

# Identifying and Addressing Mental Health Inequalities in Children and Young People from Minority Ethnic Communities



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## Adult inequalities

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Adults from minority ethnic groups have higher likelihood of severe mental health problems and admission in crisis

In Leeds:

- Black groups are more than twice as likely to be admitted to mental health care in crisis compared to White British adults
- Groups with mixed ethnicities are over 2.5 times as likely
- Asian groups more than 1.5 times as likely

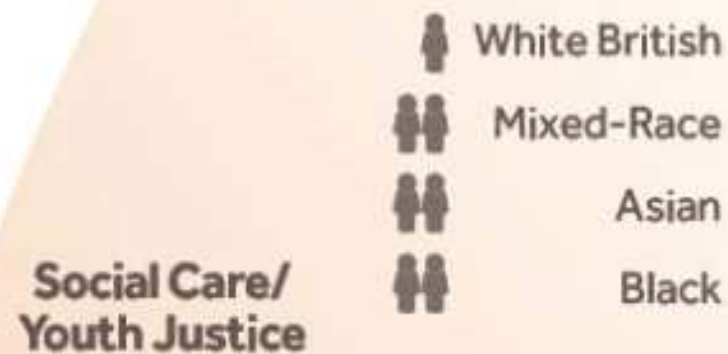




## Ethnic differences in referral routes to youth mental health services

For every 20 children from each ethnic group referred to CAMHS

### Child and Adolescent Mental Health Services



**Education**



**Health Services**



**Other and Self-Referral**



# Ethnic disproportionality in mental health services in Leeds (2018/19)



## Ethnic disproportionality in Special Educational Needs

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Black Caribbean and Mixed White & Caribbean in Leeds are **significantly more likely** to be identified with SEMH needs than White British pupils

SEMH is socially constructed concept when compared to other forms of SEN which have a clear biological basis.

Identifying SEMH needs relies on professional interpreting pupils' behaviour in line with expected norms.

Therefore the **higher rates** of Black pupils with SEMH within education settings is often explained as an inappropriate interpretation of ethnic and cultural differences.



## Over-representation in broader system

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Gypsy, Roma, Traveller, White Irish Traveller, Mixed White/Caribbean and Black Caribbean pupils over represented in Leeds school exclusions stats in 2016/17

Black (by a small amount), Mixed and Other groups over-represented in the care system

Within Leeds Youth Justice Service, the Black population and the Mixed population are over-represented (the latter is statistically significant).



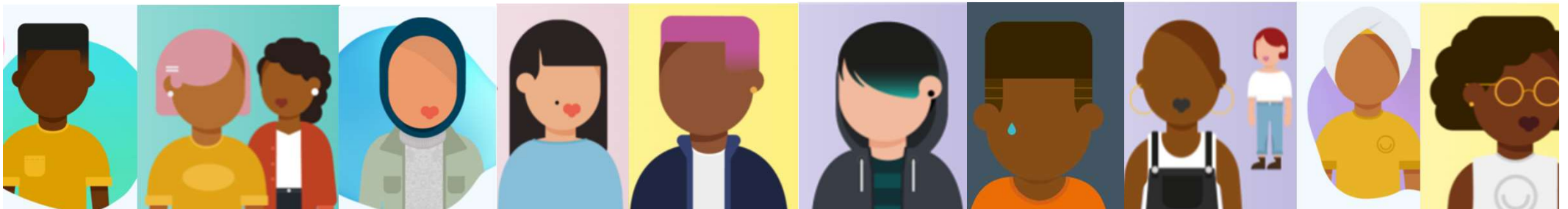
## Focus groups with young people

"If you're upset the hospital not going to give you a cast for upset-ness"

"My school they have radios where they talk to each other"  
"Yeah they do that – it's like the police officers"

"Some people's parents are so busy working they don't even notice if their child has problems"

"Most Asian Bengali girls like to confide in their friends cos they know they won't be judged"

