

EQUALITIES AND INCLUSION

Submission No. 8 to the Croydon Opportunity and Fairness Commission

Discussion of issues relevant to the Commission's inquiries

1. On 16 March a report to the Council Cabinet on adopting an interim and equalities policy explains that the Commission

'Para 6.2. Once the Opportunity and Fairness Commission findings and recommendations have been considered by the Council the interim Equality and Inclusion Policy will be updated to reflect the council's longer term priorities. These will inform the development of the Council's Equality and Inclusion Policy 2016-20 in line with the statutory obligation to set four year equality objectives, accompanying action plan as well as a new set performance measures. ...'

'Para 7.2 The above mentioned issues and others expressed during the consultation period will be further explored through the engagement that will be undertaken by the Opportunity and Fairness Commission in 2015.'

'7.3 The Opportunity and Fairness Commission will in the course of its work carry out a series of consultation and engagement activities with stakeholders such as residents, community / voluntary groups and groups that share a "protected characteristic" in order to understand the inequality and fairness challenges for the borough. The Commission' expects to publish its final report in January 2016. This will be used to inform the equality and inclusion statutory objectives for 2016 - 20 that will form the Equality and Inclusion Policy for this period.'

2. I have sent the following comments on the proposed interim policy to all Councillors:

'As one of those who submitted comments on the equalities and inclusion consultation I welcome the fact that an interim policy is being considered by the Cabinet.

In respect of my submission (attached) I discussed hate crimes, evaluation of effectiveness of previous strategy, Council As Discrimination 'Policeman' and Alleged Perpetrator, education and the procedural approaches to tackling racial discrimination.

Section 4 of the interim policy states:

Create accessible and inclusive ways for people, including staff, to participate in council, community and civic life.

Section 5 states:

Make sure that the diverse views of local people are taken into account when decisions are made by the Council.

An important way this can be shown is through full discussion of views submitted to consultations in which the officers state which views they have taken into account and which they have not and their reasons. If this does not happen then people and local groups will consider they have been ignored. A supporting paper should be the collective submissions - as has been provided in relation to the selective landlord licensing scheme.

Unfortunately the equalities report falls far short of this. It is not clear how the recommended policy has been amended to take account of the views. The fact that the Opportunity & Fairness Commission is being asked to take into account the views expressed in the consultation does not justify the absence of proper treatment by the officers in the report to Cabinet.

In questioning the Bishop about the work of the Commission at the Cabinet meeting it would be worth asking how it intends to review the consultation submissions. Will it set up a meeting for all those who contributed so that there is a round table discussion on their views, what further changes to policy are needed, and when this might take place?

I hope the above comments are helpful.'

3. My submission to the consultation is attached. I look forward to a round-table discussion on the submissions that were made.

Sean Creighton
Norbury resident
March 2015
sean.creighton1947@btinternet.com

He has spent his working, community and politically active life on issues relating to poverty, antipoverty, poor housing and homelessness, housing provision, regeneration, environment, community development and organisation, planning and community/police consultative issues, community engagement and participation, as well as being a historian of aspects of these including Black British History. He has been a Councillor, a member of regeneration boards, an administrator (inc. Committee Secretary) and organiser (e.g. events), a policy researcher and information sharer. He co-ordinates the Croydon Radical and Samuel Coleridge-Taylor networks, reports on developments and events on his two blog sites and in Croydon Citizen. He monitors and shares information in advance on what is under discussion in Council committees on one of his blog sites. He is currently organising several history and cultural events in Croydon.

EQUALITIES AND INCLUSION

Consultation contribution

“A society that cannot look after its white poor cannot be expected to look after its black poor.”

- Rene Webb, President, West-Indian Ex-Servicemen and Women’s Association 1995.

Introduction

The consultation ‘Equality and Inclusion Policy 2014-16’ is a welcome step towards beginning a wide public discussion as to growing concern expressed at a number of public events that racism is off the agenda in Croydon, and the growing complexity and topic intermixing of racism, xenophobia, divisiveness across a range of different social groups and immigration. (See Note below)

The draft consultation document does not discuss this toxic mix and what it might mean in the continuing struggle to support equality and inclusion especially of BME communities because of race, as indicated by the statistics at the Hate Crimes Seminar held by the Council on 28 October.

