



# D&I Strategy and Action Plan

October 2020

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At Place2Be we believe in the value of diversity and inclusion, not only in our workplace and in the school communities we support, but as an integral part of everything we do. Diversity makes us stronger. In an inclusive environment, everyone is able to be their best self and experience the full richness of their colleagues as no one feels the need to suppress who they are.

Our dedicated teams work in the heart of some of the most marginalised communities of the UK, supporting the mental wellbeing of children and families from a wide range of backgrounds, cultures, ethnic and socio-economic groups. We know that mental health issues disproportionately affect people from an ethnically diverse background and those from low-income families, where the stigma associated with mental health can create even greater challenges.

We are on a journey and totally committed to creating a fully inclusive Place2Be, where all of our community - whatever our background, colour, identity or beliefs - feel supported, nurtured, empowered and celebrated. We want to stretch ourselves, beyond what is comfortable, to make our organisation a place where everyone can thrive as individuals and feel they are part of something great.

We are therefore challenging ourselves to ensure that diversity and inclusion is fully embedded in everything we do, from our training and recruitment through to our clinical practice, our communications and organisational culture. We hope you will join with us on the journey, through the tough conversations and the smooth as step by step we grow in empathy and understanding and together build an organisation we are all proud of, delivering real impact for the children, families and communities we are here to support.



Simon Mackenzie-Smith  
Chair, Place2Be



Catherine Roche  
Chief Executive, Place2Be

# Our staff voice ...

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- We need to fully reach the local communities that we are working in
- We should make our voices heard within the broader mental health profession to challenge any form of discrimination and support action for a more diverse profession
- We have to create a fully inclusive organisation and to make sure that we give a voice to everyone across Place2Be
- We need to listen and understand your concerns, ensuring that issues highlighted are tackled as a community
- We have to hear and learn from our Black and ethnic minority colleagues, allowing them to share their experiences in a safe way

# Place2Be's Commitments

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1. **Our Practice** – Ensure our direct work in schools is accessible and delivers impact to the full school community
2. **An inclusive and diverse mental health workforce** – Promote the value of a diverse workforce and ensure that our training programmes are accessible to all
3. **Our People** – Create an inclusive workplace to attract, retain and develop a talented team from all backgrounds and cultures
4. **Learning** – Educate ourselves, establish and promote an open and honest dialogue about race, diversity and inclusivity within Place2Be
5. **Promotion** – Consistently demonstrate our commitment to inclusivity in our communications, both internally and externally

# Terminology

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## Usage of BAME

We are aware of the ongoing debate around the use of the acronym BAME and the recommendation from the Diversity and Inclusion Steering Group to no longer use this term. We recognise concerns that such terms can erase individual and community identities and have sought to use them only where there is a need to group data in order to inform this strategy. Data has also been grouped in instances where there are low numbers, in order to avoid identifying members of staff.

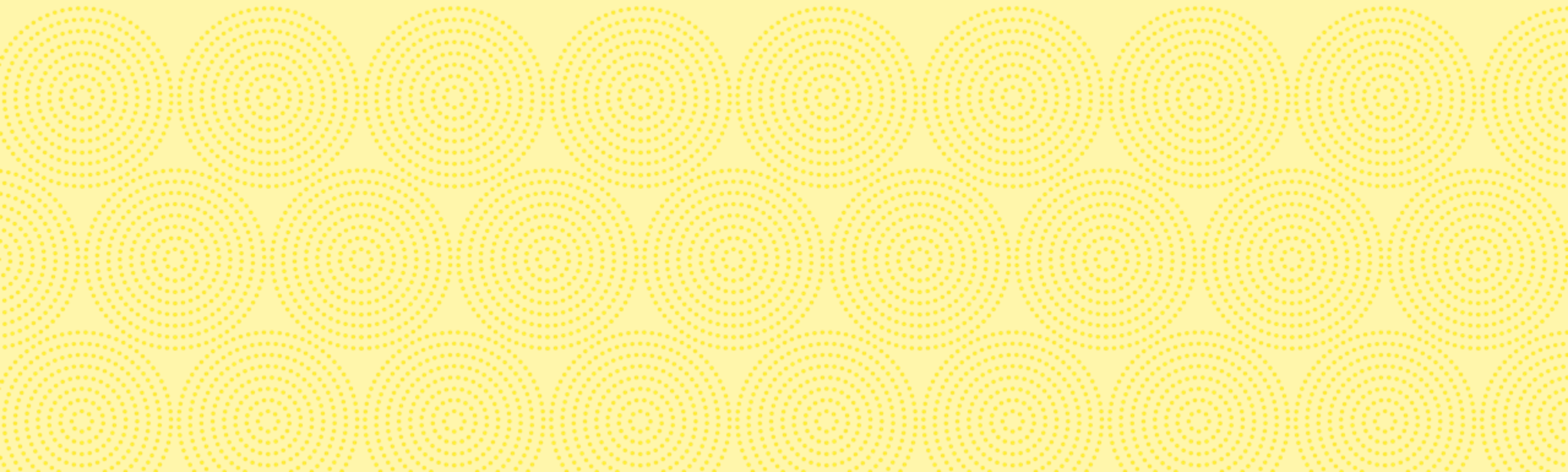
We welcome recommendations from staff and the D&I Steering Group with regard to alternative terminology.

## Definition of BAME

Where 'BAME' is used, this includes the following categorisations of ethnicity:

- Asian/Asian British
- Black/Black British
- Mixed Ethnicity
- Any other Ethnic Group

# 1. OUR PRACTICE



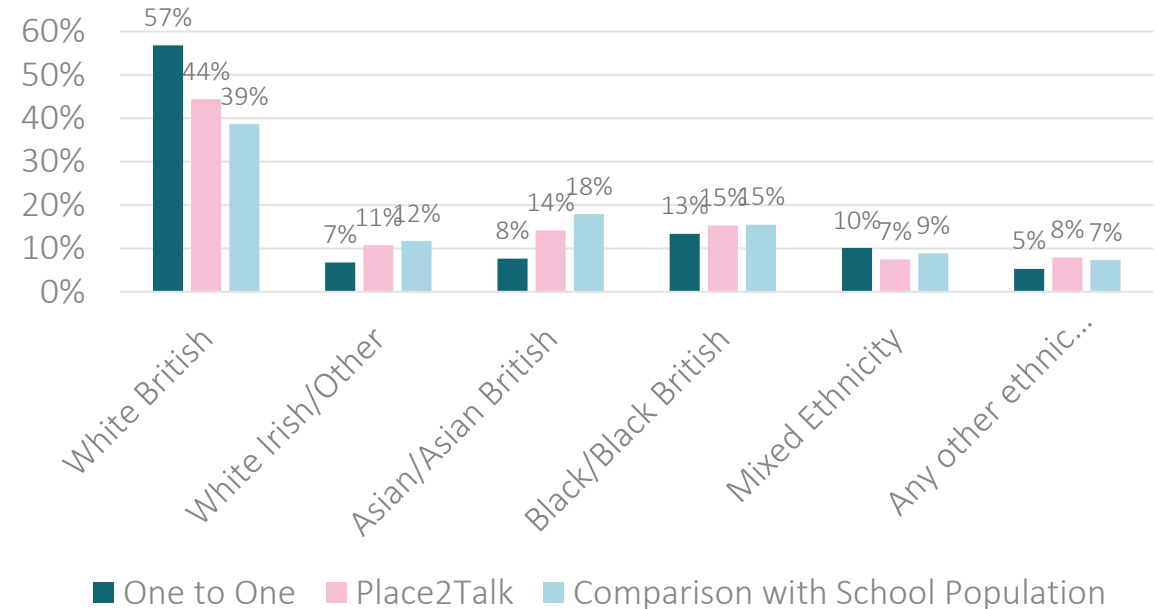
# Commitment One – Our Practice

## Ensure our direct work in schools is accessible and delivers impact to the full school community

Our data over the last three years consistently shows that:

- Place2Be is working with a much more diverse population in comparison to the wider population in England and Wales (2011 Census)
- **Asian / Asian British children and young people** are under-represented in 1:1 and Place2Talk
- **White Irish / other children and young people** readily access Place2Talk but are under-represented in 1:1 counselling
- **Children and young people of mixed ethnicity or from an 'other' ethnic group** access 1:1 and Place2Talk services broadly in line with the whole school community
- **Black / Black British children and young people** also access 1:1 and Place2Talk services in line with the whole school community
- **White British children and young people** are over-represented among users of the 1:1 and Place2Talk services

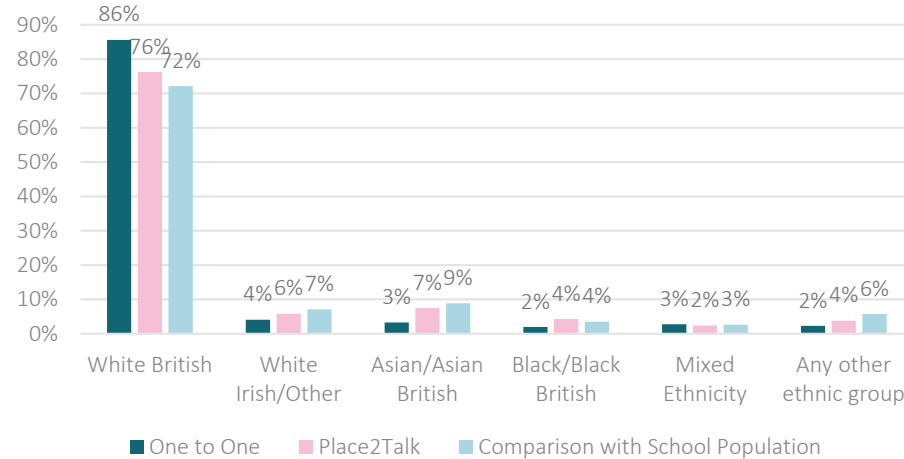
Ethnicities of children - Service wide



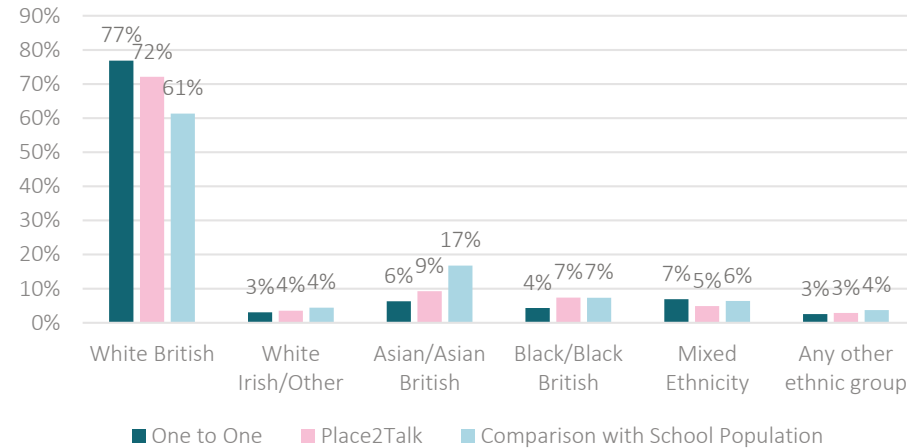
N= 37,993 Source: Place2Be dataset 2018/19

# Scotland & Wales and Midlands & North – 2018/19

Ethnicities of children - Scotland and Wales



Ethnicities of children - Midlands and North



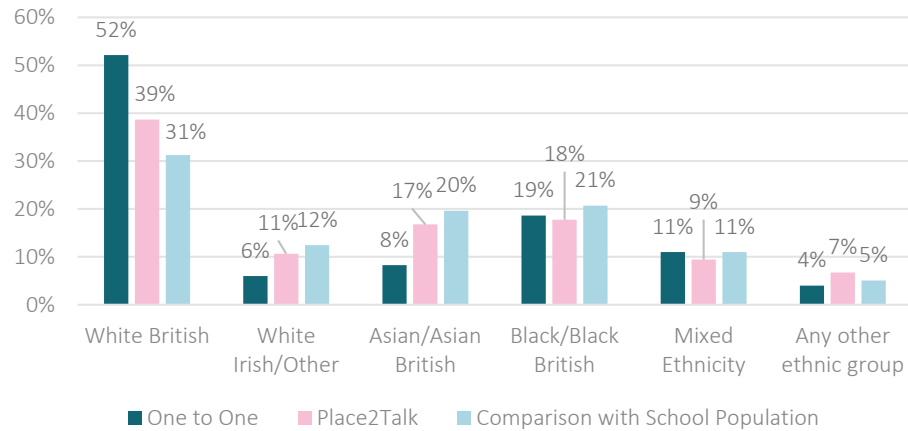
- There are variations in our regions in the take up of the service by children and young people of different ethnicities - as might be expected given the population of their schools
- Scotland & Wales, and the Midlands & North have a less diverse school population than London & South and London & West. Regions with a higher proportion of White British children in their overall population also have a higher proportion of White British children accessing services.
- However, there is a consistent trend - Asian/Asian British children are under-represented among service users and White British children over-represented in one to one and in Place2Talk. Children from 'any other ethnic group' and White Irish/Other children are underrepresented in Scotland and Wales
- While Place2Talk take-up by Black/Black British children is in line with the school populations in our Scotland & Wales, and Midlands & North services, we are seeing a lower proportion in 1:1 counselling.



