

**(CCC) Diversity Training**

Could you please provide me with internal or external material in regard to diversity training used/in use from January 1 up to date

1 LGBT awareness, or equivalent, and the organisations who have provided this training, and the cost of this training In addition could you please provide the any email correspondence from January 1 up to date from the head of the organisation, heads of department, board chair, and any head of diversity and inclusion or equivalent departmentally or overall Including any of the search terms "Stonewall", "Mermaids", "TERF", "transgender", "cisgender", "heteronormative" "gendered intelligence"

2 And Race related training, or equivalent, and the organisations who have provided this training, and the cost of this training In addition could you please provide the any email correspondence from January 1 up to date from the head of the organisation, heads of department, board chair, and any head of diversity and inclusion or equivalent departmentally or overall Including any of the search terms "Black lives matter", "decolonisation", "white supremacy/supremacism", "institutional racism", Can you please advise which training is mandatory and for which staff

3 Can you please also provide any correspondence between the heads of any equality and diversity committee/group on race/lgbt matters, decolonising group and so on and heads of department, head of organisation

**Response:**

Thank you for your request for information above, which we have dealt with under the terms of the Freedom of Information Act 2000.

I hope the following will answer your query:

**Attachments for our response include:**

Training materials for internal or external training regrading diversity training used from 1 January 2021:

- Equality & Diversity Disability Awareness Training.
- Equality, Diversity and Disability Awareness Workbook 1;
- Equality, Diversity and Disability – Policy in Practice Workbook 2;
- Equality Impact Assessment Training

FOI Ref  
**9238**

Response sent  
**13 Jul 2021**

Training Courses and Training Providers' Information - PDF

- Please note that where indicated FOIA exemptions apply to the cost of course delivery and training materials which are subject to exemptions in FOIA Section 43(2) Commercial Information.

FOI Search Terms in Email Correspondence:

- Email correspondence is provided relating to equality terms requested at Chief Executive, Director, Head of Service Level, which are Cambridge City Council's equivalents to the roles stated within the FOI.

Further queries on this matter should be directed to <a href="mailto:foi@cambridge.gov.uk">foi@cambridge.gov.uk</a>
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## **FOI 9238 “CCC Diversity training”: Emails sent including the search terms from 1 January 2021 to 16 June 2021 (date of FOI)**

The Head of the Organisation (Chief Executive) is currently Robert Pollock (in post since April 2021) and prior to this, Cambridge City Council had an interim Chief Executive, Andrew Grant, in post from September 2020 to April 2021.

Heads of Department (Strategic Directors) are Fiona Bryant and Suzanne Hemingway.

Note that we do not have any head of diversity and inclusion or equivalent departmentally or overall, or board chair.

There were no emails on any of the search terms “between the heads of any equality and diversity committee/group on race/lgbt matters, decolonising group and so on and heads of department, head of organisation”. We only have head roles for an equality and diversity committee/group on race, which is our Black, Asian and Minority Ethnic (BAME) staff group for which we have 2 chairs. We do not have an LGBT staff group.

There were no emails from the Chief Executive, Interim Chief Executive or Strategic Directors including the search terms “Mermaids”, “TERF”, “cisgender”, “heteronormative”, “gendered intelligence”, “decolonisation”, “white supremacy/supremacism” or “institutional racism” relating to training.

The emails below were sent to the “head of the organisation” and “heads of department” as defined above and include search terms “Black Lives Matter” and “transgender” in relation to training. They are ordered in relation to the search term and then by date. In the emails below we use an FOI exemption Section 40 Personal Information: This means we do not disclose names of individuals who are third-party trainers or their personal contact details, or Cambridge City Council staff below Head of Service seniority level.

### **Emails including search terms “Black Lives Matter” relating to training**

#### **Email one: Sent 07/06/2021 to Chief Executive and Strategic Directors about training organised for councillors**

Subject: Equality & Diversity training - All Member Briefing

Location: Microsoft Teams Meeting

Start: Mon 18/10/2021 19:00

End: Mon 18/10/2021 20:00

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: [Name taken out due to seniority level of staff member]

Required Attendees: Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Anna Smith (Cambridge City - Romsey); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Baiju Thittala (Cambridge City - East Chesterton); Cllr Carina O'Reilly (Cambridge City - Arbury); Cllr Carla McQueen (Cambridge City - East Chesterton); Cllr Cheney Payne (Cambridge City - Castle); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Dr Markus Gehring (Cambridge City - Newnham); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Haf Davies (Cambridge City - Abbey); Cllr Jamie Dalzell (Cambridge City - West Chesterton); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Katie Porrer (Cambridge City - Market); Lucy Nethsingha; Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Martin Smart (Cambridge City - Kings Hedges); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Mike Sargeant (Cambridge City - West Chesterton); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Patrick Sheil (Cambridge City - Arbury); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Richard Robertson (Cambridge City - Petersfield); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Rosy Moore (Cambridge City - Coleridge); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Tim Bick (Cambridge City - Market); Cllr - All Councillors (Cambridge City); Tim Bick

Optional Attendees: Suzanne Hemingway; Fiona Bryant; Kelly Stephen; Andrew Limb; Caroline Ryba; Robert Pollock; Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Tim Bick (Cambridge City - Market ); Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr

Katie Thornburrow (Cambridge City - Trumpington); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Baiju Thittala (Cambridge City - East Chesterton); Cllr Niamh Sweeney (Cambridge City - Newnham); Cllr Alan Cox (Cambridge City - Trumpington); Cllr Sarah Baigent (Cambridge City - Castle); Cllr Rosy Moore (Cambridge City - Coleridge); Cllr Dr Markus Gehring (Cambridge City - Newnham); Cllr Patrick Sheil (Cambridge City - Arbury); Cllr Daniel Lee (Cambridge City - Queen Edith's); Cllr Carla McQueen (Cambridge City - East Chesterton); Cllr Sam Davies (Cambridge City - Queen Edith's); Cllr Olaf Hauk (Cambridge City - Trumpington); Cllr Hannah Copley (Cambridge City - Abbey); Cllr Naomi Bennett (Cambridge City - Abbey); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Ingrid Flaubert (Cambridge City - Trumpington); Cllr Katie Porrer (Cambridge City - Market); Cllr Alice Gilderdale (Cambridge City - Market); Cllr Jocelynne Scutt (Cambridge City - West Chesterton); Cllr Simon Smith (Cambridge City - Castle)

This training was also held on 12 October. You do not need to attend this one if you attended in July.

This important training/briefing session is being run twice to give all councillors an opportunity to attend. The Black Lives Matter motion, Council 16 July 20, introduced a requirement for all councillors to attend this briefing in their first year of term.

The briefing will help councillors in understanding their own and the Council's obligations relating to promoting equality and diversity and tackling discrimination. The session will also explore key priorities and areas of work of the Single Equality Scheme 2021 to 2024, which shall be approved at the Environment and Community Scrutiny Committee on 1 July 21.

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## Emails including search term “Transgender” relating to training

Email One – Sent to all staff from Learning and Development Team in HR and makes reference to transgender awareness training (sent 11/01/2021) – note that here only included content relevant to equality and diversity and transgender awareness training



**Dear Colleagues,**

We wish you all the very best for 2021!

Our Training programme resumes this week, so we wanted to inform you of what's to come!

You can find further details of these sessions in this message. So lets take a look at what training is on schedule!



## **Equality, Diversity and Disability: Awareness**

<b>Tuesday 19<sup>th</sup> January 2021</b>	10:00 – 12:15 (via Zoom)
<p>(Module 1)</p> <p>Designed for all staff wanting to boost their knowledge and awareness of Equality, Diversity and Disability.</p> <p>Underpinning values we hold as a council, promoting Equality and Diversity. Attending should provide staff with an awareness of a broad range of equality issues, including those related to disability, to help delegates in providing a service that meets the needs of customers and service users.</p>	





## Equality, Diversity and Disability: Policy in Practice

**Tuesday 26<sup>th</sup> January 2021**

10:00 – 12:15 (via Zoom)

(Module 2)

This course is for all staff wanting to boost their knowledge and awareness of Equality, Diversity and Disability - and the relationship this content has with our work, in policy and practice.

This session will introduce you to important key principles relating to Equality, Diversity and Disability awareness, in the context of the wider inclusion agenda. By using the examples, it will make them relevant to the working environment. As a result of attending, you will;

- Understand your duties as an employee
- Be able to identify practical solutions in the workplace





February may seem a while from now, but it will soon come around! We are adding to our current course schedule at the moment, so there will be updates for this – but please see below a list of the courses available to be booked on!

You can find the outlines for each of these sessions, on CityNet - just type the course title into the search bar!

Date	Session	Time
Thursday 25 <sup>th</sup>	Transgender Awareness	09:30 – 12:30 (via Zoom)

**Email Two – sent as calendar invite to Andrew Grant (Interim Chief Executive), and Strategic Directors, Fiona Bryant and Suzanne Hemingway referring to training for councillors sent 18/01/2021**

Subject: Transgender Awareness Training-All Members

Location: Zoom - details below

Start: Mon 01/02/2021 18:00

End: Mon 01/02/2021 19:30

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: [Name removed due to seniority of staff]

Required Attendees: Cllr - All Councillors (Cambridge City); CCC-GROUP-Strategic\_Leadership\_Team; (The strategic leadership team included Chief Executive and Strategic Directors as referred to above)

Optional Attendees: Committee Services Managers; Cllr Nicky Massey (Cambridge City - Abbey); Cllr Carina O'Reilly (Cambridge City - Arbury); Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Haf Davies (Cambridge City - Abbey); Andrew Limb; Kelly Stephen; Colin McGerty; Cllr Cheney Payne; Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Jon Hipkin; Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr Dr Markus Gehring (Cambridge City - Newnham); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Kelley Green (Cambridge City - Petersfield); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Sophie Barnett (Cambridge City - Romsey); Cllr Martin Smart (Cambridge City - Kings Hedges)

Topic: Trans Awareness City Councillors

Time: Feb 1, 2021 6:00PM London

Join Zoom Meeting

[Zoom link was inserted here]

[Trainer name taken out following exemption Section 40]

Programme Manager (Schools & Training)

My pronouns are: She, Her, Hers

Transgender Awareness training, The Kite Trust

On 22nd October 2020, a 'Trans rights are human rights' cross-Party motion was passed at Full Council. This highlighted support that the council has provided to trans and non-binary people in recent years and also acknowledged that there is more to do to support trans and non-binary people to feel safe, welcome, and included. One action from the motion was to "facilitate and strongly encourage all councillors to attend relevant training, such as Safer Spaces and trans awareness training." This trans awareness training will be delivered by The Kite Trust who have been running this training for staff members for a few years, which has been really well-received. The learning outcomes of this are:

1. To have a greater understanding of the experience of trans and gender variant people, including experiences of hate crime in communities
2. Understand issues of risk and safeguarding of transgender children and adults.
3. Have increased confidence to effectively support transgender and gender variant people – looking at using positive language, and understanding different terms.

