



**Building My
Future (BMF)**

The BMF Team 'Journey' to learn about - and implement **strategies** **to dismantle racism**

BMF Practice Bulletin #4



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Foreword

The Building My Future (BMF) Learning Series

This bulletin is part of our ongoing commitment to learning and sharing good practice. The full BMF Learning Series is as follows:

➤ The BMF Practice Handbook

This handbook is intended for professionals working with children and young people with additional needs. It is written as a practical guide for those who are curious about the approach or interested in integrating elements from the BMF approach into existing systems.

➤ BMF Practice Bulletins

1. The importance of co-production with parents/carers and young people, in the development of the BMF model
2. The Use of **Goals** in BMF Practice
3. Professional reflection and recommendations on the BMF model and implications for future practice
4. The BMF Team 'Journey' in our commitment to continue to learn about and implement strategies to dismantle racism.

➤ BMF Videos

- A. Introduction to Building My Future (BMF)
- B. Hidden Disability. A video devised and produced by young people and the BMF Youth workers.

**Ealing
Building
My Future
Programme**



➤ BMF Podcasts

- A. to explore the experiences of parents/carers within the system, relationships and different ways to collaborate, with the child at the centre of the process.
- B. exploring the intersection of SEND and Racism, it's impact and exploring ways we can address these issues, both strategically and operationally.
- C. BMF team reflection on journey and recommendations regarding anti-racism

➤ External Evaluation of BMF



BMF Library can be accessed here:

<https://www.egfl.org.uk/services-children/building-my-future-bmf-programme>



Watch the Introduction to BMF video here:

https://youtu.be/3JThz_ybehA

Introduction

Building My Future (BMF) Programme

Targeted support for children and young people with complex needs

Between 2018-21, with support from the DfE's Children's Social Care Innovation Programme, Ealing Council developed and piloted a new programme, co-produced with parents/carers and young people, designed to address a growing need around supporting young people with additional needs who are at risk of school and social exclusion.

What is it?

Building My Future (BMF) is a responsive, multi-agency, multi-professional service, designed to support children and young people, parents/carers and schools/colleges where there may be difficulties accessing the curriculum or in attendance, due to complex additional needs.

We support children and young people who are at risk of exclusion or withdrawal from society to stay in or return to participation and meaningful activity.

The BMF anti-racism statement

'The BMF Team is resolved to explicitly and publicly affirm our identity as an anti-racist service and team. Our anti-racism commitment is reflected in the life and culture of the team, through our programmes and practices as we continue to learn about and implement strategies to dismantle racism.'



Introduction and intentions of this BMF Practice Bulletin

At our BMF Team Meeting on 27th May 2020, team members shared their strong personal reactions and feelings about the death of George Floyd.

We offered each other support as best we could in a virtual meeting environment and collectively committed to set and protect dedicated time within the agenda of our weekly team meetings to discuss anti-racism and to support each other.

We agreed at the meeting that we would take individual responsibility to inform and educate ourselves and explicitly stated that the burden and responsibility of the team's anti-racist reflection and work would not disproportionately fall on Black, Asian and ethnic minority staff members.

Over the next weeks, sharing what we had read, seen and learned, we were introduced and needed to understand, reflect and address less familiar concepts such as, non racist v anti-racist, white privilege and fragility, allyship, and the debates and issues raised through the Black Lives Matter movement and the disproportionate impacts of Covid-19, particularly in the Black and Asian communities.

It quickly became apparent that in order to speak openly and freely, we had to create a safe space to talk.

We acknowledged that we would experience and would have to address discomfort and ensure we supported colleagues who were facing very strong emotions including race-based stress, fatigue and racial trauma.

We were also determined that we would harness what we were learning on our individual and team journey, to review and change if necessary our processes and communications with parents/carers and young people to ensure BMF was actively anti-racist.

Co-production with parents/carers and young people is integral to the development of the BMF model and parent/carer representatives joined us for our discussions and facilitated anti-racism workshops. Our collective discussions lead to the production of the BMF podcasts.

The intention of this bulletin is to share the learning from the journey the BMF team made, in the hope that it may assist other teams on theirs.

