

# Equality and Diversity

## Direct and Non-Direct Clinical Staff

Three Yearly

- Avoid printing this document if possible
- **Please ensure you complete and sign the declaration form once completed**

## Learning Objectives

Understand what Equality and Diversity means.

Explain why we need to know about people's different backgrounds and why it is important not to make assumptions about individuals.

Describe what you can do to challenge prejudice and discrimination.

## A scenario for you to consider

A father and son set out on their monthly fishing trip. They become involved in a car accident and sadly the son's father dies on the scene. The son is rushed to the local A&E with a head injury. He is taken immediately in to theatre and the head injuries consultant is called in. Upon looking at the son the consultant exclaims, 'I can't operate on him – he's my son!'

How can this be?

Working through this workbook we will come back to this scenario and your thoughts.



What do you think equality and diversity means?

Write your definition below:

.....  
.....  
.....

## The Equality Act 2010

The act brought together a range of existing legislation to give legal protection to 9 protected characteristics.

The Protected Characteristics are:

1. Age
2. Gender
3. Gender Reassignment
4. Pregnancy & Maternity
5. Marriage & Civil Partnership
6. Religious Belief
7. Sexuality
8. Race
9. Disability

## Discrimination

**There are 6 types of discrimination:**

**Direct discrimination.** An example is a male and female go for an interview working for a construction company. The company have a higher percentage of men than women. The male gets the job over the female even though she has more qualifications and experience.

**Indirect discrimination.** An example is Airedale introduce a full time working policy. It applies to everyone but some people are unable to work full time. Who do you think this would affect?

**Associative discrimination.** An example is a mother has to take time off work to look after her severely disabled son. Her manager is not being supportive and keeps on making remarks about her taking time off.

**Perceptive discrimination.** An example is assuming someone is from a protected characteristic when they are not. E.g. assuming someone is LGBT when they are not.

**Harassment (Third Party).** An example could be from a patient or contractor harassing someone because of their protected characteristic.

**Victimisation** occurs when an individual is singled out because they have used the system to make a complaint or challenge treatment received.



There is BBC video on '*what not to say to someone who uses a wheelchair*' which gives examples of types of discrimination.

Search YouTube for '[what not to say to someone who uses a wheelchair](#).'



## Activity

Choose one of the protected characteristics to answer the below questions.

1. Can you think of any types of discrimination this group may face in a health care/ community setting?
2. Could there be any barriers at Airedale NHS Foundation Trust to any patient/ staff from any of the protected characteristics? For example, are there any barriers for elderly, LGBT, disabled (hidden or physical) patients/ staff?
3. Is there something you can do to promote diversity & equality in your job role? For example, challenging staff/ patients if they are discriminating against a protected characteristic.

## Unconscious Bias

**Bias** is a **prejudice** in favour of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. **Biases** may be held by an individual, group, or institution and can have negative or positive consequences.

## Four Types of Unconscious Bias



**Affinity (like me) bias**

Leads us to favour people who are like us.

“  
*They remind me of myself, they will 'fit in around here.'*



**Cloven hoof effect**

This occurs when you generalise one negative aspect of a person to all areas of their performance.

“  
*I don't like the way they dress, they must be lazy and unprofessional.*



### Halo effect

When we perceive one great thing about a person and we let the halo glow of that one thing affect our opinions of everything else about that person.



*They are a great public speaker, therefore they must be great at managing people.*



### Confirmation bias

The tendency to search for, interpret, focus on and remember information in a way that confirms one's preconceptions.



*They turned up early, which must mean that they are good at managing deadlines.*

If unconscious bias goes unchecked it can lead to a **narrow pool of people being hired and promoted.**

It hinders creativity, diversity and inclusivity in the workplace.

It can disrupt the way people work together and can stunt innovation and productivity.

## Summary so far:

So far we have covered:

- the definition of Equality and Diversity
- the 9 protected characteristics
- different types of discrimination people may face
- barriers
- what can you do to promote diversity
- unconscious bias.

## Next we will look at:

The Accessible Information Standard

Identifying and recording a patient's needs

Flagging and sharing a patient's needs

Meeting patient needs

Airedale staff focus groups

Your Speak up Guardian

# The Accessible Information Standard

This was introduced by NHS England in 2016

**Q.** What is the Accessible Information Standard?

**A.** The Accessible Information Standard is a new mandatory standard that all NHS and publicly funded adult social care services must follow.

### Who is it for?



People with a disability, impairment or a sensory loss

### The essentials

There are **5** important steps

### The aim



People will have information they can understand and the communication support they need.

-  **1 Identify** Ask if people have any information or communication needs, and find out how to meet those needs
-  **2 Record** Record those needs in a set way that is highly visible, using specific definitions
-  **3 Flag** Use alerts or flags to make it clear on the person's file what their needs are, and prompt action to meet those needs
-  **4 Share** Share information about the person's needs with other NHS and adult social care providers
-  **5 Act** Make sure people get their information in an accessible way and have the communication support they need

Watch this short film from NHS Creative which highlights the importance of the Accessible Information Standard.

Search You Tube for '[accessible information standard short film](#)'.