Poverty can aggravate lack of equalities and inclusion, and recognition of this must be a central element of any equalities and inclusion policy. It is at the heart of the work of the proposed Fairness Commission. It is surprising that this consultation has been held now rather than waiting for the report and recommendations of the Commission which may well require further changes.

Hate Crimes

Hate crimes are the tip of the iceberg in respect of race and ethnicity, gender (anti lesbian, gay and transgender), religion and disability. Underlying this is discrimination against people because they are coloured, from Eastern Europe, Moslems, Jews, disabled, the mentally ill; the list goes on. Low level discrimination is legitimised by the way politicians talk for example about immigrants and the disabled on benefits. Because the majority of examples of discrimination are too low a level or are one off events, they will not be reported. Many people put up with 7 to 8 incidents by someone against them before they report the problem. The number of hate crimes actually reaching the Courts and convictions is a small percentage of those recorded.

It was clear that participants at the seminar considered that there is a spectrum; from bullying through low level actions such as verbal abuse, through to assaults. A strong preventive and education approach is needed alongside prosecuting perpetrators. Ideas included:

- Developing ways to present diversity positively.
- More preventative work e.g. in schools and colleges on how children and young people treat each other and against bullying.
- The offer of mediation to victims with the perpetrator.
- Improvements in the way the agencies and organisations communicate, understand each other and work together.
- The development of a record of low level incidents so that people can be advised on how to get help.
- Easier ways for third party reporting.
- Raising of awareness of support and information.

The seminar was held without reference to the equalities and inclusion consultation which raises serious doubts about the degree to which the Council engages with ‘joined-up thinking’.

Evaluation of Effectiveness of Previous Strategy

The consultation paper is not supported by an evaluation of the effectiveness of the previous policy, what lessons can be learnt and how these have been incorporated into the draft. At its meeting on 22 July the Children's Scrutiny Sub-committee heard from Nero Ughwujabo, the Chief Executive of the Croydon BME Forum. He suggested that it should consider a range of qualities issues: children and young people living in the north of the Borough, disadvantaged pupils (including social disadvantage, equalities issues in the borough, and the role of the voluntary sector in providing mitigation for any potential inequalities and the quality of partnership work between the council and the voluntary sector. These suggestions imply concern about the implementation of the 2012-16 strategy, and underline the importance of carrying out an evaluation.

The way the draft refers to the 2012-16 strategy suggests it is not replacing it, but is additional, which will cause confusion. One of the strengths of that previous policy appears to have been its section 'Our Achievements'. The absence of such a section in the draft is a fundamental flaw. I suggest that it be re-written in the format of the 2012-16 document, re-issued for public consultation, and the actions to implement the previous strategy be subject to a Scrutiny Review.

Council As Discrimination 'Policeman' and Alleged Perpetrator

The Council rightly says that it will not tolerate harassment, victimisation or unlawful discrimination but it does not spell out the principles on which it will assess allegations against individuals and organisations in the Borough. Because the Council has a degree of power which can destroy reputations and livelihoods the principles must be based on principles of natural justice and a fair hearing before taking punitive action.

I suggest that this section be amended to set out the principles on which it will assess allegations against individuals and organisations of harassment, victimisation and unlawful discrimination.

From time to time the Council itself may be subject to allegations that it has acted in an unacceptable manner but the draft does not set out the principles on which it will deal with such allegations against it. Important questions therefore need to be addressed, including:

- 'how will it handle claims that it has breached its own equalities and inclusion procedures?', and
- 'how will it handle accusations that Councillors are in breach?' i.e. not just employees.

I suggest that consideration be given to the setting up of an independent inquiry panel to deal with any accusations. It could have a minimum of three members, chaired by someone with relevant legal knowledge who is not involved in Croydon's politics or the community, with full access to all relevant documentation and the right to question relevant Council officers and Councillors.

If it does not spell this out then the final version when adopted may well be seen as another document that ticks the boxes and will be ignored in practice.

These issues can be linked to the box on Page 5 headed 'Eliminate discrimination...'

Education

A major omission from the consultation draft is the role of schools in promoting equality and inclusion.

Over the years BASA (Black & Asian Studies Association), the former national organisation that promoted research, and publication about Black and Asian history and culture in Britain, found dealing with the DfEE, Ofsted, Qualifications Authority and Teacher Training Agency very frustrating in terms of trying to get real qualitative change.