BMF Team '12-month journey' working towards becoming an actively anti-racist team and service

BMF
anti-discriminatory
framework in place

**George Floyd
Murder
25th May 2020**

- Sharing personal reactions and feelings
- Offering each other support
- Team commitment to set & protect dedicated time to discuss anti-racism as a team
- Taking individual responsibility to inform and educate ourselves

- Sharing what we have learnt and identifying what we need to learn
- Experiencing & addressing discomfort
- Creating a safe space to talk
- Responding to wider debates e.g. as raised through the BLM
- Movement and disproportionate impacts of Covid-19, particularly in the Black and Asian communities.

- Refocus on BMF Transformative work
- How can we transform team & individual thoughts into our practice?
- Who can help us to organise our thoughts and ambitions into a cohesive set of actions?
- Engaging in wider reflections, discussions and seeking change within the borough

- Facilitated workshop 1, arranged for all the team with a focus on anti-racism
- Team Strengths, Weaknesses Opportunities, Threats (SWOT) analysis undertaken
- BMF Action Plan formulated from facilitated workshop 1
- Affirming the teams' position on anti-racism through The BMF anti-racism statement and commitment

- Sustaining the effort
- Anti-Racism Standing item on team agenda continued throughout the year
- Facilitated workshop 2, review of progress and further actions agreed
- Supporting the voice of parent/carers through discussion into podcasts

- Anticipating end of BMF programme in June 2021
- Share our journey across teams and professions to assist with their journeys
- Leading to examination of issues and actions within teams and services
- Continued focus on eradicating racism across the system



Creating a safe space for conversations

Creating a 'safe space' for conversations

The team learned by trial and error the most effective ways to create a safe space for conversation. This summary¹ reflects the key principles we utilised:

Key principles for safe space conversations:

- **Always maintain confidentiality.** While the content and themes can be shared outside of the meeting, agree that the discussions remain confidential and the comments and experiences will not be attributed to individuals.
- **Acknowledge different perspectives.** Recognise that individual worldviews are shaped by the experiences of the individual, many of which are determined by their culture, race, gender, sexuality, country of birth, media they consume, among other things.
- **Acknowledge fear.** It's likely that some people in the conversation will worry about reactions, responses or reprisals, so it's important that the communication and expression of views is done with compassion.
- **Acknowledge the feelings of others.** Participants in the conversation will have different perspectives, but these should not be dismissed, diminished or explained away.
- **Acknowledge that our interpretation of the actions or words of others may not be correct.** It's important to clarify meaning with compassionate curiosity. Acknowledge the likely discomfort felt by those involved, but communicate the importance of pushing through this discomfort, taking time to reflect on your discomfort and the learning that's on the other side.
- **Suspend judgement.** Don't rush to give meaning to what is expressed and shared; rather seek clarification with curious compassion.

Creating a 'safe space' for conversations

- **Exercise humility.** Admit mistakes and accept that intent doesn't always deliver the desired outcome. Reflect on the feedback and seek to understand how to align your outcome with your intent more closely next time.
- **Use 'I' statements to describe your experience.** Speak from your perspective, own your thoughts and interpretations. Acknowledge that there will be different perspectives, and that these are also valid.
- **Accept that you have learning to do.** There is always learning from listening to new perspectives; acknowledge that this is a journey for you.
Know when to pause to reflect and learn. There are times when it's good to pause for reflection and then come back to the conversation with a fresh and open perspective.
- **Seek shared meaning.** Look for the areas where you agree and start the conversation there. This is especially powerful when seeking to agree solutions and jointly solve the problem.
- **Post conversation-Take a breath.** As conversations could be stressful and upsetting, the BMF team ended our conversations with a few moments of guided breathing exercises.

Communicating how we are feeling using non-verbal signs

We found it important to be able to communicate with each other how we were feeling both verbally and non-verbally about our comfort levels when addressing issues and facing strong emotions.

Signalling nonverbally allowed participation and non-participation without team members being singled out or put on the spot.

1. Thumbs up-Thumbs down



2. Fist to Five



Fist = I am very uncomfortable and cannot move on.



1 Finger = I am uncomfortable and need some help before I can move on.



2 Fingers = I am a little uncomfortable, but I want to try to move on.



3 Fingers = I am not sure how I am feeling.



4 Fingers = I am comfortable enough to move on.



5 Fingers = I am ready to move on full steam ahead!

These illustrations and further guidance can be found in the publication, Let's Talk! Discussing race, racism and other difficult topics with students. Teaching Tolerance-A project of the Southern Poverty Law Center.



