Standard 4
Equality and inclusion

Your Name: ___________________________ Workplace: ___________________________

Start Date: ___________________________ Completion Date: ___________________________

Contents

1. The value and the importance of equality and inclusion
2. Providing inclusive support
3. Access information, advice and support about equality and inclusion
4. Questions
Standard 4
Equality and inclusion

1. The value and the importance of equality and inclusion

1.1 Understand what is meant by diversity and discrimination

**Diversity** means difference. When it is used with equality, it is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity. Diversity is about acknowledging your prejudices, allowing people to be different and respecting these differences. It is also about challenging others if necessary and speaking up for the individuals you support when they cannot speak up for themselves.

**Discrimination** is a preconceived attitude towards members of a particular group formed only upon the basis of their membership of that group that leads to less favourable or bad treatment of that person. The attitude is often resistant to change even in the light of new information. It is essential that you do not allow your prejudices to influence the way you work with individuals.

Most people have experienced discrimination in one way or another. Some people are more likely to suffer discrimination. These people might be: older people, young people, females, disabled people, homosexuals, lesbians, transgender people and ethnic minorities.

Here are some examples of discrimination:

- Not employing a married woman because she is likely to take time off work due to pregnancy in the future.

- A woman with visual and hearing impairments has booked a minicab. The driver asks her to pay the fare in advance, something which he would not require from other passengers. The driver believes, without good reason, that because of her disability she is less likely to be able to pay.

- A landlord refuses to rent a property to a woman because she is pregnant.

- A family doctor refers all black patients to a black doctor at the practice, solely because of their colour, not their particular needs. This constitutes direct discrimination on grounds of race.

- Failing to offer food to take account of cultural differences such as kosher or halal foods.

- A public building does not provide reasonable access for a person in a wheelchair to be able to access the building in the same way as other people.
1.2 Know how discrimination might occur in your work setting, both deliberately and inadvertently

**Direct discrimination** could take place if individuals are treated less favourably or given a lower standard of service than other individuals because of their gender, race, ethnicity, culture, disability, religion, sexuality, class, mental health and age.

**You must be aware of your own prejudices** and make absolutely sure that you do not provide a different standard of care or support to the individuals you are working with.

**Indirect discrimination** could take place when a rule or policy that applies equally to everybody is more restrictive for people from a certain group. For example, if a council only produces information about its homeless applications procedure in English, this puts people whose first language is not English at an unfair disadvantage and could be seen as indirect discrimination. If the council has a good reason for having a particular policy in place (for example, because it's necessary on health or safety grounds) then this won't be indirect racial discrimination.

**Harassment** could be take place because of people’s prejudices or because they feel it is acceptable to tease people or tell racist jokes. It creates an unpleasant environment where an individual feels degraded.

**Victimisation** could take place if someone is treated less favourably because they have done something that another person or people do not approve of, for example, they may have made a complaint about a service and they are being treated unfavourably because of this.

**You have a duty to make sure you understand what might be discrimination** and to raise any issues or concerns with your supervisor / manager on behalf of the individuals you support.

1.3 Understand what is meant by equality and inclusion, and how they reduce discrimination

**Inclusion** is a human right for every individual. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need, culture, age, religion and sexual orientation. It is about giving equal access and opportunities and getting rid of discrimination and intolerance.

Inclusion is recognising our universal "oneness" and interdependence. Inclusion is recognising that we are "one" even though we are not the "same". The act of inclusion means fighting against exclusion. Fighting for inclusion involves making sure that all support systems are available to those who need support. It is everyone’s responsibility to remove the barriers to inclusion.

You need to be aware of practices or services in your workplace that could exclude individuals and raise any issues with you supervisor / manager. It might be possible to make changes to reduce the possibility of discrimination from taking place.
This is a true story about a fight against discrimination.

In 1955 a brave woman in America named Rosa Parks was tired of being denied equality. She wanted to be fully included in society but this was denied to people labelled as black. Rosa sat down on a bus in a section reserved for white people. When Rosa was told to go to her place at the back of the bus, she refused to move. She was arrested and history was challenged and changed. She had sat down and thereby stood up for inclusion!

1.4 Know how practices that support equality and inclusion reduce the likelihood of discrimination

We live in an increasingly diverse society and we need to be able to respond appropriately and sensitively to everyone who we interact with. In providing care and support to individuals this is your duty.

The way you approach equality and inclusion demonstrates whether you are a suitable person to provide care and support

One way in which employers have responded to the issue of diversity in recent years has been the development of flexibility in working practices and services. For example, an employer may allow an employee to work a flexible working pattern to accommodate child care arrangements, or a GP surgery may offer surgeries at the weekends in accommodate those who work full time during the week. Therefore, a commitment to equality in addition to recognition of diversity means that different can be equal. It is important that employers and their representatives behave ethically and lead by example.

The UK framework has two elements to it: anti-discriminatory framework gives individuals a route to raise complaints of discrimination around employment and service delivery and public duties which place a proactive duty on employers to address institutional discrimination.

Who is protected under the anti-discriminatory framework?

