



*Learner Resource  
Self Study Guide*

# **Equality and Diversity Awareness for Adult Social Care**



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## About Self-Study Guides

### Introduction

Self-Study Guides (SSGs) are flexible learning materials that enable you to develop your knowledge and skills at your own pace.

Each guide provides information and instructions about a topic, which is supported with examples, exercises and, if needed, direction to further help or information. SSGs may be supported by other Learner Resources to support the completion of additional exercises and activities that help embed learning.

### Structure and Layout

Each guide has a common structure and layout that helps ensure consistency and maintains the quality of the materials.

The following symbols are used to highlight key information or actions:

	<p><i>Information</i></p> <p>This symbol highlights information on a particular point, topic or area.</p>
	<p><i>Key Point</i></p> <p>This symbol highlights a key point on a particular topic or area.</p>
	<p><i>Question</i></p> <p>This symbol indicates a question.</p>
	<p><i>Activity</i></p> <p>This symbol indicates a activity.</p>
	<p><i>Scenario</i></p> <p>This symbol indicates a scenario or case study.</p>
	<p><i>Tag</i></p> <p>This symbol highlights where you can find more information, help, support or a resource.</p>

## Latest Version

Always check you have the latest version of the SSG - The issue number and date appear on the cover page.

If you have been given this SSG by your Line Manager, Supervisor or Learning and Development Champion – they will have checked it is the current version.

## Introduction

Welcome to the **Equality and Diversity Self-Study Guide**. This guide will provide you with an overview of why equality and diversity is important in the workplace. It will also give you practical help in challenging unlawful discrimination or inappropriate behaviour.

## Learning Aim

The aim of this guide is to increase your awareness of equality and diversity in the workplace and to identify the expectations of you in terms of your behaviour.

## Learning Outcomes

By the end of this SSG, you will be able to:

- Understand the importance of equality and inclusion.
- Be able to explain what is meant by; Diversity, Equality, Inclusion and Discrimination.
- Be able to describe ways in which discrimination may deliberately or inadvertently occur in the work setting.
- Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
- Demonstrate how to work in an inclusive way.
- Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to your role.
- Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences.
- Describe how to challenge discrimination in a way that encourages positive change.
- Identify a range of sources of information, advice and support about diversity, equality and inclusion.
- Describe how and when to access information, advice and support about diversity, equality and inclusion.
- Explain whom to ask for advice and support about equality and inclusion.

## Equality and Diversity, Inclusion and Discrimination

Promoting equality and respecting diversity are central to life today. To provide care and support that meets the needs of everyone, you have to understand what these terms mean and take account of them in your work.

**Equality** is about treating people alike according to their needs. You should make sure that everyone is given equality of opportunity.

For example, you may need to give information in different formats (for example Braille) or make sure there is access to a building for an individual in a wheelchair.



**Diversity** can be described as 'difference'. All individuals are different; the many different parts of a person's character and identity make them unique. Examples of



the things that make up diversity are:

Age, Appearance, Ability, Disability, Job role, Health, Background, Gender, Family, Friends, Sexual orientation, Religion, Belief, Values, Culture, Race, National origins, Marital status.

**Inclusion** is 'being included within either a group or society as a whole'. Inclusion links with diversity and equality. It is important to understand someone's differences so that you can include them and treat them equally and fairly. People can feel excluded if they are not able to join in with activities.

Excluding people because of their differences is known as **discrimination**. All workers in health and social care **must** make sure that they work in an inclusive way to ensure that everyone has the opportunity to take part when they want to. This is especially true about people taking part in their own care and support so that it is truly centred on them as a person.



**Discrimination** is action that is often based on a person's negative attitude towards others. The following can all lead to discrimination: labelling, stereotyping and prejudice.

It involves treating people differently because of assumptions made about a person or group of people based on their differences. Negative attitudes and behaviours exist in society that can lead to individuals or groups being oppressed or disadvantaged.



#### Key Point

**Labelling** is to give a group of people a name because of characteristics, for example 'Goth'. People who self-identify as Goths may well be happy with that 'label', but others may not.

**Key Point**

**Stereotyping** is to have an opinion about a group and applying this to anyone belonging to this group, for example “No woman can park a car”.

**Key Point**

**Prejudice** could mean to not like someone just because of the group they belong to.

Some discrimination is on purpose and can be easily noticed. This is known as *direct* or *deliberate* discrimination. Other forms of discrimination can be unintentional or accidental and are not as easy to see. This is known as *indirect* discrimination. We will look at this later in the guide in more detail.

**Key Point**

**Equality of opportunity** means that individuals are provided with opportunities that take into account their differences and provide fair and equal access that is to be given the same chance as all individuals.

## Ways of working that reduce the likelihood of discrimination

As a health or social care worker it is your duty to work in ways that promote: Equality, Diversity and inclusion, therefore you can reduce the chances of discrimination happening through the way that you work.

These principles should be included into everything that you do, you should:

- Respect diversity by providing **person-centred care**
- Treat the individuals you support as **unique** rather than treating all individuals in the same way
- Ensure you work in a **non-judgemental** way - do not allow judgemental beliefs to effect the care and support you provide
- Follow the **agreed ways of working** in your workplace to create an environment that is free from **discrimination**.