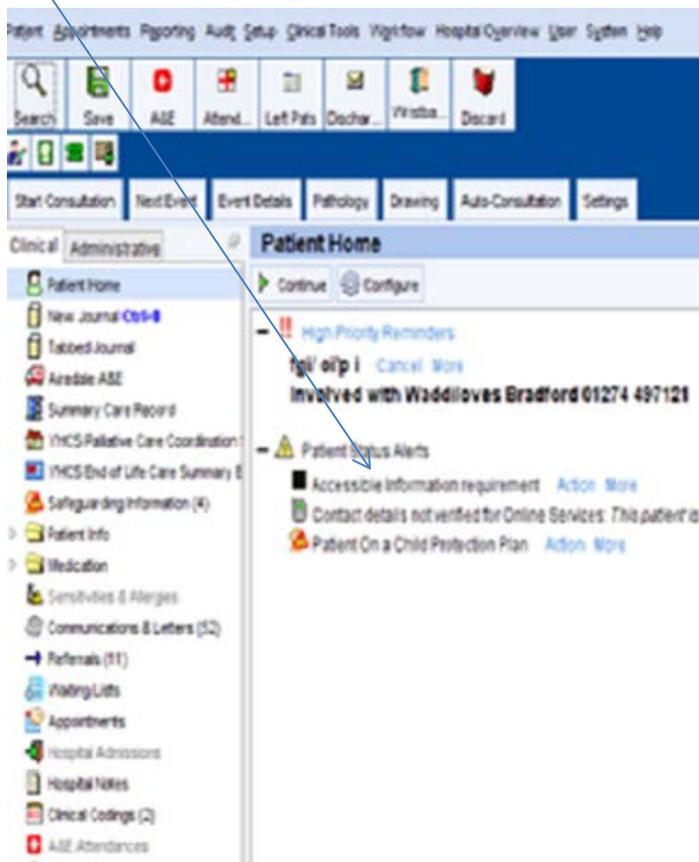
## Identifying and recording a patient's needs

Proforma on SystemOne

you can record patient's communication needs on this screen:

## Flagging and sharing a patient's needs

On SystmOne, look for a black square which flags up a patient's communication requirements:



## Meeting patient needs

Considering the experiences you've just heard:

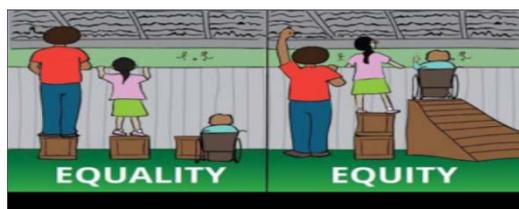
What can you do in your service area to meet the needs of patients with communication requirements?

Guidance about producing accessible information and meeting the communication needs of patients is available on:

AireShare, in the Teams A-Z, under Patient Information

Further advice, and software to create information in Easy Read, audio and large print is available from: Helen Roberts, Patient Information Officer  
email [Helene.roberts@anhst.nhs.uk](mailto:Helene.roberts@anhst.nhs.uk), tel 01535 294413

## Airedale staff focus groups open to all grades. \*New addition is the Gender Focus Group



### Airedale Staff Focus Groups

Airedale is committed to creating a fairer and more diverse workplace that represents the communities we serve.

We have three focus groups which offer a safe place for people to come together to share experiences, tackle issues and help us to become a better, more inclusive employer. Membership is open to all Airedale staff with a positive interest in driving forward equality.

- Black, Asian and Minority Ethnic (BAME) focus group
- Lesbian, Gay, Bisexual and Trans (LGB+T) focus group
- Disability focus group



For more information contact:  
[jodie.hearnshaw@anhst.nhs.uk](mailto:jodie.hearnshaw@anhst.nhs.uk)



You may have experienced discrimination or know of someone who has. You should speak to your manager or Freedom to Speak up Guardian if you have any concerns.

### Your Freedom to Speak Guardian will:

- Provide confidential, independent advice and support in relation to your concerns about patient safety and/or the way any concern has been handled.
- Make sure you feel free and safe to speak up and raise concerns.
- Support you to ensure no detriment comes to those who raise concerns in the interests of patient and staff safety.

### Your Freedom to Speak Up Guardian is:

Sarah Broadhead-Crofts

Email: [raisingconcerns@anhst.nhs.uk](mailto:raisingconcerns@anhst.nhs.uk)

Tel: 07557 846513



## Assumptions

WHAT assumptions do we make about people?

WHY do we come to the conclusions we do?

WHEN do we tend to make these assumptions?

WHERE can this cause us difficulties?

HOW can we stop ourselves doing this?

WHO does it and who does it affect?



**Do you remember the scenario at the beginning of this workbook?**

**Thinking about what you have read so far, what do you think the answer might be?**

Reminder of the scenario:

A father and son set out on their monthly fishing trip. They become involved in a car accident and sadly the son's father dies on the scene. The son is rushed to the local A&E with a head injury. He is taken immediately in to theatre and the head injuries consultant is called in. Upon looking at the son the consultant exclaims, 'I can't operate on him – he's my son!'.

## **Scenario Answer**

The surgeon is his Mother.

You may have thought it was his Father, thinking the son's parents are in a same sex relationship.

However, what gender first comes to mind when we think of consultant?

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You have now completed the Equality and Diversity Workbook

**Please complete and sign the workbook declaration sheet to confirm you have read and understood – Equality and Diversity workbook.**

**This must be submitted to: [Training.dept2@anhst.nhs.uk](mailto:Training.dept2@anhst.nhs.uk)**