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Gender</td>
<td>Women, men, people who have undergone gender re-assignment.</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Anyone in relation to ethnic origin, nationality, colour or culture.</td>
</tr>
<tr>
<td>Disability</td>
<td>Anyone with an impairment that has a substantial and long term effect on their ability to carry out day to day activities.</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Lesbians, gay men, bisexual and heterosexual people.</td>
</tr>
<tr>
<td>Religion</td>
<td>Anyone in relation to religious or philosophical belief, including not having a particular religion or belief.</td>
</tr>
<tr>
<td>Age</td>
<td>Anyone, of any age.</td>
</tr>
</tbody>
</table>
Public duties

Public bodies including local authorities, education, police forces, national health services, NHS trusts and bodies are bound to a number of duties. The implementation of these public duties will identify and address institutional discrimination. Each of the public duties requires employers to:

- produce a (race, disability and gender) equality scheme
- carry out impact assessments on their functions, policies and practices
- carry out equalities monitoring and take action to redress any imbalance
- publish the results of any work undertaken

2. Providing inclusive support

2.1 Be aware of key legislation and agreed ways of working relating to equality, diversity, discrimination and rights

There are lots of pieces of legislation in place to protect individuals from issues relating to equality, diversity, discrimination and rights.

From 1 October 2010, the Equality Act 2010 came into effect. The Act replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what workplaces need to do to comply with the law and make working environments fair.

The main purposes of the Equality Act are:

- Establish the Commission for Equality and Human Rights
- Make discrimination unlawful
- Create a duty on public authorities to promote equality of opportunity between men and women and the prevention of sex discrimination

This new Act aims to protect disabled people, prevent disability discrimination and also strengthen particular aspects of equality law.

It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act 2010 replaced most of the Disability Discrimination Act (DDA); however, the Disability Equality Duty in the DDA continues to apply.

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 now extends some protections to groups not previously covered e.g. carers or parents of a disabled person.

It provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Prior to the Equality Act 2010, the following Acts were individually used. These Acts are now incorporated into the Equality Act.

The main Acts incorporated into the Equality Act 2010 are summarised below:

**The Disability Discrimination Act 2005**

The Act is about removing discrimination that disabled people experience. It gives them rights in:

- Employment
- Education
- Access to goods, facilities and services
- Buying or renting land or property
- Function of public bodies

**The Equal Pay Act 1970**

Under this Act employers cannot discriminate between men and women by paying them differently and providing different employment terms and conditions if they are doing:

- The same or similar work
- Work rated as equivalent in a job evaluation scheme
- Work of equal value
The Sex Discrimination Act 1975 and amendments 1982, 1999

This Act makes it unlawful to discriminate on grounds of sex, marital status or gender reassignment. It applies when recruiting and when deciding what terms and conditions should be offered to an employee as well as when decisions are made about who should be promoted, transferred or receive training as well as to any decisions about terminating someone’s employment.


This Act gives public authorities a statutory duty to promote race equality. The aim is to make promoting race equality central to the way public authorities work and says they must:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity and good relations between people of different racial groups

You may also want to look up more information on the internet about the following Acts and how they apply to you and your role:

- Rehabilitation of Offenders Act 1974
- Human Rights Act 1998
- Employment Act 2002
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Age) 2006
- Gender Recognition Act 2004
- Civil Partnership Act 2004
- Disability Equality Duty 2006
- Work and Families Act 2006
- The Racial and Religious Hatred Act 2006
- The Gender Equality Duty 2007

Find out about your employer’s policy on equality, diversity, discrimination and rights.
2.2 Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals

As a provider of care and support you will need to ensure that you understand the legal framework regarding equality, diversity, discrimination and rights and be able to relate this to your everyday role.

Discrimination could take the form of stereotyping, making assumptions, patronising, humiliating and disrespecting people, taking some people less seriously.

These are some of the things you can do to make sure your work is inclusive and respectful of other peoples’ social identity:

- Recognise that you need to treat everyone you care and support as individuals and respond to them, and their social identity, in an individual manner
- Understand that treating people fairly does not mean treating people in the same way. You need to recognise difference and respond appropriately
- Respect all individuals you support regardless of their social identity
- Try to increase your knowledge and understanding of aspects of social identity that may be different from our own
- Avoid stereotyping or making assumptions about individuals based on their social identity
- Recognise that your own social identity may impact on individuals in different ways
- Avoid using inappropriate and disrespectful language relating to social identity

2.3 Know how you could challenge discrimination in a way that leads to positive change

In your job role, you have a duty of care to challenge discrimination in a positive way and promote inclusion. If discrimination is challenged effectively, future incidents of discrimination can be prevented, as well as empowering individuals to understand their rights.

You should always act fairly and try to see things from the other person’s point of view. Consider that there could be different pressures, needs and cultures.

Always use positive language and never use words or phrases that could be disrespectful towards another person.

Don’t not allow prejudices and stereotyping to influence you and do not accept any type of discriminatory behaviour.
These scenarios might help you to think about the action you should take:

You have observed that a male Muslim work colleague never has any eye contact with female colleagues or individuals he is supporting, when he is talking to them. He does have direct eye contact with male colleagues.

