



What is Anti-Racism?

Anti racism is the work of actively opposing racism by advocating for changes that promote racism equity in society.

Being Anti-Racist requires:

Reflection

Self-Awareness

Conscious effort to make frequent, consistent and unbiased choices daily

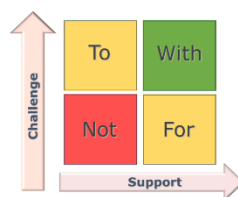


"In a racist society, it is not enough to be non-racist. We must be anti-racist."
 (Angela Davis, American political activist)

How do I know I am promoting Equality and Inclusivity?

It all starts with a conversation. If you are unsure then ask, people can practice the same faith or cultural practice differently to one another. People can sometimes worry about asking the wrong question, and then ask nothing at all. It's better to just ask.

We need to be asking children and their families how they would like us to work with them, we can use our understanding of the '4 ways of being / social discipline window' and how to support working WITH families to help us to ask the right questions.



Racism is treating people badly or *differently* because of differences in skin colour, religion, nationality and culture. If we are not actively promoting diversity by asking children and their families about their experiences and cultural practices, then how can we be confident that we are not being racist ourselves.

White Privilege

This doesn't mean that if you are white your life hasn't been hard. It means that your skin tone isn't one of the things making it harder. There are plenty of other privileges such as socio-economic, heterosexual and able bodied, but white privilege is perhaps the most enduring throughout history. White privilege exists as a direct result of racism, biases and practices designed to oppress people of colour.

Systemic (Institutional) Racism

Systemic racism is prejudice and privilege embedded in the policies, practices, and programs of systems / institutions including in public, private and community sectors. Representatives may act with or without racist intention. Black and minority ethnic children are disproportionality represented in the care system.

Checklist for working with Translators and Interpreters:

- If English is not the the families / young person's first language, is there a translator or interpreter present? What are the risks if there is no-one to translate the information.
- If the person declines a translator / interpreter, have you explained to them that it is your job to ensure they fully understand what it is that is being spoken about, and by having a translator / interpreter present this supports understanding and agreed next steps. Also, so practitioners fully understand what the family are telling us.
- Have you considered if the translator / interpreter is from the same community? The person may feel shame around this, and not want them to know what is happening for their family.
- Is the language that is being interpreted/translated in the correct dialect?
- It is not appropriate to have a family member interpret/translate for another member of the family. Has the potential impact of this been considered? For example, a parent may not be able to talk honestly about their own experiences in the presence of the family member interpreting or the family member may be involved in any abuse identified. **CHILDREN AND YOUNG PEOPLE MUST NEVER BE USED AS TRANSLATORS OR INTERPRETERS.**
- Are you translating written documents to share with children and their families? Families need to be given information written about them in the language that they speak and understand, are you pro-actively checking that they are literate in this language. Please speak with your admin workers about how to get agreement for the financial cost from the interpreting service.

Checklist for considering Cultural and Religious holidays and practices:

- Have you considered if there are any cultural or religious holidays happening which may be a barrier to a family agreeing to a home visit etc? Think about it: Unless in an absolute emergency, Children's Social Care workers do not visit families on Christmas Day.
- If a family have asked the worker not to attend the home around the holidays, have you considered that they may have family and friends visiting as per the holidays and there may be feelings of shame of having workers visiting their home. If you need to see the family, could this be done elsewhere?
- Have you considered giving gifts for the children at times of cultural / religious holidays? and not just Christmas?
- There are lots of holidays and festivals celebrated across Newcastle every year throughout the year. A quick google search will let you know the dates. Are you asking families if they are celebrating? Have you considered family time arrangements to promote families celebrating together?
- Have you considered times of prayer? Are you able to arrange visits, meetings and calls outside of these times?

