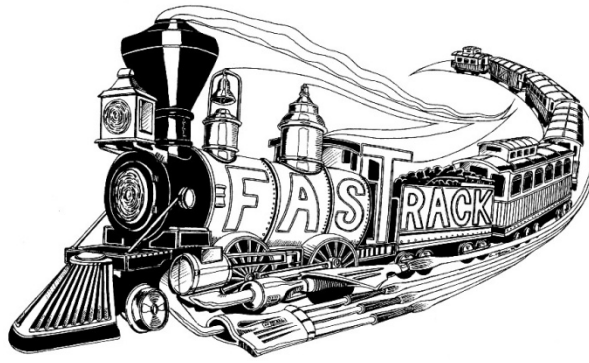




LEVEL 2 DIPLOMA
IN
HEALTH AND SOCIAL CARE

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Candidate Name.....



The Name of the Game is to Train

FOREWARD

The Jet Qualification and Credit Framework Modules are designed to Inform, Educate and Probe the Candidates Knowledge and Understanding of the subject matter to confirm their competence on the subject

This programme module is designed to help the candidate in several ways.

- To aid the understanding of what the criteria is asking for
- To give advice and guidance as to what is required
- To gain definitions to help the candidate understand the wording that underpins the criteria
- To give relevant answers to the specific questioning
- Information has been collected from previous NVQ training which still has validity as specific training needs and is specific to the subject matter.

I wish you well with your training.

John Eaton RMN, RGN, RN (New York) DipRSA D32/33/34/36



QUALIFICATIONS AND CREDIT FRAMEWORK

QCF Health and Social Care

Level 2 Diploma in HSC (adults) Mandatory Group A

SHC 023 INTRODUCTION TO EQUALITY AND INCLUSION IN HEALTH, SOCIAL CARE Level 2 Credit value 2

Learning outcomes are the black on white overview statements that *'The learner will:'* The Assessment criteria (1.1 et al) is what after the assessment *'The learner can:'*

1. UNDERSTAND THE IMPORTANCE OF DIVERSITY, EQUALITY AND INCLUSION

1.1 Explain what is meant by diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual

1.2 Explain what is meant by discrimination

To discriminate is to make a distinction. There are several meanings of the word, including statistical discrimination, or the actions of a circuit called a discriminator. This article addresses the most common colloquial sense of the word, *invidious* discrimination. That is, irrational social, racial, religious, sexual and ethnic discrimination of people.

Invidious discrimination involves formally or informally classifying people into different groups and according the members of each group distinct, and typically unequal, treatments, rights and obligations. The criteria delineating the groups, such as gender, race, or class, determine the kind of discrimination.

Invidious discrimination generally refers to treating one group of people less well than another on such grounds as their race (racism), gender (sexism), religion (religious discrimination), height, ethnic background, national origin, disability, sexual orientation, preference or behaviour, results of iq testing, age or political views. Discrimination on the basis of such grounds as sub-cultural preference (Punks, Hippies, Mods vs. Rockers) is also common. In 2003, Robert W. Fuller coined the term **rankism** in his book *Somebodies and Nobodies: Overcoming the Abuse of Rank* to describe negative discrimination predicated on rank difference between individuals (for example, a customer humiliating a waitress or a boss picking on an employee).

The effects of invidious discrimination span the spectrum from mild, such as slow or unhelpful retail service, through racial and ethnic slurs, denial of employment or housing, to hate crimes and genocide.

Use of the term carries the implication that the factors on which the invidious discrimination is based are intrinsically irrelevant to the decision being influenced. Generally, the aggrieved group is considered by the discriminator as inferior to others.

1.3 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting

Deliberately

The different kinds of racial discrimination at work

The laws against discrimination at work cover every part of employment. This includes recruitment, terms and conditions, pay and benefits, status, training, promotion and transfer opportunities, right through to redundancy and dismissal.

The law allows a job to be restricted to people of a particular racial or ethnic group where there is a 'genuine occupational requirement'. An example is where a black actor is needed for a film or television programme.

There are four main kinds of discrimination:

- direct discrimination - deliberate discrimination (eg where a particular job is only open to people of a specific racial group)
- indirect discrimination - working practices, provisions or criteria that disadvantage members of any group (e.g. introducing a dress code without good reason, which might discriminate against some ethnic groups)
- harassment - participating in, allowing or encouraging behaviour that offends someone or creates a hostile atmosphere (e.g. making racist jokes at work)
- victimisation - treating someone less favourably because they have complained or been involved in a complaint about racial discrimination (e.g. taking disciplinary action against someone for complaining about discrimination against themselves or another person)

Employers who don't stop discrimination, harassment and bullying by their employees may be breaking the law.

Jobs restricted to ethnic or national groups

In rare circumstances there are some jobs that require you to be of a particular racial group. This is known as genuine occupational requirement.