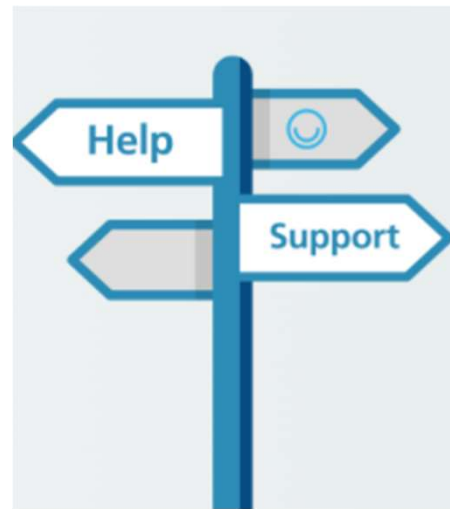


## Parent questionnaire

“Problems are caused by the lack of understanding our history. We're introduced to being slaves, rebels and too hyperactive, especially if you are a boy.”

“Torn between two different identities/culture”

“Professionals do not take into consideration cultural values that a child comes from and become quite disregarding of the family values e.g. spirituality”



## Stakeholder feedback

Need more diversity  
within mental health staff

Racism and discrimination  
mean minority ethnic young  
people don't get the same  
access to support

There needs to be clearer  
pathways and more 'safe  
spaces' with more funds for  
community projects.

The Eurocentric  
approach of mental  
health services doesn't  
always fit

Families often feel talking  
doesn't help or that they  
wouldn't seek help  
outside their community.

Professionals  
stereotype, particularly  
the police

# Future in Mind – the strategy

## THE KEY PRIORITY OUTCOMES

### 1 PREVENTION

Children and young people, their families, communities and schools will be supported to promote and strengthen mental health and wellbeing.

### 2 SUPPORT

Children and young people will be supported as early as possible, by the right person as close to their home or school as possible.

### 3 TRANSITION

Transition between services and settings will be joined up and support children and young people's social, emotional and mental health needs.

### 5 IMPACT OF TRAUMA

We will recognise the impact adverse childhood experience can have on mental health across the life course and will focus on establishing a clear offer and response to childhood trauma.

### 4 INCLUSION

Our education, health and social care systems are inclusive and provide high quality support to the most vulnerable.

### 6 PARENT CARER AND FAMILY SUPPORT

Parents, carers and siblings will feel empowered and supported in their role and part of the team.

### 7 HEALTH INEQUALITIES

We will recognise and reduce the impact of health inequalities on children and young people's access, experience and outcomes.

## THE KEY UNDERPINNING PRINCIPLES

Support and challenge, and try new things

Decisions based on evidence

Life course approach

A skilled and knowledgeable workforce

Children, young people and families voice is central

Systemic approach

Maximising the use of digital technology

## New programme of work

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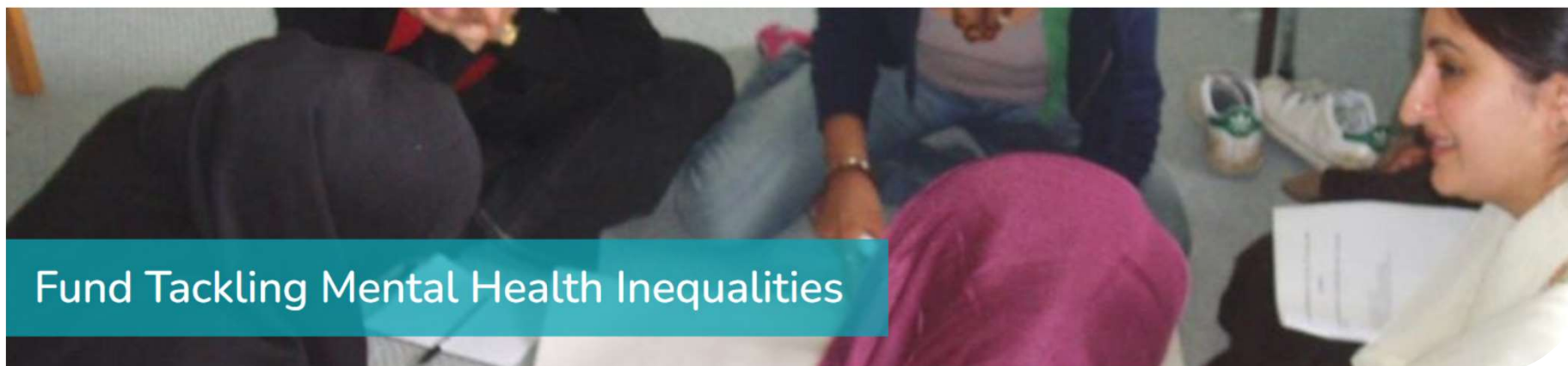
New post funded for two years - Mental Health Ethnic Inequalities Lead for Children and Young People

New grants programme for grassroots groups

Leeds  
Community  
Foundation

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## What does the new role involve?