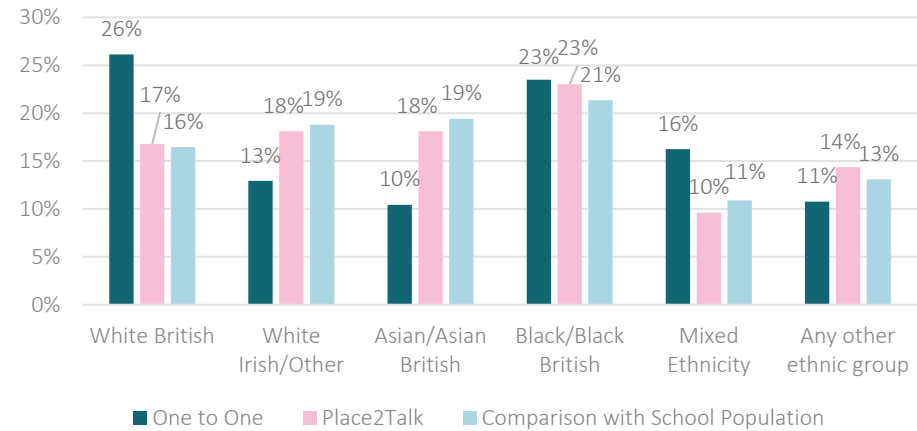


# London & South and London & West – 2018/19

Ethnicities of children - London and South



Ethnicities of children - London and West

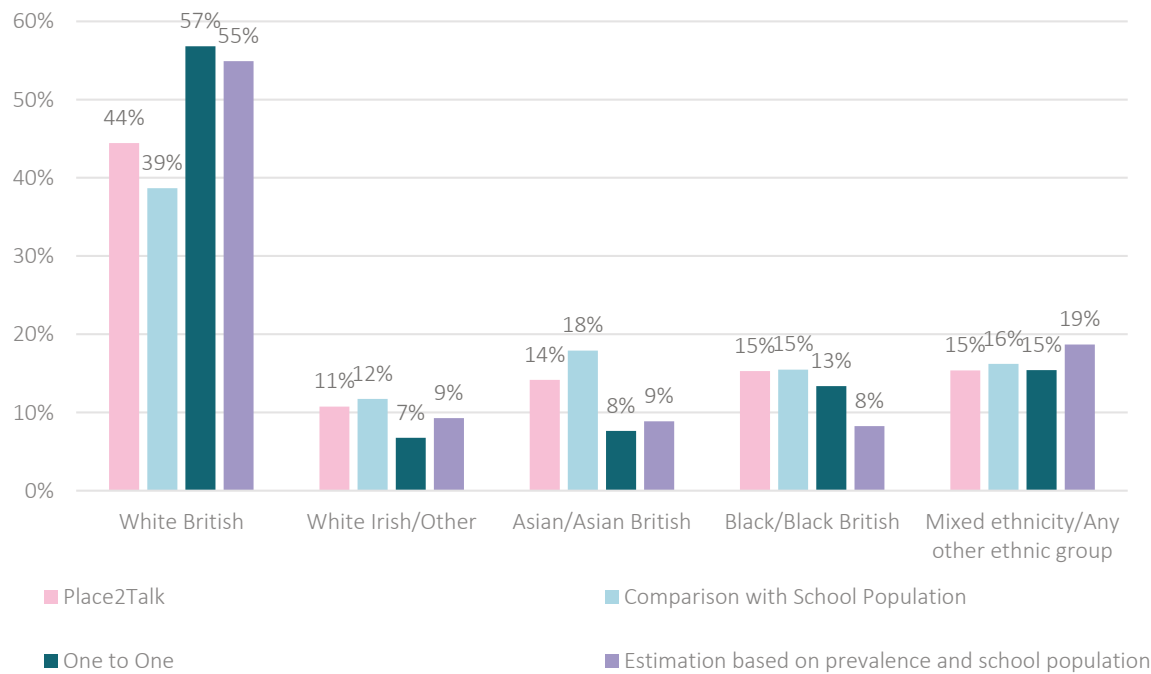


- London & West has the most diverse school population of our four regions with Black/Black British children accounting for 22% of the school population. Black/Black British children access 1:1 and Place2Talk in line with the school population there while children of Mixed Ethnicity are slightly over-represented in 1:1 counselling.
- White British children are over-represented in one to one counselling in both London & South and London & West
- White Irish/Other and Asian/Asian British children are under-represented in 1:1 counselling in both regions



# Prevalence of mental health disorders and its application to Place2Be's school population

We have applied the 2017 prevalence survey figures (for mental health disorders) to our whole school population data – this provides a further view of the proportions of children and young people from different ethnic backgrounds that we might expect to see or who might have a need for mental health support.



- Overall, the ethnicity of the users of our targeted 1:1 service tend to be closer to the percentage of each ethnic group that you would estimate based on prevalence
- Users of Place2Talk, the universal open-access service, tend to be closer to the school population
- Children and young people who are Black / Black British appear over-represented in 1:1 (13% Vs 8%)
- Children and young people of mixed ethnicity or other ethnic group appear slightly under-represented (15% Vs 19%)

Any mental disorder by ethnic group, 2017	Prevalence
White British	14.9%
White Irish/Other	8.3%
Asian/Asian British	5.2%
Black/Black British	5.6%
Mixed ethnicity/Any other ethnic group	12.1%

Place2Talk N = 37993  
One to One N = 5326



# School level comparison – we have undertaken a review of individual school data and it shows a mixed picture:

- **1:1 counselling:** 11% of our schools show an under-representation of Asian/Asian British children in 1:1 counselling. This is the highest proportion of schools under-representing an ethnicity
- 13% of schools appear to over-represent children of Mixed Ethnicity in 1:1 counselling
- 30% of schools over-represent White British Children in 1:1 counselling
- **Place2Talk:** 30% of schools over-represent White British children in Place2Talk
- 15% of schools under-represent White Irish/Other children in Place2Talk
- 15% under-represent Asian/Asian British children in Place2Talk
- 5% of schools over-represent and 12% of schools under-represent children of Mixed Ethnicity.

One to One		
	No. of schools over-represented	No. of schools under-represented
White British	94	4
White Irish/Other	11	14
Asian/Asian British	0	34
Black/Black British	19	11
Mixed Ethnicity	41	2
Any Other Ethnic Group	19	3

Place2Talk		
	No. of schools over-represented	No. of schools under-represented
White British	86	10
White Irish/Other	12	43
Asian/Asian British	10	43
Black/Black British	29	10
Mixed Ethnicity	13	35
Any Other Ethnic Group	46	22



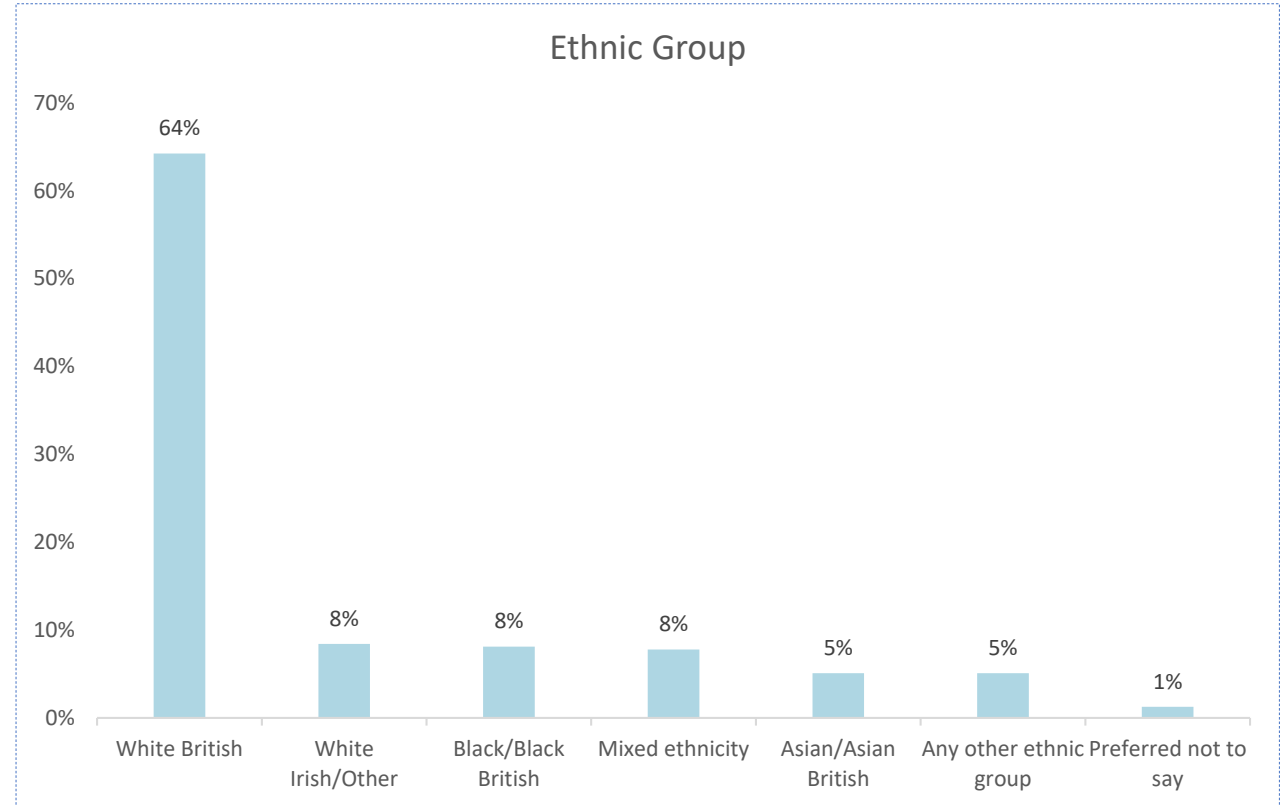
# Targeted support for parents - A Place for Parents

Place2Be has 32 Parent Counsellors working across approximately 160 schools

Service usage data was available for 642 parents accessing the service between 2018-2019

- Median and mean age at start of counselling was 37 ranging from 18-63
- 93% were female and 7% male
- 64% White British and 36% from all other ethnic categories combined

