

EQUALITY AND DIVERSITY:
WHAT IT MEANS AND HOW TO DO IT

TOOLKIT

FOR THE VOLUNTARY AND
COMMUNITY SECTOR IN HAMPSHIRE

Commissioned by:

Hampshire Voluntary Sector Consortium

Funded by:

Capacity Builders and the Big Lottery

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Published by Community Action Hampshire 2008

2nd Edition edited by:

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with support from Hampshire Diversity Support Project
partners at Winchester Area Community Action, 2012.

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CONTENTS

PART 1 LEARNING ABOUT EQUALITY AND DIVERSITY

Foreword		3
Acknowledgements		4
How to Use This Toolkit		5
Chapter 1	Introduction to Human Rights, Equality and Diversity	7
Quiz	How Much Do You Already Know About Equality and Diversity?	11
Chapter 2	The Equality Act 2010 and the 9 protected characteristics	13
Chapter 3	Discrimination	17
Chapter 4	Sex	20
Chapter 5	Race	23
Chapter 6	Disability	27
Chapter 7	Sexual Orientation	32
Chapter 8	Gender Reassignment	36
Chapter 9	Religion and Belief	40
Chapter 10	Age	44
Chapter 11	Pregnancy and Maternity	47
Chapter 12	Marriage and Civil Partnership	49

PART 2 PUTTING EQUALITY AND DIVERSITY INTO PRACTICE

Chapter 13	Bringing it all together	50
	• The equality and diversity planning process	51
	• Developing an equality and diversity mission statement	52
	• Developing an equality and diversity policy	54
	• Self assessment – How are we doing?	56
	• Developing an action plan	61
	• Equalities monitoring	68
Chapter 14	Engaging with Diverse Communities and Groups	73
Appendix 1	Answers to the Quiz Questions	79
Appendix 2	Contacts and Further Reading	82

FOREWORD

This Toolkit began as a Hampshire Voluntary Sector Consortium initiative and was developed as part of the Diversity Network Project during 2006-2008. This updated version forms part of more recent work carried out by the Hampshire Diversity Support Project (HDSP), 2009-2012.

The HDSP aims to raise the profile of equality and diversity in the voluntary and community sector in Hampshire. It supports the establishment and development of the Hampshire Independent Equality Forum and helps voluntary and community organisations to better meet the needs of Hampshire's diverse communities. This work is funded by the Big Lottery and carried out in partnership between Community Action Hampshire and Winchester Area Community Action.

To date, the project has been successful in building links between groups and individuals across different equalities groups and the aim going forward is to continue to share the knowledge and good practice developed amongst all service providers and front line organisations in the county.

This Toolkit aims to serve as a good practice resource that will help voluntary and community organisations in Hampshire improve the way we promote equality and diversity, and to reach out and engage with people and groups from all communities across the county.

I urge you all to use the Toolkit as a learning resource, and as a basis for developing policy and practice so that your organisation can embrace the values of equality and diversity for the benefit of all Hampshire's diverse communities.

When you have started to use this Toolkit in your day-to-day activities, we would be very interested to hear from you with any feedback you may have about whether you have found it a useful resource or if there are any suggestions you have to improve it. You can email your comments to info@actionhants.org.uk or call 01962 857359. Many thanks.

Sue Dovey, Chair
Hampshire Voluntary Sector Consortium
June 2012

ACKNOWLEDGEMENTS

We would like to thank the following people for their guidance, advice and support in the preparation of this Toolkit:

- **Amjid Jabbar**, Equality and Access Officer, Hampshire County Council
- **Ania Kinross**, former CROSS-LINK co-ordinator (Central and Eastern European Association) and Hampshire Ethnic Minority Learning Disability Project
- **Anna Potten**, Diversity Outreach Worker, Winchester Area Community Action
- **Chris J Perry**, former Chief Executive, Age Concern Hampshire
- **Diana Wooldridge**, former Chief Executive, Winchester Area Community Action
- **Dianne Yexley**, Chair, Chrysalis
- **Elizabeth Donegan**, Head of Services, Community Action Hampshire
- **Elizabeth McKerracher**, Deputy Chief Executive, Winchester Area Community Action
- **Frances Candler**, former Diversity Network Officer, Community Action Hampshire
- **Gary Jefferson**, Healthy Gay Hampshire
- **Hampshire Independent Equality Forum**, Action Group Members (see Appendix 2 for more details)
- **Hilary Fellows**, former Learning Development Worker, Winchester Area Community Action
- **Ian Loynes**, Chief Executive, Southampton Centre for Independent Living CIC
- **Islam Jalaita**, Community Development Officer, Basingstoke & Deane Borough Council
- **Jane Goodwin**, former Equality and Diversity Manager, Hampshire County Council
- **Jane Rawlins-Mateus**, Diversity Network Co-ordinator, Community Action Hampshire
- **Jenny Meadows**, Chief Executive, Winchester District Citizens Advice Bureau
- **John Johnson**, The National Federation of Romany Gypsies and Irish Travellers Southern Network
- **Kamal Bahadur Purja**, Nepalese Community
- **Ken Dufton**, former Chief Executive, One Community Eastleigh
- **Khem Hamal**, Nepalese Community
- **Laura Gray**, Senior Gender Advisor, Chrysalis
- **Lianne Roberts**, former Basingstoke Diversity Forum member
- **Marilyn Smuland**, Director, Operations & Resources, Community Action Hampshire
- **Mohammed Mossadaq**, Equality, Diversity and Inclusion Manager, Hampshire County Council
- **Sue Dovey**, Chief Executive, Community Action Hampshire
- **Simon Plummer**, former Policy and Development Officer, RAISE
- **Taki Jaffer**, former Portsmouth Interfaith Co-ordinator, Portsmouth Race Equality Network Organisation