Whatever the problems involved in achieving the national frameworks and support, there are clearly potential avenues in this work for voluntary and community organisations, through helping schools with curricular activities, and with extra-curricular activities, e.g. around community days, arts festivals, religious festivals, International Women's Day, Black History Month and Holocaust Memorial Day.

Progress appears very hit and miss and seems to depend on initiatives by individual teachers. A campaign had to be run to ensure that people like Mary Seacole were not taken out of the National Curriculum by the former Secretary of State Michael Gove. A Conference held on 8 November entitled 'Putting the Black in the Union Jack? Black British History in Education' expressed concerns about the continuing problems involved in helping teachers to use for example Black and Asian history material in their teaching.

Racial Discrimination

This contribution to the consultation concentrates on issues of racial discrimination in all its forms. The Appendix sets out what I regard as a rock solid foundation on which to build: the Macpherson inquiry report recommendations into the murder of Stephen Lawrence. Many of these are still relevant today, especially in relation to the on-going revelations of the institutional racism that dominated the Metropolitan Police approach to the murder and the campaign by Lawrence's family for justice.

The Inquiry report is a good starting off point because it set a challenge to all institutions and organisations. Policy and procedural implications are discussed in the Appendix.

Sean Creighton
Norbury Resident
Historian of Black British history
13 November 2014

Note. See my discussion blogs:

- Is Racism Off The Croydon Agenda?
<http://historyandsocialaction.blogspot.co.uk/2014/07/is-racism-off-croydon-agenda.html>
- How far have we come? Slavery, Civil Rights & Contemporary Racism. What Can We Learn from British Black and Anti-Racist History?
<http://historyandsocialaction.blogspot.co.uk/2014/10/how-far-have-we-come-slavery-civil.html>

THE RELEVANCE OF THE MACPHERSON INQUIRY

‘It is incumbent upon every institution to examine their policies and the outcome of their policies and practices to guard against disadvantaging any section of our communities.’

While finding the Metropolitan and other police services to be institutionally racist, the Inquiry made it clear that:

- this ‘should not lead to complacency in other institutions and organisations.’
- ‘Collective failure is apparent in many of them, including the Criminal Justice system.’

Inquiry Recommendations

The Inquiry made 70 recommendations. Most of these related to police services and five concerned issues relating to other agencies, particularly schools and the education service. Several of the policing recommendations talked about joint work with other agencies and organisations.

The following key areas can be distilled from the recommendations to form an agenda for non-police organisations.

Organisational Issues

- Understanding the concepts of ‘racism’ and ‘institutional racism’
- Adoption of the Inquiry definition of ‘racial incident’
- Race awareness and cultural diversity training
- Reviewing equal opportunities and anti-racist policies to assess whether there is any element of institutional racism.
- Recruitment of ethnic minority staff.

Supporting Ethnic Minority Communities

- Encouraging the reporting of racist incidents and crime
- Supporting victims
- Helping recruitment as police officers and civilian staff.

Partnership with Police

- Assisting with race awareness and cultural diversity training.
- Monitoring racist incidents and crimes.

Education Work

- Developing the way in which the National Curriculum and citizenship education can be used to value cultural diversity and prevent racism.
- Develop a strategy implementing community and local initiatives that promote cultural diversity and address racism.

Urban Regeneration and Neighbourhood Renewal

Issues linked to the post-Lawrence agenda were integrated into other Government policy approaches, including urban regeneration and neighbourhood renewal. The way in which deprived neighbourhoods with large Black and ethnic minority communities are policed has been an important factor in shaping the success or failure of neighbourhood renewal since. A key question is: are neighbourhood renewal and social inclusion achievable in areas where white racism is deeply rooted?

‘RACISM’ AND ‘INSTITUTIONAL RACISM’?

Racism

The Macpherson Inquiry defined ‘racism’ as follows:

- ‘Racism: in general terms consists of conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form.’ (para 46.25)

Institutional Racism

The Inquiry defined ‘institutional racism’ as follows:

- “‘Institutional Racism’ consists of the collective failure of an organisation to provide an appropriate, and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.’ (para 46.25)

White Responsibility for Racism

Back in 2001 I was involved in a discussion which seems to have continuing relevance to day.