This compares with a UK population of 80.5% White British (2011 Census) and an overall Place2Be school population of 39% White British (Annual School Census Jan 2019)



Source: Place2Be analysis, Dec 2019  
N = 642

# Delivering on Commitment 1: Ensure our direct work in schools is accessible and delivers impact to the full school community

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## 1. Use data to inform local practice and plans

### Actions

- School-by-school data to be reviewed by school-based staff along with their managers and supervisors to explore locally what barriers are potentially present within schools to prevent us from reaching the full school community *(By Spring half term 2021)*
- Regional data to be discussed at team meetings and feedback to individual schools *(By Spring half term 2021)*
- Develop an understanding of any barriers and how to overcome them *(By Spring half term 2021 and ongoing)*
- Regional & Area teams to shape local plans on how to engage with any communities who are potentially underrepresented in our service *(By Spring half term 2021)*
- If feasible (ie with appropriate data permission), analyse data to explore if the ethnicity and/or gender of practitioners has an impact on the uptake of our services in school *(By end Spring 2021)*
- Benchmark Place2Be service take-up with national trends *(By end Spring 2021)*
- Identify specific actions that can be taken to better understand and address consistent under-representation of Asian / Asian-British users in our service *(By end Spring 2021)*

# Delivering on Commitment 1: Ensure our direct work in schools is accessible and delivers impact to the full school community

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## 2. Tackling racism in schools

### Actions:

- Develop, test and deliver a webinar/workshop for schools on Understanding Race (*Spring 2021*)
- Integrate thinking about D&I and racism into everyday practice – ie clinicians actively considering how prejudice and structural racism relates to the issues children present – in Place2Talk and wider school services (*end Summer 2021 & ongoing*)
- Work with our corporate partner PwC to create a specific programme for our primary and secondary schools to help schools to tackle racism and to support Black students – for example, content / input and support for teachers to deliver lessons on diversity and racism or psycho educational whole class work. The programme will also include mentoring for children and young people (*By end Summer 2021*)

## 2. BUILD AN INCLUSIVE AND DIVERSE MENTAL HEALTH WORKFORCE



# Commitment Two - Build an inclusive and diverse mental health workforce

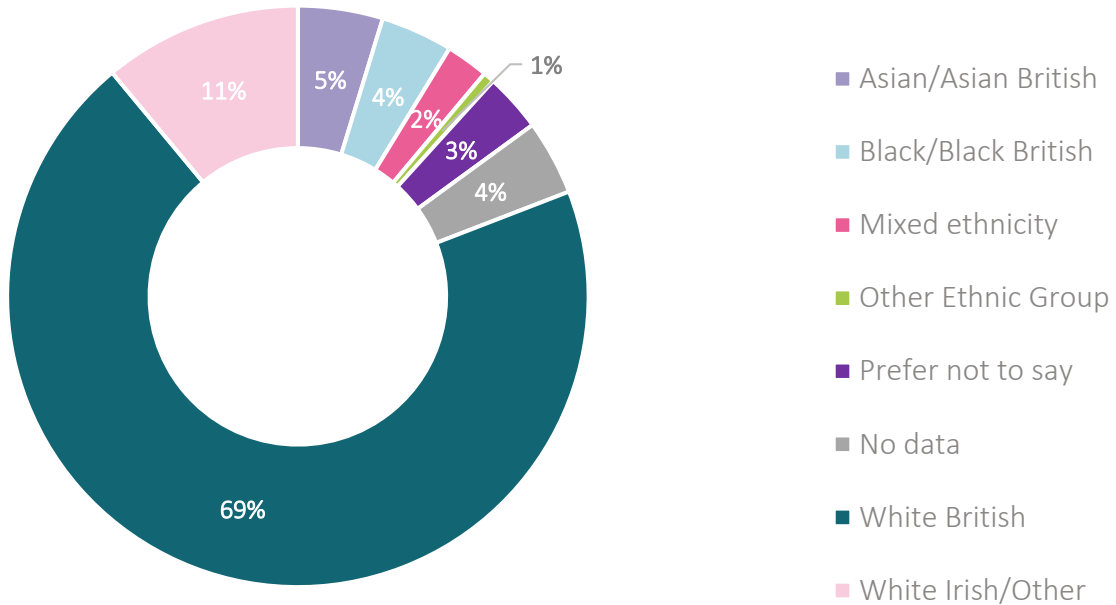
## Promote the value of a diverse workforce and ensure that our training programmes are accessible to all

Taster Days, Levels 2,3,4 and PGDip participants, 2018-2020

Since 2018, 4% of Place2Be trainees were Black/Black British, 5% Asian/Asian British, 2% Mixed Ethnicity and 1% of any Other Ethnic Group.

11% were White Irish/Other

69% White British



Asian 7.5%, Black 3.3%, Mixed 2.2%, White Irish/Other 5.4%, Other Ethnic Groups 1%, White British 80.5%  
2011 Census for England & Wales

N=1,309 Source: Place2Be training records, September 2020

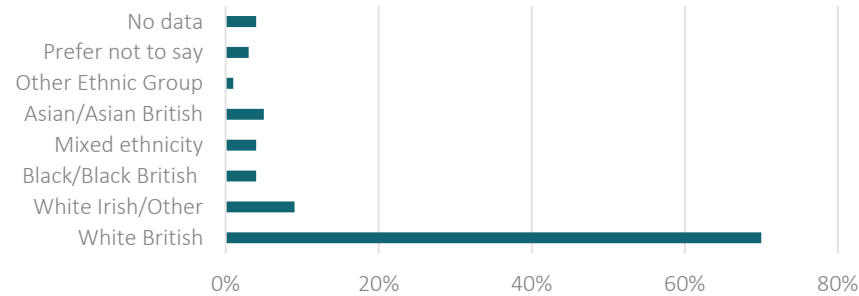




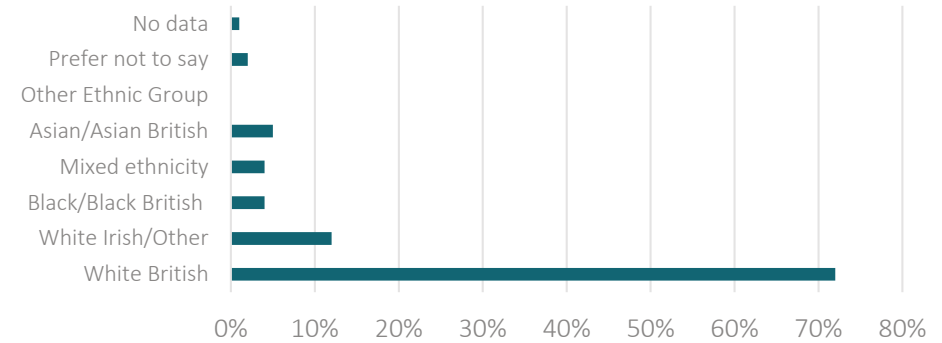
## Commitment Two: An inclusive and diverse mental health workforce

Mental Health Workforce – Take-up by Black/Black British participants is low, particularly considering make-up of the London population where a significant number of programmes are run - and noticeably lower for the Level 3 and PgDip

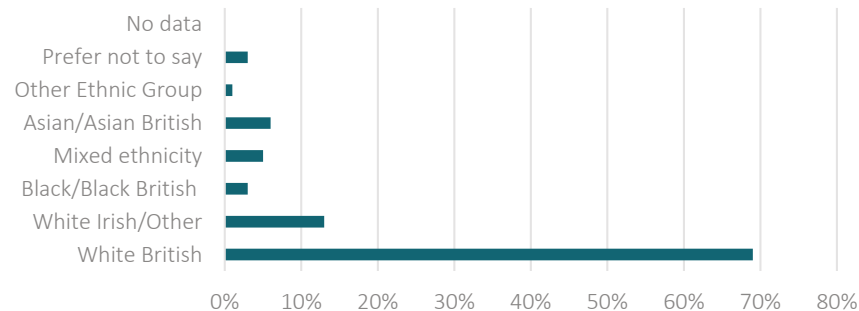
Taster Day participants, academic years 2018-2020, N=746



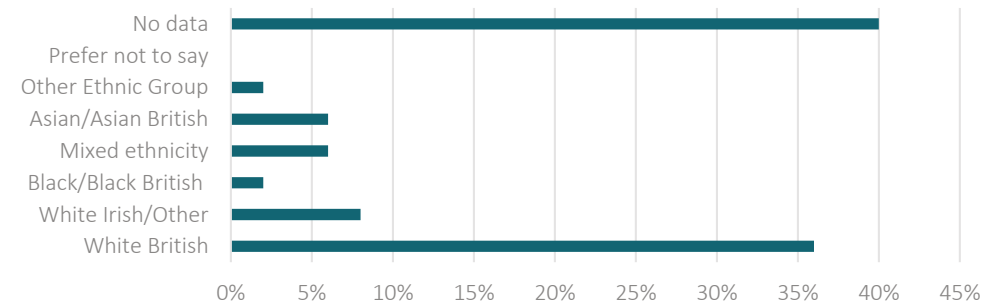
Level 2 participants, academic years 2018-2020, N=299



Level 3 participants, academic years 2018-2020, N=145



PgDip participants, academic years 2018-2020, N=48

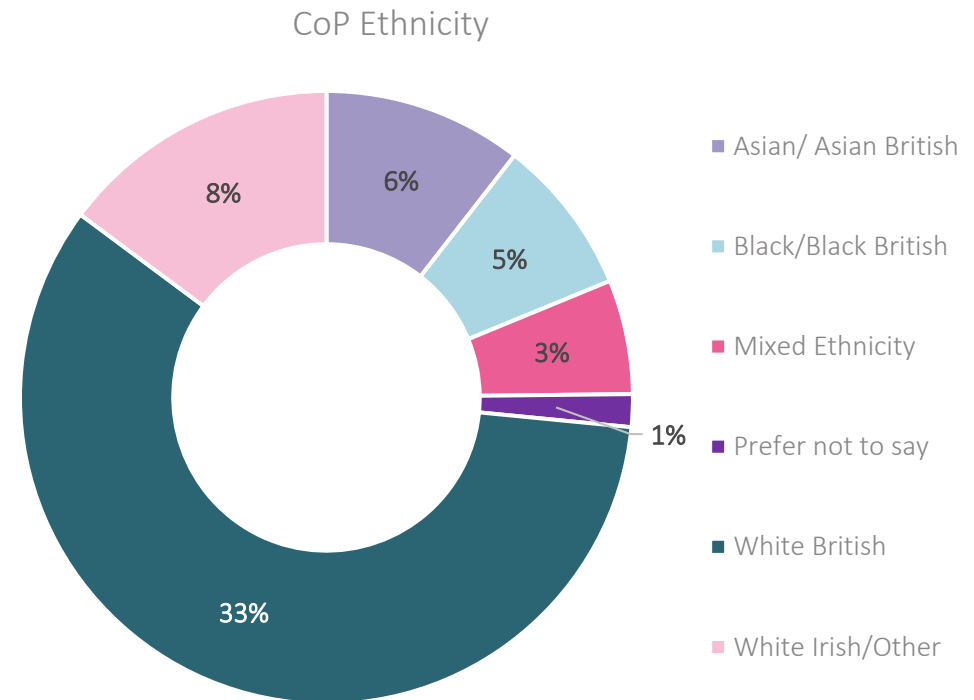


Source: Place2Be training records, September 2020

# Place2Be's Counsellors on Placement are a key channel through which we contribute to building the child mental health workforce

## Ethnicity of Place2Be Counsellors on Placement, September 2020

- Due to the challenge of our current recruitment system, we currently have significant gaps and have no data for 44% of our Counsellors on Placement
- For those for whom we hold data, 11% are from an Asian/Asian British background, 8% from a Black/Black British background and 6% from a Mixed Ethnicity background
- This highlights Place2Be's potential to attract CoPs from a wide variety of backgrounds in a training / placement role