**Email three: Sent as calendar invite to Robert Pollock (Chief Executive), and Strategic Directors, Fiona Bryant and Suzanne Hemingway referring to training for councillors sent 13<sup>th</sup> April 2021**

Subject: Transgender Awareness Training - all member briefing

Location: Microsoft Teams Meeting

Start: Tue 08/02/2022 18:00

End: Tue 08/02/2022 19:30

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: [Name taken out due to seniority of staff member]

Required Attendees:

Optional Attendees: Robert Pollock; Fiona Bryant; Suzanne Hemingway; Kelly Stephen; Andrew Limb; Caroline Ryba

8 Feb, 6 – 7.30pm- Transgender Awareness training, The Kite Trust

On 22nd October 2020, a 'Trans rights are human rights' cross-Party motion was passed at Full Council.

This highlighted support that the council has provided to trans and non-binary people in recent years and also acknowledged that there is more to do to support trans and non-binary people to feel safe, welcome, and included. One action from the motion was to "facilitate and strongly encourage all councillors to attend relevant

training, such as Safer Spaces and trans awareness training.” This trans awareness training will be delivered by The Kite Trust who have been running this training for staff members for a few years, which has been really well-received. The learning outcomes of this are:

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**Email four – Sent as calendar invite to Robert Pollock (Chief Executive), and Strategic Directors, Fiona Bryant and Suzanne Hemingway referring to training for councillors sent 14<sup>th</sup> May 2021**

Subject: Safer Spaces - all member briefing

Location: Microsoft Teams Meeting

Start: Mon 04/10/2021 19:00

End: Mon 04/10/2021 20:00

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: [Name removed due to seniority of staff]

Required Attendees: Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Anna Smith (Cambridge City - Romsey); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Baiju Thittala (Cambridge City - East Chesterton); Cllr Carina O'Reilly (Cambridge City - Arbury); Cllr Carla McQueen (Cambridge City - East Chesterton); Cllr Cheney Payne (Cambridge City - Castle); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Dr Markus Gehring (Cambridge City - Newnham); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Haf Davies (Cambridge City - Abbey); Cllr Jamie Dalzell (Cambridge City - West Chesterton); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Katie Porrer (Cambridge City - Market); Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Martin Smart (Cambridge City - Kings Hedges); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Mike Sargeant (Cambridge City - West Chesterton); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Patrick Sheil (Cambridge City - Arbury); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Richard Robertson (Cambridge City - Petersfield); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Rosy Moore (Cambridge City - Coleridge); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Tim Bick (Cambridge City - Market); Tim Bick; Cllr - All Councillors (Cambridge City)

Optional Attendees: Robert Pollock; Fiona Bryant; Suzanne Hemingway; Kelly Stephen; Caroline Ryba; Andrew Limb; Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Tim Bick (Cambridge City - Market ); Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Baiju Thittala (Cambridge City - East Chesterton)

Safer Spaces Training: Encompass Network

This training will help you to spot discrimination aimed at lesbian, gay, bisexual and transgender, queer and questioning (LGBTQ+) people and learn how to challenge it. We also deliver this training to frontline staff members as part of our commitment to

Safer Spaces. We signed up to Safer Spaces in 2018, which is an initiative led by the Encompass Network to help ensure organisations and businesses are welcoming, accessible and inclusive of LGBT people. On 22nd October 2020, a 'Trans rights are human rights' cross-Party motion was passed at Full Council. This highlighted support that that the council has provided to trans and non-binary people in recent years and also acknowledged that there is more to do to support trans and non-binary people to feel safe, welcome, and included. One action from the motion was to "facilitate and strongly encourage all councillors to attend relevant training, such as Safer Spaces and trans awareness training."

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**Email five: Sent as calendar invite to Robert Pollock (Chief Executive), and Strategic Directors, Fiona Bryant and Suzanne Hemingway referring to training for councillors sent 15<sup>th</sup> April 2021 and same email sent again on 14<sup>th</sup> May 2021**

Subject: Transgender Awareness Training - all member briefing

Location: Microsoft Teams Meeting

Start: Mon 24/01/2022 18:00

End: Mon 24/01/2022 19:30

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: [Name deleted due to seniority of staff member]

Required Attendees: Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Anna Smith (Cambridge City - Romsey); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Baiju Thittala (Cambridge City - East Chesterton); Cllr Carina O'Reilly (Cambridge City - Arbury); Cllr Carla McQueen (Cambridge City - East Chesterton); Cllr Cheney Payne (Cambridge City - Castle); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Dr Markus Gehring (Cambridge City - Newnham); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Haf Davies (Cambridge City - Abbey); Cllr Jamie Dalzell (Cambridge City - West Chesterton); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Katie Porrer (Cambridge City - Market); Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Lewis Herbert (Cambridge City - Coleridge); Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Martin Smart (Cambridge City - Kings Hedges); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Mike Sargeant (Cambridge City - West Chesterton); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Patrick Sheil (Cambridge City - Arbury); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Richard Robertson (Cambridge City - Petersfield); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Rosy Moore (Cambridge City - Coleridge); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Tim Bick (Cambridge City - Market); Tim Bick

Optional Attendees: Robert Pollock; Fiona Bryant; Suzanne Hemingway; Kelly Stephen; Andrew Limb; Caroline Ryba; Cllr Mark Ashton (Cambridge City - Cherry Hinton); Cllr Mike Davey (Cambridge City - Petersfield); Cllr Anthony Martinelli (Cambridge City - Market); Cllr Josh Matthews (Cambridge City - Newnham); Cllr Mike Todd-Jones (Cambridge City - Arbury); Cllr Nicky Massey (Cambridge City - Abbey); Cllr Gerri Bird (Cambridge City - East Chesterton); Cllr Richard Johnson (Cambridge City - Abbey); Cllr Alex Collis (Cambridge City - Kings Hedges); Cllr Katie Thornburrow (Cambridge City - Trumpington); Cllr Dave Baigent - (Cambridge City - Romsey); Cllr Jennifer Page-Croft (Cambridge City - Queen Edith's); Cllr Russ McPherson (Cambridge City - Cherry Hinton); Cllr Robert Dryden (Cambridge City - Cherry Hinton); Cllr Baiju Thittala (Cambridge City - East Chesterton); Cllr - All Councillors (Cambridge City)

24 Jan, 6 – 7.30pm- Transgender Awareness training, The Kite Trust

On 22nd October 2020, a 'Trans rights are human rights' cross-Party motion was passed at Full Council.

This highlighted support that that the council has provided to trans and non-binary people in recent years and also acknowledged that there is more to do to support trans and non-binary people to feel safe, welcome, and included. One action from the motion was to “facilitate and strongly encourage all councillors to attend relevant training, such as Safer Spaces and trans awareness training.” This trans awareness

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# Welcome to Diversiti UK

Learning and Development

Your trainer today

**Garry Connor**

DTLLS, TESOL (Trinity)

A group of four diverse people (three women and one man) are sitting around a white conference table in a bright, modern office. They are all smiling and looking towards the right side of the frame. On the table, there is a laptop displaying a line graph, several water bottles, and some papers. The background shows large windows with light-colored curtains.

# **Equality, Diversity and Disability - Awareness**

# Housekeeping



01 Use of workbook



02 Technical issues



03 Chat function



04 Asking questions





# Learning Objectives



Be able to define equality, diversity and disability



Understand your duties as an employee

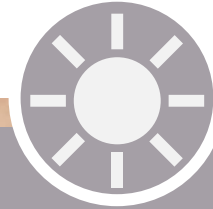


Identify practical solutions in the workplace

# Where would I rather be?



Using the chat function or unmute your mic when prompted



Tell us where you would rather be on this fine sunny day

# Equality, Diversity and Inclusion

- Write some notes on your own on what the words equality and diversity mean to you
- Join your breakout group in the room and discuss your ideas
- Reconvene in **10 minutes** – Nominate someone to keep time and feedback





# What is Equality and Diversity?



## Feedback from groups

# The Key Concepts

- Organisation follows anti-discriminatory practices
- Eliminates discrimination
- Ensures staff, volunteers and service users receive fair and equal treatment





# What does this mean in a professional environment?

- People are treated as individuals
- The impact of stereotyping is minimised
- Everyone is valued for their different skills and qualities



# What does this mean in a professional environment?

- All staff are treated fairly and with respect
- Staff regardless of background or experience feel valued
- An organisational commitment to the above





# Benefits of Diversity

# The Benefits

- Creates a culture of respect, which benefits all
- By creating 'a level playing field' teams function better
- Encourages creativity
- It's the law



# The Benefits

- Negates potential reputational damage
- More reflective of our clients
- It can recruit and retain more clients (people who look like us...)



# Diversity Dividend

- Gender diverse organisations can outperform less ethnically diverse organisations by up to 15%
- Ethnically diverse organisations can outperform less ethnically diverse organisations by up to 35%
- It is clear **EQUALITY AND DIVERSITY MATTERS**



# Diversity has a positive impact on many key aspects of organizational performance

Diversity management helps to...	Rationale
...Win the war for talent	A strong focus on women and ethnic minorities increases the sourcing talent pool, a particular issue in Europe. In a 2012 survey, 40% of companies said skill shortages were the top reason for vacancies in entry-level jobs
...Strength customer orientation	<ul style="list-style-type: none"><li>▪ Women and minority groups are key consumer decision makers: for example, women make 80% of consumer purchases in the UK</li><li>▪ Gay men and women have average household incomes that are almost 80% higher than average</li></ul>
...Increase employee satisfaction	Diversity increases employee satisfaction and reduces conflicts between groups, improving collaboration and loyalty
...Improve decision making	Diversity fosters innovation and creativity through a greater variety of problem-solving approaches, perspectives and ideas. Academic research has shown that diverse groups often outperform experts
...Enhance the company's image	<ul style="list-style-type: none"><li>▪ Social responsibility is becoming increasingly important</li><li>▪ Many countries have legal requirements for diversity (e.g., UK Equality Act 2010)</li></ul>





# Equality Act 2010





Equality Act 2010

# Equality Act 2010

A photograph of two men sitting at a desk in a classroom, taking a quiz. The man on the left is a Black man with a shaved head, wearing a blue t-shirt, looking down at the paper with a slight smile. The man on the right is a white man with glasses and a mustache, wearing a light blue button-down shirt with a palm tree pattern, holding a yellow pencil and writing on the paper. In the background, other students are visible at their desks, including a woman in a yellow shirt and another in a blue shirt.

# Equality Act 2010 Quiz

# Answers

- Q1 - Unfair, equal
- Q2 - 9
- Q3 - False, it also protects people using services
- Q4 - True
- Q5 - 6.





