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Learning from Reviews

Learning from [local](#) and national reviews has highlighted that practitioners could do more to try to fully understand the impact of cultural identity on the daily lived experience of children. Findings identified that racial, ethnic, and other cultural identities are often central factors in the daily lives of children and families, particularly from minoritised communities, and should therefore be given proper weight when exploring the lives of children and families in practice and in reviews. In response to this learning the SSCP has developed [Cultural Consciousness Guidance](#).

2

Understanding Cultural Identity

Being 'culturally conscious' means having the knowledge and skills to be aware of one's own cultural values and those of others and the implications of these in making respectful, reflective and reasoned choices.

The Social Graces Framework, also known as 'social GRRRAACCEESSS' is an acronym representing: Gender, Geography, Race, Religion, Age, Ability, Appearance, Culture, Class, Education, Employment, Ethnicity, Spirituality, Sexuality, and Sexual orientation. It describes aspects of personal and social identity which afford people different levels of power and privilege (Partridge, 2019)

3

Understanding our community

Salford embraces and celebrates its vibrant, growing and intersectional population, which is home to people from all ages, religions/beliefs, ethnicities, abilities, cultures, communities, nationalities, languages, and households/family compositions. To learn more about Salford visit the following link: [How life has changed in Salford: Census 2021 \(ons.gov.uk\)](#)

4

Engaging with families

Effectively engaging with children and families is the ability to communicate and interact respectfully with people regardless of difference on an individualised basis. We must recognise that what meets the needs of one family in Little Hulton may differ from that of a family living in Broughton. Similarly, just because we have successfully worked with one Jewish family does not make us an expert in working with all Jewish families.

5

Culturally conscious practice

Value diversity and difference on an individual level. Remember the child is the expert of their own lived experience, adopt a position of 'not knowing', be professionally curious and be ready and willing to learn. Avoid making assumptions about children, families and communities because you perceive that they have similar aspects of cultural identity to another family or someone you know.

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Support and Services in Salford

[Cultural Consciousness Guidance](#)

[Equalities and inclusion strategy • Salford City Council](#)

[Ethnic minorities, asylum seekers and refugees and Gypsy Roma Travellers • Salford City Council](#)

[Safeguarding Children in Salford. A guide for Jewish Educational settings and the Community](#)

[Support and Safeguarding \(formerly Thresholds of Need\) | Salford Safeguarding Children Partnership](#)



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Culturally conscious assessment

should include:

Acknowledgement and understanding of the intersectional aspects, such as how language, cultural identity and belief systems impact on the children and adults within the family.

Analysis of how cultural, personal, and social identity impacts on the family's ability to safeguard their children.

Explicit links between the family's cultural beliefs and the safeguarding concerns. See more in [Cultural Consciousness Guidance](#).