Original edit: Salma Ahmed, Tunde Bright Davies and John Palmer - North Harbour Consulting. May 2008

Re-edit: Jane Rawlins-Mateus – Community Action Hampshire. 2011-2012.

HOW TO USE THIS TOOLKIT

Our aims

Our first aim in writing this Toolkit is to provide people working for voluntary organisations and community groups in Hampshire with the basic information you need to understand and apply the principles of equality and diversity in your work.

Our second aim is to provide tools that will help develop your equality and diversity policies and practices, through learning and self-assessment, and improve your organisation's engagement with individuals from diverse backgrounds.¹

Structure of the Toolkit

In Part 1 of the Toolkit we provide an entry-level introduction to Human Rights and the different equalities groups, explaining what they are and why they are important.

In Part 2, we have suggested practical steps that you can take to develop policies and practices that will help to ensure that your organisation is open to everyone, and that your members, service users, volunteers, employees, and trustees feel respected and valued regardless of who they are, where they come from, and what their differences might be from you and from each other.

At the end of the Toolkit there are two appendices that give you the answers to our quiz questions, suggestions for further reading if you want to find out more about any aspect of equality and diversity, and contacts if you want to talk to someone or obtain advice.

Where to start

Part 1

Chapter 1, “Introduction to Human Rights, Equality and Diversity”, is essential reading. It contains a quiz, which will test what you already know. As you read further into the Toolkit, you can come back to this quiz to see if your knowledge has increased.

Chapter 2 tells you about the Equality Act 2010 including the ‘9 Protected Characteristics’.

Once you have read this we suggest that you work your way through chapter 3, which covers discrimination, and chapters 4-12, which cover the 9 Protected Characteristics. Each chapter has a similar format:

- An explanation of what the law says about a particular protected characteristic.
- Information such as examples of situations where the law may apply that could affect you or scenarios for discussion.
- Some suggestions for follow-up action.
- A list of further reading, and contacts if you want to get more advice.

¹ These include individuals from the ‘protected characteristics’ groups outlined in the Equality Act 2010 e.g. age, disability, gender, gender reassignment, sexual orientation, race, religion and belief, as well as those who are or may be disadvantaged due to rural isolation, social or economic background, employment status or caring responsibilities etc.

HOW TO USE THIS TOOLKIT (continued)

Part 2

This section helps to put what you have learned into practice. Your organisation or group may be working well with some Protected Characteristics but not so well with others. This section aims to

- Help you to engage with all the Protected Characteristics groups.
- Show which aspects equality and diversity you have yet to consider (the Toolkit can help you to explore what equality and diversity means to your organisation.)

Chapter 13: Bringing it all together.

- Contains a checklist that will help you test how committed your organisation is to promoting equality and diversity.
- Helps you address the key issues that you need to be aware of when developing your Equality and Diversity Policy.

Chapter 14 Engaging with diverse communities and groups.

This is designed to help you to think about how your policies and day-to-day work can be adapted to different situations or needs:

- It looks at how your group can work with diverse communities and groups you might not have previously contacted and ensure that your services are open to all.

- It gives advice to organisations providing information, advice and support to other voluntary and community sector organisations to ensure genuine inclusivity and relevance to diverse communities and individuals.

No two organisations are the same, and we do not think that a 'one size fits all' approach to developing policy and good practice is the right way to go about things. We have tried to provide a framework for you to work with that you can adapt to your own organisation's needs.

We hope that the Toolkit will help you value what your organisation does now and highlight the practical steps you can take to make its activities and services even more welcoming and open to everyone in the community.

PART 1

CHAPTER 1: INTRODUCTION TO HUMAN RIGHTS, EQUALITY AND DIVERSITY AND QUIZ

What are Human Rights?