N = 580 Source: Place2Be HR System September 2020

# Delivering on Commitment Two: Building an inclusive and diverse Child Mental Health Workforce (1)

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1. Establish a bursary scheme to encourage more people from under-represented groups in the counselling profession to train with Place2Be

## Action

- 10 bursaries made available for the Level 2 Award, 14 for the Level 3 Certificate and one for the Postgraduate Diploma *(by end Autumn term 2020)*

2. All training programmes to be revised ensuring the key theme of difference and diversity is evident throughout

## Action

- All Place2Be trainers to complete our Inclusion Works training *(by end Autumn term 2020)*
- Prepare and launch a Digital Training Platform for Clinicians on Placement with enhanced D&I content which all CoPs will be able to access online irrespective of location in the country *(Spring 2021)*
- Review content of all training programmes delivered by Place2Be to ensure the theme of difference and diversity is integral throughout our programmes *(by end Summer 2021)*

## Delivering on Commitment Two: Building an inclusive and diverse Child Mental Health Workforce (2)

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### 3. Place2Be will continue to Chair and work with the Coalition of mental health sector training providers, whose aim is to increase the diversity of the Counselling and Psychotherapy workforce

The coalition has identified the following barriers:

- 1) Access to financial support for training
- 2) Training reflecting cultural diversity in its content and instructors
- 3) Attraction of participants
- 4) Sustainable career options/pathways

#### Action

As a Coalition:

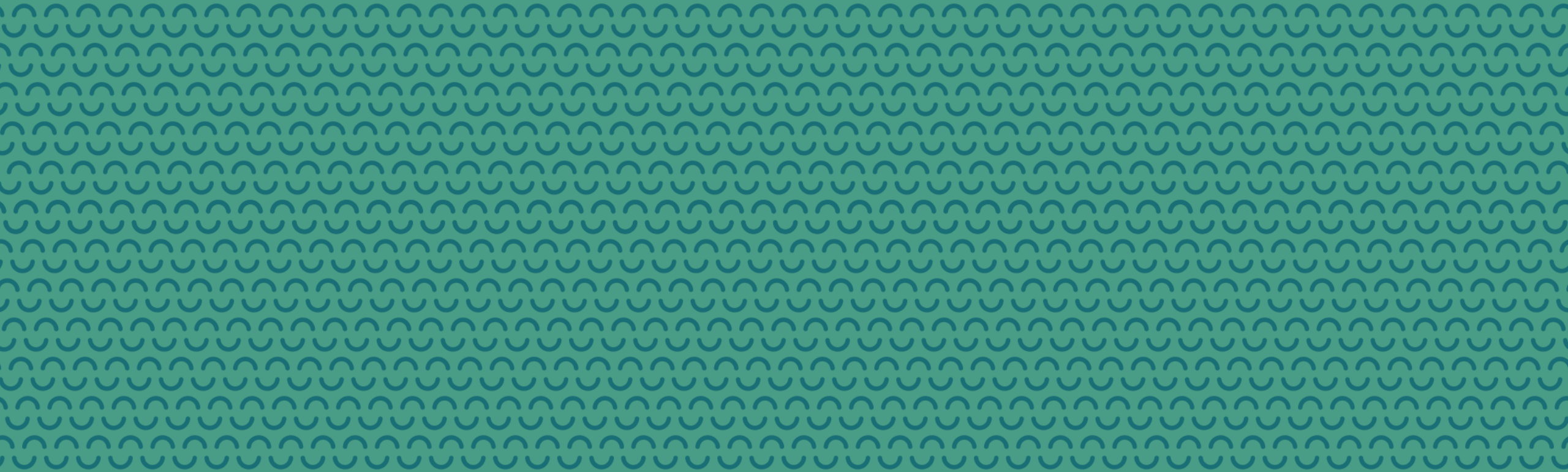
- to address Course Content – develop ‘industry-wide’ Training Standards and based on those, a toolkit / curriculum for professional bodies to deliver. Place2Be to host session for Programme Leaders to engage / gain industry voice (*December 2020*)
- to attract more diverse participants - course tutors/supervisors should have diverse representation (current proportion of Place2Be Clinical Supervisors from a BAME background is 10%, trainers tbd)

### 4. Place2Be will continue to host the Black, African and Asian Therapy Network (BAATN) Trainers & Therapists’ Forum

- Active promotion of the bi-monthly meetings, facilitated online and/or face-to-face (*from Autumn 2020*)



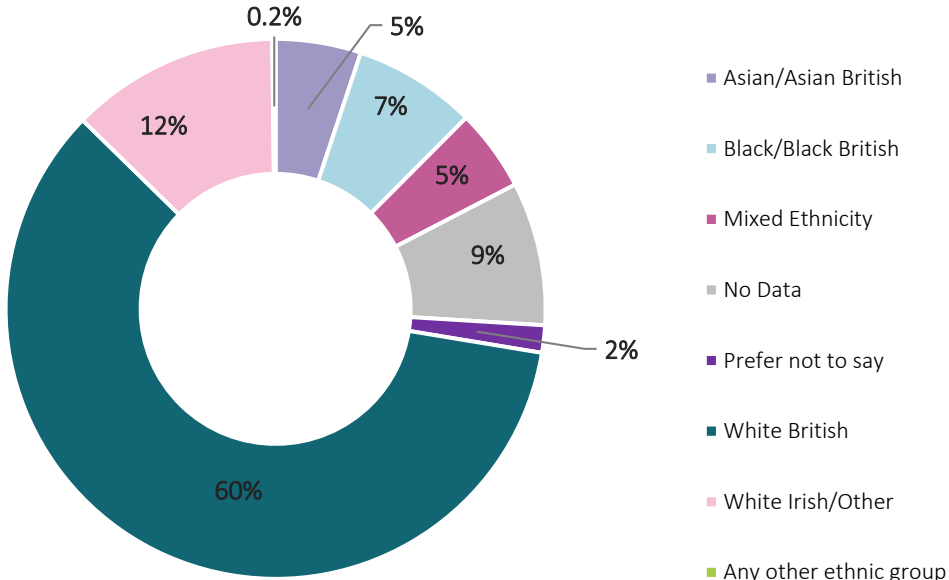
# 3. OUR PEOPLE



# Commitment Three – Our People

We will create an inclusive workplace to attract, retain and develop a talented team from all backgrounds and cultures

Ethnicity of Place2Be staff, at 30 September 2020



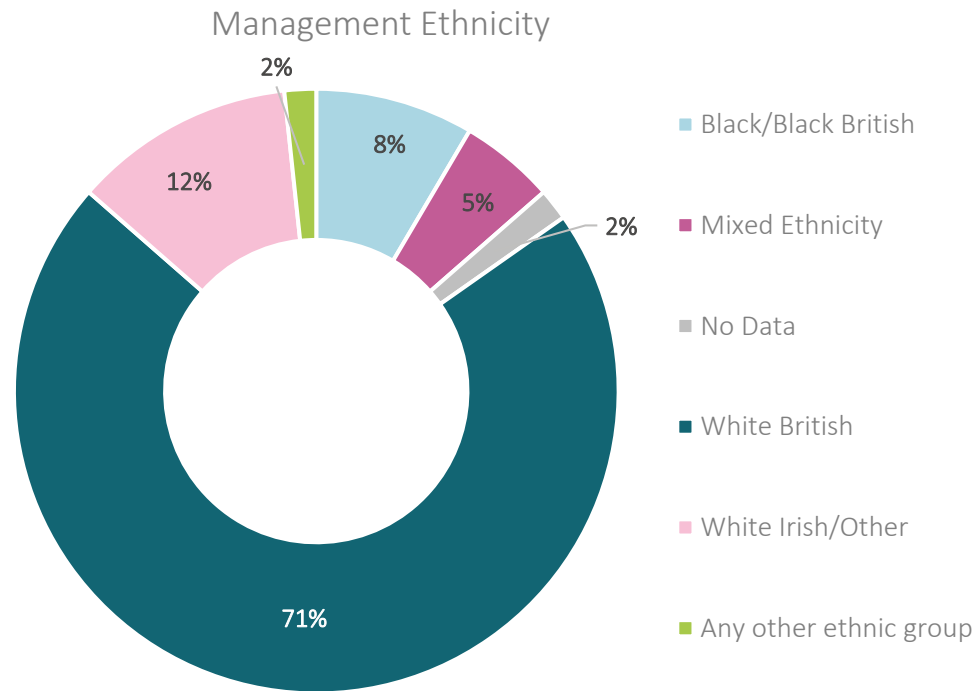
- As at 1 September 2020, 18% of staff are from either a Black/Black British, Asian/Asian British, or Mixed Ethnicity background. 12% are White Irish/Other and 60% are White British. 2% prefer not to say and 9% have not shared their data.
- This compares with the People Count 2020 survey median of 12.5% in the wider sector.
- 18% of school based staff have disclosed they are from either a Black/Black British, Asian/Asian British, or Mixed Ethnicity background. They work across 65 schools, accounting for 19% of our 337 Partner Schools.
- 21% of staff based at 175 St John Street are from either a Black/Black British, Asian/Asian British, or Mixed Ethnicity background.

N = 489 Source: Place2Be HR System, September 2020

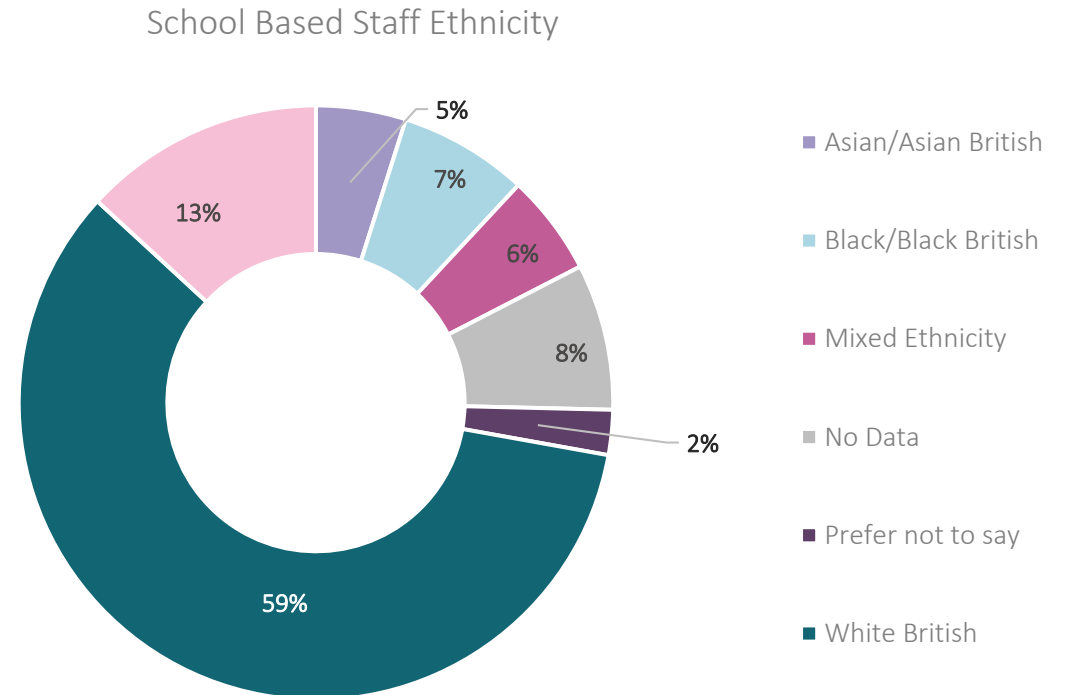


# Managers and School Based Staff

18% of our School Based Staff are Asian/Asian British, Black/Black British or Mixed Ethnicity, and 15% of our Management staff are Black/Black British, Mixed Ethnicity or another ethnicity. At present there is no-one of Asian/Asian British ethnicity in our management team.



