



The Staff College

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# Just Fair: a spotlight on youth justice

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## Your choice

*'Youth Justice is simply but powerfully about children, their lives and life-chances, their traumas and their needs. We can support and help them as children, or we can write them off as offenders'*

Which choice will **YOU** make?



- Starting with self
- On behalf of our youngest children
- About belonging in schools
- With family support services
- Across social care
- Between youth justice partners

**Beginning today!**





## Choose and Commit

*Youth Justice racial disparities aren't about someone else in the system: it's about **our** local leadership for children. At its heart is every child's entitlement to be seen, safe and heard. To be:*

- accepted and have agency*
- believed and belong*
- connected and able to contribute*
- learning well and growing up safely*

## So, let's talk

- What actions, risks and impacts are you taking to ensure living, learning and growing up is 'Just Fair', 'Just Now' for children?
- How do you and they know change for the better is happening and will last?





Reducing disproportionality of children from African, dual or global majority heritage

Address mutual trust deficit that propagates harsh and unsupportive interactions through applied learning

- Cultural Competency

Building 'cultural resilience':

- Expression – Seeking understanding
- Exploration - CHI
- Safe spaces – Internal and external (impacts)



Statutory partners –

- Behaviours – Organisational Culture (OC)
- Challenges – Mindset linked to OC paradigm
- Concepts – Policies / legislation & guidance

London

East of England

National



# Cultural Competence

- Individual – how practice meets the needs of diverse communities, recognising the differences in the cultures that exist and that services are appropriately available and delivered by skilled practitioners
- Organisational – Changing level of competency through policies, strategies and its general internal culture and ways of behaving