Human rights are:

“ ... basic rights and freedoms, to which everyone is entitled, either morally, legally or officially. They are designed to limit the power of the state. Human rights include the right to a fair trial, freedom of speech, thought and conscience, and freedom from torture and slavery.”²

Until relatively recently, people in the United Kingdom had to complain to the European Court of Human Rights in Strasbourg if they felt their rights under the European Convention had been breached. The Human Rights Act 1998 made these human rights part of our own law, and now courts here in the United Kingdom can hear human rights cases.

The Human Rights Act 1998 covers:

- absolute rights, such as protection from torture;
- limited rights such as the right to liberty which can be constrained in some circumstances – for example by the courts in criminal cases; and
- qualified rights, which include the right to respect for private and family life, religion and belief, the right to freedom of expression, assembly and association, the right to peaceful enjoyment of property, and to some extent the right to education.

The recognition of human rights results in people being treated fairly, with dignity and respect by public bodies of all kinds.

It is important for voluntary and community organisations to have a basic knowledge of the Human Rights Act, which is often the basis for many frontline organisations’ work whether they realise it or not. You can obtain more detailed information at:

<http://www.equalityhumanrights.com/human-rights/>

Examples

- Producing a community newsletter might include campaigning which comes under ‘The right to freedom of expression’.
- ‘The right to protection from torture and inhuman and degrading treatment’ underpins those community groups that support asylum seekers.
- Groups campaigning for the homeless or working with families are supporting the ‘right to respect for your private and family life (and) your home’.

The Equality and Human Rights Commission

The Equality and Human Rights Commission is responsible for enforcing equality laws. The Commission can take legal action against any person or organisation that has discriminated against someone on the grounds of a protected characteristic. The Commission aims to eliminate discrimination, reduce inequality, protect human rights and build good relations, ensuring that everyone has a fair chance to participate in society.

² The Hansard Society’s citizenship education website for young people:
http://hansardsociety.org.uk/blogs/citizenship_education/archive/2007/09/28/HeadsUp.aspx

What is Diversity?

People of many different nationalities, ethnic groups, cultures, religious or non faith backgrounds, and of different age, sex, impairment, household type, socio-economic background, sexual orientation and transgender/gender reassigned status now live in Britain. That is what makes it a diverse society.

Embracing diversity means being open to differences between people, and celebrating difference so that everyone's talent is recognised and everyone has opportunities to actively participate within society.

Diversity is about valuing and respecting these differences and making sure that your volunteers, staff members, service users and members of the public are valued, by understanding and respecting these differences in the way your organisation works.

The term 'diverse communities' refers to **groups from a broad spectrum of demographic, social, ethnic, economic, religious, and cultural backgrounds**. It is important to note that not all diverse individuals feel part of a 'community', and for that reason we will often refer to 'diverse individuals and communities' in this Toolkit. By valuing diversity we recognise the positive contribution which our differences make to society and to the effectiveness of our organisations.

Diversity is wider than equal opportunities (see summary box on page 10) because it is about relationships between organisations and people. It is also about creating environments that everyone can be included in and can thrive in.

What is Social Exclusion?

Social exclusion refers not only to poverty and low income but to their

causes and consequences. People are said to be 'socially excluded' when they experience a combination of linked problems such as unemployment, low educational attainment, low skills, low incomes, poor housing, high crime, bad health and family breakdown.

People can also be socially excluded if they are seen as being different in some way, or when they face barriers that other people do not face that prevent their access to goods and services, or their participation in social and community life.

People can be identified as 'different' and can be socially excluded for various reasons: their age, culture, ethnic origin, religion or belief, sex, impairment, household type, nationality, sexual orientation, amongst others. We give examples of this kind of social exclusion in the chapters that follow.

Social inclusion therefore means reducing the inequalities that the least advantaged groups face compared with the rest of society.

Britain is increasingly becoming a more diverse country, and this means that voluntary organisations and community groups need to ensure that their policies and practices embrace diversity and social inclusion, and do not discriminate against anyone. By doing this, voluntary organisations will benefit by being able to:

- meet the different needs of people living in their local communities;
- attract more service users; and
- recruit staff and volunteers with a wider range of talent and different perspectives.

What is Social Cohesion?

Social cohesion is seen as the process that ensures that different groups of people have a shared vision of their future and a sense of belonging, where peoples' differences are celebrated and valued, where people from different backgrounds have the same life opportunities, and where strong and positive relationships are being developed through work, in schools and within neighbourhoods.³

There has been a large amount of work done to put social cohesion into practice by groups and organisations, which is highlighted throughout this Toolkit (see Appendix 2 for contact details). However, the recent riots during the summer of 2011 indicate that there are still many individuals in society who feel socially excluded and that a lot more work needs to be done.