The importance of our facilitated anti-racism discussions

The importance of our facilitated anti-racism discussions in developing an action plan

The BMF team discussions generated a lot of ideas and suggestions and we agreed that it would be useful if an experienced external facilitator with knowledge and background in developing anti-racism practice, assisted us to structure our ideas, who would challenge us and help us move to the development of an action plan from which we could articulate our goals and monitor our progress. We approached Suzanne Lyn-Cook to assist in facilitating two sessions four months apart.

Session 1: Building My Future Team Anti Racism development

| Introduction | Why now? | Audit of Anti racist practice in BMF Approach and Process | SWOT | Next steps-Actions to take forward | Focus for follow up session |
|--|---|---|--|---|--|
| <ul style="list-style-type: none"> Context and purpose of the session Ground rules Hopes and concerns | <ul style="list-style-type: none"> Sharing understanding and perspectives Small group discussions with mix of established and new staff Feedback key points from the group discussion Identify where there are disagreement in views , lack of clarity or information | <ul style="list-style-type: none"> Our current practice Is it effective if so why? What is not effective? What are gaps? Small groups taking sections of the approach/process activities Feedback in large group and discussion | <ul style="list-style-type: none"> Identify Team Strengths, Weaknesses Opportunities & Threats in undertaking this work | <ul style="list-style-type: none"> Service development and practice Developing an action plan and sharing with parents/carers for review and comment Staff needs | <ul style="list-style-type: none"> Discussion of what we would like to achieve at the follow up meeting |

The importance of our facilitated anti-racism discussions in developing an action plan

Session 2: Progress Review and next steps

Between the two sessions we were working with parents/carers in the development of our thinking and the action plan. They then joined us in the second session to review progress and next steps and spoke very powerfully about their lived experience. Our conversations lead to the development and production of the BMF podcast series.

| Introduction | Learning and experience within the team and practice since Session 1 | Our framework for Anti racist and anti discriminatory practice | Working with dilemmas | Going forward - commitments and actions |
|--|---|---|---|---|
| <ul style="list-style-type: none"> Context and purpose of the session Ground rules Hopes and concerns | <ul style="list-style-type: none"> Small group sharing and large group plenary | <ul style="list-style-type: none"> Small group work and large group plenary Creating a shared view of what underpins effective Anti racist and Anti discriminatory practice Identify knowledge, values, skills, attitudes Recognising and working with intersectionality The Art of allyship Power and Change | <ul style="list-style-type: none"> Small group work and large group plenary To explore live issues - work with families , professionals, community leader/advocates, organisational leaders Feedback and discussion in large group | <ul style="list-style-type: none"> Individual Team Final words |



**Structure and
content of our
BMF
anti-racism
action plan**

| | | | |
|----|---|--|--|
| 1. | Team practice, wellbeing and anti-racism statement | | |
| | 1a. | Creating a safe space to discuss racism and our anti-racist commitment | <ul style="list-style-type: none"> To create a safe and supportive space for the team to discuss anti-racism resulting in more effective reflection and anti-racist practice |
| | 1b. | Referral procedures | <ul style="list-style-type: none"> To ensure our team practice and referral procedures are not discriminatory and support our anti-racist practice |
| | 1c. | The BMF anti-racism statement and commitment | <ul style="list-style-type: none"> To affirm the teams' position on anti-racism and share our learning with others |
| 2. | Data Analysis | | |
| | | | <ul style="list-style-type: none"> To better understand if the ethnicity of BMF referrals and accepted cases is in line with Ealing population |
| 3. | Effective Communications | | |
| | 3a | Effective communications with Parents/Carers and Young people | <ul style="list-style-type: none"> To ensure our communication with <u>all</u> Parents/ Carers and Young People is effective and responsive to their needs. Particularly those from racialised minorities and/ or have English as additional language |
| | 3b | Effective communications with Partners | <ul style="list-style-type: none"> To ensure our communication with partners is effective |
| 4. | Joint Working with other professionals | | |
| | | | <ul style="list-style-type: none"> The BMF team has knowledge of and is aligned with strategic partners in tackling anti-racism |
| 5. | Team Development and Research | | |
| | | | <ul style="list-style-type: none"> Anti-racism will be an ongoing and continuous process of individual and team reflection, inquiry and development. This process will be utilised to further develop strategies and practices which dismantle racism. |