- Work in an **inclusive** way that sees the **positive input** that all individuals can make to society and to their own care
- **Be confident to challenge or confront discriminatory practice if you see this in your workplace.**

**Person-centred care.** There are many aspects to a person that you must understand in order to meet their individual needs. The person is always the expert on their own care.



The term **'holistic'** means to look at all aspects that make up a person. It means seeing how all those aspects are integrated and can have an impact on each other. Therefore, we don't just view people from one perspective, but we look at all factors, including their thinking processes and the physical, emotional, social and cultural aspects of who they are. This helps to provide **person-centred care**.



*Key Point*

Person centred care means putting the person at the heart of what we do, why we do it and how we do it. The key to good person centred care is to involve the person and identify what matters to them.



*Key Point*

**Person Centred Planning**

*...a process of continual listening and learning focused on what is important to someone now, and for the future, and acting upon this in alliance with their family and friends...*

Helen Sanderson

## Valuing diversity

To work in ways that are inclusive you need to understand and value the things that make people different. The care and support you provide must be specific to each individual's needs, wishes and preferences. It should be **person-centred care** which builds in the likes and dislikes, beliefs and personal history of an individual to meet their needs in the best way possible.



*Key Point*

Be courageous to challenge or confront situations that you know are not right and that do not promote the wellbeing of all individuals.

## Legislation

### The Equality Act 2010 and Protected Characteristics

Every human being in the UK has rights and freedoms which apply regardless of their situation or characteristics. Equality and inclusion are basic human rights. The Equality Act 2010 makes it against the law for people to be treated unfairly because of the things that make them different. The Act sets out how individuals should experience equality of opportunity and lists a number of **protected characteristics** that help to safeguard them from discrimination.

Promoting equality and respecting diversity help to ensure that people are valued and have the same access to all opportunities whatever their differences. Protected characteristics Stated in the Equality Act 2010, aim to protect these groups of individuals from experiencing discrimination.

The protected nine characteristics are:

#### Age

Where this is referred to, it refers to a person belonging to a particular age, for example 32-year-olds, or range of ages, such as 18-30 year olds. Age is the only protected characteristic that allows employers to justify direct discrimination, for example it is not possible to employ a driver holding an HGV licence who is aged under 21. Employers can no longer require all employees to retire at age 65.



## Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal



day-to-day activities. This means that many impairments/health conditions fall within the category of disability - for example mobility impairments, sensory impairments, HIV, cancer, multiple sclerosis, epilepsy, fluctuating or progressive conditions, mental health problems, conditions on the autistic spectrum and learning difficulties. The Act includes a new provision which prevents employers asking applicants about their health or disability prior to making an offer of employment.

## Gender reassignment

Gender reassignment is the process of transitioning from one gender to another.



People who have undergone or are undergoing gender reassignment sometimes refer to themselves as **transgender**. People who are undergoing gender reassignment are protected under the law regardless of which stage of transition they are in, or whether their transition is under medical supervision. It is unlawful to treat transgender people less favourably for being absent from work because they propose to

undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

## Marriage and civil partnership

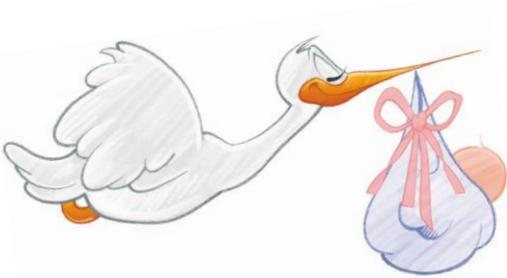
Marriage was defined as a *union between a man and a woman*, until The Marriage (Same Sex Couples) Act completed its passage through the Houses of Parliament and received Royal Assent on Wednesday 17 July 2013.



Since 29 March 2014, same sex couples have been able to marry in England and Wales. Same sex couples can also have their relationships legally recognised as 'civil partnerships', although the future of this legal status is being examined after the passing of The Marriage (Same Sex Couples) Act.

## Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Employees are protected during the period of their pregnancy and any statutory maternity leave to



which the employee is entitled, until they return to work. This includes treating a woman unfavourably because she is breastfeeding. Employers must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

## Race

The protected characteristic of race refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.





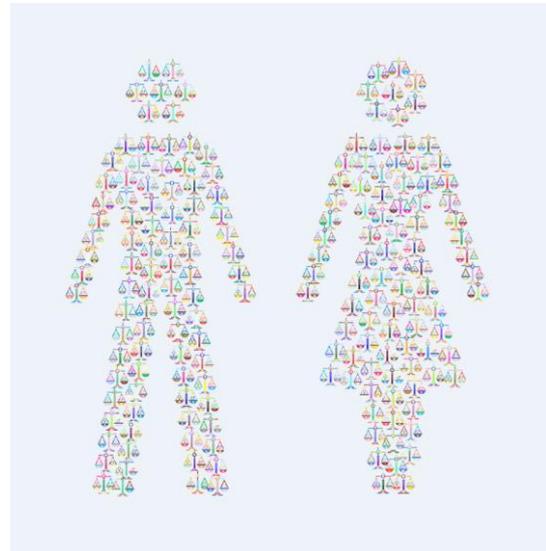
## Religion or belief

'Religion' generally refers to the wide range of recognised and widely practiced faiths that are in existence across the globe today. 'Belief' refers to philosophical beliefs such as humanism. It also covers lack of belief, such as atheism. The Equality Act does not list recognised beliefs but generally a belief should affect the individual's life choices or the way they live. People with no faith are also protected by the Act.