What is 'positive action'?

Positive action is where an employer provides support or encouragement to a particular racial group. It is only allowed where a specific racial group is, or has been in the previous 12 months, badly under-represented among those doing particular work, either:

- nationally
- locally
- within an employer's own workforce

The employer is allowed to provide special training to members of the racial group. They can also encourage members of the racial group to apply to do the work or fill the posts (for example, by saying that applications from them will be particularly welcome).

This does not mean that employers can discriminate in favour of the members of the group when it comes to choosing people to do the work or fill the posts, that is unlawful discrimination.

Positive action is not the same as 'positive discrimination', which is where members of a particular racial group are treated more favourably just because they come from that racial group. Positive discrimination is unlawful.

Inadvertently

Guidance on avoiding inadvertent age discrimination in recruitment and selection

Personnel Services

- Advertising posts
- Shortlisting and interviewing
- Trainee recruitment schemes

This guidance advises departments and divisions on the implications of the Employment (Equality) Age Regulations 2006 ('the Age Regulations') for recruitment and selection to Home posts. It supplements the Home's general policies, practices and guidance on recruitment and selection which are available on the Personnel Services website.

Advertising posts

Job advertisements

Care should be taken to ensure that job advertisements do not imply or suggest that a person of a particular age should not apply for the job being advertised (unless that job has a Genuine Occupational Requirement).

Language and images with age connotations should be avoided as should age related criteria. For example requiring a job applicant to have ten years work experience may, unless such a criterion can be objectively justified, amount to unlawful indirect age discrimination against younger job applicants.

In order that employers can increase the age diversity of their workforce the Age Regulations permit advertisements to be placed in publications aimed at persons within a certain age group which is underrepresented at the Home in work of the type being advertised as long as advertising is not limited to this particular group. Where a particular age group is underrepresented in a particular type of work it is also permissible to specifically encourage people from that age group to apply for work of that type and to offer them training (but not jobs) in it. It must reasonably appear to the employer that offering encouragement would prevent or compensate for disadvantages connected to age that individuals from that age group suffer. Such positive advertising requires specific wording referring to the Age Regulations to be used in the advertisement and further particulars and Managers should, therefore, be consulted.

The Home's equal opportunities statement for use in job advertisements and further particulars has been amended to reflect the fact that the Home would welcome job applications from all persons, regardless of their age.

Setting age limits for job applicants

In certain circumstances it may be justifiable to set an age limit for applicants. The specific employment objectives that might justify treating job applicants differently on grounds of their age include:

- health and safety (i.e. a need to protect young workers as required by the Young Workers ' Directive 1999),
- to facilitate employment planning (for example, where a number of people are approaching retirement age at the same time it may be legitimate to address this after taking advice from the relevant Manager),
- the need for a reasonable period of employment before retirement if, given the cost and length of time required to train a new appointee, it would be unreasonable to take on an older person,
- if an applicant at the time of his or her application is over or within six months of the Home's normal retirement age, and
- where there is, as defined by the Age Regulations, a Genuine Occupational Requirement (GOR) for a person of a certain age or age group to carry out particular duties. It is not expected that Home posts will usually be eligible for a GOR as such exemptions are very specific (for example, acting or modelling roles where a person of a certain age group is required or jobs for which there is a minimum age requirement such as working in a bar or driving). Departments and divisions should contact their Manager if it is thought that a GOR might apply.

Please contact your Manager for further advice on justifying age limits for job applicants.

Where a department or division wishes to make an initial appointment over the age of retirement approval should be sought from the Head of Department, in the case of Home support staff, and from the Personnel Committee in the case of academic and related staff. Where a division or department wishes to make an appointment over the age of 70 approval will be required under Personnel Committee procedures and advice from the relevant Manager should be sought accordingly.

Using application forms

Where application forms are used, any request made for date of birth or age must be deleted. The Diversity and Equal Opportunities Manager will continue to collect this information in monitoring recruitment and can supply anonymised data those concerned.

It is recognised that there may also be doubt as to whether requests on application forms for dates of education or employment, which could clearly indicate age, should also be deleted. The officers of Personnel Services will monitor developments in this area and further advice will be provided to departments and divisions if necessary. Departments and divisions which continue to request such information should ensure that Home guidance on shortlisting and interviewing is carefully followed.