# Protected Characteristics

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



# Types of Discrimination

- Direct discrimination
- Indirect discrimination
- Associative discrimination
- Harassment
- Victimisation
- Failing to make a reasonable adjustment for a disabled person



**Take a 11 minute break**

# Religion or belief

- Employment tribunal ruled that ethical veganism should be protected under discrimination law
- On 3rd January), Norwich employment court agreed with Jordi Casamitjana, who was formerly employed by the League Against Cruel Sports, that ethical veganism is a philosophical belief and should be protected under the Equality Act 2010

# Religion or Belief

- Employment tribunal ruled that ethical veganism should be protected under discrimination law
- On 3rd January), Norwich employment court agreed with Jordi Casamitjana, who was formerly employed by the League Against Cruel Sports, that ethical veganism is a philosophical belief and should be protected under the Equality Act 2010





# Discrimination Cases

- A former Mulberry designer who refused to sign a copyright agreement because she had a “philosophical belief” in the right to own her creative work lost her case at the Court of Appeal
- Anna Gray claimed she had been discriminated against because of her philosophical belief in “the statutory human or moral right to own the copyright and moral rights of her own creative works and output”. Both the employment and appeal tribunals ruled her belief could not be considered capable of protection under the Equality Act 2010



# Discrimination Cases

- Former NHS worker who was threatened with legal action after reporting feeling suicidal was awarded £92,000 in compensation by an employment tribunal
- Mr Flemming, a former ambulance technician at the East of England Ambulance Services NHS Trust, lost his job in 2015 after he failed to attend meetings and appointments with the trust's occupational health function to discuss his physical and mental health. The Norwich employment tribunal ruled his dismissal had been unfair.



**Take a 11 minute break**



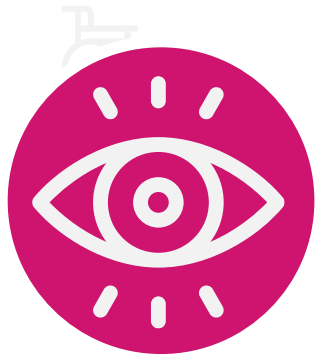
# What is Disability

# The Definition of Disability

- The Equality Act defines a person as being disabled if they "have a physical, visual, hearing or speech impairment, mental health issues, learning difficulty or severe disfigurement which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities"



# Types of Impairment



Visible



Invisible





# Types of Impairment



Physical



Sensory



Learning Disability



Specific Learning Difficulty



# Types of Impairment



Physical



Sensory



Learning Disability





# Statistics

- Nearly one in five people are disabled (approx 12 million) (PAPWORTH TRUST – DISABILITY IN THE UK 2019 )
- 360,000 people are registered as blind or partially sighted in the UK (RNIB sight loss report)
- Around 40-50% of adults over state pension age have a disability (ODI Family Resources Survey )



# Statistics

- There are 770,000 disabled children under the age of 16 in the UK. Approx 1 child in 20 (Contact a Family )
- The annual spending power of disabled families in Britain is estimated at £249 billion per year (Scope 2019 )



# Impacting Legislation

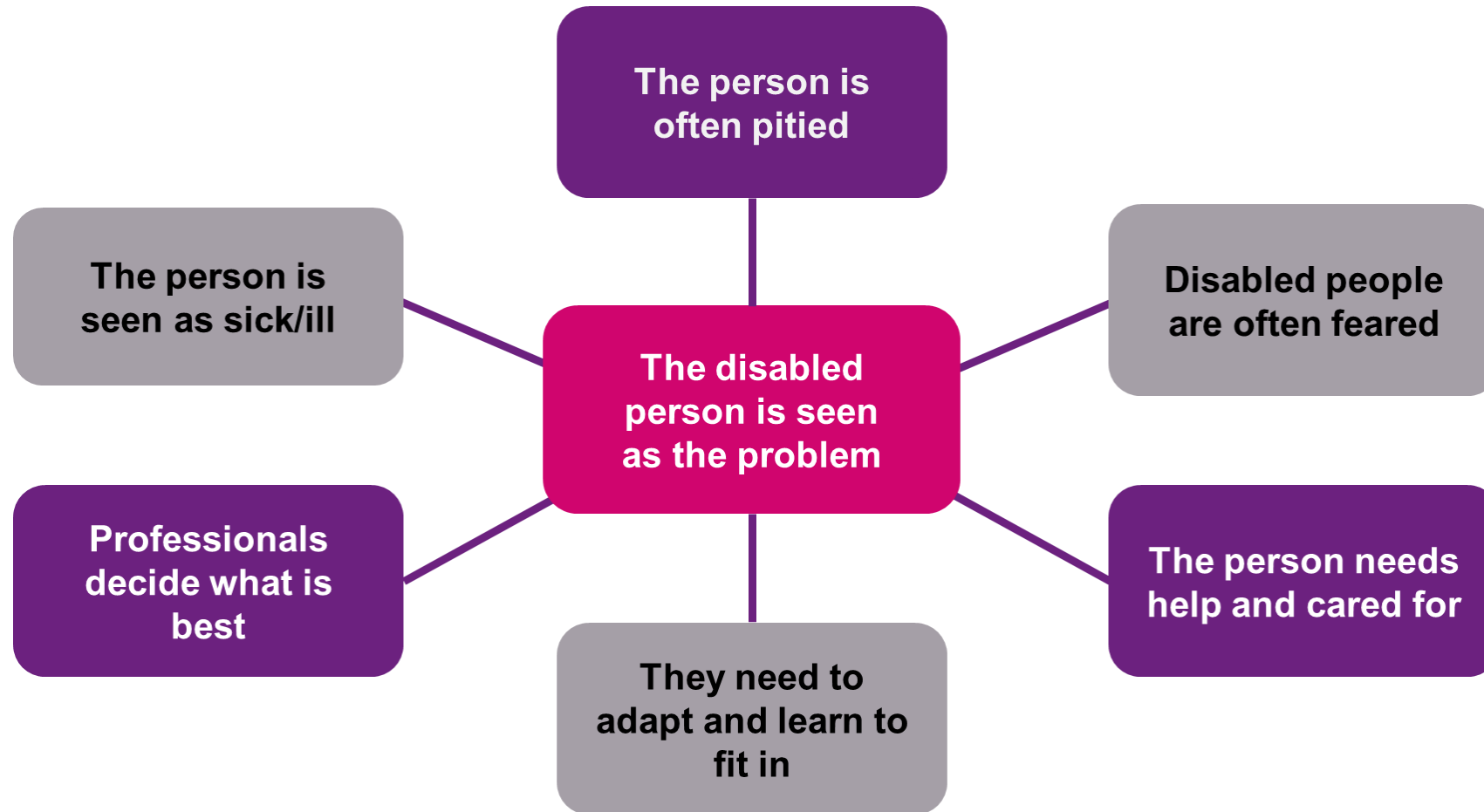
- Equality Act 2010
- Public Sector Equality Duty
- Health and Safety at Work Act 1974



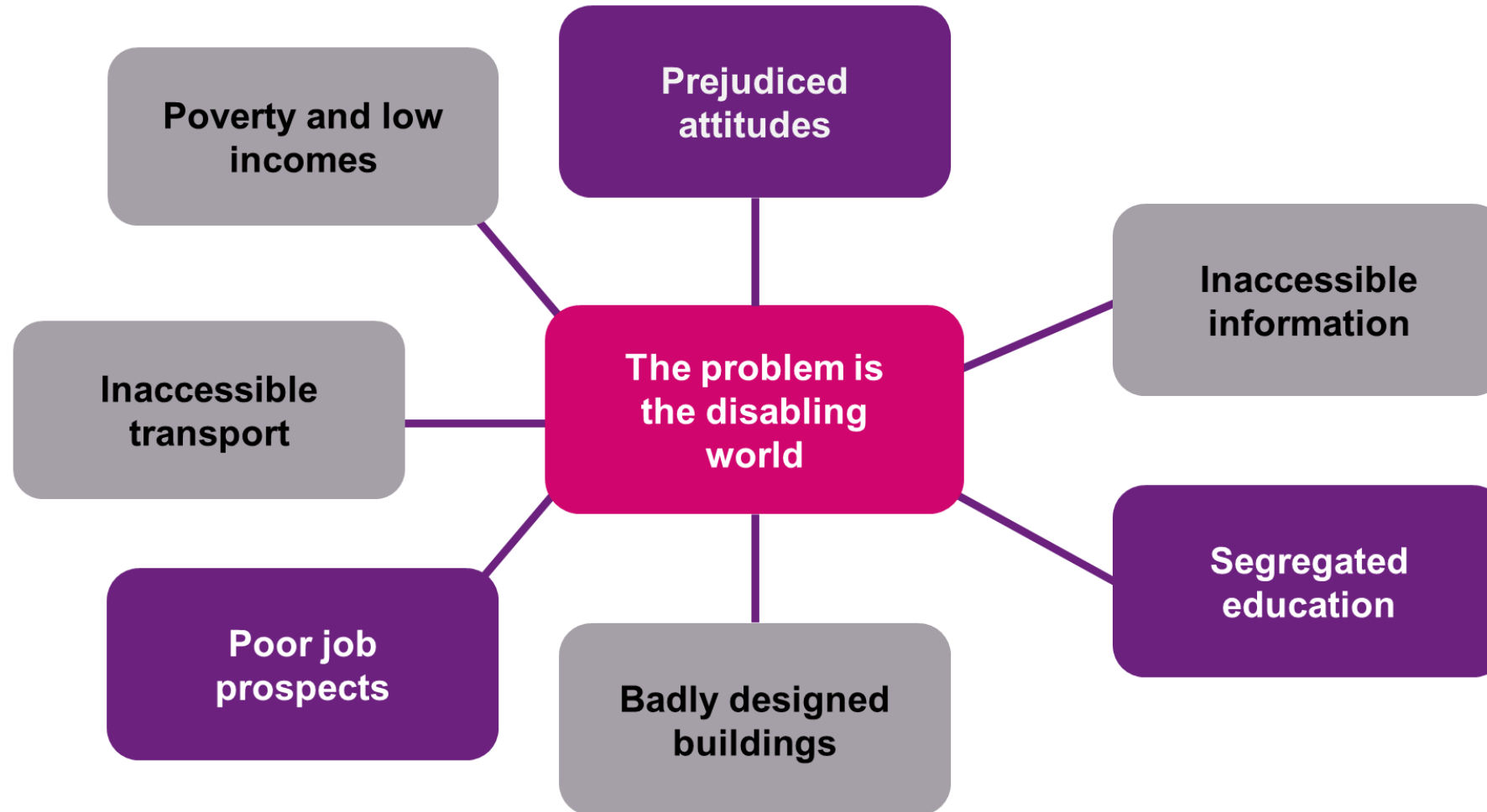


# Social and Medical Models of Disability

# The Medical Model of Disability



# The Social Model of Disability



# Some Pictures – Who are they?

Write in the table in your workbook:

- Person's name (if you know it), if not guess
- Their job, role, profession etc.
- Any other information you think about the other person e.g sexual orientation, family status



















# Who are they?

- Jason Griffiths - Web Designer/Formal General Nurse
- T.V. Raman - Research Scientist



## Who are they? (2)

- Gary Eastwood – Scrap Metal Tycoon
- Annia Matereke - Immigration Lawyer





## Who are they? (3)

- Madeline Swegle – Fighter Pilot
- Nicola Sturgeon - First Minister of Scotland



# Unconscious Bias

- Traditional thought assumes discriminatory behaviour is conscious
- That people who know better do the right thing, and those who don't know better cause bias
- “good person/bad person” paradigm of diversity



# What is unconscious bias?

- Our brains jumps to assumptions and conclusions without us even knowing it
- Unconscious bias is how we perceive others
- We are all biased and being aware of our biases will help us mitigate them



# We all have unconscious bias

But where does it come from?