## Sex

The protected characteristic of 'sex' simply refers to a 'man' or a 'woman'.

**Sexual orientation** - A person's sexual orientation describes whether they are attracted towards people of their own sex, the opposite sex or to both sexes. Gay, lesbian, bisexual and people attracted to those of the opposite sex all have full protection under the Equality Act 2010.



## Other legislation

Your role as a health or care worker is governed by a number of different laws in addition to the **Equality Act 2010**.



**The Human Rights Act 1998** sets out the ways that everyone should be treated by the state and by public authorities.

**The Mental Capacity Act 2005** is designed to protect people who can't make decisions for themselves.



**The Care Act 2014** brings care and support legislation together into a single Act with a new wellbeing principle at its heart. It aims to make care and support clearer and fairer and to put people's wellbeing at the centre of decisions, and include and develop personalisation.

**The Health and Social Care Act 2012** sets out to modernise NHS care by supporting new services and giving patients a greater voice in their care.



	<p>Tag</p> <p><b>Useful links:</b></p> <p><a href="http://www.gov.uk/equality-act-2010-guidance">www.gov.uk/equality-act-2010-guidance</a></p> <p><a href="http://www.legislation.gov.uk/ukpga/1998/42/contents">www.legislation.gov.uk/ukpga/1998/42/contents</a></p> <p><a href="https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets">https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets</a></p> <p><a href="http://www.gov.uk/government/collections/mental-capacity-act-making-decisions">www.gov.uk/government/collections/mental-capacity-act-making-decisions</a></p> <p><a href="http://www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets">www.gov.uk/government/publications/health-and-social-care-act-2012-fact-sheets</a></p>
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Tag

**Other useful information leaflets can be found at:**

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

Equality Act 2010: What do I need to Know?

Equality 2010: What do I need to know as a carer?

Equality Act 2010: What do I need to know as a customer?

## The Public Sector Equality Duty (PSED)

### The Equality Duty

The purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities. Also, to ensure consideration is given to how policies or decisions affect people who are protected under the Equality Act.

The **'general' equality duty** means, when public authorities carry out their functions, they must have **due regard**, or think about the need to:

Eliminate **unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act.

**Advance equality of opportunity** between people who share a protected characteristic and those who don't



#### Key Point

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Foster or **encourage good relations** between people who share a protected characteristic and those who don't.

The Act states that compliance with the duty may involve treating some people more favourably than others.

## Specific duties

Public authorities also have 'specific duties' to help them comply with the public sector equality duty.

**Publish equality information** at least once a year to show how they've complied with the equality duty

Eg. Workforce profiles, service user/community profiles, equality analyses

**Prepare and publish equality objectives** at least every four years

These should be specific and measurable

## Monitoring who is accessing services

In order to assess who is accessing/using the Council's services, it is important to collect and record information on who service users are and what protected characteristic(s) they may have.

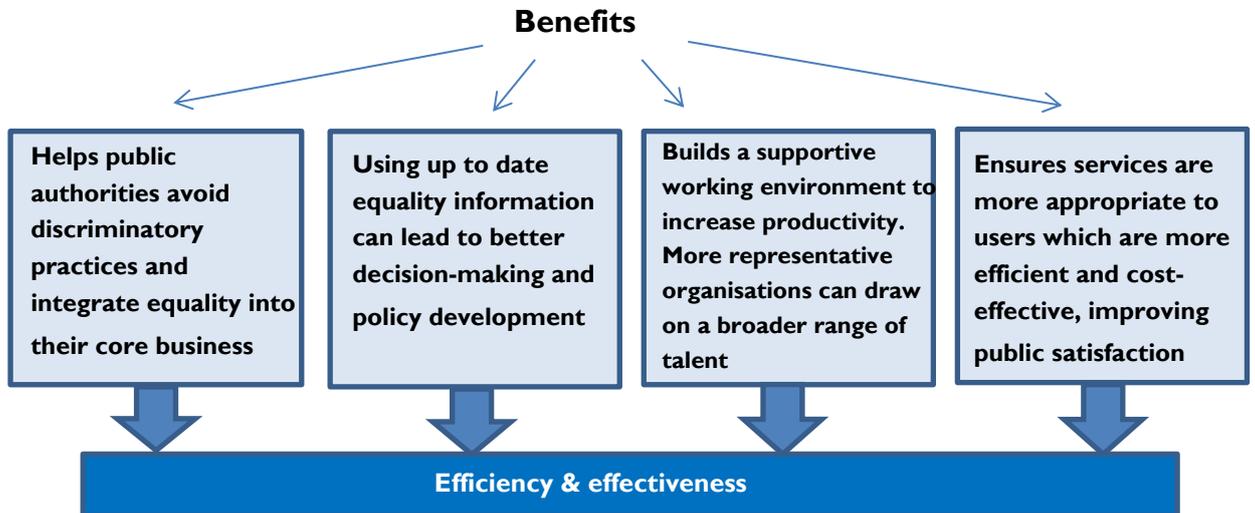
Collecting and publishing service level equality monitoring information is a legal requirement under the Public Sector Equality Duty.

**This information should also be used to inform and improve service development.**

Some of the benefits of collecting this information are included in the below:

## Benefits of the equality duty

Compliance with the equality duty is a **legal obligation**, but it also makes good business sense.