Job descriptions and selection criteria

Careful consideration should be given to ensuring that job descriptions and selection criteria do not directly or indirectly discriminate against potential applicants on the basis of age. In particular:

- where a particular number of years of experience are requested this must be objectively justified as such criteria may rule out younger people who have the skills required but have not had the opportunity to demonstrate them over an extended period. It is, therefore, advisable to replace length of experience criteria with a requirement for proven skills in that area, and
- where specific qualifications are required for a post these should not disadvantage people of a particular age compared with people of other ages (for example a requirement for GCSEs (i.e. A-C grades in English and Mathematics) should be broadened to include equivalent qualifications that may be held by different age groups such as O Levels). Any request for specific qualifications that could disadvantage people of one age compared with people of others must be justified in objective terms. Please contact your Manager for advice where it is felt that a specific qualification is required which would need to be objectively justified. Advertisements and further particulars of posts

should make it clear that equivalent alternative qualifications will be considered. Wherever possible, particularly in the case of appointments to the Home support staff, consideration should be given as to whether particular qualifications are strictly necessary. Departments are reminded that it is already the Home's policy that a degree should not normally be required of applicants for Home support staff posts. It is preferable to focus instead on the competencies required in the post (for example 'proven skills of analytical thinking, innovation and problem solving').

Please contact your Manager for further advice on using and/or objectively justifying selection criteria which may be directly or indirectly age related.

Shortlisting and interviewing

Even where an application form is used and all age-related details are removed from it, an applicant's employment and educational history may give a clear indication of his or her age and, where application is by a letter and C.V., age is often likely to be explicitly revealed by applicants. Therefore, all those involved in shortlisting and interviewing must avoid making stereotypical assumptions about a candidate on the basis of age or apparent age. For example that an older candidate may not be in touch with the latest thinking on a particular subject or that a younger candidate would not have the gravitas to persuade and influence others.

To avoid successful claims of unlawful discrimination on the grounds of age, interviewers should, wherever possible, avoid asking questions relating directly or indirectly to age during the interview.

For example questions such as 'how would you feel about managing older/younger people?' or 'do you think you are mature enough to take on this level of responsibility?' could be perceived to be discriminatory. Interviewers should also try to avoid stereotypes based on the applicant's age (or apparent age).

It is recommended that those who regularly shortlist and interview for Home posts, even where they already meet the Homes requirements for trained personnel participating in recruitment and selection, should join the programme on recruitment and retention currently organised by the home Manager; this has been revised to consider age-related recruitment matters.

1.4 Explain how promoting equality and inclusion reduces the likelihood of discrimination

HOW I PROMOTE PEOPLE'S EQUALITY, DIVERSITY AND RIGHTS

I encourage clients to be independent members of the community and to take as much charge for their own self-care as is possible, within their Rights And Responsibilities.

In my work, I adhere to the Legal Requirements of the Care Standards Act. I meet the requirements of the Registering Authorities within my role and aim to improve on these requirements. I have a 'duty of care' to my clients.

I will advise and support clients with any matter they may require assistance with, within my role and capability. I ensure that no personal information regarding a client is disclosed to a third party without prior agreement of the client concerned.

Communication with clients should be at the level of their understanding and provide privacy and promote dignity and self-respect. Carers via communications with client's family, previous recording assessment and observation will be aware of any associated difficulties. It may be necessary to remind e.g. confused elderly clients from time to time and assist where necessary

The Home encourages care workers to take on the role of advocates to promote the awareness of clients' rights and help them gain access to the services they need.

The following set of values is supported for all clients:

- The freedom of choice on personal matters and preferences.
- The opportunity to fulfill personal ambitions and develop knowledge and skills.
- The right to the fullest expression of citizenship.
- The right to lead an independent a life as possible.
- The right to privacy and personal space without hindrance.
- To be treated with respect and dignity in a caring manner at all times.
- To be recognised as an individual with regard to personal needs irrespective of circumstances.
- The right of freedom of movement from one place to another without restriction.

It is necessary that all records be accurate, legible and complete and current in all circumstances including the promotion of rights and responsibilities. An example of this is a Clients Contract.

I believe in client rights and will promote those rights. I believe that when I am discussing care issues, I stick firmly to the facts and keep personal opinions out of the issues.

The Home is an equal opportunities carer and employer and no discrimination of any sort is practiced. Our intent is to ensure equality of opportunity and response so that no person shall be disadvantaged during their relationship on grounds of age, race, ethnic origin, religion, gender, marital status, parental status, disability, unrelated criminal convictions, or because of their sexual orientation or proclivities. I oppose racism, sexism, ageism, hetero-sexism and all forms of discrimination based on ethnic origin, disability, marital status, parental status, parental status, religious beliefs, unrelated criminal activity.

I will reserve the right to refuse any service to anyone who clearly demonstrates any of the aforementioned forms of discrimination.

Where I am unsure of any discriminatory behaviour and need help, I will seek advice and guidance from a senior member of staff, I understand that this may lead to legal action against anyone believed to have discriminatory behaviour,

Any records relating to the promotion of equality and diversity are accurate, legible and complete.

All information whether written or unwritten will be dealt with, without any malice or detriment to that person which would be deemed to be accurate, relevant, current and appropriate to the individual and situation. It will promote equality and diversity.