A key piece of underpinning work is that white people need to take responsibility for tackling their own racism and supporting each other to do this. This does not mean taking on a big guilt trip, but doing our best to make sure our future actions challenge racism effectively. The thinking is that:

- White people are born into a racist society, are damaged by that and as a result will behave in a racist way sometimes at a sub-conscious level, even those who are working consciously to change their thinking;
- It is not white people’s fault that they have internalised racism or that, as white people, they currently benefit from it;
- It is white people’s responsibility to challenge their internalised racism and to change racist structures.

Policies are important, but unless white people work on their own identities, what it means to be white and how to support each other through the attacks individuals get both from black and white people as they take a visible stand on this issue, then the policies won’t have real life in them.’

This leads on to the question: how can we progress debate and action on this?

Tackling racist views and behaviour is one of the most difficult things to do in our society. The sense of personal threat involved in many such confrontations is a great disincentive to action. It does take considerable personal confidence and a strong sense of personal worth to ‘take on’ a culture of racist remarks and the implicit attitudes that underlie them. The education system has to be strongly anti-racist (and encourage positive action) in order to make a real difference in the real world. Self confidence and personal integrity are built in childhood on a foundation of good examples and courage.

How can this be tackled more effectively?

Underdevelopment

In addition to building our understanding of the contribution to the development of Britain and Europe of other ethnic communities like the Black and the Asian, there is a need to publicise the grim historical and present contribution of Britain and Europe to the current growing impoverishment of

many nations in Africa, Asia and the Americas. That legacy includes the effects of slavery, colonisation, exploitation or unfair trade with other nations. People should be taught the historical reasons behind the backward and poor development of the other nations. Just as people in Great Britain today can benefit from the riches and glory that brought development to them, they should also assume responsibility or, at least, minimal sympathy or support, instead of discriminating against individuals whose origins can be traced to countries that have been and continue to be subjected to the spoliation and ransacking of their human and material wealth by the so-called 'developed' countries.

RACIAL INCIDENTS AND HATE CRIMES

Macpherson defined a racist incident as follows:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

and recommended that:

'this definition should be universally adopted by the Police, local Government and other relevant agencies.'

This now underpins the system.

Do you have procedures for recording and dealing with racial incidents?

Reporting of racist incidents and crime

Macpherson recommended:

- 'That Codes of Practice be established by the Home Office, in consultation with Police Services, local Government and relevant agencies, to create a comprehensive system of reporting and recording of all racist incidents and crimes.' (Recommendation 15)
- 'That all possible steps should be taken by Police Services at local level in consultation with local Government and other agencies and local communities to encourage the reporting of racist incidents and crimes. This should include:
 - the ability to report at locations other than police stations; and
 - the ability to report 24 hours a day.' (Recommendation 16)
- 'That there should be close co-operation between Police Services and local Government and other agencies, including in particular Housing and Education Departments, to ensure that all information as to racist incidents and crimes is shared and is readily available to all agencies.' (Recommendation 16)

Some questions in relation to Croydon:

- How are racial incidents recorded across all the agencies involved?
- How serious a problem are racial incidents in the different neighbourhood(s)?
- What are the locally agreed codes of practice on reporting and recording racist incidents and crimes, and have their effectiveness been assessed?
- Does every organisation (including community, voluntary, residents, faith and business) know how to feed information on racial incidents?

Supporting victims

Macpherson addressed a number of issues relating to supporting victims of racial incidents, in particular, the training needs of police Family Liaison Officers. It recommended that police and Victim Support should 'ensure that their systems provide for the pro-active use of local contacts within minority ethnic communities to assist with family liaison where appropriate.' (Recommendation 28), and 'ensure that their systems provide for the pro-active use of local contacts within minority ethnic

communities to assist with victim support and with the handling and interviewing of sensitive victims.’ (Recommendation 30)

Some questions about Croydon:

- How comprehensive and effective is the support to local victims of racial incidents?
- What can organisations do to be in a position to support local victims?
- How easy is to question the system for multi-agency co-ordination in response to racial incidents about the progress being made in tackling specific racial incidents?