Integration, or '**inclusion**' to use the term that we prefer, does not mean the same thing as 'assimilation'. Assimilation means that one cultural group absorbs other groups so that people from different backgrounds lose their separate identities. Inclusion means that people retain their identities but adapt to each other while respecting each others' needs and wishes. Action that promotes social cohesion is important in bringing this about, so voluntary organisations have an important role to play in promoting inclusion and achieving social cohesion in the way that they work.

"Integration and cohesion are sometimes seen as meaning the same thing. We do not agree. Both are processes and both share much in common, but cohesion is principally the process that must happen in all communities to ensure different groups of people get on well together; while integration is principally the process that ensures new residents and existing residents adapt to one another."⁴

What are Equalities?

Equalities can be described as all the work individuals and organisations carry out to promote equal opportunities, inclusion and anti-discrimination. Equality is about recognising that inequalities exist and making sure that everyone is treated fairly.

Equalities work is wider than equal opportunities work. Its aims are to make sure that:

- equality is central to all policy development and practice;
- employment and other services are genuinely accessible to everyone;
- everyone has individual needs and the right to have these needs respected without discrimination; and
- discrimination is identified, challenged and stopped.

Overall, equalities are about developing a framework within which people are treated differently according to their needs but with equal respect and fairness.

³This is a summary of the recommendations of the final report of the Commission on Integration and Cohesion: Our Shared Future available from: <http://tinyurl.com/cg9ga7l>

Diversity, social cohesion and equality are interlinked. We are all different. As a community we are increasingly diverse. Yet we all share a common humanity. Our common humanity makes us equal in worth, rights and responsibilities. “There is only one race – the human race”.⁵

There is therefore a fundamental relationship between equality, diversity and human rights. Through implementing a **‘human rights approach’**, organisations put their volunteers, employees and trustees, as well as the users of their services at the heart of their organisation’s mission and activities. When services are designed with the user in mind, it encourages recognition that people are entitled to be treated fairly, with dignity and respect.

A voluntary organisation or community group performing strongly here would see these outcomes:

- service provision that better meets the needs of individual users
- service users who feel that their human rights and personal dignity have been respected and protected; and that
- there is increased choice in service provision
- service users are more trusting of, and loyal to, the organisation

In summary, diversity is about valuing and respecting differences between people and taking these on board within your organisation, whereas equalities is about ensuring fairness, equality and social justice within your policies and practices.

⁵ Mohandas Karamchand Gandhi (1869 - 1948)

QUIZ How Much Do You Already Know About Equality and Diversity? – Try this quick quiz to find out:

1. How many disabled people are there in the UK?

- a. 1 in 5
- b. 1 in 25
- c. 1 in 55

Answer: _____

2. What percentage of disabled people are wheelchair users?

- a. 50%
- b. 15%
- c. 5%

Answer: _____

3. Employers can force an employee to retire at the age of 65?

- a. True
- b. False

Answer: _____

4. What is the largest ethnic minority in Britain?

- a. Caribbean, African or other black descent
- b. Indian
- c. Pakistani and Bangladeshi

Answer: _____

5. Black African graduates are 7 times more likely to be unemployed after graduating than their white counterparts?

- a. True
- b. False

Answer: _____

6. It is against the law to run a course for men only?

- a. True
- b. False

Answer: _____

7. In what year were pubs no longer able to refuse to serve women at the bar?

- a. 1968
- b. 1976
- c. 1982

Answer: _____

QUIZ How Much Do You Already Know About Equality and Diversity? – Try this quick quiz to find out:

8. What percentage of the population say that they have no religion?

- a. 5%
- b. 15%
- c. 25%

Answer: _____

9. It is legal to discriminate against transgender people in the provision of goods and services?

- a. True
- b. False

Answer: _____

10. When did the Civil Partnership Act come into force enabling same sex couples to obtain legal recognition of their relationship?

- a. 2005
- b. 2001
- c. 1995

Answer: _____

You can find the answers to this quiz in Appendix 1. If you have got most of the answers right, well done as you already have a good knowledge of equalities. If you haven't done so well, or if you struggled with answering any of the questions, don't worry as this Toolkit is designed to increase your understanding of equality and diversity issues, and help you implement best practice.

PART 1

CHAPTER 2: THE EQUALITY ACT 2010

The Equality Act 2010 replaces all previous equality and anti-discrimination laws and brings them together into a single Act. It aims to make the law more consistent and easier to understand.

Under the Act, it is unlawful to discriminate against an individual because of any of the following **'9 protected characteristics'**:

- disability
- age
- gender reassignment
- race
- sex
- religion or belief
- sexual orientation
- pregnancy and maternity
- marriage and civil partnership

The specific aspects of each of the protected characteristics are outlined in the following chapters.