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- Engaging, supporting and energising system leaders to make it a systemwide conversation
- Advocating for a different approach to address the poorer outcomes in minority ethnic children and young people
- Working across the life course



# What factors contribute to inequalities?

Children from ME groups are under represented in mental health support services, but over represented in other areas (e.g. exclusions, youth justice system)



Adults have increased risk of experiencing severe mental illness and are over-represented admissions to mental health wards in crisis.



**Culturally inappropriate services**

**Lack of knowledge about services**

**Increased exposure to risk factors for mental health problems**

**Stigma about accessing help**

**Lack of trust in services**

**Emotional distress may be interpreted as behavior issues in some groups**

**Underrepresentation of ME staff in workforce**

**Institutional racism**

**Interface with primary care and referral routes into MH services**

## We can show an example of health inequalities in Leeds using information from the School Census (January 2020).

Leeds area



**If all children and young people in Boston Spa and the surrounding villages were a class of 30...**

- 2 would be eligible for free school meals
- 0 would live in neighbourhoods from the 20% most deprived areas in England
- 3 would be from a Black and Minority Ethnic Group
- 1 would speak English as an additional language
- 4 would have a special education need or disability

Leeds area



**If all children and young people in Richmond Hill, Burmantoffs, Lincoln Green and Gipton were a class of 30...**

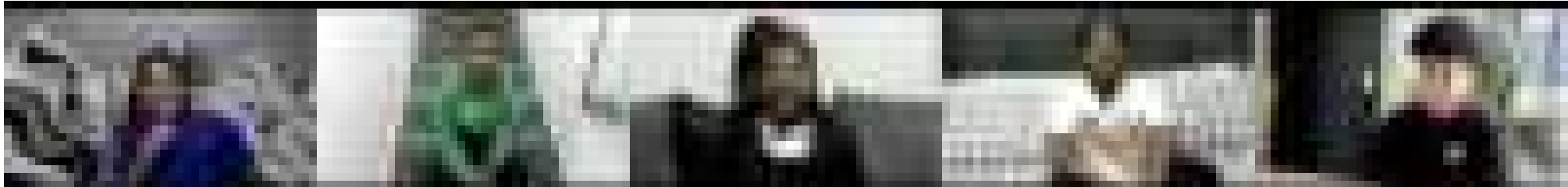
- 11 would be eligible for free school meals
- 29 would live in neighbourhoods from the 20% most deprived areas in England
- 21 would be from a Black and Minority Ethnic Group
- 14 would speak English as an additional language
- 5 would have a special education need or disability