N = 59 Source: Place2Be HR System September 2020

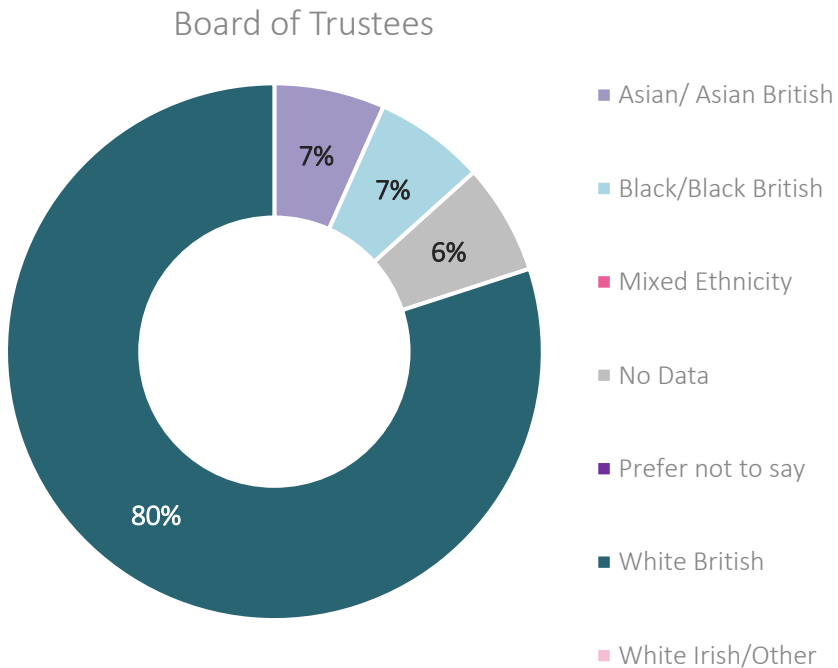


N = 327 Source: Place2Be HR System September 2020

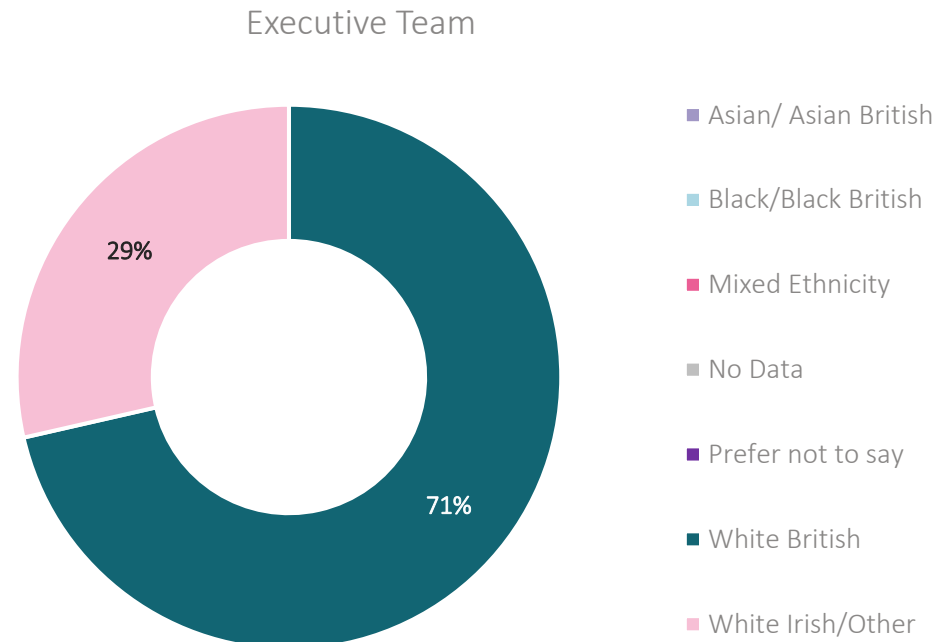


# Executive Team and Board of Trustees

71% of our Executive Team is White British and 29% White Irish/Other. 80% of our Board of Trustees is White British.



N=15, September 2020



N=7, September 2020

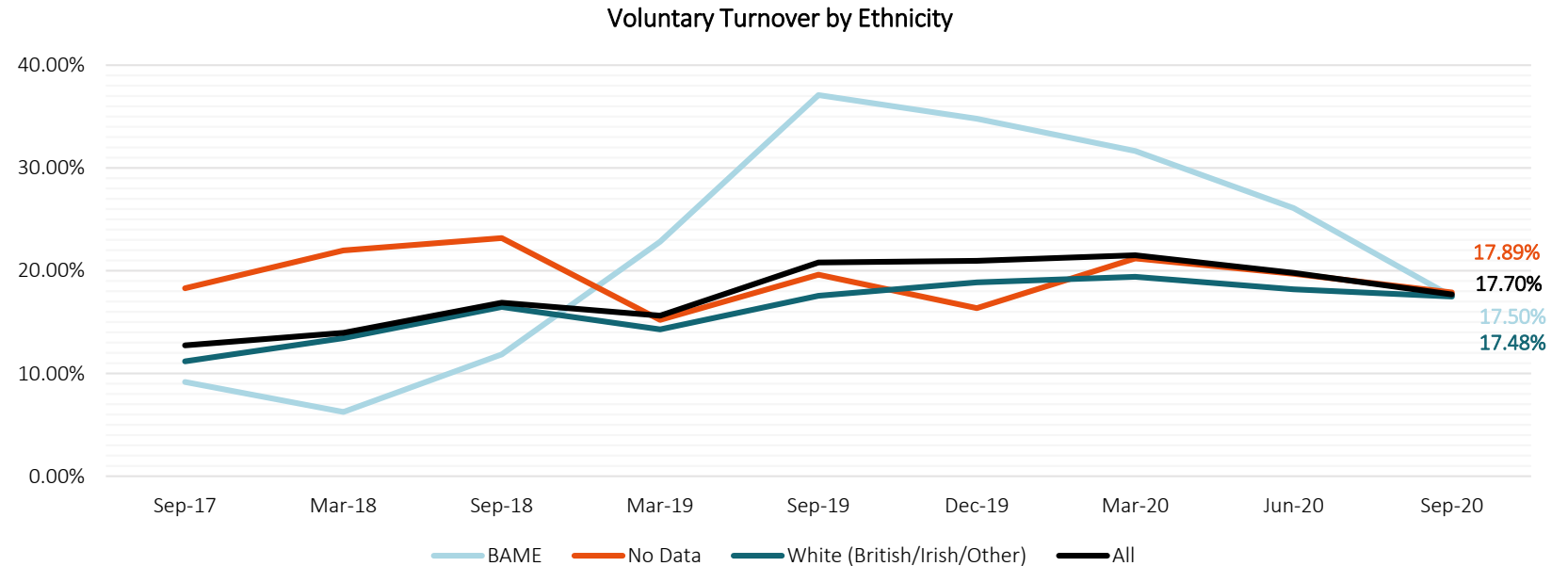


# Turnover of staff by ethnicity

Turnover of staff from a Black/Black British, Asian/Asian British and Mixed Ethnicity background rose sharply between March 18 – Sept 19, peaking at that point.

There was no clear identifiable trend from exits, roles or tenure of staff for this peak

It has since reduced to a comparable rate with other groups, now standing at 17%

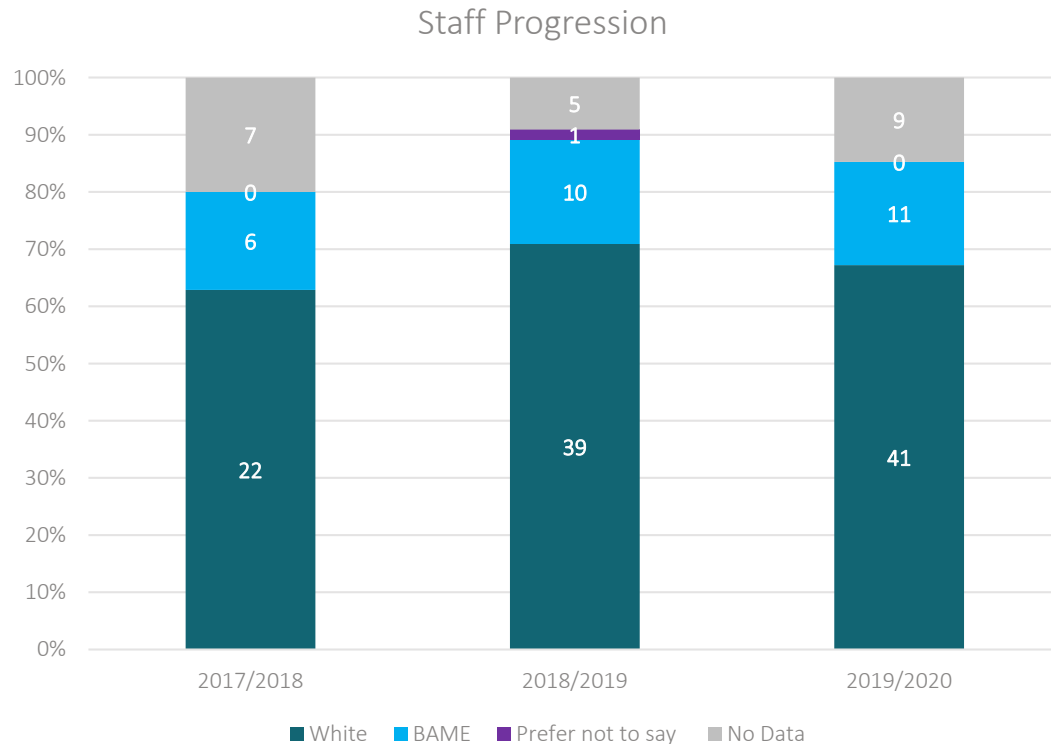


	BAME		White		No Data		All	
	Leavers	Headcount	Leavers	Headcount	Leavers	Headcount	Leavers	Headcount
Sep 16 - Aug 17	5	54.5	30	268.5	15	82	52	408.5
Sep 17 - Aug 18	8	67.5	50	303.5	19	82	77	456
Sep 18 - Aug 19	28	75.5	56	319	15	76.5	99	476
Sep 19 - Aug 20	14	80	59	337.5	11	61.5	86	486

Source: Place2Be HR system, September 2020  
 'Prefer not to say' has not been included due to the very low numbers



# Progression of staff



- Since 2017, 151 staff have progressed within Place2Be via a promotion, change in job title or change in post
- The proportion of staff from each broad ethnic category progressing each year has remained largely consistent
- 62-67% of those changing roles have been from White British backgrounds; 14%-18% of those progressing in roles have been from diverse ethnic backgrounds.