The Equality Act 2010 protects individuals in the following circumstances:

- at work, or when applying for a job;
- when you rent or buy a home;
- at school, college or university;
- when you're dealing with authorities such as the police, the council or a benefit agency;
- when you buy goods or use services for example: shops, pubs, restaurants, public transport, doctors, hospitals etc.

Responsibilities: Voluntary and Community Organisations

The Act applies to any Voluntary or Community Organisation (VCO) that provides services, goods or facilities to the public (whether they are charged for or not). The responsibilities of VCOs are similar to those set out in previous legislation; however, there are some changes.

In the case of charities, there are special rules that allow them to only offer services to people with a certain protected characteristic (this must not be a group defined by colour), on the condition that the charity functions within its charitable instrument (e.g. its constitution).

The service offered must aim to overcome a disadvantage experienced that is linked to the protected characteristic or when the action is 'justified as intended to meet a legitimate objective in a fair, balanced and reasonable way or that it is positive action as well as being in line with their charitable instrument'⁶. It is important to note the exception for charities that work with people with the same disability.

Positive action

Service providers are now allowed to take 'positive action' when supporting certain individuals with protected characteristics. The aim of this action is to help people overcome the disadvantages they face and to meet their needs more effectively. These individuals would normally be those who are typically excluded from certain services or those who have very specific needs linked to their protected characteristic. It is important to note that it is not a legal obligation to take positive action and that there are also no restrictions on treating disabled people more favourably than non-disabled people.

Example

The organisers of a north London youth club in an area with a substantial Muslim population notice that they have very few Muslim members. They therefore decide to advertise their sessions at the local mosque and ensure that they serve some halal food in order to attract more Muslim members and meet their dietary needs. This is permitted positive action.

Positive action should not be confused with positive discrimination, which is when someone is favoured solely on the grounds of their protected characteristic, and not on their abilities. Positive discrimination is illegal, however, the duty to make 'reasonable adjustments' (see p.28) is an exception, where treating a disabled person more favourably may be required by law.

Pre-employment health-related checks

Under the Equality Act 2010, employers are only allowed to ask health-related questions (of the applicant or in a reference request letter) in limited circumstances before they offer an individual a job. These questions should only aim to help them:

- Decide whether they need to make any reasonable adjustments for the person during the selection process
- Decide whether an applicant can carry out a function that is essential ('intrinsic') to the job
- Monitor diversity among people making applications for jobs
- Take positive action to help disabled people assure themselves that a candidate has the disability where the job genuinely requires the jobholder to have a disability⁷

Once a person has been offered a job, employers can then ask appropriate health-related questions.

Extension of employment tribunal powers

In the past, an employment tribunal could recommend that an employer must eliminate or reduce the effect on the individual who makes the claim of any discrimination. The Equality Act 2010 extends this power so that tribunals can now make recommendations that an organisation takes steps to eliminate or reduce the effect of discrimination on other employees, and not just the individual involved. This is the case, even if the person affected has left their job with that organisation.

For example, a tribunal might recommend that an employer should train all staff about the organisation's bullying and harassment policy. **This power does not apply to equal pay cases.**

Public Sector Equality Duty

The public sector Equality Duty requires public bodies to take into account all individuals in everything they do (e.g. service development and delivery, policy making, staffing, procedures etc). Public bodies must have 'due regard to the need to:⁸

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between people who share a relevant protected characteristic and persons who do not share it. This involves having due regard to the need to tackle prejudice and promote understanding.

By understanding how people are affected by their activities, public bodies can make sure that their policies and services meet different people's needs and that they are appropriate and accessible to everyone. For more detailed information on the Public Sector Equality Duty, see the Government Equalities Office webpage.

Specific Public Sector Duties

To meet this Equality Duty, public bodies must also comply with 'specific duties', which help them to be transparent about how they

are working with people. The two main specific duties are:

- 1. Publishing relevant information** - by publishing equalities information, it means that public bodies can show that they are meeting the Equality Duty. They can also be held accountable by their service users, and be open to scrutiny or challenge, if there is any doubt about why or how a certain decision has been taken that may have had, or could have, a negative impact on a person with a protected characteristic. This information has to be published once a year (the first publication was 31 January 2012) and should include details of both staff and service users.
- 2. Setting equality objectives** - based on this equalities information, public bodies have to set objectives with a view to overcoming any of the issues that have arisen from the analysis of the equality information or covering any gaps in service provision. Set in 2012, these are to be reviewed a minimum of every four years.

What Public Sector Duties mean to Voluntary and Community Organisations

It is very important for voluntary and community organisations to be aware of the Public Sector Duties:

- It is an opportunity to access specific information about how public bodies (e.g. NHS, local councils, Police etc.) are working with diverse communities.
- It outlines what these organisations plan to do to improve the way that they work with individuals from the protected characteristics.