## Assessing the impact on equality

The duty requires equality considerations to be reflected into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

In order to comply with the duty, the impact on equality of your policies and practices must be assessed. Although the general equality duty does not specify how you should undertake your assessments, the Council has a standard Equality Analysis process to follow and forms to complete, which can be found on the Intranet.

Case law from the previous duties indicates that these analyses should be done before decisions are made.



### Key Point

If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect and this can also contribute to greater inequality and poor outcomes. More importantly, it can lead to the Councils actions being challenged.

The Equality Act states that public authorities must comply with the public sector equality duty. The organisations included are:

- Government Departments and Ministers.
- The Armed Forces.
- The NHS
- Local Authorities.
- The Police.
- Educational bodies like schools and universities.
- The information commissioner.

There are other organisations that are not listed that are required to conform with the public sector equality duty. These include private organisations and charities if they are carrying out public functions, such as; private care homes or domiciliary care providers providing care on behalf of the Local Authority

For workers within the Independent Care Sector please check with your Line Manager if the public sector equality duty applies to your organisation.

The **Equality and Human Rights Commission** is responsible for monitoring and enforcing the equality duty and has responsibility for all types of discrimination. Individuals with an interest can apply to the High Court for Judicial Review in relation to a breach of the general equality duty.

Equality analyses can be used as evidence if legal action is taken against the Council.



#### *Key Point*

If the courts find that a public authority has acted unlawfully, it may:

- **issue a mandatory order** (requiring the authority to do something)
- **issue a prohibiting order** (preventing the authority from doing something)
- **issue a quashing order** (quashing the authority's decision)
- **make a declaration**
- **award damages**

## Discrimination

There are many different forms of discrimination. In this section it explains what the different forms of discrimination are.

### Direct discrimination

Direct discrimination is when someone is treated differently and worse than someone else for certain reasons. The equality act says someone is being treated less favourably because of an actual or perceived protected characteristic:



#### Scenario



This is Martin. Martin lives with a condition called Downs Syndrome. He also has some speech difficulties. Martin likes to play bowls. Martin is very good at bowls as he likes how playing bowls makes him feel. He says that he feels: involved, active, happy and socially included. Martin decided he wanted to join a bowling club. However other members from the bowling club told the committee that Martin made them feel uncomfortable. So Martin was asked to leave. Martin had not done anything wrong or against the rules of the club. Martin couldn't understand why he was not allowed to stay. This is direct discrimination.

	<p><b>Scenario</b></p>  <p>This is Sue. Sue is living with a condition called Multiple Sclerosis (MS). Sue lives with her partner Jean. Until recently Sue has been managing really well, she only requires assistance first thing in a morning from Jean to shower. This is minimal though just assisting in and out of the shower, and Jean will wash her hair twice a week.</p> <p>Unfortunately Sues MS has progressed and this has drastically reduced Sue's mobility. Therefore Sue has been assessed by the local authorities adult social care team and requires more care and support including: assistance with personal care needs, managing her nutrition and accessing the local community.</p> <p>The home care worker who attended was verbally abusive to Sue because she doesn't like lesbians. The care worker is not verbally abusive to other people she visits. This is direct discrimination because of Sues sexuality the care worker is treating Sue differently and worse than someone else because she is a lesbian.</p>
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## Discrimination by association

Is when someone is treated less favourably because of an association with someone who has a protected characteristic, even though the employee does not have that characteristic themselves. Protection from discrimination by association covers age, disability, gender reassignment, sex, race, religion and belief, and sexual orientation. Marriage and civil partnerships or pregnancy and maternity are not covered.

	<p><b>Scenario</b></p> <p>Jack and Jane work for the same company. Jack has caring responsibilities. He cares for his wife who is disabled. He</p>
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wants some time off to be able to attend an appointment with his wife, so he requests some annual leave.

Jane also wanted some time off and requested this. Unfortunately Jack was refused time off although he had requested his leave before Jane. Janes leave was approved. This could be discrimination by association because Jack had been treated less favourably.

### Indirect discrimination

Is the use of an apparently neutral practice, provision or criterion which puts people with a protected characteristic at a disadvantage compared with others who do not share that characteristic and the practice, provision or criterion cannot be objectively justified. For example a shop that says customers cannot wear hats or other headgear. This could be unfair to people who have to cover their head as part of their religion.

	<p><b>Scenario</b></p> <p>This is Rose. Rose is a gypsy. Rose needs to register at a GP surgery. The GP surgery will not let anyone register if they are unable to produce proof of address. Therefore Rose finds this extremely difficult because she travels across the country with her family and lives in a caravan with no fixed address.</p>  <p>As a result of this Rose is unable to register. This is indirect discrimination as the surgery has set a rule which will have a worst effect on Rose compared to someone with a fixed abode.</p>
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## Perception discrimination

Is when someone directly discriminates against someone whom they believe has a protected characteristic, even if they actually don't. This protection applies to age, race, religion and belief, sexual orientation, disability, gender reassignment and sex. As with discrimination by association, it does not cover marriage and civil partnership or pregnancy and maternity.