RACE AWARENESS AND CULTURAL DIVERSITY TRAINING

While Macpherson concentrated on the need for improvements in race awareness and cultural diversity training for the police, it saw this as an issue for other agencies as well. It recommended that there should be a review of the provision of training in racism awareness and valuing cultural diversity in local Government and other agencies (Recommendation 54). The following principles in the specific recommendations relating to police training have relevance to other organisations:

- There should be a consistent strategy to deliver appropriate training.
- Training courses should be designed and delivered in order to develop full understanding that good community relations are essential to the provision of good services and that racist individuals involved in providing services are incompetent.
- All staff should be trained in racism awareness and valuing cultural diversity.
- Training and practical experience in the field of racism awareness and valuing cultural diversity should regularly be conducted at local level.
- Local minority ethnic communities should be involved in training and practical experience.
- There should be joint training across organisations and professions.
- There should be published recognised standards of training aims and objectives.

Some questions about Croydon:

- How many of these principles are applicable to local organisations?
- How are these principles implemented through staff training?
- Does all new staff induction training involve an element dealing with race awareness and cultural diversity, particularly those aspects relating to the specific nature of ethnicity and diversity in the neighbourhood(s) they serve?

Helping the Police

Some of Macpherson’s recommendations address the need for the police to improve race awareness and cultural diversity training. The aim is ‘the limitation of racist prejudice and disadvantage and the demonstration of fairness in all aspects of policing.’ This includes the Family Liaison Officers. The stress is on ensuring that ‘families are treated appropriately, professionally, with respect and according to their needs.’ (Recommendation 26)

Some questions re-Croydon:

- What are the issues in the relationship between the police and BME communities, including past history?
- What evidence is there that local police act on the race awareness and cultural diversity training they have received?
- What local organisations offer ways in which police officers new to the area can be inducted about the cultural diversity and needs of local ethnic communities?

EQUAL OPPORTUNITIES AND ANTI-RACIST POLICIES

Services/Activities

- Does the Council keep records of the ethnic minority usage of its services?
- Does this usage reflect the proportion of different ethnic groups in the areas the Council serves?
- How does the Council monitor the changing ethnic mix in local neighbourhoods?
- How does the Council know that the services it provides are actually meeting the specialist needs of ethnic minorities?

Recruitment of ethnic minority staff

- Does the number of ethnic minority staff working for the Council reflect the percentage of the ethnic minority population in the Borough?
- What methods does the Council use to recruit ethnic minority staff recruits?

Staff Progression

There has been a pattern in the past for some organisations to say, 'yes, we have a good proportion of people from minority ethnic communities working here', but often they are all administrators and low paid care staff.

- What are the special requirements in training black and ethnic minority staff to progress up the ladder into positions of authority in the Council?

EDUCATION WORK

School Curriculum Support

Macpherson emphasised the importance of encouraging the value of cultural diversity and preventing racism in schools through the National Curriculum. It recommended:

- that consideration be given to the amendment of the National Curriculum 'aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.' (Recommendation 67)
- that Local Education Authorities and School Governors have the duty to create and implement strategies in their schools to prevent and address racism.' Such strategies to include recording and reporting racial incidents and exclusions by ethnic identity. (Recommendation 68)
- that 'OFSTED inspections include examination of the implementation of such strategies.' (Recommendation 69)

School Strategies

The Home Secretary's Action Plan following the Inquiry report outlined the following developments relevant to the development of school strategies.

- Legal requirement to have behaviour and discipline policies, and anti-bullying strategies.
- Requirement to promote good relations and mutual respect and tolerance between different racial groups.
- Guidance on school inclusion emphasises the improvement of strategies to deal with racist incidents, including bullying.
- Training for teachers in handling racist incidents.

- Finance for language support and mentors for minority ethnic children.
- Review of training re cultural differences and responding appropriately to the needs of minority ethnic children.
- Plan to promote community mentoring.
- Money to support schools tackling truancy and exclusion.

Some questions re-Croydon:

- How much time, resources and expertise to develop such strategies and curriculum materials have been put into by local primary and secondary schools relevant to the ethnic context of their school pupils and their parents?
- Are local schools pro-active in seeking out support from specialist to help develop teaching materials and be involved in class teaching and projects?

Community Education

Macpherson saw a role for the then Crime & Disorder Partnerships in developing a strategy implementing community and local initiatives aimed at promoting cultural diversity and addressing racism.