Action Plan Format note

We added these three columns in the actual plan to assist in monitoring progress

| Target | No | Action | Success Criteria | Monitoring | Impact | Owner | Timescale | Resources |
|--------|----|--------|------------------|------------|--------|-------|-----------|-----------|
|--------|----|--------|------------------|------------|--------|-------|-----------|-----------|

| | | | | | |
|--|---|---|---|---|---|
| 1. | Team practice, wellbeing and anti-racism statement | | | | |
| 1a. | Creating a safe space to discuss racism and our anti-racist commitment | | | | |
| Target | No | Action | Success Criteria | Monitoring | Impact |
| To create a safe and supportive space for the team to discuss anti-racism resulting in more effective reflection and anti-racist practice | 1a.1 | Develop ground rules and methodology to discuss racism and anti-racist practice | Team members feel safe, recognised and heard in team meetings | Review by team Monthly or if modifications necessary | Racism and anti-racism can be discussed in a safe way leading to more effective reflection and anti-racist practice |
| | 1a.2 | Identify the process for finding informal support outside of HR. | Team aware of additional support | Review by team Monthly or if modifications necessary | Improved team collective and individual well-being |
| | 1a.3 | Ensure the facilitation of the weekly team meeting is managed to ensure sufficient time is allocated and protected for the anti-racism standing item on the agenda. | Sufficient time is allocated and protected for the anti-racism standing item on the agenda. | Review by team Monthly or if modifications necessary | Time to consider and develop anti-racist is protected leading to more effective reflection and anti-racist practice |
| | 1a.4 | Affirm the need to look after ourselves, both inside and outside of work | Team members are mindful of supporting each other and self-care when thinking about and discussing racism | Review by team Monthly or if modifications necessary | Improved team collective and individual well-being |
| | 1a.5 | Protect time at end of meetings to reset, breath, mindfulness. | Team finish the meeting grounded and without additional anxiety | Review by team Monthly or if modifications necessary | Improved team collective and individual well-being |
| | 1a.6 | Note our successes and actively build on our strengths | Progress is clearly noted and outstanding actions identified | Review by team Monthly or if modifications necessary | Our anti-racism actions continuously develop and improves |

| | | | | | |
|--|---|--|--|---|--|
| 1. | Team practice, wellbeing and anti-racism statement | | | | |
| 1b. | Referral procedures | | | | |
| Target | No | Action | Success Criteria | Monitoring | Impact |
| To ensure our team practice and referral procedures are not discriminatory and support our anti-racist practice | 1b.1 | Undertake an anti- racist practice audit | Audit identifies strengths, weaknesses and gaps in anti-racism BMF team practice | Once completed actions added to this document and monitored monthly | Actively anti-racist practice is consistently applied |
| | 1b.2 | Develop a guide for assessments, i.e. what the team need to know before commencing with the work | The guide improves team knowledge and practice | Termly review | BMF team members have greater awareness and preparation for assessments |
| | 1b.3 | Add to point of access to service what is main language | Point of access criteria added into the system and utilised for every referral | Termly review | Greater knowledge enables better communication and participation and highlights if additional resources e.g. interpreter may be needed |
| | 1b.4 | Not making assumptions that people intuitively understand our models/individual roles/professional focus | Guidance/explanation is given to referrers regarding the process | Ongoing review | Greater clarity and more thorough information is available for allocation decisions |
| | 1b.5 | Note the successes and actively build on our strengths | Progress is clearly noted and outstanding actions identified | Review by team Monthly or if modifications necessary | Our anti-racism actions continuously develop and improves |

| | | | | | |
|--|---|---|--|---|---|
| 1. | Team practice, wellbeing and anti-racism statement | | | | |
| 1c. | The BMF anti-racism statement and commitment | | | | |
| Target | No | Action | Success Criteria | Monitoring | Impact |
| To affirm the teams' position on anti-racism and share our learning with others | 1c.1 | Develop and agree the BMF anti-racism statement | BMF Team devise and agree the anti-racism statement | Termly review | Clear articulation of team's actively anti-racist practice and intent |
| | | The BMF anti-racism Statement | <i>'The BMF Team is resolved to explicitly and publicly affirm our identity as an anti-racist service and team. Our anti-racism commitment is reflected in the life and culture of the team, through our programmes and practices as we continue to learn about and implement strategies to dismantle racism.'</i> | | |
| | 1c.2 | Document the team's anti-racism 'journey' and progress to assist others who may wish to develop their services. | Articulation of team's actively anti-racist practice and intent in the form of a BMF Practice Bulletin | Progress shared with team for review and sign off | Fulfils responsibility as an Innovation project to disseminate good practice and assist other services in their thinking and development of anti-racist practice. |
| | 1c.3 | Work with schools in contributing our learning to the conference in March 2021 | Successful liaison with Schools Improvement team leading to BMF contribution to the conference in March 21 | Monthly meetings with School Improvement Team | As above |