	<p><b>Scenario</b></p> <div data-bbox="547 656 738 1014">  </div> <p>This is Clara Okotie-Eboh she applied for a new job as a telephonist. She has lots of experience in this field.</p> <p>The employer rejected her application form because they believed she was black because her surname sounded African. This is unlawful and is perception discrimination.</p>
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## Harassment

Is any unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment. It includes unwanted physical, verbal or non-verbal conduct.

	<p><b>Scenario</b></p> <p>This is Lizzie. Lizzie lives with a condition called cerebral palsy.</p>
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Lizzie loves music and she likes to go to nightclubs. Lizzie has been going to the local nightclub once a week with her personal assistant. She meets some friends there too. They have a fantastic time.



The barman is new and has started to be rude to Lizzie. He tells jokes that make Lizzie feel ashamed and stupid. This is harassment as the barman's behaviour is violating Lizzie's dignity and also creating an intimidating and offensive environment.

## Sexual Harassment

Is unwanted behaviour of a sexual nature which:

- Violates someone's dignity
- Makes someone feel intimidated, degraded or humiliated
- Creates an offensive or hostile environment.

Sexual harassment can include sexual comments or jokes. It can be unwelcomed sexual advances, touching and various forms of sexual assault and displaying pictures, photos or drawings of a sexual nature. Even sending emails with a sexual content. If you are being sexually harassed by someone you work with you must take action and report this to your manager in the first instance. If you are unable to do this you should report this to the next manager in line.

## Victimisation

Occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act, or it is suspected that they have done so. For example a mother complains that she cannot breast feed her baby in a cafe and is then told she cannot use the cafe at all.



### Scenario

Stuart helped his friend Peter make a complaint against a care worker at the residential care home where they both live.

Shortly after Stuart was being treated differently by the care worker who Peter had complained about. This started to get worse and the care worker refused to support Stuart.

Stuart believes this is because he helped Peter to make a complaint against the care worker. This could be victimisation due to the treatment Stuart is receiving from the care worker.



## Discrimination arising from disability

Discrimination arising from a disability happens when a person is treated unfavourably because of something arising from their disability.



### Scenario



Bob lives at home alone. He has mental health problems and can become aggressive especially if he is feeling anxious or stressed. His behaviour has become worse recently.

The care workers who are visiting Bob daily do not seem to be able to manage Bob's behaviours and as a result this is impacting on the care and support that Bob receives.

Bobs daughter has spoken to the care workers and discussed with them ways to try to manage the behaviours better: just by changing the way in which they do things, however the care workers don't seem to

be listening.

In the meantime Bob is not receiving the correct care and support he requires. Therefore being treated badly because of his behaviours, this is connected to his disability. This could be discrimination arising from disability.

## Genuine Occupational Requirement

An employer may require a job to be done by someone with a particular characteristic. The employer must have a good business reason and the requirement must be proportionate. Examples of this are:

- The job requires specifically working with a certain ethnic group. Therefore, it is essential for the applicant to have the same language and ethnic background in order to build positive relationships within the community and have a sound understanding of the culture and communicate effectively.
- The job requires someone of a particular sex for reasons of privacy and decency. This could be a job working in a female changing room.

The protected characteristic of disability gives disabled people the right to have the same chance as anyone else to use a service. This can be removing barriers to make something accessible to them. Reasonable adjustments can include many things, such as redesigning entrance ways, providing assistive technology or publishing information in different formats. Organisations cannot wait until a disabled person wants to use the service: They have to think about what people with different disabilities might need.

In many cases, adjustments have little or no cost and can be readily implemented. Failure to implement reasonable adjustments is unlawful under the Equality Act.



As an employee you are responsible for promoting equality in the workplace and ensuring that our services are delivered in accordance with best practice and legal guidance. You are expected to treat customers and colleagues

with dignity and respect. You must be sensitive to others and treat them with fairness at all times.

You should be aware of your own attitudes and behaviours and of your impact on others. You are also required to speak up and challenge discrimination if you see or hear anything that concerns you.

## What does equality and diversity mean to the organisation

The East Riding of Yorkshire Council is committed to fulfilling its role as an employer, service provider, purchaser of goods and services and community leader without discrimination on the basis of age, disability, gender, gender reassignment, race, religion, pregnancy and maternity, marriage and civil partnerships and sexual orientation. As an organisation that provides services to the public it must stick to the law and treat everyone fairly.

All Councillors, employees, and agents of the council must seek to eliminate discrimination, advance equality of opportunity and foster good relations within all communities. This commitment is backed by the council's Equality Plan 2017-21.