- The media
- Your education
- Parents/upbringing
- Ignorance (gaps in knowledge)
- Culture
- Peer groups
- Outdated information/beliefs





# End of Webinar 1



# Welcome to Diversiti UK

Learning and Development  
CIC

Your trainer today

**Garry Connor**

DTLLS, TESOL (Trinity)





# **Equality, diversity and Disability – Policy in Practice**



# Housekeeping



01 Use of workbook



02 Technical issues



03 Chat function



04 Asking questions



# Drawing Exercise

Draw a picture of one of the following:

- Model
- Footballer
- Athlete
- Doctor's receptionist
- Construction worker
- Engineer



















# Stereotyping

Unconscious Bias can cause stereotyping of individuals and groups of people



# Stereotypes

Where characteristics of minorities are attributed to all in the minority group

- All football supporters are hooligans
- Accountants are boring
- All nurses are women
- Black people are good at sport
- Scottish people are tight with money
- White van men with English flags outside their house are...





# Public Sector Equality Duty

# Public Sector Equality Duty



Eliminate unlawful discrimination, harassment and victimisation



Advance equality of opportunity



Foster good relations



Analyse the effect of your functions





# Advancing Equality - Aims



Removing or minimising disadvantages



Taking steps to meet the needs of people from protected groups



Encouraging to participate in public life or in other activities





# Analyse the effect of your functions



If these are not apparent – may need to carry out equality impact assessment and analysis



# Decision Makers

- Aware of their responsibilities
- Ensure they have adequate evidence to understand the potential effects of their decisions on different people
- Consciously and actively consider the relevant matters, in such a way that it influences decision-making



# Public Sector Equality Duty

- Publish equality information annually
- Consultation and engagement are encouraged



# Equality Impact Assessments

Why are Cambridge City Council doing EIAs?

Upholding Equality and Diversity can have a number of benefits for Cambridge city Council including but not limited to:



# What's the point?

- Improving overall value for money for Cambridge City Council in terms of goods, works and services you purchase;
- Improving the quality, responsiveness and appropriateness of your services;
- Ensuring that Council Tax payer's money is not spent on practices which lead to unfair discrimination to sections of your community;
- Creating a diverse and integrated workforce



# What is an Equality Impact Assessment

- An equality impact assessment (EIA) is a tool that helps public authorities make sure their policies, and the ways they carry out their functions, do what they are intended to do and for everybody.
- This involves systematically assessing the likely (or actual) effects of policies on people





# What is an Equality Impact Assessments

- This includes looking for opportunities to promote equality that may have previously been missed or could be better used, as well as negative or adverse impacts that can be removed or mitigated, where possible.
- If any negative or adverse impacts amount to unlawful discrimination, they must be removed.



# Who should be involved in EIAs?

- The manager responsible for the policy, department or implementation
- Frontline staff
- Partner/parent organisations (peers)
- Council Tax payers
- ‘Experts’ – internally and externally



# What are the key outcomes?

## No major change

Robust, no need for change

## Adjust the policy

The EIA identifies potential problems or missed opportunities. Adjust the policy to remove barriers or better promote equality



## Continue the policy

potential for adverse impact or missed opportunities to promote equality

## Stop and remove the policy

Actual or potential unlawful discrimination. It must be stopped and removed or changed

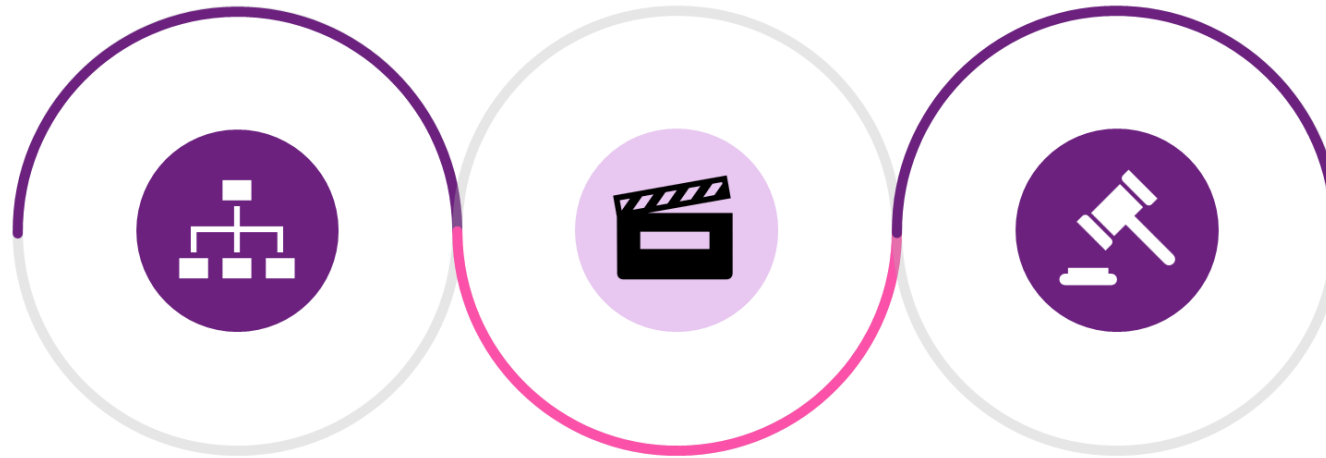
# Screening for relevance

## Effective and proportionate

To the size and structure of the organisation

## Cambridge City Council

as an organisation needs to make that judgement based on your values, priorities, resources and attitude to risk



## Enabling the outcomes and improvements needed

to take effective action on equality



# Case Studies

# Case Studies

- Join your breakout group in the room and discuss the case studies and answer the questions
- Reconvene in 10 minutes – Nominate someone to keep time
- Nominate someone to feedback





# Case Studies

Feedback from groups



**Take a 10 minute break**



# Communication when working with Disabled People

# Communication Tips

## Learning disabilities

- Be patient
- Use clear simple language
- Don't rush someone's answer
- Check that the person understands you



# Communication Tips

## Deaf and hard of hearing

- Face the person
- Speak clearly, keeping your hands away from your mouth
- Don't stand in front of direct light
- Keep a pen and paper near to hand
- Maintain eye contact



# Communication Tips

## Speech difficulties

- Be attentive and patient
- Don't guess what the person has said
- Ask them to repeat it again
- If necessary ask them to write it down







# Other Additional Needs

# Additional Needs

## Specific learning difficulty

- Ask if the person if they need assistance
- Give clear instruction
- Demonstrate if necessary



# Additional Needs

## Blind and partially sighted

- Offer to guide the person to their destination
- Describe way they should go
- Trained dogs for the disabled must be allowed to stay with their owners



# Additional Needs

## Blind and partially sighted (assistance dogs)

- Do not take hold of the dogs lead
- Allow the owner to instruct the dog
- Do not pet the dog unless the owner gives permission as this can confuse the dog



# Additional Needs

## Wheelchair users

- Accessible entrances should be clearly signed
- Ask if the person needs help. Don't assume
- Explain the route clearly to customers





# Reasonable Adjustments



# Reasonable Adjustments

Go into your breakout room and discuss the following questions:

- What reasonable adjustments do you know that have been made in your workplace or previous workplace?
- What other adjustments could be made in your workplace?





**Any  
Questions?**

# Conclusion

- Recap
- Action Plan
- Evaluation





# End of Webinar 2



protecting business  
enriching lives

# Equality, Diversity and Disability Awareness

## Workbook 1



# Programme – Virtual Training 1

Welcome and introductions  
Aims and objectives

What is equality and diversity?  
The Benefits of diversity

The Equality Act 2010 Quiz – Test yourself

What is a disability?

Social and Medical Models of Disability

Introduction to Unconscious Bias

Next session



## Introduction to Equality, Diversity and Disability Awareness

This workbook has been developed to support your learning during the completion of this webinar training. It will not repeat what's on the screen: it is a place to record thoughts, feelings, the things you have learnt and your responses to issues or exercises.

Each of the sections in the webinar and this accompanying workbook will introduce you to important key principles relating to equality, diversity and disability awareness, in the context of the wider inclusion agenda. By using the examples, it will make them relevant to the working environment.

Use this workbook to record key points from exercises or make your own notes to highlight things you would like to find out more about or raise within your own organisation.

This is your resource to use in whatever way best supports your learning and ongoing development beyond completion of this learning activity

### Learning Objectives:

- Be able to define equality, diversity and disability
- Enhance your knowledge of the Equality Act 2010
- Be able to give examples of correct disability etiquette



### 10 minute Challenge –

Write some notes on what Equality means to you

Write some notes on what Diversity mean to you

## The Key Concepts of Equality and Diversity

In real terms, equality and diversity is about promoting and respecting every individual's right to be different.

There is key legislation such as the Equality Act, Human Rights Act and Employment laws which protect individuals from discrimination and ensure that everyone is valued as an individual.

Equality and Diversity is a commitment by an organisation to follow anti-discriminatory practices.

The organisation works to ensure that any instance of discrimination is eliminated.

It also ensures that workers receive fair and equal treatment at work regardless of race, age, sex, sexual orientation, disability, religion, marital status, gender identity, pregnancy or maternity (protected characteristics).

### **What does this mean in a professional environment?**

It must be borne in mind that everyone acts differently at work to how they are at home. Whilst we would hope that employees follow the same principles of non-discrimination and promotion of equality in their home life it is not reasonable or practical for an employer to monitor the behaviour of staff in their home environment. There are of course exceptions e.g. social media behaviour

There are however clear parameters which employees must agree to and abide by in the workplace. By entering employment and agreeing a contract, these are the terms that all workers 'sign up' to.

- All people should be treated as individuals
- The impact of stereotyping is minimised
- All staff are valued for the different skills, qualities and attributes they bring
- All staff are treated fairly with respect
- All staff regardless of background or level of experience feel valued
- The organisation commits to all the above principles

## The Benefits of Equality and Diversity



There are some key benefits of embedding equality and diversity in an organisation.

By creating a culture of respect in an organisation this benefits everyone in the workplace and ensures that we are all valued for what we bring to our organisation.

Research has shown where there is more diversity in the workplace, that teams are much more creative, and can problem solve quicker e.g. where a workplace is employing a wheelchair user for the first time. The team have to think through practical issues such as access to the building, is there a lift to where the employee is planned to work? If not, can the employee work on the ground floor.