N=151 Source: Place2Be HR system, July 2020

# Delivering on our Commitment 3: Our People (1)

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1. We will increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021

## Action

- Be proactive in recruitment advertising / promotion, consistently reaching out to specialist groups and member organisations to promote all vacancies (*Autumn 2020*)
- Introduce the Applicant Tracking System for all staff roles, thus removing access to names or educational establishments and potential bias at shortlisting stage for recruiting managers (*Autumn 2020*)
- Introduce training for recruiting managers to help remove any potential bias (*end Autumn 2020*)
- Apply the 'Rooney Rule', requiring at least one Black, Asian or minority ethnic candidate to be interviewed for all roles (*Autumn 2020*)
- Introduce new criteria for job interviews – with candidates required to evidence a commitment to D and I at interview (mandatory question to give an example of what they have done in their current role to improve or champion diversity) (*Autumn 2020*)

# Delivering on our Commitment 3: Our People (2)

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## 2. We will work to improve the racial diversity of our Executive Team and our Board of Trustees

### Action

- As vacancies arise, we will ensure our recruitment and selection process includes candidates from a diverse ethnic background at each stage of the process
- In line with our workforce, we aim for 20% of our Trustee Board members to be from a diverse ethnic background (*by December 2020*)

## 3. We will work to support career progression and improve the racial diversity of staff to 20% at all levels within the organisation (*by end Summer 2022*)

### Action

- We will proactively support career development and progression of staff from diverse ethnic backgrounds with an interest in management roles
- Introduce a mentoring & reverse mentoring programme (*by end Summer term 2021*)
- Promote take-up and utilisation of apprenticeship levy funds for training / development (*end Spring 2020*)

## Delivering on our Commitment 3: Our People (3)

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### 4. Staff survey - Continue to engage and involve our employees to better understand their views and gain input to inform our forward plans

#### Action

- Staff survey to be carried out in November 2020 – with independent external support via PwC to undertake and analyse
- Review progress against previous survey (2018) and seek specific input and staff views on D&I
- Analysis of feedback and an action plan in response (*end Spring Term 2021*)

### 5. Better understand and reduce employee voluntary turnover

#### Action

- Review exit process – increase take-up rate of exit interview from 65% currently to 80% (*end Summer Term 2021*)
- Include a specific question that relates to culture, inclusivity and anti-racism (*Autumn 2020*)
- Publish to staff stated reasons for turnover to support transparency, build understanding and share learning (*Spring 2021*)

# Delivering on our Commitment 3 – Our People (4)

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## 6. Foster a positive, open, transparent and inclusive workplace culture

### Action

- Update and re-issue our Equality, Diversity and Inclusion Policy – all teams to discuss what it means for them in their roles and collectively as an organisation (*Autumn 2020*)
- Set personal D&I objective as part of Annual Performance Review process - Incorporated into the performance management policy framework, implemented as part of the new cycle (*end Spring 2020*)
- **Race at Work Charter** - We will deliver on the 5 calls to action we have committed to, as set out by the Race at Work Charter
  1. Appoint an executive sponsor for race (Jan McCarthy, Director of People)
  2. Capture ethnicity data and publicise progress
  3. Commit at Board level to zero tolerance of harassment and bullying
  4. Make equality in the workplace the responsibility of all leaders and managers
  5. Take action that supports ethnic minority career progression

# 4. LEARNING



# Commitment Four – Learning

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## Educate ourselves, establish and promote an open and honest dialogue about race, diversity and inclusivity within Place2Be

Following staff response to the Black Lives Matter movement in June 2020, we commissioned an external specialist consultant to help us engage in dialogue with our staff, provide an opportunity to discuss race and anti-racism, understand areas of challenge within our organisation and inform what action we need to take.

Gillian Neish ran sessions with staff which all staff were invited to attend (90 participated), as well as two sessions with the Leadership Team and one with the Executive Team.

The main areas of feedback were on staff voices and feeling safe to be able to raise issues.

*“As I reflect on the discussions during the workshops, input from your black colleagues at the leadership sessions and the emails I have received, I come back to two points raised by staff:*

- *People know about racist incidents and micro aggressions, in the workplace and in your work with children, whether conscious or unconscious, but these incidents are not acknowledged or talked about openly. Therefore, they are not tackled by you as a community and individuals are not challenged or held accountable. And staff themselves don't seem to feel empowered or confident enough to take action themselves.*
- *Concerns are fed upwards to the Leadership team but there's a growing sense of frustration as there is no transparency about those concerns nor about how, or whether, they are being addressed.”*

*Gillian Neish, September 2020*



# Delivering on our Commitment Four: Learning (1)

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## 1. Develop cultural competency in all of our teams in order to maximise cross cultural understanding and engagement

### Actions

- Increase the uptake of Counsellor on Placement and Clinical Staff Diversity training through line management and APR process (*by end of Autumn term 2020*)
- Maintain an up to date library of clinical reading and resources to inform anti-oppressive practice and increase knowledge of diverse indigenous psychology models (*ongoing*)
- Ensure race, racism and other areas of difference are a standing item for team meeting agendas and in supervision (*ongoing*)
- Through training and line management, increase the confidence of all staff to have conversations about race and racism and in particular for school-based staff to have those conversations with clients, supervisees and with school staff (*ongoing*)

# Delivering on our Commitment Four: Learning (2)

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## 2. All staff to complete recently introduced mandatory training

Completion Rate (September 2020)	
Module	Staff
Unconscious Bias (Moodle)	75%
Bias and Micro-messaging (Hive)	11%
The What and Why of D and I (Hive)	14%
Building Psychological Safety (Hive)	8%

### Action

- All current staff to have completed mandatory training (*end Autumn term 2020*)
- All Trustees to complete Unconscious Bias (*end Autumn term 2020*)
- New starters to complete Unconscious Bias and Bias and Micromessaging in their first three months and The What and Why of D&I and Building Psychological Safety in their first six months, before completing probation.

# Delivering on our Commitment Four: Learning (3)

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## 3. Governance and staff voice

### Action

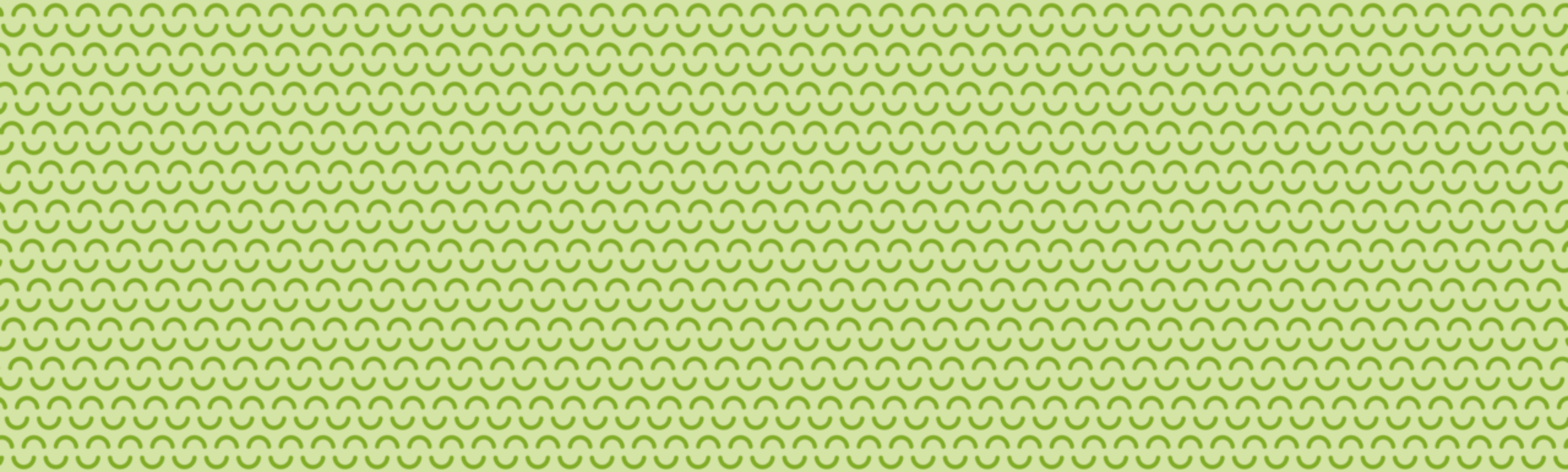
- We will introduce a new Board Committee to focus on 'People and Culture', holding our Executive team to account for delivery on all aspects of our People strategy (*Autumn 2020*)
- The D&I Steering Group will feed through directly to the People and Culture Committee, ensuring employee voice. The 2020-21 focus of the Group will be on race and anti-racism
- Build on the pilot Staff Consultative Forum established at 175 SJS and extend the structure to all school-based staff with elected employee representatives to engage in dialogue directly with the Executive and share employee views, any concerns along with suggestions and potential solutions (*end Spring 2021*)

## 4. We will continue to engage with our workforce to seek views on improving diversity and inclusion

### Action

- Through the channels above, annual staff survey and staff exit interviews (*Autumn 2020*)
- Explore options to set up a Black Workers Forum / Network (*Spring 2021*)

# 5. PROMOTION



# Commitment Five

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## Demonstrate our commitment to inclusivity, through communications – both internally and externally

### Action

- Use inclusive terminology and language in all written and verbal communications (*Autumn 2020*)
- Increase visual representation of the diversity of our staff on our website, intranet, social platforms and marketing materials (*Autumn 2020*)
- Recruit at least two high profile champions from diverse backgrounds as part of our ambassador strategy (*end Spring 2021*)
- Showcase best practice and celebrate diversity of colleagues and external partners - through publishing at least 4 blogs per year relating to diversity and inclusion (*Autumn 2021*)
- Mark socially-significant moments in the year, including Black History Month (*October*)
- Publish our commitment to Diversity and Inclusion through our Action Plan, on our website and in our Annual Review (*end Autumn Term 2020*)

