-learning during COVID 19 (2020)*; Available at https://www.researchgate.net/publication/342318792_Global_Impact_of_E-learning_during_COVID_19
- ²⁸ *Why a website is important for small business (2020)*. Available at <https://www.d-isa.co.uk/website-design/small-business-website-design/why-a-website-is-important-for-small-business/>
- ²⁹ Levenson, J (2017) *Trauma Informed Social Work Practice*. Available at https://www.researchgate.net/publication/312648705_Trauma-Informed_Social_Work_Practice
- ³⁰ NHS (2020) *Continuing Professional Development*. Available at (<https://www.healthcareers.nhs.uk/career-planning/developing-your-health-career/personal-and-professional-development/continuing-professional-development-cpd>)
- ³¹ Social Work England (2020) *Continuing Professional Development (CPD) guidance for social workers*. Available at <https://www.socialworkengland.org.uk/cpd/cpd-guidance/>