Of course, it is the law and by promoting and valuing equality and diversity then the organisation is complying with the law and therefore avoiding potentially damaging discrimination claims.

In turn, if an employer is prosecuted under the Equality Act, then their reputation suffers, and potential employees may be put off applying for jobs with them.

Having a diverse workforce better reflects society and in turn is reflective of our service users. It can also aid in recruiting the best staff, as 67% of job seekers say that workforce diversity is important to them when considering applying for a new job.



## The Diversity Dividend

Gender diverse organisations have been shown to outperform less gender diverse organisations by up to 15%

Ethnically diverse organisations can outperform less ethnically diverse organisations by up to 35%

### Diversity has a positive impact on many key aspects of organisational performance

#### Diversity management helps to...

#### Rationale

...win the war for talent

- A strong focus on women and ethnic minorities increases the sourcing talent pool, a particular issue in Europe. In a 2012 survey, 40% of companies said skill shortages were the top reason for vacancies in entry-level jobs

...strengthen customer orientation

- Women and minority groups are key consumer decision makers: for example, women make 80% of consumer purchases in the UK
- Gay men and women have average household incomes that are almost 80% higher than average

...increase employee satisfaction

- Diversity increases employee satisfaction and reduces conflicts between groups, improving collaboration and loyalty

...improve decision making

- Diversity fosters innovation and creativity through a greater variety of problem-solving approaches, perspectives, and ideas. Academic research has shown that diverse groups often outperform experts.

...enhance the company's image

- Social responsibility is becoming increasingly important
- Many countries have legal requirements for diversity (e.g., UK Equality Act 2010)

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## Equality Act Quiz



1. The Equality Act is designed to protect individuals from \_\_\_\_\_ (1 point) treatment and to promote a fair and more \_\_\_\_\_ (1 point) society in the United Kingdom.
2. There are \_\_\_\_\_ (1 point) **protected characteristics**
3. The Equality Act only protects employees. True or False? (1 point)
4. The Equality Act replaced the Disability Discrimination Acts and Race Relations Act as well as other acts. True or False? (1 point)
5. How many main forms of discrimination are there \_\_\_\_\_? (1 point )

### Correct your quiz answers

Write your total score (out of 6 ) here: \_\_\_\_\_



## Direct discrimination

Direct discrimination occurs when a person treats another *less favourably* than they treat or would treat others because of a *protected characteristic*.

To decide whether a service provider has treated a service user 'less favourably', a comparison must be made with how they have treated other service users or would have treated them in similar circumstances.

If the service provider's treatment of the service user puts the service user at a clear disadvantage compared with other service users, then it is more likely that the treatment will be less favourable: for example, where a customer is refused service or a person's membership of a club is terminated.

Less favourable treatment could also involve being deprived of a choice or excluded from an opportunity. If the quality of the service being offered or the way it is offered is comparatively poor, this could also amount to less favourable treatment.

### *Example*

A group of women complain to a health spa manager that they feel uncomfortable around another member of the spa who is a transgender woman. In response, the manager apologises to the transgender woman but tells her that she will not be able to use the spa again. This is less favourable treatment of her, as it puts her at a clear disadvantage compared to the spa's other clients and will not be lawful if the spa's conduct is because of gender reassignment.

The service user does not have to experience actual disadvantage (economic or otherwise) for the treatment to be less favourable. It is enough that the service user can reasonably say that they would have preferred not to be treated differently from the way the service provider treated - or would have treated - another person.



## Indirect Discrimination

Indirect discrimination occurs when a policy or practice that applies to everyone particularly disadvantages people who share a protected characteristic.

Indirect discrimination can only be justified if you can show that the policy or practice is a proportionate means of achieving a legitimate aim.

Indirect discrimination had already applied to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership. It has now been extended to cover disability and gender re-assignment. It does not apply to pregnancy or maternity.

### *Example*

A company has a policy which says that all male staff must be clean shaven at work. Whilst the company might believe that in implementing this policy it is giving the best possible impression to its customers and potential customers. This could be seen as indirect discrimination as people of particular faiths and cultures are required to retain facial hair.

## **Associative discrimination**

This is direct discrimination against someone because they are associated with another person who possesses a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

### *Example*

James wants to go to the local nightclub with his girlfriend, Jane, who is a wheelchair user. The doorman turns them away because disabled people do not fit with the club's image.

James would be able to claim that he has been discriminated against because of disability, as he was refused entry because of his girlfriend's disability.

## **Harassment**

This is directed against the person due to them having a protected characteristic or even perceived to be. For example, Co-workers making jokes about someone's sexual orientation.

## **Victimisation**

This occurs when someone is treated badly because they are taking (or might be taking) a complaint or grievance under this legislation. This also applies to someone who is supporting somebody who is taking (or might be taking) a complaint or grievance. If an employee has maliciously made or supported an untrue complaint, they are not protected.

## **Failing to make reasonable adjustment for a disabled person**

This is where a service or employer fails to take account of a disabled person's needs when delivering a service or in employment

Example: a shop refuses to allow people access with their mobility aid.

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dashed lines, each set consisting of three lines (top, middle, bottom) that define writing rows. The lines are evenly spaced across the entire page, providing a guide for letter height and placement. There are no margins, text, or other markings present.



## Different Types of Impairment

The Equality Act 2010 defines a person as being disabled if they “have a physical, visual, hearing or speech impairment, mental health issues, learning difficulty or severe disfigurement which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities”.

- some impairments, which are likely to develop over time e.g. cancer, HIV
- “long-term” – last for minimum period of 12 months
- Cancer, HIV or Multiple Sclerosis - point of their illness being diagnosed.

Disability can be both **visible and invisible**. A visible impairment is one that can be seen; for example a wheelchair user has an obvious physical impairment. Many people associate disability with using a wheelchair. Wheelchair users are only a small percentage of the disabled population.

There are many forms of visible and invisible impairments. Someone can be affected in many ways e.g. a person with diabetes, for example, may have a visual impairment and mobility difficulties due to slow circulation and loss of sensation.

**Physical impairment** - difficulty in moving or using all or part of the body. People may have difficulty reaching, grasping or manipulating objects. They may have a partial or complete loss of function in the legs. A person with mobility impairment may not necessarily use a wheelchair; he/she may still be ambulant, but find walking difficult.

**Sensory impairment** - a loss/partial loss of hearing or sight. Someone may be registered blind but may still have some sight.

**Learning disability** - a person has difficulty learning in the way or at the same pace as his/her peers. It does not mean that he/she cannot learn.

**Specific learning difficulty (including dyslexia and dyspraxia)** -The term 'specific learning difficulty' is used when a person has a difficulty in one area of learning, rather than a general difficulty. Specific learning difficulties are not related to intelligence. Around 10% of the population may have some degree of specific learning difficulty, although not all will need support.

**Communication difficulties** - our main forms of communication are by speech, gesture and the written word. A communication difficulty may arise, for example, when there are difficulties articulating the muscles used for speech (dysarthria) or when there are issues in understanding spoken word (dysphasia).

**Mental ill health** - illnesses that affect mood, perception and motivation, and also conditions that affect the actual brain tissue, giving rise to memory loss or confusion e.g. Alzheimer's disease.

**Hidden disability** - a number of conditions affect the human body without there being any outward sign of impairment. Conditions such as heart disease, respiratory disorders and epilepsy may affect a person's ability to function.

Around 40-50% of people over working age (retired) will be recognised as having a disability.

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## **The Medical Model of Disability**

This is an out-dated way of viewing disability, where the person is responsible for adapting and fitting into society.

I do not have to do anything!

Disabled people are defined by their impairment.

The problem rests with them and they are seen as needing help, support and treatment.

This model reflects the World Health organisation's definition of disability. This model is not accepted by many disabled people.

Historically this was the model that was used to describe people.

It still tends to be used by the medical and sports profession where it is sometimes used to categorise people.

## **The Social Model of Disability**

In the social model the view is that the world is disabling.

It is everyone's responsibility to ensure equality and that barriers are removed.

Disabled people are seen as being disabled by the physical economic and attitudinal barriers that society places on them.

This approach challenges prevalent attitudes within society that disabled people are tragic and need charity.

The social model must lie at the heart of how organizations function. This will contribute towards disabled people being valued and respected and able to enjoy a service alongside their non-disabled peers.

The responsibility for inclusion lies with everyone.

## Who are they?

Guess and Write down who you think they are...

Name, then profession, role etc.

1.	Name: Role:	
2.	Name: Role:	
3.	Name: Role:	
4.	Name: Role:	
5.	Name: Role:	
6.	Name: Role:	

## We all have something called '**unconscious bias**'

### But what is it?

- Traditional thought has generally assumed that patterns of discriminatory behaviour in organisations are conscious
- That people who know better do the right thing, and those who don't know better cause bias.
- As a result, we have developed a "good person/bad person" paradigm of equality and inclusion: a belief that good people are not biased, but inclusive, and that bad people are the biased ones.
- Research shows that our brains jump to assumptions and conclusions without us even knowing it.
- This is the science of "unconscious bias".
- Unconscious bias applies to how we perceive other people.
- We are all biased and becoming aware of our biases will help us mitigate them in our organisation

### But where does it come from?

- media
- Your education
- **parents/upbringing**
- ignorance (gaps in knowledge)
- **culture**
- peer groups
- outdated information/beliefs

## Real Life examples of Bias



### 1. HELP! My video is upside down.

Many times we think of unconscious bias as being about race or age, but it covers a much broader spectrum and no one, it seems, is immune to stumbling over it. Google supplied an excellent example of how even a simple bias can affect your business.

When YouTube launched the video upload feature for their app, 5-10% of videos were uploaded upside-down, and Google developers were baffled. Could such a large percentage of users be shooting their videos incorrectly? “Incorrectly” was the key word. Google engineers had inadvertently designed the app for right-handed users. They never considered the fact that phones are usually rotated 180 degrees when held in a user’s left hand.

### 2. This candidate sounds great!

CV’s are a consistent source of unconscious bias. One particular study in the US gave a group of managers a set of CV’s. Some of them were exact duplicates where only the names had been changed. CV’s with the Anglo sounding names received substantially more callbacks than those with diverse names of other origins. Clearly it

was the names and their associated biases that impacted the decisions instead of the qualifications and value they could bring to the company.

Activities were another source of assumptions. Those that sounded more prestigious, like polo or horseback riding vs. basketball or softball, skewed the perception of the candidate. Those engaged in more prestigious sounding activities were considered more refined and successful than their counterparts, simply because of their perceived financial status. These conclusions may have very well been valid, but they could just as easily been untrue. An interviewer's bias makes a substantial difference in the selection arena. Very talented applicants would have been turned away for unfounded reasons.