# APPENDIX I

## WORKPLAN SUMMARY



Commitment		Action	Exec Owner	Op Owner	Complete by	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Practice	Use data to inform local practice and plans:	School-by-school data to be reviewed by school-based staff along with their managers and supervisors to explore locally what barriers are potentially present within schools to prevent us from reaching the full school community (By Spring half term 2021)	PJ	RDs	15/02/2021						
Practice	Use data to inform local practice and plans:	Regional data to be discussed at team meetings and feedback to individual schools (By Spring half term 2021)	PJ	RDs	15/02/2021						
Practice	Use data to inform local practice and plans	Develop an understanding of any barriers and how to overcome them (By Spring half term 2021 and ongoing)	PJ	RDs	15/02/2021						
Practice	Use data to inform local practice and plans	Regional & Area teams to shape local plans on how to engage with any communities who are potentially underrepresented in our service (By Spring half term 2021)	PJ	RDs	15/02/2021						
Practice	Use data to inform local practice and plans	If feasible (ie with appropriate data permission), analyse data to explore if the ethnicity and/or gender of practitioners has an impact on the uptake of our services in school (By end Spring 2021)	PJ	SG	15/02/2021						
Practice	Use data to inform local practice and plans	Benchmark Place2Be service take-up with national trends (By end Spring 2021)	PJ	RDs	31/03/2021						
Practice	Use data to inform local practice and plans	Identify specific actions that can be taken to better understand and address consistent under-representation of Asian / Asian-British users in our service (By end Spring 2021)	PJ	RDs	31/03/2021						
Practice	Tackling racism in schools	Develop, test and deliver a webinar/workshop for schools on Understanding Race (Spring 2021)	NC	JE & RCLs	31/03/2021						
Practice	Tackling racism in schools	Integrate thinking about D&I and racism into everyday practice – ie clinicians actively considering how prejudice and structural racism relates to the issues children present – in Place2Talk and wider school services (end Summer 2021 & ongoing)	NC	RCLs	31/07/2021						
Practice	Tackling racism in schools	Work with our corporate partner PwC to create a specific programme for our primary and secondary schools to help schools to tackle racism and to support Black students (By end Summer 2021)	NC	JE & RCLs	31/07/2021						
MH Workforce	Establish a bursary scheme	Encourage more people from under-represented groups in the counselling profession to train with Place2Be (by end Autumn term 2020)	PJ	Carin	31/12/2020						
MH Workforce	All training programmes to be revised	All Place2Be trainers to complete our Inclusion Works training (by end Autumn term 2020)	PJ	Carin/Sarah H	31/12/2020						
MH Workforce	All training programmes to be revised	Prepare and launch a Digital Training Platform for Clinicians on Placement with enhanced D&I content which all CoPs will be able to access online irrespective of location in the country (Spring 2021)	PJ	Carin	31/03/2021						
MH Workforce	All training programmes to be revised	Review content of all training programmes delivered by Place2Be to ensure the theme of difference and diversity is integral throughout our programmes (by end Summer 2021)	PJ	Carin / Sarah H	31/07/2021						
MH Workforce	As part of the Coalition of mental health sector training providers	To address Course Content – develop ‘industry-wide’ Training Standards and based on those, a toolkit / curriculum for professional bodies to deliver. Place2Be to host session for Programme Leaders to engage / gain industry voice (December 2020)	NC	Carin	31/12/2020						
	As part of the Coalition of mental health sector training providers	To attract more diverse participants - supervisors should have diverse representation (current proportion of Place2Be Clinical Supervisors from a BAME background is 10%)	NC		ongoing						
MH Workforce	As part of the Coalition of mental health sector training providers	To attract more diverse participants - course tutors should have diverse representation	PJ		ongoing						
MH Workforce	Continue to host the Black, African and Asian Therapy Network (BAATN) Trainers & Therapists’ Forum	Active promotion of the bi-monthly meetings, facilitated online and/or face-to-face (from Autumn 2020)	NC	Rebecca Lunn	31/12/2020						
People	Increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021	Be proactive in recruitment advertising / promotion, consistently reaching out to specialist groups and member organisations to promote all vacancies (Autumn 2020)	JMcC	Paul	31/12/2020						
People	Increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021	Introduce the Applicant Tracking System for all staff roles, thus removing access to names or educational establishments and potential bias at shortlisting stage for recruiting managers (Autumn 2020)	JMcC	Paul	31/12/2020						
People	Increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021	Introduce training for recruiting managers to help remove any potential bias (end Autumn 2020)	JMcC	Paul	31/12/2020						
People	Increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021	Apply the ‘Rooney Rule’, requiring at least one Black, Asian or minority ethnic candidate to be interviewed for all roles (Autumn 2020)	JMcC	Paul	31/12/2020						
People	Increase the overall proportion of our workforce to 20% from a diverse ethnic background by December 2021	Introduce new criteria for job interviews – with candidates required to evidence a commitment to D and I at interview (mandatory question to give an example of what they have done in their current role to improve or champion diversity) (Autumn 2020)	JMcC	Paul	31/12/2020						
People	Work to improve the racial diversity of our Executive Team and our Board of Trustees	As vacancies arise, we will ensure our recruitment and selection process includes candidates from a diverse ethnic background at each stage of the process	JMcC	Paul	ongoing						
People	Work to improve the racial diversity of our Executive Team and our Board of Trustees	In line with our workforce, we aim for 20% of our Trustee Board members to be from a diverse ethnic background (by December 2020)	JMcC	Catherine/Jan	31/12/2020						
People	Work to support career progression and improve the racial diversity of staff to 20% at all levels within the organisation (by end Summer 2022)	Proactively support career development and progression of staff from diverse ethnic backgrounds with an interest in management roles	JMcC	Jan	31/07/2022						
People	Work to support career progression and improve the racial diversity of staff to 20% at all levels within the organisation (by end Summer 2022)	Introduce a mentoring & reverse mentoring programme (by end Summer term 2021)	JMcC	Jan/Aaron	31/07/2021						





# APPENDIX II

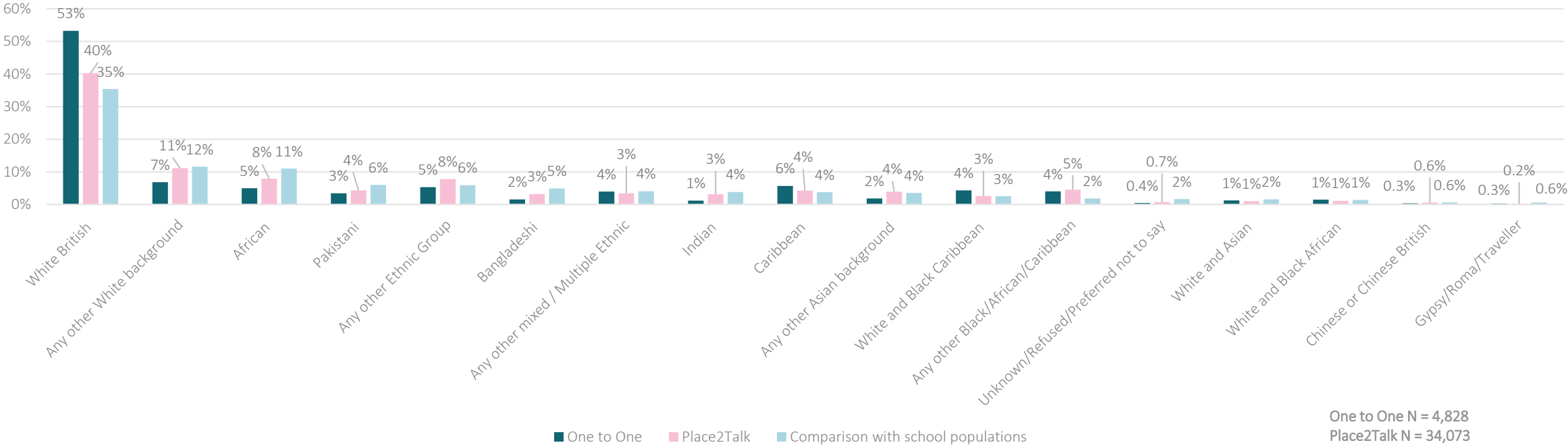
## INTERNAL DATA



# Service Delivery - Ungrouped Ethnicities (2018/19)

African, Pakistani, Bangladeshi and Indian children were underrepresented in one to one counselling.

Ethnicity in England and Wales, 2018/19

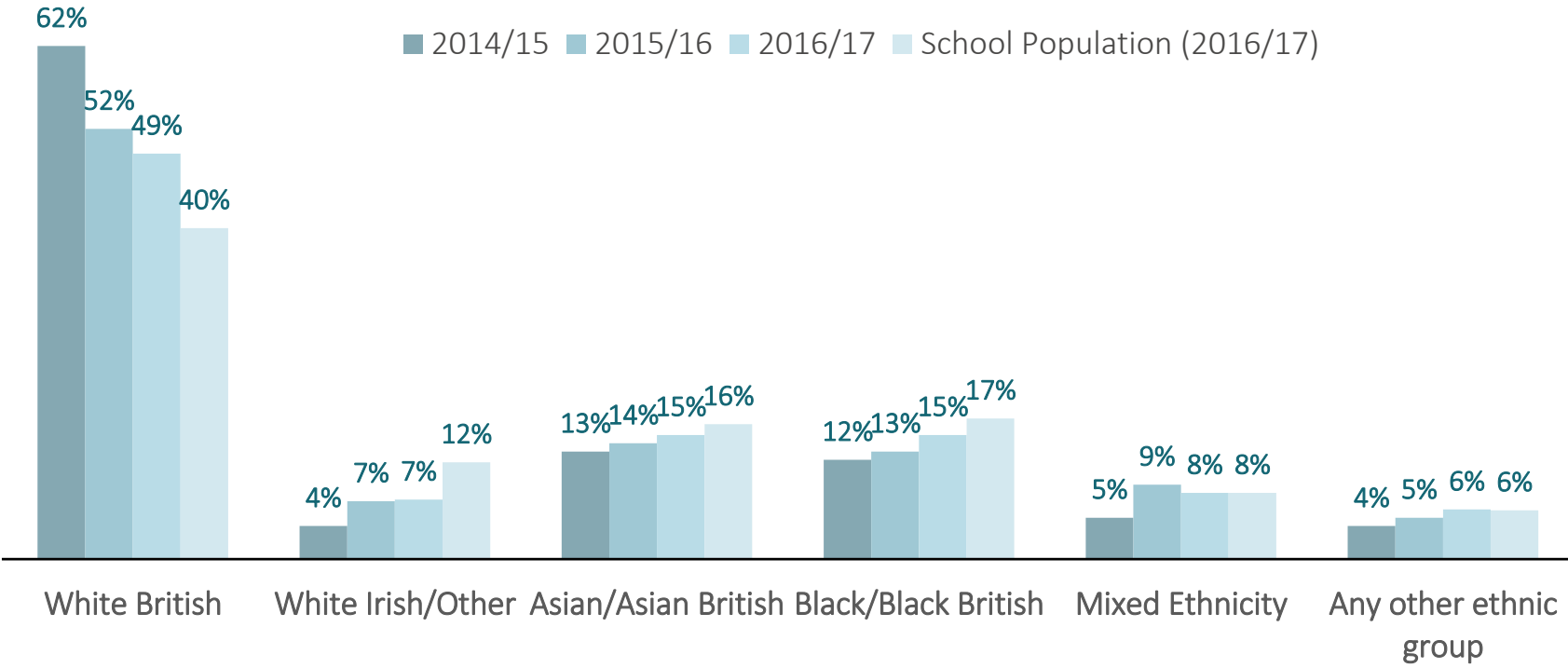


Note - Scotland data was not joined with England and Wales when looking at the ethnicity sub-categories, as the more precisely defined ethnicities gathered in Scotland differ from those gathered in England and Wales.



# Service Delivery - Group Work (2014 – 2017)

Breakdown of ethnic group over three academic years (2014-2017) shows that, while the proportions were changing, in comparison to school populations, more White British children were attending Group Work sessions than other ethnicity groups.



N=3,266 Source: Place2Be - Group work 2014 – 2017 analysis



# Clinician on Placement Training

Clinician on Placement Training, July 2019 to June 2020

- Diversity & Ethical Practice for Year 2+ CoPs attended by 7 Clinicians on Placement
- Working with Difference & Diversity attended by 39 Clinicians on Placement

Source: Place2Be Training records, July 2020

Training Module	No. of Attendees
<i>Diversity &amp; Ethical Practice for Year 2+ CoPs</i>	7
Clinical Supervision for Year 2+ CoPs	9
Sexualised Behaviours	12
Hidden Harm Training 2 (for Year 2+ CoPs following Hidden Harm 1)	13
Introduction to Clinical Supervision	17
Hidden Harm Training 1 - Introduction to Alcohol and Drugs Misuse	28
Group work for Year 2+ Counsellors on Placement	29
Working with Secondary Aged Young People	31
<i>Working with Difference &amp; Diversity</i>	39
Making Endings with Children	59
Helping Children Tell Their Stories	70
Children's Emotional Wellbeing	73
Delivering Place2Talk for Year 2+ CoPs	74
Online Induction and Safeguarding	85
Attachment Theory & Self Awareness in the Counsellor	90
Counsellor on Placement Introductory Workshop (Mandatory)	568
Place2Be Induction & Safeguarding Training (Mandatory)	648
<b>Grand Total</b>	<b>1852</b>

# Staff breakdown by area, as at 1 September 2020

	London Office (102)	London and South (105)	London and West (113)	Midlands and North (110)	Scotland and Wales (59)
Asian/Asian British	8.82%	4.76%	6.19%	3.64%	0.00%
Black/Black British	7.84%	12.38%	10.62%	0.91%	0.00%
Mixed Ethnicity	3.92%	5.71%	8.85%	1.82%	1.69%
No Data	14.71%	10.48%	11.50%	7.27%	10.17%
Prefer not to say	0.00%	1.90	1.77%	2.73%	1.69%
White British	52.94%	49.52%	43.36%	75.45%	79.66%
White Irish/Other	11.76%	15.24%	17.70%	8.18%	6.78%

# APPENDIX III

## EXTERNAL UK DATA



# NHS Mental Health Workforce

Representation of staff from minority ethnic communities is slightly lower in Place2Be's workforce than both the clinical and non-clinical NHS workforce, particularly in London.