# Collective Approach

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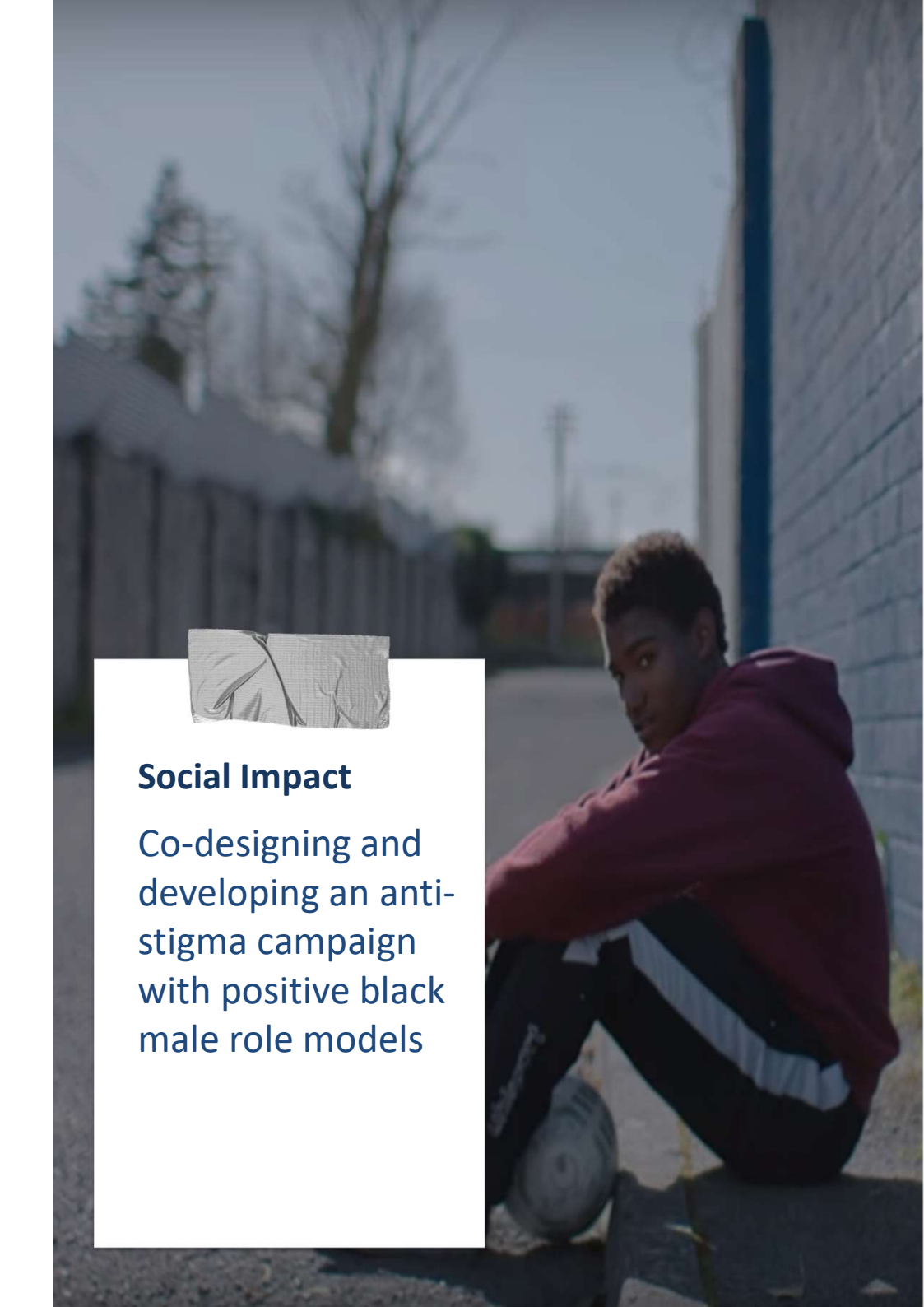
- **Reducing stigma**
- **Increasing trust**
- **Building capacity across the community**
- **Access to early intervention**
- **Prevention**
- **Confronting cultural barriers**
- **Mental Health intelligence**