2. BE ABLE TO WORK IN AN INCLUSIVE WAY

2.1 Identify legislation, codes of practice and organisational policies and procedures (where these exist) relating to equality, diversity, discrimination and rights in own role

EQUALITY ACT 2010

The Equality Act became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

The Equality Act covers the same groups that were protected by existing equality legislation - age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity - but extends some protections to groups not previously covered, and also strengthens particular aspects of equality law.

The Equality Act is a mixture of rights and responsibilities that have:

- **Stayed the same** - for example, direct discrimination still occurs when "someone is treated less favourably than another person because of a protected characteristic"
- **Changed** - for example, employees will now be able to complain of harassment even if it is not directed at them, if they can demonstrate that it creates an offensive environment for them
- **Been extended** - for example, associative discrimination (direct discrimination against someone because they associate with another person who possesses a protected characteristic) will cover age, disability, gender reassignment and sex as well as race, religion and belief and sexual orientation
- **Been introduced for the first time** - for example, the concept of discrimination arising from disability, which occurs if a disabled person is treated unfavourably because of something arising in consequence of their disability.

THE HOMES EQUALITY AND DIVERSITY POLICY STATEMENT

Aims and Objectives

The Home is committed to promoting equality of opportunity, tackling discrimination and welcoming and valuing the diversity of the communities we serve. This policy highlights compliance with anti discriminatory legislation and regulatory requirements and our ongoing commitment to equality and diversity. It also acts as a framework for promoting and adopting best practice and delivering continuous improvement across all our key business areas.

We believe that excellent customer service means providing a service that is accessible and desirable to all, that the promotion of equality and diversity is essential to our core business and that a diverse customer and staff base requires us to value those differences. We will drive commitment to equality and diversity in service delivery by providing accessible and customer focused services, improved understanding of the customer journey, build capacity to refer customers to other services and increase methods of communication to meet our customer needs.

The Home will aim to ensure that no person receives less favourable treatment from the organisation including on the grounds of race, colour, gender, transgender, marital status, religion, disability, age HIV status or sexual orientation. We will monitor all applications for housing and employment by ethnic origin, disability, age and gender to ensure we meet our objectives.

Policy Statement

We are committed to achieving equal opportunities in everything we do, and welcome the contribution that a diverse community can offer. To meet these aims we will:

- treat all people equally according to needs, irrespective of their race, colour, ethnic origin, religion or beliefs, gender, transgender, age, sexual orientation, HIV status, physical, mental, sensory or learning disability, marital status or economic status or any other factor.
- not tolerate harassment or intimidation of any kind and will respond to all reports of harassment/intimidation

- encourage all individuals to apply to us for employment. We value the differences amongst our staff and aim to use their differences in a positive way, towards meeting our objectives
- monitor and record all applications for housing and employment, by ethnic origin, gender, age and disability
- be committed to ensuring that equality of opportunity underpins all our procedures, policies and work practices. This will be supported with equal opportunities and diversity training.

All group employees, customers, contractors, consultants and suppliers will be made aware of our policy and are required to adhere to it. The policy covers:

- the letting of homes and the provision of all housing, charitable and commercial services
- the recruitment and employment of staff and the recruitment and appointment of Board Members
- appointment of consultants, contractors and partners

Our commitment to diversity supports our established equal opportunities policy. It offers the opportunity to:

- combat prejudice, stereotyping and harassment
- improve approaches to customer care by ensuring that our services reflect the diversity of the local community and are responsive to the different needs of groups and individuals
- develop and use partnerships with staff, customers and outside agencies to develop and improve community cohesion.

2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences

It is now time to define social interaction. As previously discussed, behaviour comes in many forms-- blinking, eating, reading, dancing, shooting, rioting, and warring. What then distinguishes social behaviour? Behaviour that is peculiarly social is oriented towards other *selves*. Such behaviour apprehends another as a perceiving, thinking, Moral, intentional, and behaving person; considers the intentional or rational meaning of the other's field of expression; involves expectations about the other's acts and actions; and manifests an intention to invoke in another self certain experiences and intentions. What differentiates social from non-social behaviour, then, is whether another self is taken into account in one's acts, actions, or practices.

For example, dodging and weaving through a crowd is not social behaviour, usually. Others are considered as mere physical objects, as human barriers with certain reflexes. Neither is keeping in step in a parade social behaviour. Other marchers are physical objects with which to coordinate one's movements. Neither is a surgical operation social behaviour. The patient is only a biophysical object with certain associated potentialities and dispositions. However, let the actor become involved with another's self, as a person pushing through a crowd recognizing a friend, a marcher believing another is trying to get him out of step, or a surgeon operating on his son, and the whole *meaning* of the situation changes.