This information can act as a powerful tool when challenging service providers on inadequate service provision and making proposals for change. An excellent guide for voluntary and community organisations about **how to use the Equality Act to challenge service providers** has been produced by the national Equality Forum: <http://tinyurl.com/7yetvjb>.

Sources of additional information

- **Equality and Human Rights Commission**
<http://www.equalityhumanrights.com/>
- **ACAS**
<http://www.acas.org.uk>
- **Equality Forum**
<http://www.edf.org.uk/blog/?cat=20>
- **Hampshire Independent Equality Forum**
<http://www.actionhants.org.uk/index.php?id=734#c1596>

See Appendix 2 for more Equality Act 2010 contacts and references.

PART 1

CHAPTER 3: DISCRIMINATION

The Equality Act 2010 defines the following types of discrimination:

Direct discrimination

This arises where people are treated less favourably than others because of a protected characteristic.

Example

An employer advertises a job asking for a full driving licence, when what they actually need is a person with an ability to travel easily. This requirement will exclude disabled people who cannot drive, but may have an assistant whom they employ to drive them around.

Discrimination by association

It is unlawful to directly discriminate against a person because of a protected characteristic they do not personally have.

Example

Sarah is not allowed into a local nightclub with her sister who is disabled. This is direct discrimination against Sarah's sister, but also against Sarah by association.

Discrimination by perception

Happens when a person is directly discriminated against because someone thinks that they have a certain protected characteristic.

Example

Samantha, who is straight, goes on a Gay Pride march to support some of her lesbian, gay, bisexual and transgender colleagues, and while there collects a 'Support Gay Pride' badge. After the march she goes into the community centre bar for a drink. The barman refuses to serve her as he believes that she is a lesbian because of the badge she is wearing and because he saw her on the march. This is discrimination by perception.

Discrimination by association and perception, that extends wider than a person's own protected characteristic, applies to race, religion or belief, sexual orientation, sex, disability, gender reassignment and age.

Indirect discrimination

This occurs when there is a policy or procedure in place that applies to everyone but disadvantages particular people who share a certain protected characteristic. If you are thinking of creating a new policy or procedure, you must try to make sure that it does not have a negative effect on people from a particular protected characteristic, unless it can be reasonably justified. Lack of funding is not likely to be accepted as reasonable justification.

Example

An employer sets a language test where literacy and fluency in English is not necessary to do a job.

Indirect discrimination applies to age, race, religion or belief, sex, sexual orientation, marriage and civil partnership, disability and gender reassignment.

Discrimination arising from a disability

This type of discrimination refers to when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. This form of discrimination can occur only if the service provider knows or can reasonably be expected to know that the disabled person is disabled.

Example

John is partially sighted and has a guide dog. He is not allowed into a shop because the owner says that the dog would be a risk to health and safety. He is discriminated against because of his dog, which is linked to or 'arising from' his disability. The shop owner would have to objectively justify his treatment of John, if not, he would be charged with discrimination arising from disability.

Harassment

This is commonly defined as conduct related to a protected characteristic which violates a person's dignity, is unreasonable, unwelcome and offensive, and which creates an environment which is intimidating, hostile or humiliating. **There are three types of harassment:**

1. Relating to disability, gender reassignment, race and sex
2. Sexual harassment
3. Linked to rejection or submission to unwanted behaviour

Although these specific definitions do not apply to sexual orientation or religion or belief, if a person suffers from this type of negative behaviour as a result of their sexual orientation or religion or belief, it could be defined as unlawful direct discrimination. That is, only if the impact of the behaviour disadvantages the individual affected compared to how other service users are treated.

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership.

Victimisation

This occurs when a person is treated less favourably or discriminated against because:

- they have made or supported a complaint or legal case about discrimination or harassment, or because the person thinks that they may have done these things;
- they have supported someone else to make a complaint or given evidence or information in a legal case;

Under the new legislation, a person only needs to show that they have been treated badly, and not that they have been less favourably treated compared to someone who has not made or supported a complaint.

Example

Anne, who has schizophrenia, and her friend Christine regularly go to a bingo session at their local community centre. One day one of the assistants at the centre makes an offensive remark to Anne about her schizophrenia. Anne complains to the manager of the centre and Christine supports Anne's complaint. The manager promises to investigate but the next time Anne and Christine go to the centre they are told that they are no longer welcome there. This is unlawful victimisation of both women⁹.

Importance to Voluntary and Community Organisations

As a voluntary and community organisation, you must operate within all the equalities legislation just as you would any other legislation. There are no opt-outs. That means that it is important that you understand what the law says about equality and discrimination.