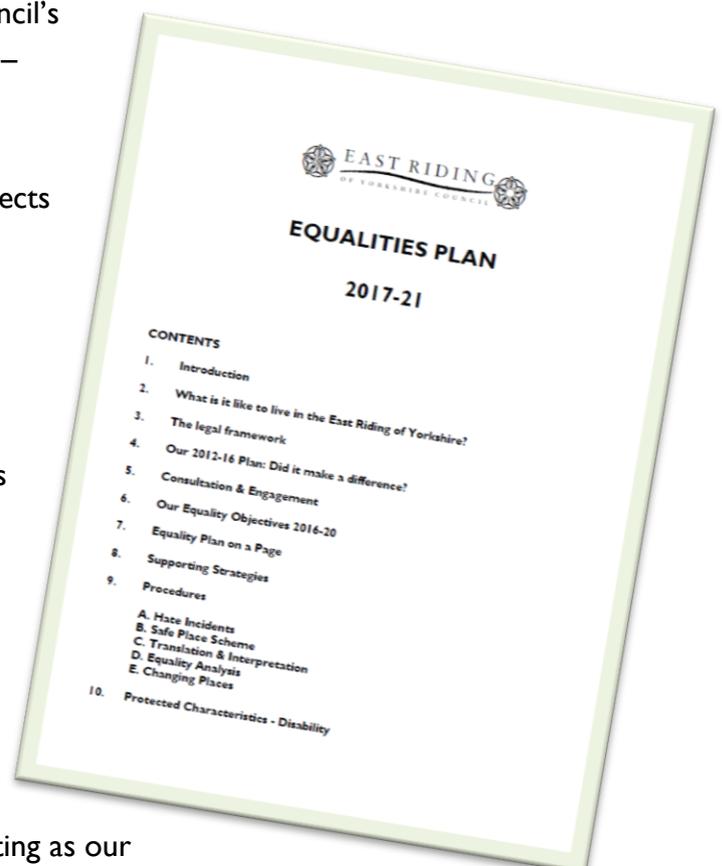
For workers within the Independent Care Sector please check what policies and guidance your own organisation have in place.

## Equality plan 2017 - 2021

The Plan aims to clearly set out the council's equality objectives and actions for 2017 – 2021. The Plan states the processes and procedures that are in place to meet statutory equality duties, and other projects and initiatives designed to support East Riding residents with protected characteristics.

Effective partnership working and collaboration are central to the council's success: sharing a common vision with its partners on how they deliver and improve outcomes.

The Plan comes at a time of continuing change, with all partners facing the requirement to deliver more with less funding. This is particularly testing as our communities are also facing a number of challenges, including increases in the cost of living, insecurities in employment and changes to welfare arrangements. These issues are widely recognised and will continue. The role of the council is to

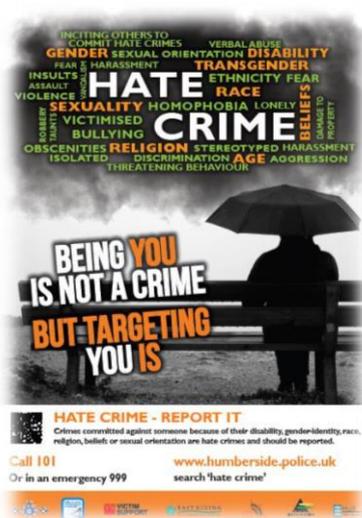


ensure that they work together effectively, deliver outstanding services, drive efficiencies and provide the best support to their residents, paying particular due regard to those specifically protected by the Equality Act 2010.

The Plan is the cornerstone of the strategic approach to supporting the East Riding residents with protected characteristics and making the East Riding a safe and desirable place to live.

Within the East Riding Equality Plan there are procedures which all staff should adhere to. These include:

## Hate Crime Incident Reporting Procedure



In 2016 Humberside Police and the four local authorities within the Force area united to launch a joint campaign to promote the new single reporting system for all hate crime in the Humber area. This is led by Humberside Police, who have committed to investigating all hate crime. They state that they will not tolerate any form of hate crime and are committed to ensuring everyone's safety regardless of their background, race, beliefs, immigration status, disability, sexual orientation, gender identity or culture.

The Police are encouraging victims and witnesses to report all incidents, no matter how minor they are perceived. Promotional materials for the new 'being you is not a crime' campaign have been produced and distributed throughout the area.

The campaign was launched in July 2016. Whether the attack is verbal or physical, or targeted at a person or property, it is illegal and should be reported by:

- Completing an online hate crime incident form <https://www.humberside.police.uk/hate-crime>
- Telephoning 101
- Completing the '**Hate Crime, So Do We**' leaflet which is available at Customer Service Centres

Anyone who has themselves been targeted knows someone who has, or witnessed a hate incident / crime taking place are strongly encouraged to report it. All reports

can be anonymous. If the person does not wish to report to the Police, it can still be reported to the council's feedback team who can record it.

The reporting of all incidents is encouraged, no matter how small, as the Police and the Council are building up a comprehensive picture of hate crime in the East Riding. If the incident is also related to a Council service or member of staff, the relevant service manager should ALSO be informed.

## Safe Place Scheme

Safe Place is a simple scheme to help anyone who might need a little more help and support to stay safe while out and about in their community. Safe Places provide a temporary safe haven for those in need. This includes people who:

- have learning disabilities or difficulties
- have dementia
- need support or require assistance whilst in public



However anyone who is feeling vulnerable, scared, confused or lost can also access the scheme and ask for help. All Safe Places display window stickers to show they are a safe place to go.

## Changing Places

The Changing Places Consortium launched its campaign in 2006 on behalf of those people who cannot use standard accessible toilets. This includes people with profound and multiple learning disabilities, motor neurone disease, multiple sclerosis, cerebral palsy, as well as older people and their carers’.



## Changing Places

Changing Places toilets provide space and equipment, including a height adjustable changing bench and hoist to enable people to use toileting facilities in safety and comfort.



### Scenario

Pauline cares for her son David. David lives with a condition called motor neurone disease (MND), which is a condition that affects the brain and nerves. Although it is a progressive disease and is fatal, some people live with it for many years.