With this understanding of social, let me now define social acts, actions, and practices. A *social act* is any intention, aim, plan, purpose, and so on which encompasses another self. These may be affecting another's emotions, intentions, or beliefs; or anticipating another's acts, actions, or practices.¹ Examples of social acts would be courtship, helping another run for a political office, teaching, buying a gift, or trying to embarrass an enemy.

Social actions then are directed towards accomplishing a social act. So long as their purpose is a social act, actions are social whether involving other selves or not, whether anticipating another's acts, actions, or practices. The actions of an adolescent running away from home and living in a commune for a year to prove his independence to his parents and those of a physicist working in an isolated laboratory for years

on a secret weapon for U.S. defence are both social. And no less social are the actions of a girl combing her hair to look attractive for her date.

But there are non-social acts, such as aiming for a college degree, trying to enhance one's self-esteem, planning to go fishing, intending to do scientific research on the brain, and so on. No other self is involved in these acts, but may be involved in the associated actions. Are such actions social if the act is not? Of course. Regardless of the act, associated actions are still social if oriented to another's feelings, beliefs, or intentions, or if they anticipate another's acts, actions, or practices. For example, in trying to achieve a college degree, usually a non-social act, we may have to consider a professor's perspective in answering an exam, or an adviser's personality before selecting him.

Finally, there are social practices. These are rules, norms, custom, habits, and the like that encompass or anticipate another person's emotions, thoughts, or intentions. Shaking hands, refusing to lie to others, or passing another on the right are examples. Not all practice, however, is social. Drinking and smoking habits can be manifest while alone, and many norms can be practiced without thought to others, such as using the proper utensils when dining alone.

SOCIAL INTERACTION

We thus can discriminate social acts, actions, and practices. What then is social interaction?

Social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behaviour that tries to affect or take account of each other's subjective experiences or intentions. This means that the parties to the social interaction must be aware of each other--have each other's self in mind. This does not mean being in sight of or directly behaving towards each other. Friends writing letters are socially interacting, as are enemy generals preparing opposing war plans. Social interaction is not defined by type of physical relation or behaviour, or by physical distance. It is a matter of a mutual subjective orientation towards each other. Thus even when no physical behaviour is involved, as with two rivals deliberately ignoring each other's professional work, there is social interaction.

Moreover, social interaction requires a mutual orientation. The spying of one on another is not social interaction if the other is unaware. Nor do the behaviours of rapist and victim constitute social interaction if the victim is treated as a physical object; nor behaviour between guard and prisoner, torturer and tortured, machine gunner and enemy soldier. Indeed, wherever people treat each other as object, things, or animals, or consider each other as reflex machines or only cause-effect phenomena, there is not social interaction. Such interaction may comprise a system; it may be organized, controlled, or regimented. It is not, however, social as I am using the term.

Best Strategies for Working with Diversity

Organisations must provide employees with skills for operating in a multicultural environment, so that employees can understand their own as well as other cultures, values, beliefs, attitudes, behaviours, and strengths and weaknesses.

It is said that the six best strategies for working with diversity are:

- training and education programmes
- organisational policies that mandate fairness and equity for all employees
- mentoring programs for minority employees
- more systematic career guidance and planning programs
- performance appraisal systems that are non-discriminatory
- outreach programs, such as internship programmes, targeting recruitment, and ongoing support

Training and education, an often used approach, can fill the Homes needs in areas such as awareness-building; skill building, helping employees understand the need for valuing diversity, educating employees on specific cultural differences, providing the skills necessary for working in diverse work teams, and providing skills and development activities necessary for diverse groups to do their job and have the opportunity for advancement.

Training and education programs vary in style and content from organization to organization, and are heavily influenced by the organization's definition of diversity. All forms of training should include awareness-building, skill development, application, and support. Support is especially important, as numerous authors have acknowledged that potential benefits of training will not be likely to occur unless trainees return to a supportive environment for applying what they have learned.

No single approach to working with diversity can be recommended for all organisational situations. However, obtaining top management support, integrating diversity into all company functions, using a combination of strategies; and creating a corporate culture that supports diversity can be used with any approach to improve outcomes.

Components of Effective Diversity Training Programs

These components can be used by human resource development (HRD) professionals in developing diversity training programs in their organizations, or as guidelines for comparison. Our study confirms previous research that program success depends on many organisational aspects, especially commitment and support from top management. This raises the important question of what HRD professionals might do to insure and maintain management support in firms where training is already being conducted, as well as how they might "sell" diversity training to management when they feel it is needed. Human resource development professionals need to make top management aware that productivity and profits depend on full utilization of the workforce.

An effective diversity training program begins with identifying the specific organisational needs and culture. Every organization has a culture of its own, shaped by the people who founded it and staff it. And due to workforce makeup, diversity needs vary greatly; for example, a company in northern Illinois will have very different needs than a company in Miami, Tucson, or Los Angeles.