**What issues should you consider? How should you deal with this issue?**

You may be concerned that this behaviour will impact on his relationships. We always want to respect the cultural perspective of others. However, in this context there are certain ‘non-negotiables’ to be considered. Care and support workers are required to treat all people with respect regardless of who they are.

Your employer should have an equalities policy covering all employees and requires them not to discriminate on any aspect of social identity, including gender. Refusing to have eye contact with women could be considered discriminatory. There is a legal framework around sex discrimination that would prevent a person directly treating someone less favourably on the grounds of their gender.

You would have a duty to report this behaviour to your supervisor / manager.

During a car journey to a training course, a female work colleague expresses a concern to you. She recently disclosed her sexuality to a fellow colleague who she has always got on well with. The colleague was surprised and said they have a strong moral objection to lesbians and gay men. However, this colleague recognised the need to treat others with respect regardless of their sexuality, so while they felt it was not acceptable to be a lesbian, they wanted to maintain a positive relationship. This colleague requested that the lesbian colleague should help with this by not referring to their sexuality again.

**Is this response acceptable?**

Again, we always want to respect the values and perspective of others. However, in this context the ‘non-negotiables’ should be considered. Colleagues are required to treat all people including each other with respect.

Refusing to acknowledge a colleague’s sexuality could be considered discriminatory. There is a legal framework around sexuality that would prevent a person directly treating someone less favourably on the grounds of their sexuality.

You would have a duty to report this behaviour to your supervisor / manager.
3. Access information, advice and support about equality and inclusion

3.1 Know how to access a range of sources of information about equality, diversity and inclusion

There are a range of sources available about equality, diversity and inclusion; these include:

Find time to have a look at these websites

The Equality and Human Rights Commission was created to challenge discrimination and promote equality and human rights.

http://www.equalityhumanrights.com/

You will find some useful DVD clips about working with lesbian, gay, bisexual and transgendered people with different support needs on Social Care TV by using the following link.

http://www.scie.org.uk/socialcaretv/search.asp?query=diversity

Directgov provides information and guides about public services.

http://www.direct.gov.uk

Find out if your employer provides equality and diversity training and read your employer’s policies and procedures
3.2 Know who to ask for advice and support about equality and inclusion

If you believe someone is a victim of discrimination, you should report this straight away to your manager or supervisor.

If you feel you are personally a victim of discrimination, you should again report this straight away to your manager or supervisor.

Alternatively, you can contact a more senior or different manager, particularly if you feel your manager or supervisor may be involved.

If your organisation has a human resources person or team, they are usually qualified to give advice and support.

Support can be found through your Trade Union if you are a member.

You could also look at Advisory, Conciliation and Arbitration Service (ACAS) website:

http://www.acas.org.uk
# Questions: Equality and inclusion

## 1.1 Understand what is meant by diversity and discrimination

**What does the term “diversity” mean?**

**What does the term “discrimination” mean?**

## 1.2 Know how discrimination might occur in your work setting, both deliberately and inadvertently

**Give an example of how discrimination might occur in your work setting:**

## 1.3 Understand what is meant by equality and inclusion, and how they reduce discrimination

**What does equality and inclusion mean?**
1.4 **Know how practices that support equality and inclusion reduce the likelihood of discrimination**

What practices does your employer have in place to support equality and inclusion and to reduce the likelihood of discrimination?

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2.1 **Be aware of key legislation and agreed ways of working relating to equality, diversity, discrimination and rights**

Name 3 pieces of key legislation and explain what they are for:

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2. |
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3. |
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2.2 Be aware of how you can ensure that your own work is inclusive and respects the beliefs, culture, values and preferences of individuals

What can you do to ensure your own work is inclusive and respects the beliefs, culture, values and preferences of individuals?

2.3 Know how you could challenge discrimination in a way that leads to positive change

Every Tuesday morning you help run an exercise class for the residents in the home you work in. It is meant to be fun and a chance for the individuals to come together to support social inclusion within the home.

Geoff is very vocal and jokingly says to Rita “come on, join in you old bag”. Although it was said jokingly, Rita is offended by Geoff’s comment and looks visibly upset. How would you challenge Geoff’s behaviour?
### 3.1 Know how to access a range of sources of information about equality, diversity and inclusion

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### 3.2 Know who to ask for advice and support about equality and inclusion

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Shall we find out what you have learnt?

Now that you have completed this section you can have a go at the online assessment for Common Induction Standard 4.

To do this you will need to visit www.cis-assessment.co.uk and log on by entering your username and password in the boxes provided.

You will then be able to select Common Induction Standards then Standard 4. Don’t forget to read the instruction page before you start.

Once you have completed this assessment and had a discussion about the results with your line manager, you may want to do a little more learning and / or return to your results and record additional evidence.

You can also print out the results pages (which include any additional information you have added) for your Induction Folder and CPD Portfolio.

http://www.cis-assessment.co.uk

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