**BLACK LIVES MATTER LEEDS  
AND YOUTHWATCH LEEDS PRESENT**





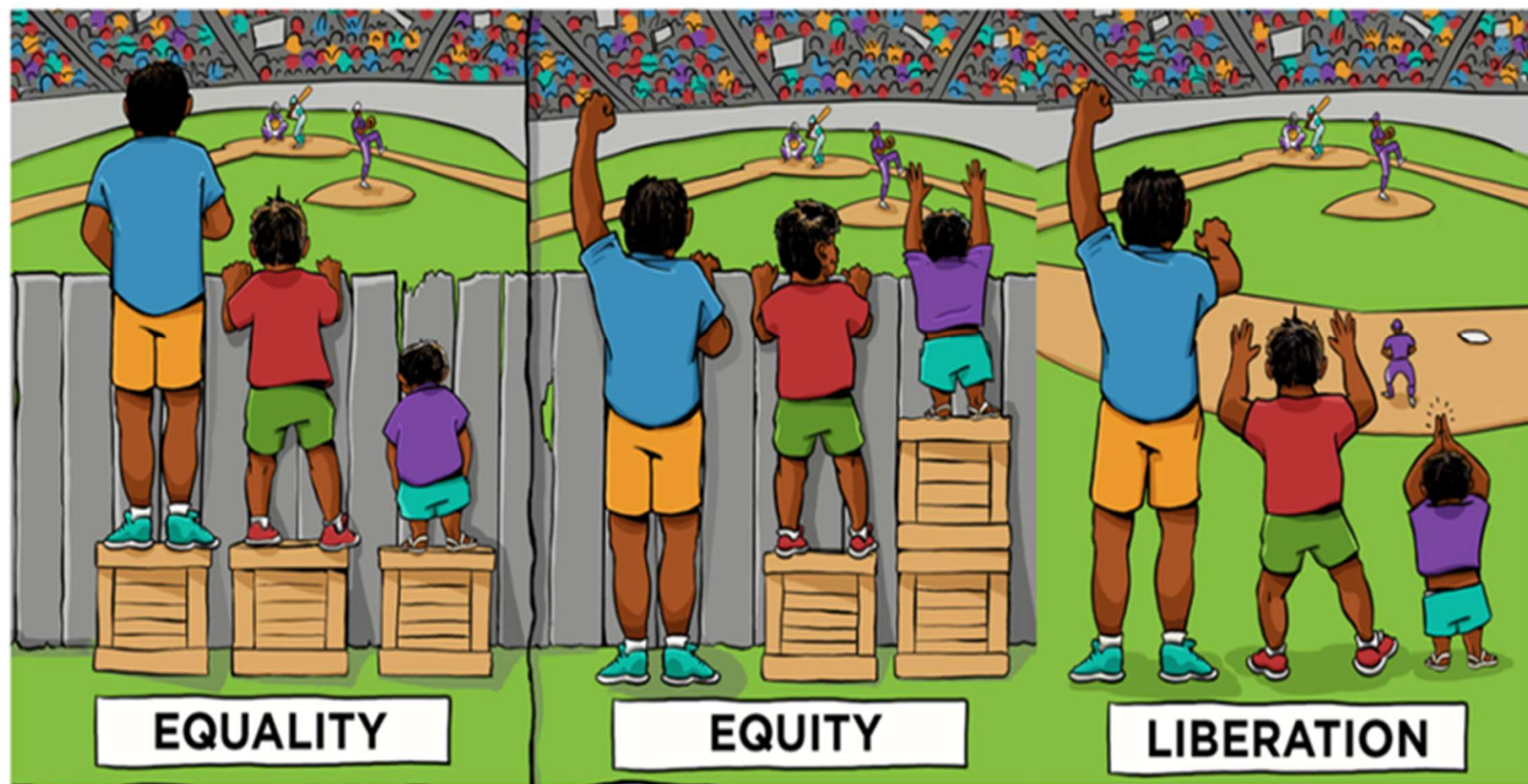
### **Social Impact**

Co-designing and developing an anti-stigma campaign with positive black male role models

## **Black Boy Joy Matters**

- Working with Public Health to explore young black boys' perceptions and experiences of mental health
- Building on what the HNA showed
- Working with a design agency to co-create campaign aimed at their peers

# Change The Story!



# Check your Privilege

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- We live in a system, which favours certain people in social, physical, mental, political and economic areas
- Understanding your privilege as a non-M.E (Minority Ethnic) person in the society is the first step that needs to be taken to become a CYP M.E ally
- Privilege is ‘a special right, advantage, or immunity granted or available only to a particular person or group’.
- This privilege affects every aspect of our lives such as education, healthcare, career and treatment by criminal justice system
- **Ask yourself “How did I benefit from my racial identity?”**



# What is an M.E CYP Ally?

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A person from a non-marginalized group — an ally — who chooses to align with efforts to improve the circumstances of an individual from a Marginalized or disadvantaged group using their privilege to advocate for inclusion while challenging inequalities.



# To become a M.E Ally

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**Acceptance/ Act/ Advocate**

**Learn/Unlearn**

**Listen**

**Yield-Privilege**



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## Further links:

[www.mindmate.org.uk](http://www.mindmate.org.uk)

[Link to Health Needs Assessment](#)