Effective diversity training is:

- integrated with the organisation's education and training systems
- combined with other diversity initiatives within the organization
- delivered to all employees (including top-level managers)
- planned to include accountability

Ongoing evaluation is critical to the success of any diversity initiative. A clearly focused evaluation plan can bring the organization to a place where it can see its successes and then create a "re-vision" for the future, with new goals and implementation initiatives. Without concrete, long-term information about a programme's strengths, weaknesses, and impacts, it is impossible to improve content and delivery. Evaluation is also a way to fight against critics, and its results may provide support for continuing with diversity programmes.

2.3 Describe how to challenge discrimination in a way that promotes change

Always challenge discrimination. Do it in a calm and professional way and tell the individual that what they are saying is unacceptable. You can also say that you are upset and offended by discriminatory words

and actions. Also, that it is unlawful. In a work setting, discrimination can be a disciplinary matter and procedures should always be in place, in the form of written documentation, shared with the employee and employer. There should be support for you as an individual, if you are dealing with discrimination.

Questions to ask yourself regarding discrimination

- Do you refuse to laugh at jokes based on stereotypes?
- Do you respond negatively when others make discriminatory remarks?
- Are you actively engaged with creating opportunities for your community?
- Do you participate in conversations about equality?
- Are you confident in your knowledge of equality legislation?
- Would you make a complaint if you observed systemic discrimination?
- Are you careful about the kind of vocabulary you use everyday?
- Do you lodge complaints when you observe discrimination in print or on tv?
- Do you help speak for others who are unable to speak for themselves?
- Would you raise funds for organisations which work for equality?
- Do you believe there is value in diversity?
- Do you consider challenging discrimination a hallmark of good citizenship?

If you answered “yes” to between zero and four questions then you most likely do not challenge discrimination consistently. It may be that you do not challenge discrimination often, that you do not feel that can challenge discrimination or that you do not recognise discrimination when it occurs around you. It might also be that you are afraid to challenge discrimination for some reason, or that you do not believe there is value in equal opportunities. Whatever the case, it is time you realise that discrimination against anyone hurts everyone. Until every person is guaranteed equality, no one is. Think on this the next time you observe discrimination taking place and ask yourself if you really want to sit back and let it happen. Even telling friends a joke isn't funny or asking a co-worker not to use a particular slang term makes a difference towards ending discrimination in our society.

If you answered “yes” to between five and eight questions then you may challenge discrimination consistently. It is likely that you recognise many different types of direct and indirect racism, and that you understand how discrimination against one person or group ends up hurting all people. You may not realise, however, that each time you are silent against discrimination you become part of the problem rather than the solution. Think over examples of opportunities in which you could have challenged discrimination but didn't and brainstorm ways you could react differently in the future. Odds are you'll get another chance, and by reacting strongly against discrimination you can help pave the way for greater equality in wider society.

If you answered “yes” to nine or more questions then you most likely challenge discrimination consistently. Review your answers and look over those to which you responded “no”. You'll likely see a pattern of situations in which your reactions against discrimination are strong and situations in which you could stand to react with more strength. Consider becoming more involved with your community to help create opportunities for equality rather than reacting only when a negative event occurs. You know why diversity benefits all of our society, so don't be afraid to share this knowledge and create opportunities which prove to others the many benefits of diversity and equality.

Challenge Discriminatory Behaviour

Challenging discriminatory behaviour means not letting this behaviour happen without taking some sort of action against it. Remember ... There are many ways that people can be discriminated against. They include verbal or physical abuse, exclusion, labelling or stereotyping . It is important to challenge discriminatory behaviour because it can cause distress, ill health, isolation and stress to a service user

Stereotyping

If you stereotype someone, you **make assumptions** about them based on their age, sex, race, nationality or sexuality. For example:

- Italians are good lovers
- Women can't park cars
- Men are only interested in one thing

Labelling

Labelling is describing someone or something in a word or short phrase. For example, describing someone who has broken a law as a criminal. Labelling theory is a theory in sociology which ascribes labelling of people to control and identification of deviant behaviour.

Labelling is often equivalent to pigeonholing or the use of stereotypes and can suffer from the same problems as these activities.

HOW TO WRITE AN INCLUSIVE EQUALITY POLICY TO CHALLENGE DISCRIMINATION

Developing an inclusive Equality Policy is one of the key factors in creating a sustainable organisation that reflects the rich diversity of society and ensures equality of opportunity for everyone involved.

An Equality Policy is a written statement showing that the organisation actively opposes discrimination. It demonstrates the commitment to making the organisation a fully accessible and inclusive place that welcomes and respects diversity.

All organisations must be aware of their legal obligations under the various Acts of Parliament dealing with discrimination.