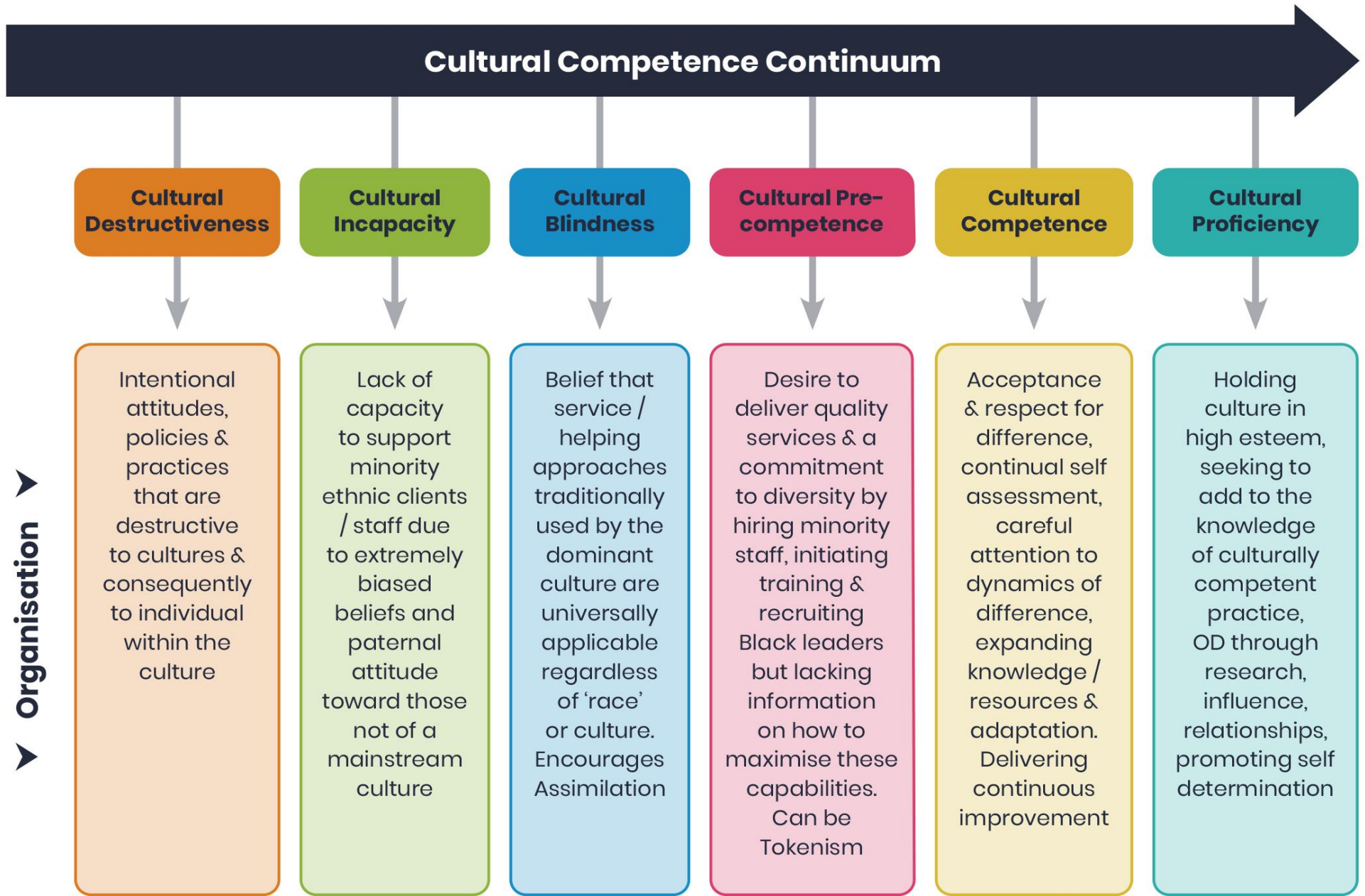


## Cultural Competence

Promoting leadership & organisational change.

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Adapted by M. Spillett (2018) from Terry L. Cross et al 1998 & Julie Coffin 2007.



**Cultural Destructiveness**

**Cultural Incapacity**

**Cultural Blindness**

**Cultural Pre-competence**

**Cultural Competence**

**Cultural Proficiency**

**Denying**

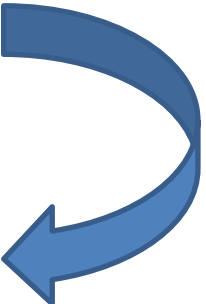
**Knowing**

**Understanding**

**Appreciating**

**Practising**

**Embedding**



**Continuous Learning**

**Organisational Culture**

*How we do things around here*

*Whose needs we meet and how*

*Our skills to meet individual needs*

## Self-Assessment Tool Guidance

- A self-assessment tool has been developed for the UK context for use of all staff to support continuous learning and development. (With the kind permission of Delores & her colleagues)
- Tool allows you to consider where you are in relation to the characteristics of competency across the CC Continuum and identify personal learning to move from current knowledge and demonstration of knowledge to move across the continuum

Cultural Blindness	Y	N	Not Sure	My Examples & Additional Learning
<p><b>I can describe how I can act to not see differences among cultures and/or to not recognise differences by describing:</b></p> <ul style="list-style-type: none"> <li>• how the messages that people intend to send are often not what is heard by others.</li> <li>• the value placed in this country on pretending not to see difference.</li> <li>• how institutions do not include the meaningful representation of non-dominant groups.</li> <li>• how we use expressions such as ‘you need to work a little harder’ and ‘don’t be so sensitive’ to dismiss people’s struggles.</li> </ul>				



## Culturally Competent Practice & Leadership

- Understands the role of culture
- Identifies as cultured human beings
- Sees differences among those they serve as assets:
- create caring listening communities where individual and cultural heritages, including languages, are expressed and valued
- use knowledge of their young people, their families, their communities, and their cultures to design and support strategies that build upon and link home and organisational experiences
- challenge stereotypes, negative profiling and intolerance
- serve as change agents by thinking and acting critically to address inequities distinguished by (and not limited to) race, language, culture, socioeconomics, family structures, and gender - intersectionality