Pauline and David liked visiting places and would often go exploring the countryside and towns near their home: Making the most of life and building new memories and experiences. David’s condition was getting worse and due to the physical assistance Pauline had to give to David with regards to toileting Pauline had decided that they could no longer explore the world outside. She began to isolate both herself and David believing that there were no facilities that would be able to support her with David’s needs.

The Care worker visited and started to notice that Pauline no longer talked about their trips, or showed them the photographs she would take whilst on their little outings. The care worker asked Pauline the reason for not going on the road trips. Pauline discussed her concerns and was delighted that the care worker was able to signpost her to the changing places website. The care worker was able to show the carer how to search the internet and guided her through the site.

Things are now very different the carer has now been given the information of where and how to access



changing places which has increased both her and David's opportunities to explore once again. They no longer feel isolated. They are now holidaying and travelling across the UK: Planning short trips on a monthly basis. David has also got his own personal assistant who now accompanies them on the trips to support Pauline with her caring responsibilities.



*Tag*

For further details about safe places go to:

<https://www.eastriding.gov.uk/living/help-for-people-with-disabilities/safe-places-scheme/>

There are many of the changing places facilities that are managed by the council. For a comprehensive list of changing places across the UK please go to:

<http://www.changing-places.org>

## Accessible Information Standard

The Accessible Information Standard was introduced by the government in 2016 to make sure that people with a disability or sensory loss are given information in a way they can understand. It is now the law for the NHS and Adult Social Care Services to comply with the Accessible Information Standard

The Standard sets out a specific, consistent approach to identifying, recording, flagging, sharing and meeting the information and communication support needs of individuals with a disability, impairment or sensory loss.

Accessible information is information that you can understand. What makes information accessible is different for different people; there is no one size fits all as people often have different needs.



This is why it is important to know the needs of the people or person your information is for.

People may need information presented in a particular way because of a particular impairment.

Examples might include visual impairment, hearing impairment or a learning disability. It might be necessary to offer spoken versions, braille, phone calls, sign language, Makaton or easy read to make information accessible. There are many ways of making information more accessible, the key is to find out what the people your information is for need and offer it.



Easy Read



*Tag*

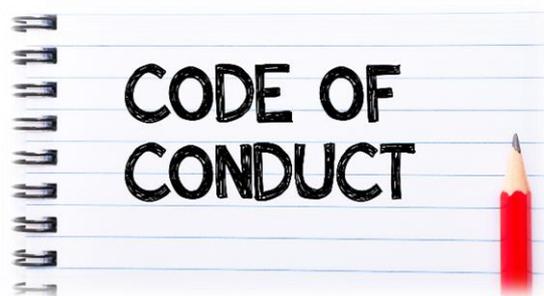
For more information and to watch a short video about how you can apply the accessible information standard go to:

<https://www.england.nhs.uk/ourwork/accessibleinfo/>

Click on overview of the standard, animated video.

## The Code of Conduct

Codes of conduct or practice set out the standards and values that care workers must meet in order to provide effective and supportive care. In England, the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers is overseen by Skills for Health and Skills for Care.



The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers includes the following principles:

- Be accountable by making sure you can answer for your actions or omissions
- Promote and uphold the privacy, dignity, rights, health and wellbeing of people who use health and social care services and their carers at all times
- Work in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate healthcare, care and support
- Communicate in an open, and effective way to promote the health, safety and wellbeing of people who use health and social care services and their carers
- Respect a person's right to confidentiality
- Strive to improve the quality of healthcare, care and support through continuing professional development
- Uphold and promote equality, diversity and inclusion.

As a Healthcare Support Worker or Adult Social Care Worker in England you must:

- Respect the individuality and diversity of the people who use health and care services, their carers and your colleagues.
- Not discriminate or condone discrimination against people who use health and care services, their carers or your colleagues.
- Promote equal opportunities and inclusion for the people who use health and care services and their carers.
- Report any concerns regarding equality, diversity and inclusion to a senior member of staff as soon as possible.

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Further information is available at either of:  
[www.skillsforhealth.org.uk/code-of-conduct](http://www.skillsforhealth.org.uk/code-of-conduct)  
[www.skillsforcare.org.uk/code-of-conduct](http://www.skillsforcare.org.uk/code-of-conduct)

## Whistle blowing

Whistle blowing is when a worker reports suspected wrongdoing at work. Officially this is called ‘making a disclosure in the public interest’ and may sometimes be referred to as ‘escalating concerns.’ You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone’s health and safety is in danger; damage to the environment; a criminal offence; that the company is not obeying the law (like not having the right insurance); or covering up wrongdoing.

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For more information about the councils whistleblowing policy go to:

<http://insight.eastriding.gov.uk/search/?q=whistleblowing+policy>

Check out the Care Quality Commissions quick guide to raising a concern with CQC:

<https://www.cqc.org.uk/files/whistleblowing-quick-guide-raising-concern-cqc>

For workers within the Independent Care Sector please check with your line manager the what the whistle blowing policy is for your organisation

## Reflecting to discover discrimination

It is important to reflect on your work and to think about how you can improve the care and support that you provide to others. Discrimination is unacceptable and should be confronted whenever it is found, be it in your own work, or in that of others. Working in a reflective way is one way that can help you to identify if and where your own values and beliefs lead to unfair treatment of others.