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976 (and Race Relations (Amendment) Act 2000)
- Disability Discrimination Act 1995
- Human Rights Act 1998
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003

However, a robust Equality Policy should go beyond legislative requirements and include types of discrimination not currently covered by law. It is good practice to develop a policy that explicitly includes all types of unfair discrimination and takes a radical approach to challenging prejudice, harassment and discrimination across every aspect of the organisation.

Discrimination usually arises from a lack of awareness and experience rather than deliberate intent. Each organisation needs a policy that will reflect its own ways of working, its community and constituency, activities and size. By examining in detail how you operate, you will learn to recognise how and where discrimination is manifesting itself and be able to deal with each instance.

Equality Policies should not be produced by the management committee alone. Take this opportunity to engage users, employees, volunteers and everyone involved with the organisation to help you to develop a policy that is genuinely inclusive and comprehensive. Including everyone within the organisation in the

development of the policy will make it easier to engage them on equality issues and will make implementation easier.

The Equality Policy should cover:

- Staff
- Volunteers
- Management committee / board
- Members (if applicable)
- Service users
- Potential users and the general public

The policy should cover all aspects of the organisation and its work. The policy should cover the following types of discrimination:

- Gender (explicitly including transgender and transsexual identity)
- Race or ethnicity
- Sexual identity or orientation (lesbian, gay, bisexual and heterosexual)
- Age
- Relationship or marital status
- Disability
- HIV status
- Background
- Faith or religious belief
- Physical appearance
- Political opinions

The policy should have four distinct parts:

- A statement of intent to challenge discrimination and to take constructive steps to encourage participation
- A list of objectives showing what you want to achieve
- Procedures to put the policy's aims and objectives into action
- Processes for monitoring, evaluating and reviewing the policy

Policy statement

This shows that the organisation recognises that certain groups of people are discriminated against in society, that it is opposed to such discrimination and will take steps to combat it. A possible equality policy statement could be:

The Home recognises that many individuals and communities experience unlawful and unfair discrimination and oppression on the grounds of their gender (including transgender and transsexual people), relationship or marital status, race or ethnicity, disability, sexual orientation (because they are lesbian, gay, bisexual or heterosexual), age, HIV status, language, background, faith or religious belief, physical appearance and political opinions. We believe that equality for all is a basic human right and actively oppose all forms of unlawful and unfair discrimination. We celebrate the diversity of society and are striving to promote and reflect that diversity within this organisation.

You can include this statement, or elements of it, in the publicity and job advertisements.

Objectives

These will vary from one organisation to another but could include:

- Ensuring no-one within the organisation or using its services experiences discrimination or harassment
- Ensuring that all workers, volunteers and management committee receive training on issues around equality and diversity
- Broadening representation on the management committee to reflect the diversity of society
- Ensuring services take into account difference and diversity and are accessible to all who need them

Procedures

In drawing up a code of procedures you will need to:

- Identify where in the organisation discrimination occurs and what form it takes
- Look at the structure of the management committee and any other decision making bodies
- Set out procedures and codes of conduct (minimum standards of behaviour), making sure that everyone knows and understands them
- Develop procedures for dealing with any breaches of these codes – this could take the form of specific grievance procedures and harassment and bullying policies
- Ensure that you conform to anti-discrimination legislation in the recruitment, selection and promotion of staff
- Examine and where necessary re-assess conditions of service and flexible working
- Establish a training programme, providing equality and diversity training for everyone within the organisation, where possible, on an annual basis
- Identify any necessary improvements for physical access and working arrangements

It is good practice to allocate responsibility for the tasks associated with each of the objectives to people within the organisation. Make sure that everyone is familiar with the procedures and what is expected of them in implementation.

Management

The management of the organisation must reflect the commitment to equality and diversity. The management committee should, as far as possible, reflect the diversity of the community and of society. A good practice example is to look at the committee as a community management board, where you seek to ensure that a diversity of experience, background, identity and opinion is represented. The way you appoint new committee members is extremely important. Vacancies should be advertised widely (adverts should include details of the commitment to equality and diversity) and new members should be elected rather than co-opted or nominated directly. Decision making must always take place in formal meetings, and not as a result of informal discussions elsewhere which exclude fellow committee members. This includes any sub-committees as well as the full committee meetings. Meetings should be held at times and venues that are suitable for all.

Training

The management committee and workers will require some induction and training to assist in the implementation of the Equality Policy and in some cases to learn new skills. It is important that sufficient time is given to all areas of discrimination and oppression and so it is advisable to develop a training programme that allows at least ½ to 1 day to each issue. The areas that should be covered are:

- *Understanding of oppression* – this would include an exploration of individuals own experiences of oppression and discrimination
- *Introduction to terminology* – this enables a greater understanding of different types of discrimination and forms of prejudice
- *Action to be taken to challenge discrimination* – this could include looking at ways in which the organisation directly or indirectly discriminates and an introduction to the new policy

Training should cover all of the types of discrimination included in the Equality Policy.