| 2. | | Data analysis | | | |
|---|------|---|--|--|--|
| Target | No | Action | Success Criteria | Monitoring | Impact |
| To better understand if the ethnicity of BMF referrals and accepted cases is in line with Ealing population | 2a.1 | <ul style="list-style-type: none"> All team members ensure that reporting on MOSAIC is kept up to date. <p>For <u>each</u> referral, the team will ensure that:</p> <ul style="list-style-type: none"> We have checked with families and YP about how they identify (racially/ethnicity) This is accurately recorded on MOSAIC | <ul style="list-style-type: none"> The data contained on MOSAIC is always current and enables accurate analysis at any time period Complete records enable accurate review of ethnicity of BMF users against population data Platform to accurately review and address inequalities in the system | <ul style="list-style-type: none"> Monthly team review BMF Project Management Board BMF Steering Group Innovation Unit and DfE | <ul style="list-style-type: none"> Better use and accuracy of data will enable greater understanding if the proportion of families from Black and minority ethnic allocated BMF places, is under or overrepresented |
| | 2a.2 | The referral data will be reviewed by the team and analysed every month | | | |
| | 2a.3 | Ealing, regional and national population data is sourced and kept up to date | | | |
| | 2a.4 | BMF Data template is constructed | | | |
| | 2a.5 | Monthly update and collation | | | |

| 3. | Effective Communications | | | | | |
|---|---|---|---|---|---|--|
| 3a. | Effective communications with Parents/Carers and Young People | | | | | |
| Target | No | Action | · Success Criteria | · Monitoring | · Impact | |
| To ensure our communication with <u>all</u> Parents/Carers and Young People is effective and responsive to their needs. Particularly those from racialised minorities and/ or have English as additional language | 3a.1 | Review how we engage with YP and families | · Review undertaken · Results formalised into BMF Communication Plan | · Monthly management report · External evaluation · Parental feedback · Survey | · Ensure we are engaging with all our families · Families and YP feel listened to and engaged with BMF · Identify if there are gaps | |
| | 3a.2 | Review the methods we collect and use feedback from parents and YP-regarding the service and elements such as experience of referral meetings | · Review undertaken · Results formalised into BMF Communication Plan | · Recommendations of review analysed | · Enhanced methodology of engagement · Greater family and YP satisfaction | |
| | 3a.3 | Develop guidelines on approaching families for whom English is not their first language. | · To improve communication and involvement of families for whom English is an addition language (EAL) | · Team review | · Communication and involvement of families for whom English is an addition language (EAL) is improved | |

| 3. | Effective Communications | | | | | |
|---|---|---|---|-------------|---|--|
| 3a. | Effective communications with Parents/Carers and Young People | | | | | |
| Target | No | Action | Success Criteria | Monitoring | Impact | |
| To ensure our communication with <u>all</u> Parents/Carers and Young People is effective and responsive to their needs. Particularly those from racialised minorities and/ or have English as additional language | 3a.4 | Investigate and clarify contacts, costs of interpreting services and translation of letters | <ul style="list-style-type: none"> Current translation services and costs identified Team have information to utilise if services necessary to better communicate with parents | Team review | <ul style="list-style-type: none"> Greater understanding and use of interpreting services Assists BMF budget oversight | |
| | 3a.5 | Make better use of and direction to our BMF webpage on the Local offer site. | <ul style="list-style-type: none"> BMF programme and contact details updated. Links to leaflet, video and top-tips BMF Anti-racism statement included. All text can be instantly translated into +100 community languages, to be viewed and printed | Team review | <ul style="list-style-type: none"> All text can be instantly translated into community languages, viewed and printed off Greater family and YP understanding & satisfaction | |
| | 3a.6 | Translation of leaflets - is there a way to link to audio in first language? | <ul style="list-style-type: none"> Audio translation services and costs identified Team have information to utilise if services necessary to better communicate with parents | Team review | <ul style="list-style-type: none"> All text can be translated into audio community languages Greater family and YP understanding & satisfaction | |