**'Reflective practice'** means thinking about what you or others have done, what happened as a result and whether you or they could do anything differently in future to get a better outcome. If reflection leads you to see that individuals are being treated unfairly, you should discuss this with your manager who will be able to take action to make sure that the poor practice is properly challenged and positive change is encouraged.



### Key Point

Think over your experiences in a way that will help you to learn for the future. This may mean you think about how you approach a situation differently next time or a strategy you will use again because it worked well.

**Employee Responsibilities:** All staff members are responsible for promoting equality in the workplace and are expected to treat customers and colleagues with dignity and respect.

- Be aware of your own **attitudes** and how your behaviour can **impact** on others.
- Speak up and **challenge discrimination** if you see or hear anything.
- Avoid **stereotypes** and prejudice.
- Value the **differences** between people.
- Use **respectful** language.
- Be **sensitive** to other people's **beliefs** and **feelings**.
- Treat people how **you** would want to be **treated**.

## Equality Analysis

Organisations must ensure that their services are accessible and inclusive when they are planning and delivering them.

### What is an Equality Analysis?

An Equality Analysis is an assessment of the potential impact that a proposed change may have on people with a protected characteristic.

Potential impacts must be considered for service users, residents and for all employees. If the potential impacts experienced by any of the protected groups are different to those experienced by other residents or employees, further investigation must be carried out.

### What is meant by the term ‘change’?

A change can refer to a change to something already in place or, the introduction of a new service for example. It covers, policy, strategy, new projects, service changes, service reviews, changes to terms and conditions, eligibility for a service, budget changes, practices and activities.

### What do we mean by ‘impact’?

A negative impact would be something which could create or increase existing inequalities for any of the protected groups.



- Will the proposed change disadvantage a particular protected group?
- Will the proposed change discourage a particular protected group from using a service or participating in an activity?
- Will the proposed change discriminate, directly or indirectly, against a particular protected group?

## Why are Equality Analyses needed?

The Public Sector Equality Duty (PSED) includes a **'duty of inquiry'**, which requires public authorities to have an adequate evidence base for their decision-making.

Equality Analyses are a way for the Council to ensure it is meeting its **legal obligations** and also, clearly documented Equality Analyses can be a useful means of demonstrating compliance with legislation in court.

Decisions made may become subject to a **'judicial review'**. This is a claim to the High Court asking the Court to review the way a public authority made a decision. If the Court finds the Public Authority may have acted unlawfully it may issue a mandatory, prohibiting, or quashing order, make a declaration or even award damages.

Completing an Equality Analysis also contributes to effective policy-making and project planning, by providing an opportunity to minimise risk and maximise benefits and therefore, ensuring equality is promoted with minimal threat of institutional discrimination. It will also help organisations to provide and deliver excellent services to residents by making sure that they reflect the needs of the community.

## Information, advice and support

In the course of your work there may be times when you need to take action to find out more information about diversity, equality and inclusion. This might be as a result of:

- Reflecting on your own work and finding that you need to develop your skills and knowledge
- Needing to know how to apply the principles of diversity, equality and inclusion to an unfamiliar situation
- Witnessing discrimination or unfair treatment in someone else's work and needing advice on how to deal with it.



Information, advice and support in relation to diversity, equality, inclusion and discrimination can be found in a number of places. Reflecting on situations and experiences will help you to decide if you do need further information, support or advice; this will help you to develop as a worker.



### *Information*

Sources of information, advice and support could include:

- Looking into the ways of working of your organisation
- Checking out the Care Quality Commission's Essential Standards of quality and safety
- Speaking to your manager for advice and guidance and for extra support or for ideas on where to go or who to speak to for further information
- Making use of informal meetings or discussions with other workers and formal appraisals or supervision with managers for additional guidance or to ask specific questions

Undertaking your own research on the internet, for example looking at the Equality and Human Rights Commission or your Social Service's or NHS website.

## Module Learning Summary

Thank you for taking the time to complete this Self-Study Guide; by doing so you should have developed your awareness of your role and responsibilities to **Equality and Diversity** in your workplace and the key policies and good practice you need to follow which underpin this responsibility.

Considering the learning outcomes identified at the beginning you should now:

- Understand the importance of equality and inclusion.
- Be able to explain what is meant by; Diversity, Equality, Inclusion and Discrimination.
- Be able to describe ways in which discrimination may deliberately or inadvertently occur in the work setting.
- Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
- Demonstrate how to work in an inclusive way.
- Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to your role.
- Demonstrate interaction with individuals that respects their beliefs, culture, values and preferences.
- Describe how to challenge discrimination in a way that encourages positive change.
- Identify a range of sources of information, advice and support about diversity, equality and inclusion.
- Describe how and when to access information, advice and support about diversity, equality and inclusion.
- Explain whom to ask for advice and support about equality and inclusion

If you are unclear of any of the information included within this SSG or have further questions please speak with your line manager.

This Self-Study Guide can be kept for your own future reference.



### *Information*

If you are completing the **Care Certificate** please complete the relevant questions relating to Equality and Diversity for your Assessor to review.

## Confirmation of Completion and Evaluation

Please complete the **Confirmation of Completion and Evaluation** eForm on ASC LeadER to let us know you have completed this learning. This will enable us to update your learning record and also note that you have met the Corporate Equality and Diversity learning compliance requirement.



**Equality and Diversity Awareness for Adult Social Care Self-Study Guide**

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