### **3. She's not great with computers.**

Assigning a project with a significant technical component? The best choice is someone in their 20's not the worker in their 40's, right? This could be an accurate assumption, but it's not always the case. It's not wise to base a decision on an idea or belief that doesn't have the facts to support it.

There are many times when a manager or employee will frame their unconscious bias as common sense. However, your younger employee may be more tech-savvy than most. By assigning the project to a younger, less experienced employee, you could potentially sacrifice quality or miss out on an innovative idea. Evaluating competency based on age is a common mistake and one that could be costly to your organisation.

### **4. You remind me of someone I know.**

Have you ever worked with or employed someone who reminded you of another person? It's a subtle, but real form of unconscious bias. The feelings and opinions you associate with another person can easily influence the way you see someone else.

Recruiting managers have the responsibility to put aside past experiences and see the person as an individual. This can be difficult at times, so recruiters should feel comfortable enough to ask for others' input. Letting a past experience shape your current decisions is unfair to you, the potential employee, and the organisation.

### **5. He speaks the language.**

In the US a manager has a high-profile urban project that needs a qualified project manager to get the job done and uses "common sense" to select an African American project manager. When asked about the decision, the manager states that his choice "is a great fit" and "speaks the language."

It's not overtly racist; it's simply an assumption that because this person is African American, he must be more familiar with the urban environment and the issues the community faces. The reality may be that this African American project manager grew up in the suburbs, went to private school, played polo and has had no experience living in an urban community. He may or may not be the best project manager for the job, but the choice could have easily been based on an invalid assumption completely unrelated to the requirements of the project.

These simple examples demonstrate how easily unconscious bias can creep into your organisation, shape daily decisions, and impact your organisation. Recognising its influence is the key to making objective decisions and avoiding these common mistakes.





## Takeaway Task

On your home computer go to the following site:

<https://implicit.harvard.edu/implicit/uk/takeatest.html>

You should complete **at least 1** test before the next session:

In your tests, you will be presented with some pictures and words. Please do not take too long to think about the information you are given as this will skew your results and invariably render the test results void.

Don't worry, you do not have to share your results with your peers. But it would be useful if you could give an insight into how you found doing the tests at the next session

Please make some notes on your findings using the following questions as a guide:

1. What did you discover and were you surprised?
2. How will this change how you do things?

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## End of Webinar 1

**We look forward to seeing you all at the 2<sup>nd</sup> virtual session**

**0800 612 7479**



# Equality, Diversity and Disability – Policy in Practice

## Workbook 2



# Programme

Welcome and introductions  
Aims and objectives

Bias and Stereotyping

Public Sector Equality Duty and Equality Impact  
Assessments

Case studies – Equality in practice

Communication

Additional Needs

Action Plans and Evaluation

## Introduction to Equality, Diversity and Disability Awareness

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Use this workbook to record key points from exercises or make your own notes to highlight things you would like to find out more about or raise within your own organisation.

This is your resource to use in whatever way best supports your learning and ongoing development beyond completion of this learning activity

### Learning Objectives:

- Understand your duties as an employee
- Identify practical solutions in the workplace

## Individual activity

Draw or depict one of the following, below

- A Model
- Footballer
- Athlete
- Doctor's receptionist
- Construction Worker
- Engineer

Feel free to get creative. Invent a personality for them e.g. a family, where they live, what they look like



## Unconscious bias can cause us to stereotype and make assumptions.

### So what is a stereotype?

A stereotype is where we simplify our social world to avoid processing too much information. By stereotyping we infer that someone we meet who is different from us has certain characteristics and abilities. By default, we then assume that all members of that minority group have the same characteristic and abilities.

Most stereotypes tend to give a negative impression, but there are some positives e.g. 'sober as a judge'.

### Some example stereotypes:

- All football supporters are hooligans
- Accountants are boring
- All nurses are women
- Women don't want to be MPs
- Black people are always good at sport
- Asian people are very studious
- Scottish people are 'tight' with money
- 'White van man' with English flag outside his house is...

Stereotyping and assumptions can be very damaging, and we should always try and mitigate against our inbuilt need to do it.

**"Your assumptions are your windows on the world.  
Scrub them off every once in a while, or the light  
won't come in."** *Isaac Asimov*

## Some Top Tips for challenging our biases and stereotypes

1. **Being aware of it.** The first step to addressing bias is to acknowledge it. There are self-diagnosis using online tests such as the Harvard IAT's
2. **Formalise decision-making** processes to make them more uniform. (i.e. job descriptions; recruitment selection process; performance review criteria; performance/recruitment interviews – take notes & keep records)
3. **Keep up to date** with your company's policies and procedures
4. **Address & challenge unacceptable behaviour**, including non-inclusive language or negative stereotyping
5. **Involve others** in decision making – consult staff to better understand them, including the working culture they would expect
6. **Be aware** that apparently minor and subtle behaviours, such as how you share jokes or stories, or who you have lunch/coffee breaks with may well be affecting the feelings and behaviours of other staff both consciously but also unconsciously. It is these small and often informal acts which lead to people being comfortable and trusted/trusting.
7. **Reduce assumptions** and invest time with all staff and service users, especially those less similar to you. Use open, non-assumptive, empowering questions.
8. **Don't be afraid** to ask about peoples' lives. Rarely are people offended by being asked a question and they are more often delighted you are interested. This should be a two way conversation, and everyone should try to be open to others asking questions about their life
9. **Give yourself a break:** Don't beat yourself up about the fact that you have biases. We all have them. Feeling bad (emotional load) can make it more difficult to manage any biases you do have.

## Public Sector Equality Duty



The general equality duty came into force on 5<sup>th</sup> April 2011. It states in the exercise of their functions that public authorities in England, Scotland and Wales must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

There is a requirement for the authority to analyse the effect of their functions on all 'protected groups' on employees and service users.

### Advancing Equality:

In order to advance equality for all 'protected' groups, public authorities should:

- Remove or minimise disadvantages suffered by people due to their protected characteristics
- Take steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low

The public authority is also required to analyse the effect of their functions on all 'protected groups', employees and service users

If these are not apparent it may be necessary to carry out an equality impact assessment and analysis

### **Decision makers should be:**

- aware of their responsibilities under the duty
- make sure they have adequate evidence (including from consultation, if appropriate) to enable them to understand the potential effects of their decisions on different people covered by the duty
- consciously and actively consider the relevant matters, in such a way that it influences decision-making

### **Other requirements:**

- Publish equality information annually
- Consultation and engagement are encouraged

### **Collecting and using equality information helps to:**

- understand the impact of policies, practices and decisions on different protected groups and plan them more effectively
- take steps to meet the needs of staff and service users from different protected groups and thereby improve the efficiency of the organisation
- identify if there are any actions they can take to avoid discrimination and harassment, advance equality or foster good relations.
- identify what the key equality issues are for their organisation
- benchmark performance against that of similar organisations nationally or locally.
- set useful equality objectives and measure progress against them.

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## Equality Impact Assessments - *what's the point?*

### Why are we doing EIAs?

Upholding Equality and Diversity can have a number of benefits including but not limited to:

- **Improving overall value for money** in terms of goods, works and services you purchase;
- **Improving the quality**, responsiveness and appropriateness of your services;
- **Ensuring** that your council tax payer's money is not spent on practices which lead to unfair discrimination to sections of your community;
- Creating a **diverse** and integrated workforce

### What is an Equality Impact Assessment?

An equality impact assessment (EIA) is **a tool** that helps public authorities make sure their policies, and the ways they carry out their functions, do what they are intended to do and for everybody.

This involves systematically assessing the likely (or actual) effects of policies on people.

This includes looking for opportunities to promote equality that may have previously been missed or could be better used, as well as negative or adverse impacts that can be removed or mitigated, where possible.

If any negative or adverse impacts amount to unlawful discrimination, they must be removed.

### Who should be involved in EIAs?

- The manager responsible for the policy, department or implementation
- Frontline staff
- Partner/parent organisations (peers)
- Service Users
- 'Experts' – internally and externally
- Other relevant people





# Case Studies



**Please read the case study and answer the questions which follow:**

John decided to challenge Simon, who states, “it is only a bit of banter to lighten things up” and he can’t understand why John is making such a big deal. He says that “perhaps John mixes with these kinds of people and that’s why he’s so concerned.”

- What are the issues in this case?
- What are the types of behaviour e.g. discrimination, harassment?
- Can you suggest a solution/solutions?

[illegible]

## Case Study 2: Ahmed, age 45

**Please read the case study and answer the questions which follow:**

Ahmed is an experienced Housing Officer and is used to managing somewhat challenging situations and dealing with sometimes quite confrontational tenants.

After working in the community very recently, carrying out visits, he comes to you as his manager and states he is a little upset and confused.

He reports that in his recent visit to a block of flats he felt really uncomfortable with some 'banter' taking place between the tenants. He explains that there seemed to be one tenant who was the target of 'racial banter' and another of 'homophobic banter' by other tenants.

Ahmed says one of the reasons he was reluctant to intervene was because he is a person of colour and it may have been viewed that he was only 'sticking up' for the targets of the banter because of this.

He also explains that he really didn't know whether he should intervene as the session took place on the tenants' premises.

- What are the issues in this case?
- What are the types of behaviour e.g. discrimination, harassment?
- Do the issues relate to the Equality Act 2010?
- What would you advise Ahmed to do?

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### Case Study 3: Alyaa, age 57

**Please discuss the case study in your groups and write notes:**

Alyaa works in the Business Support Unit and her job entails time in the office completing admin tasks, liaising with other council departments via email and telephone and devising systems for smooth office operation. The rest of the time is spent out of the office visiting other departments to help them improve operational processes.

Alyaa has Bilateral Talipes (Club feet), which can cause her hips to lock, severe pain in the knees and have cramp spasms in her legs.

She lives some 80 miles away, but lives in accommodation close to work during the week.

Over the weekend she had, had mobility issues (hip locking, pains in the knees and cramp in her legs). She felt unsafe to drive the 2 ½ hour journey to the office on the Monday and requested to work from home. She explained that at home, she could move around to alleviate the symptoms of her condition. The manager is aware of her disability and consented via email.

Alyaa was able to work at the computer, compile reports and catch up on paperwork, thus completing a full day's work.

On returning to the office Alyaa was taken aside by her manager who explained that she would allow it this time, but if the same situation arose in the future then she would have to take sick leave.

- What issues can you identify in this case study?
- How could the issues be dealt with in a supportive manner?
- How can the organisation encourage a change of perspective, regarding disabled employees?

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## This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.



## Good Practice – Communication

Good practice for disabled people is often good practice for everyone. The following is **Good practice** for everyone, including disabled people.