| 3. | Effective Communications | | | | | |
|---|---|--|---|---|---|--|
| 3a. | Effective communications with Parents/Carers and Young People | | | | | |
| Target | No | Action | · Success Criteria | · Monitoring | · Impact | |
| To ensure our communication with <u>all</u> Parents/Carers and Young People is effective and responsive to their needs. Particularly those from racialised minorities and/ or have English as additional language | 3a.7 | Team currently co- produce with Ealing parent carer forum but could we increase parental representation e.g. Black Caribbean parent's group. Are there other minority groups who we haven't consulted? | <ul style="list-style-type: none"> · Research potential links with FIS as a source of information · Define why we would like to include the parent/carers and what are our expectations and what are the benefits for them? | <ul style="list-style-type: none"> · Team review | <ul style="list-style-type: none"> · Greater family and YP representation and involvement · Increase understanding & satisfaction · Enhance BMF services | |
| | 3a.8 | Re-edit and then distribute the BMF team leaflet for YP to include current members of the team | <ul style="list-style-type: none"> · Completed redesign of leaflet | <ul style="list-style-type: none"> · Team Review | <ul style="list-style-type: none"> · Better communication & understanding with YP · Composition & Diversity of the team is more accurately represented | |
| | 3a.9 | Team members submit passport type photograph to be turned into an avatar for the leaflet | <ul style="list-style-type: none"> · All photos submitted | <ul style="list-style-type: none"> · Team Review | <ul style="list-style-type: none"> · Better communication & understanding with YP · Composition & Diversity of the team is more accurately represented | |

| | | | | | |
|---|---|---|---|---|--|
| 3. | Effective Communications | | | | |
| 3b. | Effective Communications with Partners | | | | |
| Target | No | Action | Success Criteria | Monitoring | Impact |
| To ensure our communication with partners is effective | 3b.1 | BMF marketing Make better use of the BMF video and publicity leaflet <ul style="list-style-type: none"> · In schools -inc. EGFL · Where our YP may be/visit · Where our families may be/visit | <ul style="list-style-type: none"> · BMF programme and contact details updated. · Links to leaflet, video and top-tips · BMF Anti-racism statement included. · All text can be instantly translated into +100 community languages, to be viewed and printed | <ul style="list-style-type: none"> · Team review | <ul style="list-style-type: none"> · All text can be instantly translated into community languages, viewed and printed off · Greater partner understanding |
| | 3b.2 | Establish BMF page on EGFL with link to Practice Handbook & Leaflet | <ul style="list-style-type: none"> · BMF programme and contact details updated. · BMF Anti-racism statement included. · Links to leaflet, video, top tips and practice manual | <ul style="list-style-type: none"> · Team review | <ul style="list-style-type: none"> · Enhanced communication with partners increasing BMF awareness and understanding |
| | 3b.3 | Review the methods we collect and use feedback partners regarding the service and elements such as experience of referral meetings | <ul style="list-style-type: none"> · Review methodology established · Partner survey · Analyse survey results | <ul style="list-style-type: none"> · Team review | <ul style="list-style-type: none"> · Enhanced communication with partners · increasing BMF awareness and understanding leading to Improvements in service |

| 4. | Joint working with other professionals | | | | |
|---|--|--|---|------------------|--|
| Target | No | Action | Success Criteria | Monitoring | Impact |
| The BMF team has knowledge of and is aligned with strategic partners in tackling anti-racism | 4a.1 | Gather information on what other partner services e.g. schools are doing in response to BLM and anti-racism awareness and training. | <ul style="list-style-type: none"> Increased understanding of anti-racist thinking and practice development across the system | Team Review | <ul style="list-style-type: none"> Greater opportunity to align across the system to have greater consistency and impact in reducing racism within the system |
| | 4a.2 | Confirm our willingness and commitment to engage in developing anti-racist practice across the system | <ul style="list-style-type: none"> Supporting Vulnerable Groups/School Partnerships Team and Integrated early Start Team in their approach to anti-racist practice | Partner Feedback | <ul style="list-style-type: none"> Supporting anti-racist practice across the system |
| | 4a.3 | BMF team to raise awareness of with schools, e.g. race and exclusion, SEN needs, missing education. | <ul style="list-style-type: none"> Increased understanding of anti-racist thinking and practice development across the system | Team Review | <ul style="list-style-type: none"> Supporting anti-racist practice across the system |
| | 4a.4 | Seek clarification on the procedures and processes of reporting and challenging racism. Should there be a framework across all services? | <ul style="list-style-type: none"> Clarity of policy and protocols for challenging racism across service | Team Review | <ul style="list-style-type: none"> Supports understanding and clarity of action if team need to challenge racism across different partner services |