- ‘That in creating strategies under the provisions of the Crime & Disorder Act or otherwise Police Services, local Government and relevant agencies should specifically consider implementing community and local initiatives aimed at promoting cultural diversity and addressing racism and the need for focused, consistent support for such initiatives.’ (Recommendation 70)

When Macpherson was writing, this seemed an appropriate mechanism around which to have discussion about the issue. However, in the context of the development of community strategies by local authorities, the role of Local Strategic Partnerships and the adult and community education role of the then Learning and Skills Councils, it seemed that it might be better for Local Strategic Partnerships to have as an explicit aim the promotion of cultural diversity and addressing racism, with specialist Partnerships and partners helping to deliver the actions needed to implement it.

- How explicit is the promotion of cultural diversity and addressing racism within the recently reformed Croydon Local Strategic Partnership arrangements?
- Do local organisations community education activities lend themselves to contributing to the development and delivery of a community strategy on cultural diversity and racism?

Opportunities for Community Education

A wide range of activities provide community and voluntary organisations with opportunities for practical activity to celebrate cultural diversity and to encourage anti-racism, including: community and religious festivals, after-school clubs, older people’s clubs, holiday play schemes, arts activities, International Women’s Day, Black History Month, and Holocaust Memorial Day.

- Are there Steering Groups in Croydon to put together programmes for national activities such as International Women’s Day, Black History Month, and Holocaust Memorial Day.
- What guidance is available in Croydon for local organisations wanting to prepare for Black History month and undertaking community and BME history projects?

POLICING

Openness, Accountability and the Restoration of Confidence

Macpherson’s first two recommendations were that there should be a Ministerial Policy established for all Police Services to ‘increase trust and confidence in policing amongst minority ethnic communities’,

and that the 'process of implementing, monitoring and assessing the Ministerial Priority should include Performance Indicators' which should include:

- measures to encourage the reporting of racist incidents
- the degree of multi-agency co-operation and information exchange
- the nature, extent and achievement of racism awareness training.

Some Questions:

- Given the abolition of the Community/Police Consultative Committee for Croydon what are the mechanisms for the public to be involved in a dialogue of issues relating to the police's on-going relationship with ethnic communities?

Policing Methods

One of the main reasons for lack of confidence among many BME communities has been the methods used to police them. In the past these have often been indiscriminate and not targeted, leading to young black men in particular being stopped and searched more than white and other ethnic group young men. A key driver for Afro-Caribbean community organisation in the last 50 years, and 'riots'/'uprisings' since the early 1980s, has been the feeling of injustice caused by policing methods. This history is remembered each time a new case of injustice emerges, such as epitomised by the investigation of Stephen Lawrence's death.

Stops and Searches

BME experience of stops and searches is a particular cause for lack of confidence in the police. As part of the recommendations on stop and search, Macpherson recommended that police authorities be 'given the duty to undertake publicity campaigns to ensure that the public is aware of "stop and search" provisions and the right to receive a record in all circumstances.' (Recommendation 63) It should be remembered that the existence of the Code of Practice governing Stop and Search in the Police & Criminal Evidence Act 1984 was due to the lobbying of the Community/Police Consultative Group for Lambeth, a body in which the mainstream and BME voluntary, community and faith organisations were in the driving seat.

Home Office research in September 2000 showed that a higher use of searches was associated with reduced effectiveness (a lower arrest rate) i.e. better quality searches were needed. That still appears to be the case.

Some questions re-Croydon:

- Are undue stops and searches a problem, especially for BME youth, in the Borough?
- Do Council supported youth activities include a component on crime and policing, and young people's responsibilities and rights in relation to policing?
- How does the Council now monitor how stop and search is used?
- In the course of Council supported advice and information work how are complaints about the manner in which stops and searches have been carried out dealt with?

URBAN REGENERATION AND NEIGHBOURHOOD RENEWAL

The 'deprived' neighbourhoods around the country are home to a disproportionate % of the BME population - 70% at the time of the Neighbourhood Renewal evaluation in 2000.

Whether BME residents live in these areas or not, and whether or not they are on low incomes and have reduced opportunities, they face institutional and overt racism and discrimination. This experience compounds the ill-effects of suffering from social exclusion. Developing cultural awareness and tackling racism therefore needs to central the development of actions to lessen neighbourhood deprivation. This needs to be recognised as an important part of the community strategies developed through the Local Strategic Partnerships.

- To what extent in Croydon are the BME residents disproportionately concentrated in the neighbourhoods which are designated as 'deprived'?
- What actions is the Council taking to address the social deprivation?