Clinical	Middle			Senior		
	White	BAME	Unknown	White	BAME	Unknown
London	51.9%	45.1%	7.0%	76.8%	21.1%	6.9%
Midlands	73.2%	19.8%	7.0%	79.6%	13.5%	6.9%
Midlands & East	74.7%	22.1%	3.2%	82.1%	14.9%	3.0%
North	88.2%	6.9%	5.0%	91.0%	5.3%	3.7%
South	86.9%	11.2%	2.0%	92.7%	6.0%	1.3%

NHS Clinical and Non Clinical Workforce Skill Mix by skill mix and Ethnicity, at March 2018

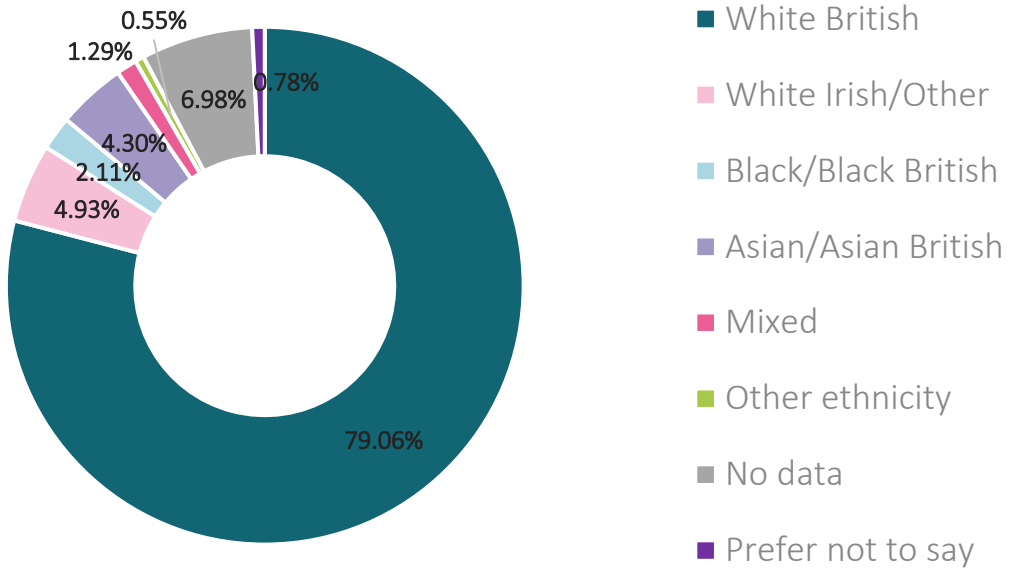
Averages by Region, Middle (Bands 5-7), Senior (Bands 8a to 9)

Non Clinical	Middle			Senior		
	White	BAME	Unknown	White	BAME	Unknown
London	57.7%	38.6%	3.6%	71.7%	24.4%	3.9%
Midlands	82.5%	14.4%	3.2%	87.4%	9.5%	3.1%
Midlands & East	84.1%	10.6%	5.3%	86.0%	10.5%	3.5%
North	89.6%	5.9%	4.5%	93.1%	2.9%	4.0%
South	91.2%	6.9%	1.9%	93.1%	5.1%	1.8%

Source: NHS Workforce Race Equality Standard, 2018 SDCS data

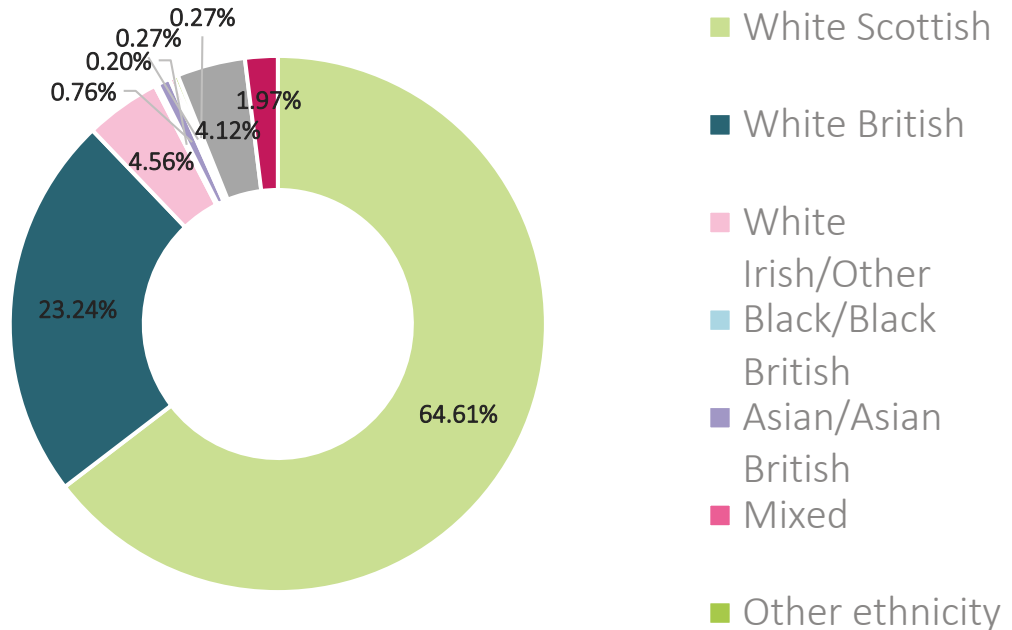
# Schools Workforce

Ethnicity of Teachers in England, 2019



N=500,766 Source: School Workforce Census, November 2019, Primary and Secondary Teacher headcount by gender, age and ethnic group at a national level in England for 2019/20

Ethnicity of Teachers in Scotland, 2019



N=48,535 Source: Teacher Census, 2019, Primary and Secondary School teachers by ethnicity





# School governance

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The annual school governance survey found that people from Black, Asian and other minority ethnicity backgrounds continue to be significantly underrepresented on governing boards meaning that boards often lack the diversity of their pupil populations or wider school communities.

94% of governors and trustees surveyed identified as white, 1% identified as Black, 2% as Asian, and 1% as mixed or being of multiple ethnic groups. There are however signs of positive progress as, of those volunteers that have joined their board within the past year, 90% identify as white, 2% as Black, 3% as Asian, 3% from mixed/multiple groups and 1% from other ethnic backgrounds.

NGA is taking action to address this issue and has recently set up a diversity and equalities advisory group to learn from experiences and come up with solutions.

NGA – September 2020

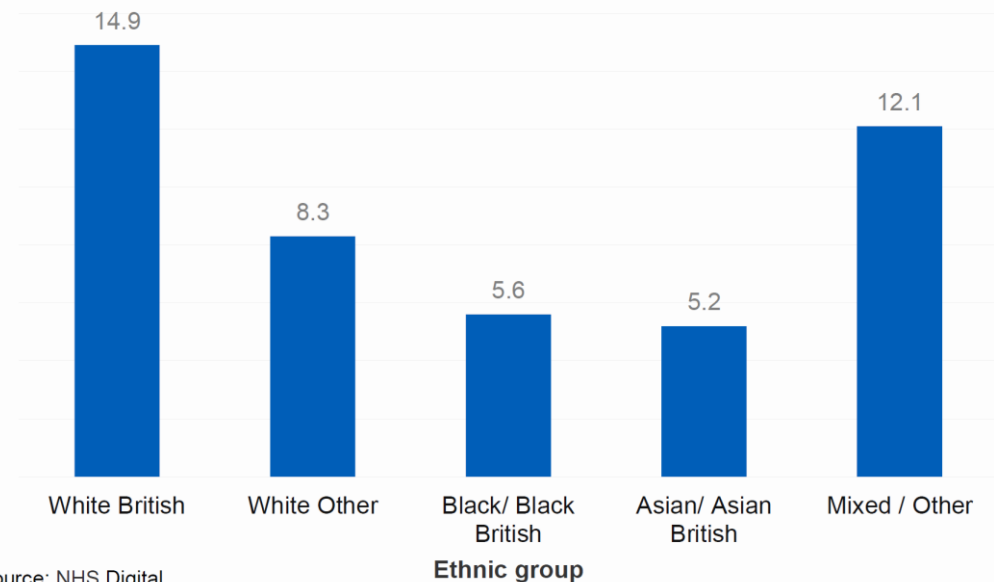
# Prevalence of mental health issues in UK child population

## Characteristics of children and young people with a disorder

The likelihood of having a mental disorder varied between children and young people of different ethnic groups. Rates were highest among those in the White British group (14.9%) and lowest among those in the Black / Black British (5.6%) and Asian / Asian British (5.2%) groups. This pattern of association was similar for boys and girls.

Base: 5 to 19 year olds

Per cent



Source: NHS Digital

Source: NHS Digital, *Mental Health of Children and Young People in England, 2017* Figure 13 Any mental disorder by ethnic group, 2017

# Regional Diversity - England and Wales (ONS, 2011)

Figures 1.1 and 1.2: Diversity data targets will be set by regional data offered by the 2011 Census for England and Wales; and the outputs from Scotland's Census 2011. The Census is held in England and Wales and Scotland every 10 years, with the next census taking place in 2021 whereby this information will be updated.

NB: This data may be updated to incorporate Department of Education diversity figures.

Figure 1.1

England and Wales	Asian	x Empl. Rate	Place2Be	Black	x Empl. Rate	Place2Be	Mixed	x Empl. Rate	Place2Be	White British	x Empl. Rate	Place2Be	White other	x Empl. Rate	Place2Be	Other	x Empl. Rate	Place2Be	TOTAL BAME and Other	x Empl. Rate	Place2Be
Region	%			%			%			%			%			%			%		
East	4.8	3.6528		2	1.522		1.9	1.4459		85.3	64.9133		5.5	4.1855		0.5	0.3805		9.2	7.0012	
East Midlands	6.5	4.9465		1.8	1.3698		1.9	1.4459		85.4	64.9894		3.9	2.9679		0.6	0.4566		10.8	8.2188	
London	18.5	14.0785		13.3	10.1213		5	3.805		44.9	34.1689		14.9	11.3389		3.4	2.5874		40.2	30.5922	
North East	2.9	2.2069		0.5	0.3805		0.9	0.6849		93.6	71.2296		1.7	1.2937		0.4	0.3044		4.7	3.5767	
North West	6.2	4.7182		1.4	1.0654		1.6	1.2176		87.1	66.2831		3.1	2.3591		0.6	0.4566		9.8	7.4578	
South East	5.2	3.9572		1.6	1.2176		1.9	1.4459		85.2	64.8372		5.4	4.1094		0.6	0.4566		9.3	7.0773	
South West	2	1.522		0.9	0.6849		1.4	1.0654		91.8	69.8598		3.6	2.7396		0.3	0.2283		4.6	3.5006	
Wales	2.3	1.7503		0.6	0.4566		1	0.761		93.2	70.9252		2.4	1.8264		0.5	0.3805		4.4	3.3484	
West Midlands	10.8	8.2188		3.3	2.5113		2.4	1.8264		79.2	60.2712		3.6	2.7396		0.9	0.6849		17.4	13.2414	
Yorkshire and The Humber	7.3	5.5553		1.5	1.1415		1.6	1.2176		85.8	65.2938		3	2.283		0.8	0.6088		11.2	8.5232	

Working Population UK: 76.1%



# Scotland Population – Ethnicity

Figure 1.2

Council Area	White - Scottish	x Empl. Rate	White - British	x Empl. Rate	White - Other	x Empl. Rate	Asian/Asian British	x Empl. Rate	Black/Black British	x Empl. Rate	Mixed	x Empl. Rate	Other ethnic groups	x Empl. Rate	BAME and Other Total	x Empl. Rate
	%		%		%		%		%		%		%		%	
Scotland	84		8		8		3		1		0.4		0.3			

Source: Scotland Census 2011, <https://www.scotlandscensus.gov.uk/ethnicity-identity-language-and-religion>