| 4. | Joint working with other professionals | | | | | | | |
|--|--|---|---|--|---|--|---|--|
| Target | No | Action | · | Success Criteria | · | Monitoring | · | Impact |
| The BMF team has knowledge of and is aligned with strategic partners in tackling anti-racism | 4a.5 <i>Link to 3a.7</i> | Explore which community groups there are. Inform them of the BMF service, welcoming and inviting their participation and involvement | · | Greater awareness of BMF in the community | · | Team Review | · | Greater reach to families/YP More inclusive service |
| | 4a.6 | Enquire with Ealing LA HR about the planned Race Equality Commission forums that are to be held and ask what these would look like. Are the meetings more informal so people can express their thoughts and feelings or will formal notes be taken down etc.? | · | Mick sent an update to team ensuring they have sufficient information to participate in wider system change across the Council | · | LA monitoring actions New Ealing independent Race Equality Commission | · | Supporting wider system change in anti-racist understanding and practice |

| 5. | Team Development and Research | | | | |
|--|-------------------------------|--|--|---------------|--|
| Target | No | Action | · Success Criteria | · Monitoring | · Impact |
| Anti-racism will be an ongoing and continuous process of individual and team reflection, inquiry and development. This process will be utilised to further develop strategies and practices which dismantle racism. | 5a.1 | Use the strength based approach, with the aim of looking at the strengths about the families race, culture and communities and not to focus on perceived “deficits | · Increase team knowledge of strength based approach | · Team Review | · Encourages more open communication · Assists identifying value and assembles strengths and capacities in the course of change |
| | 5a.2 | Seek and book Strength based approach team training | · Identify Training Course · Team confidence in using a strength based approach | · Team Review | · Increases knowledge and confidence within the team to utilise this approach. |
| | 5a.3 | Begin information gathering and listening from our young people, possibly around the impact of BLM on them. | · Work with the young person around who they perceive as being important connections to them and their interests and build on these. · How children’s behaviour is constructed in relation to their ethnicity | · Team Review | · Increases knowledge within the team · Develop practices to assist strengthening identity (see 5a.1) · Identifying strategies to help YP in dealing with racism |

| 5. | Team Development and Research | | | | | | | |
|--|-------------------------------|--|---|---|---|--|---|--|
| Target | No | Action | · | Success Criteria | · | Monitoring | · | Impact |
| Anti-racism will be an ongoing and continuous process of individual and team reflection, inquiry and development. This process will be utilised to further develop strategies and practices which dismantle racism. | 5a.4 | Information gathering related to the impact of racism combined discriminatory attitudes regarding SEND. for YP and their families | · | Research papers related to the topic and combine with YP and analysis | · | Team Review inc. Parents/carers and YP | · | Clearer understanding of the impact of multiple discriminatory attitudes and behaviours facing YP and Parents/carers |
| | | | · | This maybe the team’s unique contribution to add to the debate | | | · | Identify and share strategies to dismantle this within the team and across services |
| | 5a.5 | We need to actively search for a networks/wider support to best support parents Particularly those from racialised communities communities and/ or have English as additional language | · | Team have current knowledge of range of wider network support available | · | Team review | · | More effective parental support, information and signposting |



**BMF Team
Anti-Racism
Strengths,
Weaknesses,
Opportunities and
Threats (SWOT)
analysis**

BMF Team Anti-Racism SWOT analysis

Strengths

- We are not a statutory team.
- The different experiences, diversity and personal backgrounds within the team.
- We have a range of professionals within the team.
- Team are keen and willing and are having discussions.
- The way the BMF team is structured, i.e. non-statutory making time more flexible and creative.
- BMF is a multi-professional team working both ways with information and ideas being exchanged between other teams.
- The breadth of experience of the team working with diverse and vulnerable families
- Diversity, experience and background within the team.
- BMF is not embedded into institutional frameworks, we are needs led, rather than resource led.
- National agenda is supportive of anti-racism.