Harassment

You have a duty to prevent bullying and harassment within the organisation. The policy should include a clear statement that bullying, harassment and victimisation will not be tolerated, examples of unacceptable behaviour, measures you will take to prevent it and how complaints will be dealt with.

Grievance and disciplinary procedures

A formal grievance procedure enables workers to bring a grievance to the organisation's attention, and also appeal against a disciplinary penalty.

Monitoring, evaluation and review

Equality and diversity procedures must be monitored continually, statistical information collected and the results evaluated. This enables you to see how the policy is working and make any necessary revisions. Information should be collected about recruitment and about the composition of the workforce, both paid and voluntary. This can present problems as workers are under no obligation to provide information about their race, disability or sexual orientation, and the collection and handling of such information is restricted by the Data Protection Act 1998. One way to gather this information is through anonymous confidential staff surveys, which can be distributed annually and can focus on issues around equality, diversity and discrimination. Larger organisations have found this method to be an effective way to gather important information about their performance in the area of equality.

Monitoring the services you provide will show how effective the organisation is in meeting the needs of the community. You could choose to do this in a number of ways, including the use of service user questionnaires or community needs assessments (which will enable you to engage with individuals or groups who do not currently use the services).

The policy should state who will be responsible for monitoring, evaluating and reviewing the policy and procedures and how often checks will be made. You should also identify who is responsible for analysing the information collected and put forward proposals for revising procedures.

The case for a specific policy for lesbian, gay, bisexual and transgender workers and service users

The organisation may already have an Equality Policy but would like to do more to promote equality for lesbian, gay, bisexual and transgender people. If this is the case you could include a statement detailing the commitment to combating discrimination and harassment on the grounds of sexual orientation or transgender identity as part of the wider Equality Policy. A possible LGBT equality statement could be:

The Home is committed to combating discrimination in all its forms. Lesbian, gay, bisexual and transgender people face discrimination, harassment and prejudice as part of their everyday life. Our

Equality Policy highlights that such activity is totally unacceptable and will not be tolerated in any form.

Any employee, volunteer or management team member found to be discriminating against and/or harassing anyone within the organisation because of their actual or perceived sexual orientation or transgender identity will face disciplinary action, in accordance with our Policies and Procedures.

3. BE ABLE TO ACCESS INFORMATION ADVICE AND SUPPORT ABOUT DIVERSITY EQUALITY AND INCLUSION

3.1 Describe situations in which additional information, advice and support about diversity, equality and inclusion may be needed

Communication

- An individual may not speak our language. There are publications regarding equality and diversity that are put out in the individuals language
- The internet can be in English but has a language alteration where an article can be converted to the language of choice
- A blind or partially sighted person may need to read Braille or have large print documents
- Audio Books may have the information needed
- Hearing loss individuals may need sign language to help them understand issues
- Someone with learning, mental health or physical difficulties may need an advocate to act on their behalf
- A leaflet may give appropriate understandable advice to an individual whilst a barrister may wish to read the appropriate legislation

3.2 Demonstrate how and when to access information, advice and support about diversity, equality and inclusion

Legislation

The Equality Act 2010 has simplified the existing laws and brought them together in one piece of legislation. It will also strengthened the laws in some areas, although the changes will be phased in over time. This legislation will increase the rights of many other people, for example, those caring for a disabled person who are currently protected from discrimination at work under existing laws will also be protected from discrimination and harassment when shopping for goods and services, using public facilities such as cafes, libraries and public transport. For a summary of the new legislation please visit http://www.adviceguide.org.uk/index/equality_act_2010_overview.pdf

If someone thinks they have been treated unfairly or have been discriminated against because of their age, gender, sexual orientation, race, religious beliefs or disability, or by an association with someone, there is a wide range of legislation, information and contacts to help them understand and enforce your rights. For further information visit the **Equality & Human Rights Commission**.

What help is available:

Advice & Support, can be provided with information on a wide range of equality and diversity issues concerning social, educational, employment, accommodation or goods and services.

Where is there further help?

- **Citizens Advice Bureau**
- **Equality & Human Rights Commission**
- **Liberty**
- **UK Disabled People's Council**
- **Age UK (Previously Age Concern)**
- **The Advisory, Conciliation and Arbitration Service (ACAS)**
- **Local councils**
- **Police**
- **Solicitors**
- **Other professionals**
- **Policy and Procedures**
- **Trade magazines**
- **BBC Web-site**
- **Other Internet sites**
- **Leaflets**
- **Brochures**
- **TV**
- **Radio**
- **DVDs**

Information can be in different languages, Braille and large type, audio Cds and film DVDs may be available. Local and County Councils have a range of options alongside normal standards English as well as many organisations not listed above