It also means that you need to develop policies and practices that cover each of the main protected characteristics groups. Voluntary and community organisations as employers should ensure they have policies in place which are designed to prevent discrimination in¹⁰:

- recruitment and selection
- determining pay
- training and development
- selection for promotion
- discipline and grievances
- countering bullying and harassment

⁹Equality Act 2010: What do I need to know? Quick Start Guide on Harassment in Service Provision for Voluntary and Community Organisations - Government Equalities Office and the Equality and Diversity Forum <http://tinyurl.com/5ufxa4f>

PART 1

CHAPTER 4: SEX

What does the law say?

'Sex' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people be discriminated against on the grounds of their sex (previously defined as gender).

Equal pay

According to the Office for National Statistics data for 2011, although the difference between women and men's pay has decreased in recent years, there is still a big difference between the average salaries between women and men in the UK.

The Equality Act generally takes the same stance as previous legislation. If someone wants to challenge pay inequality and other contractual terms and conditions, they still have to compare their case to that of a real person of the opposite sex in the same job.

However, one important change in the law has been that claims of direct pay discrimination can be made, even when there is no real person to compare to. This would be a claim under sex discrimination.

The Fawcett Society¹¹ - a charity that campaigns for equality between women and men in the UK on pay, pensions, poverty, justice and politics - says there are three key reasons why pay gaps occur between the sexes:

- there is direct discrimination by employers who pay women less than men to do the same job;
- women and men tend to work in different trades;
- women are paid less even if the jobs require similar skill levels (e.g. a nurse is paid less than a police officer).

Sex discrimination and the voluntary and community sector

If your organisation has anyone working for you under an employment contract, equal pay and equal terms and conditions of employment between men, women and transgender people are very important issues.

You need to be aware of what the Equality Act 2010 says about equality for men and women and ensure that you do not discriminate against your employees. If necessary, seek employment and human resources advice from your local Council for Voluntary Service or the Advisory, Conciliation & Arbitration Service (ACAS).

ACAS is an organisation devoted to preventing and resolving employment disputes and has a particularly important role. Its aim is: "... to improve organisations and working life through better employment relations."

ACAS provides up-to-date information, independent advice and training, and works with employers and employees to solve problems and improve performance¹².

¹¹ To find out more, go to: <http://www.fawcettsociety.org.uk/>

¹² To find out more, go to: <http://www.acas.org.uk/>

Some scenarios for group discussion

In this section of Chapter 4, we describe some situations that might arise in your organisation so that you can discuss how you would approach solving them in group discussions. This will help to increase your understanding of the Equality Act 2010, and it will also help you to develop policies for your organisation.

Scenario 1

This charity is recruiting a new chief officer. The best candidate is a woman who says that she has child care responsibilities and would like to negotiate flexible working arrangements. The recruitment panel decides to offer the job to the second best candidate who is less experienced because he is able to work during normal office hours. Is this legal?

- What action should the charity have taken?
- Can the woman challenge the decision? If so, how?

Scenario 2

Two people approach a community group that runs several minibuses as part of a rural transport scheme to see if they can obtain a job as a driver. The man is encouraged to apply and is then offered a job. The woman is told that the job is not suitable for her even though she has a clean driving licence and some experience of driving minibuses. Therefore she does not apply. Later, she finds out from a friend that a man has been offered the job that she was discouraged from applying for.

- Has the charity acted illegally?
- What penalties could the charity face?
- What would you advise the woman to do?

Scenario 3

A manager in a voluntary organisation regularly carries out performance appraisals on the team that he leads and uses these as a basis for a training needs assessment. A young female member of his team who is keen to develop her career asks if she can go on a 'training for potential managers' course which she knows that one of her male colleagues has already been on. The manager refuses, and says that the course is not suitable because she is an office worker and not a manager.

- Is the manager allowed to do this?
- What should the organisation do?

If you find it hard to reach a conclusion about any of these scenarios, contact your local Council for Voluntary Service or one of the specialist organisations listed in Appendix 2 for advice.

Self Assessment

If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting sex equality and what more you need to do in order to be able to say that your performance is 'excellent'. **Go to Chapter 13.**

Basically you should:

- make a commitment to equality and non-discrimination for women, men and transgender people in your equality and diversity policy;
- get to know the law and what is seen as good practice, starting with the material that we have included here;
- think about how the law affects your organisation, your volunteers, workers, committee members and service users;
- ensure that your equality and diversity policy covers all the legal requirements;
- think about how you can monitor women, men and transgender people, whether they are staff, volunteers or service users; and
- if you know there are gaps in your policy or in how you put your policy into practice, don't just leave it, but develop a plan for getting it right.

Sources of additional information

- **The Fawcett Society**
<http://www.fawcettsociety.org.uk>.
- **Women's Wisdom**
<http://womenswisdom.co.uk>
- **Women's Resource Centre**
<http://www.wrc.org.uk/>
- **The Women and Equality Unit**
<http://homeoffice.gov.uk/equalities/women/>

There are more contact details in Appendix 2.