- Treat people as individuals, not conditions, with their own mixture of abilities and disabilities
- Use clear, simple language
- Do not make assumptions about a person's level of understanding
- Do not assume or guess what the implications of an impairment are; ask and find out
- Stress that it is OK to ask for help. People may resist asking for help in case they look as though they are struggling

## Customers and colleagues with learning disabilities

- Particular patience and clarity are required when working with people who have a learning disability
- Speak clearly and plainly to the customer
- It is always a good idea to check that you have been correctly understood, particularly when giving safety instructions.
- While queries and complicated sentences from you should be kept to a minimum, do not speak to the person like a child

## Customers and Colleagues who are Deaf or hearing impaired

- Face the person at all times when speaking and speak clearly. Keep your hands and other items away from your mouth as your lips and face are important lip-reading aids
- Do not stand in front of direct light when talking as this will prevent the person from seeing your face
- Where possible, maintain eye contact
- Keep a pen and paper to hand

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## Customers and Colleagues with speech difficulties

- Be attentive, and patient
- Do not second guess what is trying to be said, and never be afraid to ask again if they have not been understood fully, rather than setting off and hoping for the best
- If you don't understand what someone has said, ask them to say it again  
Don't pretend to understand if you do not

## Customers and Colleagues with mental health difficulties

- Establish a good relationship
- Be aware that visiting unfamiliar places may be stressful and be prepared to offer reassurance
- Be alert to major changes in somebody's behaviour

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## **Additional Needs**

### **Specific learning difficulty (including dyspraxia)**

- Ask the person if they need assistance, don't assume
- Give clear instruction e.g. go straight ahead and turn left
- Use gestures

### **Registered blind or partially sighted**

- Guide the person if necessary, and describe the way you are going
- Inform the customer of what is ahead (e.g. whether there is a step or if they need to go upstairs)
- Offer to guide the person to their destination
- Trained Dogs for the Disabled, must be allowed to stay with their owners.  
These dogs can be identified by their harness or jacket showing the name of the training charity

### **Ambulant customers (who may use walking aids)**

- Ask the person if they require assistance
- Point out grab rails etc, which may assist the person

### **Customers who are wheelchair users**

- Accessible entrances should be clearly signed
- Ask the person if they need help. Don't assume
- Explain the route clearly to customers

## Reasonable adjustments



Reasonable adjustment for disabled people can take many forms and in the majority of cases does not cost a lot of money.

In many aspects, they are related to having a 'can do' attitude and seeing solutions to any issues which present themselves.

### The main areas to consider are:

- Changes to policies and procedures
- Changes to buildings to make them physically accessible
- Provision of equipment and human support

## **What are the barriers to staff declaring a disability?**

Many employees will have their own reasons for not declaring that they are disabled. These include; a fear of being discriminated against by their managers and/or fellow co-workers. Research also shows that disabled employees are statistically more likely to experience bullying and harassment in the workplace. Disabled people are often viewed wrongly as being less productive and there is also an inaccurate perception that they take more time off sick. Hence, they tend to worry about declaring a disability in case their job becomes more vulnerable at e.g. times of redundancy. In addition, it is commonplace in many areas of employment that disabled workers are often overlooked for promotion opportunities. It is not entirely clear why this is, but there is anecdotal evidence to suggest that the contributing factors are a combination of the above as well as a low level of expectation of what disabled workers are able to achieve.

## **Staff declaring a disability**

It is crucially important to encourage staff to declare if they have a disability as this will ensure that steps can be taken to support them in their role and achieve their maximum effectiveness.

Staff can be encouraged to disclose that they are disabled by having a culture of openness between staff and managers. There are a number of formal routes which can be utilised for disclosure. These include: PDR's, 1:1's and through the HR Department.

## **Benefits of employing disabled people**

There are many recognised benefits of employing disabled people. It is widely recognised that by having a more diverse team that this encourages many different ways of looking at things, teams tend to develop greater problem-solving skills as each person will look at issues in a different way. One of the obvious benefits is; due to the fact that reasonable adjustments may have had to be made for the disabled person that as more complex situations arise, these can be solved and dealt with greater efficiency and using higher-level problem-solving skills.

Turning to disabled employees themselves; it is a commonly held belief that disabled people take more time off sick, when in fact the opposite is true. Disabled employees are also 5 times more likely to stay with the same employer.



### **Action Plans and Personal Pledges**

What actions will you take following your virtual training:

1. Start doing
2. Stop doing
3. Continue doing

How will you implement these actions in your role?

What support will you need to implement these actions and who from?

## Cambridge City Council - Equality Learning & Development Training Courses: 1 January to 1 June 2021

Date of Training	Training	Provider	Course Objectives	Cost of Training Courses
19/01/2021 17/02/2021 09/03/2021 05/05/2021 16/06/2021	<b>Equality, Diversity and Disability: Awareness</b>  Mandatory for all new employees as part of Employee Induction	Diversiti Diversiti UK Learning and Development <a href="https://diversiti-training.co.uk/">https://diversiti-training.co.uk/</a>	Course Materials Provided	The cost of course delivery is subject to exemptions in FOIA Section 43(2) Commercial Information.
26/01/2021 23/02/2021 18/03/2021 22/06/2021	<b>Equality, Diversity and Disability: Policy in Practice</b>  Mandatory for all new employees as part of Employee Induction	Diversiti Diversiti UK Learning and Development <a href="https://diversiti-training.co.uk/">https://diversiti-training.co.uk/</a>	Course Materials Provided	The cost of course delivery is subject to exemptions in FOIA Section 43(2) Commercial Information.
01/02/2021	<b>Transgender Awareness</b>  Available for all Councillors to attend	The Kite Trust The Kite Trust <a href="https://www.thekitetrust.org.uk/">https://www.thekitetrust.org.uk/</a>	Greater understanding of experiences of trans* people, including their experiences of hate crime in communities; Improved knowledge of risks and safeguarding issues faced by trans* children and adults; increased confidence to support trans* people	The cost of course delivery and training materials are subject to exemptions in FOIA Section 43(2) Commercial Information.

25/02/2021	<b>Transgender Awareness</b>  Available for all Employees to attend	The Kite Trust <a href="https://www.thekitetrust.org.uk/">https://www.thekitetrust.org.uk/</a>	Have the ability to demonstrate greater understanding of what it means to be trans*; gain increased confidence when engaging with trans* people; be able to identify actions that support trans* inclusion	The cost of course delivery and training materials are subject to exemptions in FOIA Section 43(2) Commercial Information.
22/03/2021	<b>Safer Spaces</b>  Available for all councillors to attend	The Encompass Network & Helen Crowther (Cambridge City Council)	Safer Spaces training is about how to spot and challenge discrimination experienced by LGBTQ+ people, and spot hate crime experienced by the community and how to report this. The cost of the training is free as it is part of our accreditation to Safer Spaces for which we pay £2,000 per annum.	The cost of course delivery and training materials are subject to exemptions in FOIA Section 43(2) Commercial Information.
30/03/2021	<b>EQIA Training</b>  For managers and staff developing policy and leading and managing projects	Helen Crowther (Cambridge City Council)	Course Materials Provided	This is course is delivered internally at no direct cost to the council.



A group of seven diverse people, four women and three men, are standing outdoors in a grassy area with trees and a fence in the background. They are all smiling and looking towards the camera. In the center, they are holding a large, bright pink rectangular sign with the text "The Equality Pledge" written in white. The group is dressed in casual to semi-formal attire, including a patterned shirt, a hijab, a striped shirt, a maroon t-shirt, a floral shirt, a blue patterned shirt, and a denim jacket. The background shows a green lawn, a blue metal fence, and lush green trees under bright daylight.

# The Equality Pledge


Equality  
Impact Assessments

Training March 2021



A large orange circle on the left side of the slide, partially cut off by the edge.

This training  
will cover

1. Purpose of Equality Impact Assessments
  2. Legal obligations relating to assessment
  3. When to complete EqlA
  4. How go about EqlA
  5. Tips on completing the form
  6. CCC priorities relating to equality
  7. Some findings from Inclusion and Engagement Questionnaires
  8. Useful info sources
  9. Key contacts relating to equality at City Council
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- A series of yellow dashed lines in the bottom right corner, forming a curved shape.



What is the  
purpose of an  
Equality Impact  
Assessment?

# Purpose of EqlAs

- Check whether the council's policies, projects and decisions etc. affect different groups of people in different ways – and why.
- If groups are affected in different ways:
  - Does that mean that one or more groups are disadvantaged compared to other groups? What action will be taken to correct or reverse particular negative impacts?
  - Is the policy etc. aimed at or does it advantage a particular group over another and can this be justified?
- Whether the policies, projects and decisions etc. actively support and promote different groups getting on well together (community cohesion).

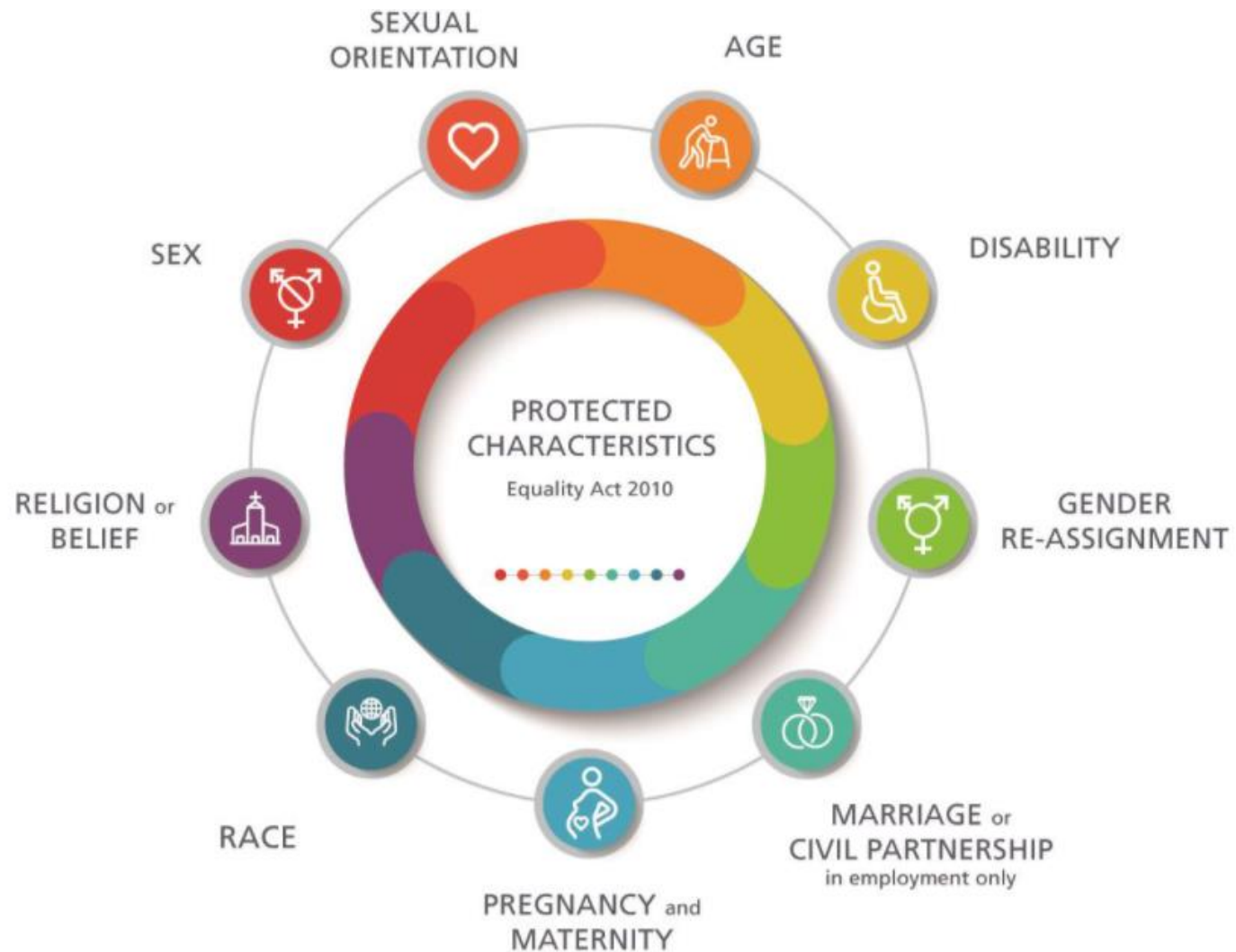
# Legal obligations



Equality Act 2010

- Consider impacts on all 9 **protected characteristics**
- EqlAs are used as a tool to demonstrate **due regard** to our **Public Sector Equality Duty**
- Consider **reasonable adjustments** made for disabled people