Weaknesses

- Team have good discussions but often not tangible with putting into practice.
- Limitations of service delivery such as translation services.
- Limited resources for people who don't read and write their home language.
- Challenge to maintaining inquisitiveness about how families conceptualise us as professionals.
- Not knowing where expertise is in Ealing, teams we could be working with - no LBE directories with team descriptions e.g. We have a refugee team under housing.
- We should be asking our clients how to be an anti-racist team.

BMF Team Anti-Racism SWOT analysis

Opportunities

- Team could go into schools on inset days, for example, and run workshops about our team. Advising the schools about the referrals our team consider, how to refer, our criteria and team expertise etc. Schools would appreciate this information and having a different stance on their usual training days.
- Within the team the reflection/discussion time we have on our anti-racism statement and practice allows the team to have a better understanding and awareness of language used and appropriateness of this.
- Training availability to the team.
- Being able to use BMF time for this level of service planning.
- Get our system right and then show other teams our good outcomes.
- Starting with young people what we can do for them.
- This is new to all of us and there will be ups and downs
- Being able to use BMF time for this level of service planning.
- Get our system right and then show other teams our good outcomes.
- Starting with young people what we can do for them.
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Threats

- Must be mindful how schools are informed of referrals to refer to team as do not want them to feel we are telling them what to do. But an opportunity as well for the BMF team to learn at the same time.
- Organisational threat - team may develop a way of presenting the workshops, for example, to the schools but may have to alter these under council guidelines.
- The concern with sharing our work on anti-racism with other teams and departments is that they may not be at the same place that we are so there may be an element of discomfort or repercussions involved with this.
- BMF is a short term team running until June 2021.
- Things have been said at leadership level but will things happen with time and budget constraints, other priorities come up and take precedence.
- National political will has not been behind inclusion and anti-racism.
- Good practice is happening small scale, individual and team level.
- If the BMF team are progressing with anti-racism onto other teams will need to be mindful that other teams may be at different places or have their own ideas on the matter.
- This is new to all of us and there will be ups and downs.



Wider anti racism initiatives within the borough

This bulletin describes the evolution of ideas and practice within the BMF Team, but of course this was occurring simultaneously with local, regional national and international discourse and response to racism.

Local Response in Ealing

The Race Equality Commission led by Lord Simon Wooley was set up in January 2021 by Ealing Council to listen to people in Ealing and to come up with proposals to address the impact of inequality on their wellbeing and life chances.

The commission is made up of 12 independent Commissioners, from diverse backgrounds that broadly reflect the diversity of Ealing.

The commissioners are interested in what residents believe can be done to reduce race inequality. The central questions that are being asked are:

- How structural inequalities are impacting on race and outcomes.
- Identifying how race inequality can be addressed and prevented in the future.
- To what extent the history of Ealing's built environment is impacting and perpetuating inequality.

Transforming Race and Equality

Ealing Council commissioned DWC Consulting (October 2020 to March 2021) to review the council's status quo on equality, diversity and inclusion – with an emphasis on race equality; and to conclude our intervention with key analysis, observations and recommendations for change.

These include:

- giving race equality, diversity and inclusion a 'high priority, high ambition' status
- producing a holistic, purposeful, and measurable equality, diversity and inclusion strategy
- developing dedicated departmental plans with agreed targets which focus on racial equality
- introducing a positive action approach which actively takes measures to eliminate discrimination and its effects
- creating a proactive strategy to address Black, Asian and minority ethnic and people with other protected characteristics disproportionate experiences
- developing a values-based recruitment approach and setting meaningful corporate and departmental targets for the recruitment of Black, Asian and minority ethnic staff to senior positions
- establishing a high-quality leadership and management development programme and a positive action leadership programme targeted at Black, Asian and minority ethnic staff
- making equality, diversity and inclusion the responsibility of the whole organisation

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BMF Library can be accessed here:

<https://www.egfl.org.uk/services-children/building-my-future-bmf-programme>



Watch the Introduction to BMF video here:

https://youtu.be/3JThz_ybehA