Guidance for Culturally Appropriate Practice

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Policy Context

- It is important that SSCB acknowledge the range of diverse communities that it serves
- Ensuring equality of opportunity and not treating everyone the same
- Everyone has the right to receive a service that is culturally appropriate and flexible to meet the individual needs

What is culturally appropriate practice?

- Knowledgeable about cultural differences and their impact on attitude and behaviours;
- Sensitive, understanding, non-judgmental and respectful in dealing with people whose culture is different from your own;
- Flexible and skilful in responding and adapting to different cultural contexts and circumstances.

Why is it important?

- The Equality Act 2010
- The Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- Every Child Matters
- The Victoria Climbie Inquiry
- Working Together to Safeguard Children
- Serious Case Reviews

Serious Case Review – Child H

One of the key line of enquiries:
Whether all agencies and professionals gave due and proper consideration to all diversity issues, including ethnicity, religion, language, disability and cultural issues in the delivery of services

Serious Case Review

Recommendation:
The LSCB should ensure that all children’s records and assessment documentation, including the Common Assessment Framework has a record of ethnicity and that there evidence that issues of ethnicity and diversity are considered appropriately
Meeting the needs of BME Children

- Children from all cultures are subject to abuse and neglect.
- All children have a right to grow up safe from harm.
- In order to make sensitive and informed professional judgements about a child’s needs, it is important that professionals are sensitive to differing family patterns and lifestyles and to child-rearing patterns that vary across different racial, ethnic and cultural groups.
- At the same time they must be clear that child abuse cannot be condoned for religious or cultural reasons.

Assessments

- The assessment process should maintain a focus on the needs of the individual child.
- It should include consideration of the way religious beliefs and cultural traditions in different cultural groups influence their values, attitudes and behaviour.
- Cultural and religious factors should not be regarded as acceptable explanations for child abuse or neglect and are not acceptable.
- Professionals should be aware of, and work with, the strengths and support systems available within the communities.

Assessments

- Professionals should be aware of stereotypes that they may hold of BME families.
- Assessments and any actions should be based on evidence.
- Anxiety about being accused of racist practice should not prevent the necessary action being taken to safeguard and promote a child’s welfare.

Organisational Commitment

Working in a multi-racial and multicultural society requires professionals and organisations to be committed to equality in meeting the needs of all children and families and to understand the effects of racial harassment, racial discrimination and institutional racism, as well as cultural misunderstanding or misinterpretation.

Salford’s Approach to ensuring Culturally Appropriate Practice

- Making links with BME communities
- Cultural competence training
- Cultural awareness sessions
- EMTAS Service
- Impact Assessments
- Parenting classes with BME Communities

Developing Cultural Competence
Barriers for workers?

- Black worker allocated to a case-seen as expert
- Colour blind approach: we treat all families the same
- Language
- Our own filters/prejudices
- Ignorance, assumptions and misinterpretations
- Assessor not wanting to be seen as racist
- Over optimism or penalise?