# Protected characteristics





# Reasonable adjustments for disabled people

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- Additional duty in equality act
- Where a disabled person would otherwise be placed at substantial disadvantage compared with people who are not disabled we must make an adjustment
- Consider:
  - Effectiveness of change
  - Feasibility of change
  - Cost – resources across whole organisation
  - In changing policies, criteria or practices, an organisation does not have to change the basic nature of the service it offers.



# When to complete an EqlA

- EqlA necessary at time of developing options **and** making a decision
- EqlAs tie in with research prior to consultation and with consultation work
- EqlAs are Live documents and duty to assess equality impacts is continuing one

# How to go about EqlA

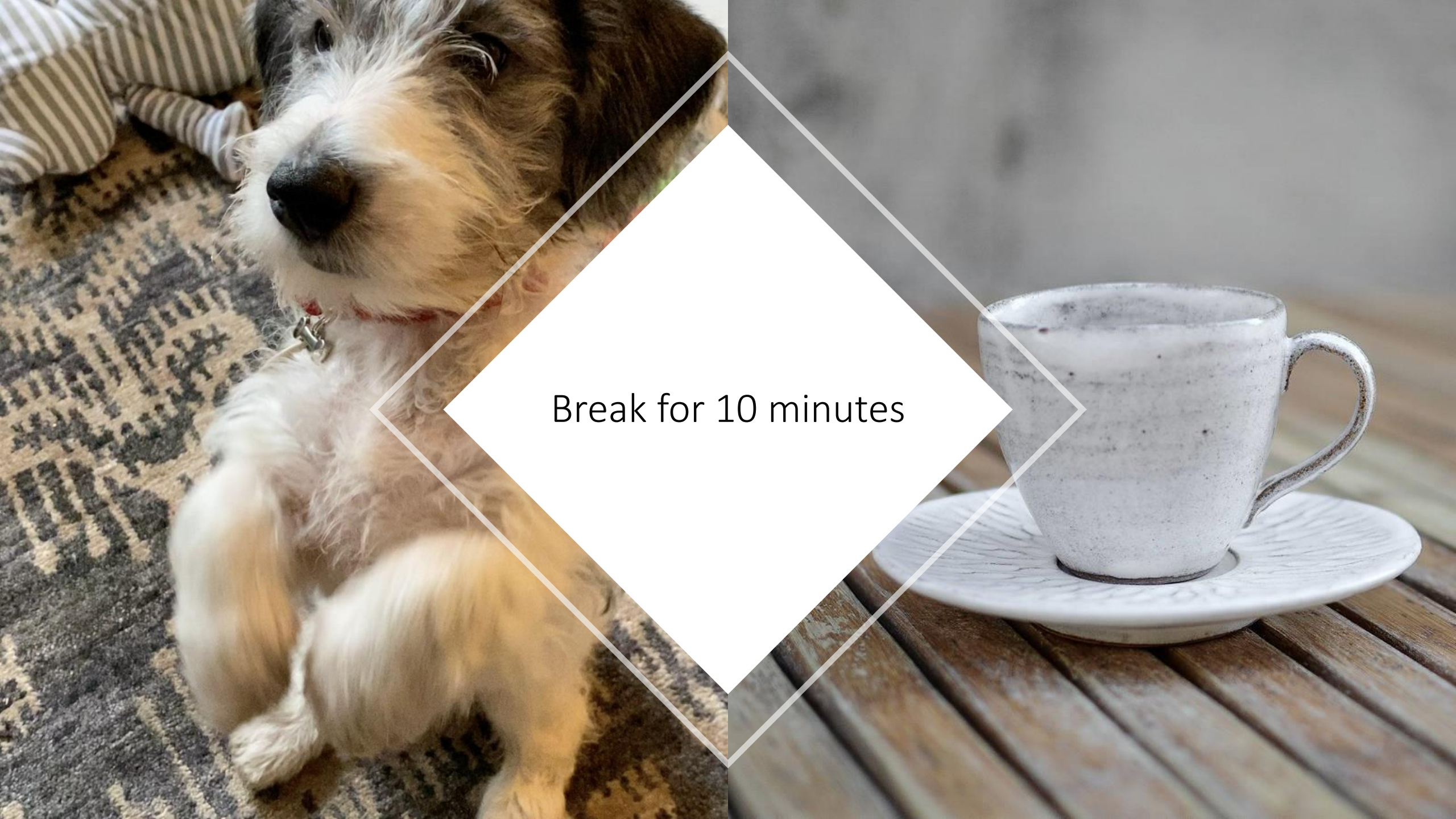
- Ensure more than one person completing the form
- Always check it with Helen Crowther, Equality and Anti-Poverty Officer
- Consultation is of key importance
  - People are experts by experience – consider communities' strengths too
  - Risk of not consulting is unintended impacts
  - Keep consultation proportionate; equalities monitoring;
  - Consultations can include question asking about impacts on protected characteristics
  - Get tips or discuss consultation plan with Graham Saint, Strategy Officer

# How to go about EqIA – Determining extent of impact

- Does the policy affect service users/ employees/ the wider community? Is it likely to affect people with particular protected characteristics differently?
- Will it significantly affect how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?
- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives of our organisation?

# Tips on completing the form

- Remember an EqlA is a standalone document
- Consider impacts on employees and customers in turn
- Refer to the council's Equality and Diversity terminology guide, and also Single Equality Scheme
- In question 9 that asks about research undertaken, this means research undertaken to inform the EqlA – can include consultation and desk-based research
- If are positive impacts cutting across all equality groups mention this in the additional info section



Break for 10 minutes



## CCC priorities relating to equality 1

- Addressing disproportionate impacts of coronavirus on different communities
- Intersectionality - the interconnected nature of social categorizations such as protected characteristics and social class, as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

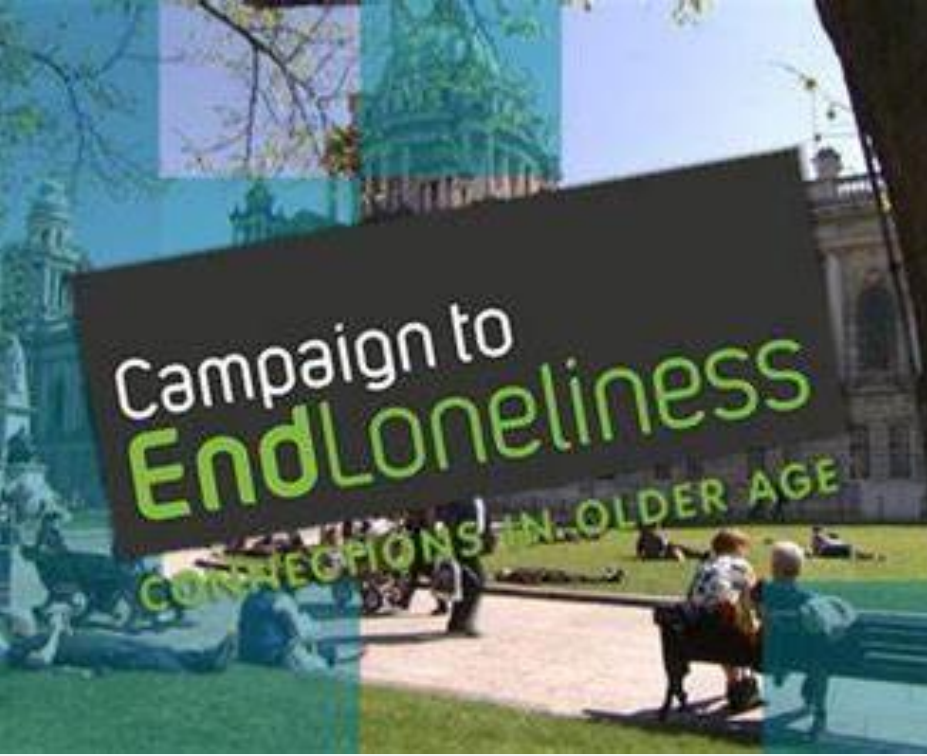


# CCC priorities relating to equality 2

- Work to ensure LGBTQ+ people feel safe, welcome, and included in the city
- Promote race equality and tackle discrimination experienced by different ethnic minority groups – e.g. supporting Gypsies and Travellers to access public services and tackle hate crime the groups experience.







## CCC priorities relating to equality 3

- Helping to tackle loneliness, especially of older people and disabled people
- Improving accessibility of services and spaces for disabled people
- Ensuring our services support people with mental health issues and promote mental wellbeing.

# Some findings from Inclusion and Engagement Questionnaires

- Digital exclusion and impacts on Black, Asian and minority ethnic households and older people
- Hate crime was experienced by 50% disabled people completing questionnaire
- Safety at night especially a concern for women
- Impacts of pandemic on people's mental health and impact to access to medical appointments for health issues other than coronavirus

# Key contacts relating to equality at City Council

- Ariadne Henry, Community Development Officer – capacity building for voluntary and community sector organisations that support different equality groups
- Community development officers and Councillors – if topic of EqIA covers particular ward or area
- Emily Watts, Resident Engagement Officer
- Tulat Raja, Senior Community Safety Officer
- Mark Taylor, Access Officer

What VCS orgs can you name supporting people with different protected characteristics?



# Useful info sources

- Equality and Diversity terminology guide
- Cambridgeshire Insight: <https://cambridgeshireinsight.org.uk/>
- Area profiles for Cambridge City:  
<https://www.cambridge.gov.uk/community-development-area-profiles>