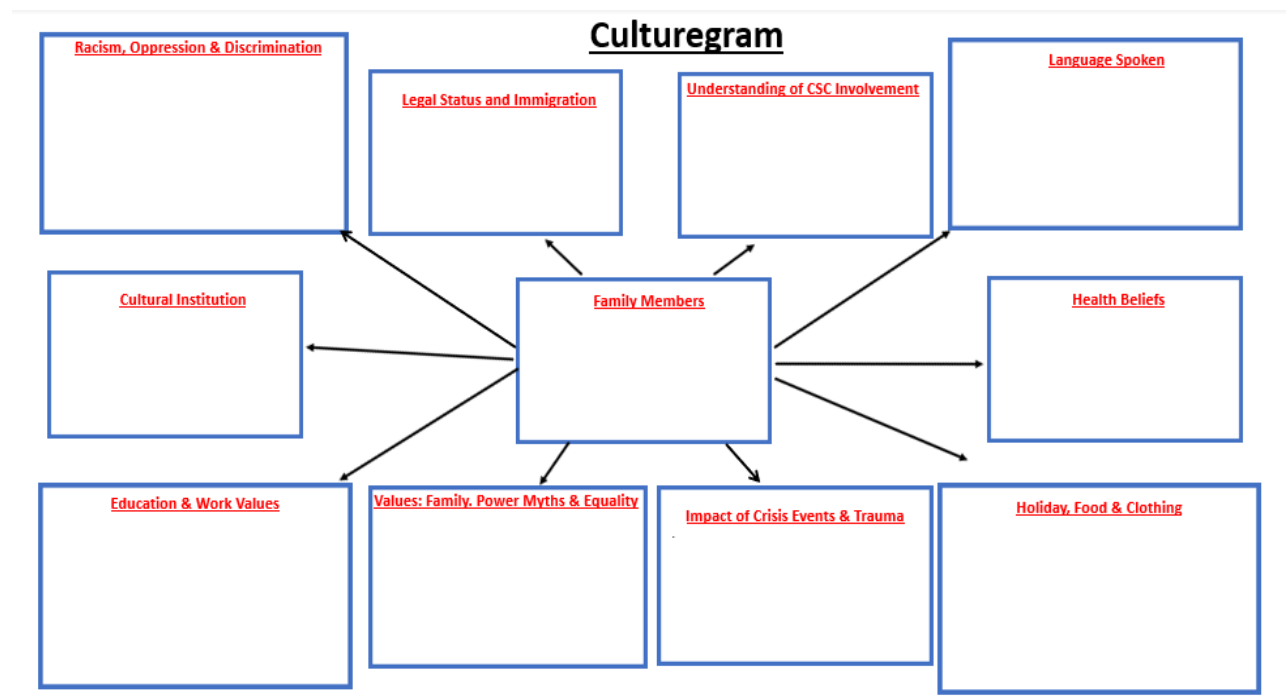
Checklist for considering Food & Diet:

- Families' dietary requirements and preferences may be linked to their religion and culture. It's important we are asking about diet and food preferences, particularly if children are needing to be cared for by Social Care.
- Have you considered religious /cultural festivals in relation to food? Are you aware when families are fasting? Is this part of their beliefs and have you considered what their beliefs are around children fasting?
- In many cultures the offering of food to guests in the home is common. It's fine to decline food and explain that you're working and that you are visiting many families.
- In the event a child needs to be cared for by Social Care, have you considered what food they can and can't have. Have you asked the family which food shops provide food that meets their cultural and religious needs. Are we making arrangements for the family to cook for the children when possible. Plans for this should be discussed within the child's placement planning meeting.

Checklist for considering Clothing and Appearance:

- It is important to understand that people from different religions, cultures and communities have different dress codes. This may be part of their religious beliefs such as wearing a hijab. Or people may dress according to their cultural identity such as a saree or a kilt.
- In the UK, many people experience unlawful discrimination because of their hair. Hairstyles that are part of the culture and identity of an ethnic or racial group should always be respected. It's important to be aware that hair styles such as afro, braids, locks and cornrows require specific care, maintenance, and styling.

The Culture Gram is a tool which enables exploration of identity and diversity. In practice you can print a copy of this and explore each section with families. Remember, culture can be specific to a family irrespective of their race or faith and a culture-gram can be used to help us explore and further understand perspectives.



Further Learning and Reading

Books:

White Fragility, why it's so hard for white people to talk about racism by Robin Diangelo

Why I'm no longer talking to white people about race by Renni Eddo-Lodge

How to be an anti-racist by Ibram X.Kendi

Between the world and me by Ta-Nehisi Coates

Brit (ish) on race, identity and belonging by Afua Hirsch

Natives race and class in the ruins of an empire by Akala

Video clips:

Ted Talk: Let's get uncomfortable: It's time to talk about race by Lori Mayo. [Lori Mayo: Let's Get Uncomfortable: It's Time to Talk About Race | TED Talk](#)

ITV / YouTube: Black Voices in Conversation: Poet and author Lemn Sissay MBE (10 min 16 secs – Racism) [Black Voices In Conversation: Poet and author Lemn Sissay MBE | ITV News | ITV News - YouTube](#)

The Guardian / YouTube Everyday Racism: What should we do? Akala. [Everyday racism: what should we do? Akala | Comment is Free - YouTube](#)

Further learning:

While this practice support guide focuses on supporting anti-racist practice, it is important to recognise and understand that there is no such thing as a single-issue struggle. Further learning could be considering *Intersectionality* and how multiple disadvantages can inter-connect with each other and impact children and their families, and us.

It is also important to understand and recognise *Microaggressions*. Microaggressions are statements, actions and incidents regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalised group such as racial or ethnic minority.

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