PART 1

CHAPTER 5: RACE

'Race' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people be discriminated against on the grounds of race (including colour, nationality and ethnic or national origins).

Employers should ensure they have policies in place which are designed to prevent race discrimination in:

- recruitment and selection
- determining pay
- training and development
- selection for promotion
- discipline and grievances
- countering bullying and harassment

'Race discrimination' occurs when a person is treated less favourably because of their race, colour, nationality, ethnic or national origin. Some examples of discrimination on the grounds of race are:

Direct discrimination

Example

If you refuse to consider applications from Bangladeshi job applicants because you assume they will want long holidays, you are probably guilty of unlawful discrimination. Your motives for discriminating are immaterial and no explanations as to why it happened will make any difference.

Indirect discrimination

Example

If your business has a dress code requiring all female staff to wear skirts, this could be indirectly discriminatory. There is no business case for such a rule, nor is there any other way of justifying it. It could discriminate against women from some communities that observe religious or cultural requirements to keep their legs covered.

Victimisation

Example

If a white worker agrees to be a witness in her Asian colleague's racial discrimination case and is subsequently penalised in any way, she may have a case of victimisation against her employer.

Harassment

Example

If white workers in a factory make racist jokes in front of black and Asian workers, this is racial harassment. If the organisation has appropriate race equality policies the white workers may be liable for disciplinary action. If the organisation does not have such policies, then it may be liable in law for the harassment caused by their workers on the grounds that they have not taken the necessary steps to prevent it occurring.

Discrimination by association and perceived discrimination, as outlined in Chapter 4, also apply to racial discrimination.

Some scenarios for group discussion

In this next section of Chapter 5, we describe some situations that might arise in your organisation so that you can discuss how you would approach solving them in group discussions. This will help to increase your understanding of the Equality Act 2010, and it will also help you to develop policies for your organisation.¹³

Scenario 1

A community group that provides home care to people who are disabled has a client who refuses to receive services from one of the carers who is Indian, and will only accept white carers.

- Should the care group go along with his wishes, or refuse him a service?
- Scenario is not straightforward – the client is in his own home.

Scenario 2

A black African employee applied for the post of equal opportunities manager in his organisation. He was assessed as having the skills and ability for the job. However, his application was rejected because, unknown to him, the post was open only to permanent staff at higher grades than his. Monitoring data showed that the organisation had no permanent black African employees at the grades in question.

- Would the job applicant have a good case to take to an Industrial Tribunal?
- What decision might the Industrial Tribunal come to?

Race Discrimination - Gypsy, Roma and Irish Travellers

The Equality Act 2010 does not specifically state that Gypsies and Travellers belong to a distinct racial or ethnic group. However, judges in England have decided that Irish Travellers and Romany Gypsies are distinct ethnic groups. European courts have outlawed discrimination against all travelling people, not just Irish Travellers and Romany Gypsies.¹⁴

This means that all Romany Gypsies and Irish Travellers, whether they are nomadic, partly nomadic, or settled in housing or caravans on public or private sites, are protected from unlawful racial discrimination and harassment. Public authorities and other organisations carrying out public functions must promote race equality and must take account of the interests and needs of Gypsies and Irish travellers when carrying out their work.

Things your organisation may wish to consider

- Does our committee have members from ethnic minority backgrounds?
- Do we have any staff or volunteers from ethnic minorities?
- Are they aware of our organisation and our aims and objectives?
- Do ethnic minorities use our services?
- Are we culturally sensitive to the needs of BME communities?
- Are we doing enough to promote our organisations to minority communities?
- Does our organisation give welcoming messages in the form of flyers or pictures, or does our organisation appear unwelcoming?

¹³ Scenario 1 is reproduced by courtesy of RAISE

¹⁴ Shelter Charity - http://england.shelter.org.uk/get_advice/complaints_and_legal_action/discrimination_against_gypsies_and_travellers

Examples of action you could take

- invite people from these communities to visit you, and go to see them to find out what their needs are;
- use national and local BME¹⁵ media such as The Voice, Asian Times, community newsletters etc to publicise your work;
- place promotional flyers in places where you know ethnic minorities, migrant workers and refugees congregate: e.g. places of worship, specialist food shops and restaurants, community centres, cultural events, English classes etc;
- monitor who is using your services from BME communities (see Chapter 14);
- carry out a race equality impact assessment [see Chapter 14] – these have proved to be so successful for public bodies that the same process has been extended to cover all areas of equalities including disability, gender, age, religion and faith, and sexual orientation.

Self Assessment

If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting race equality and what more you need to do in order to be able to say that your performance is 'excellent'. Go to Chapter 13.

Sources of additional information - Race

- **PRENO - Portsmouth Race Equality Network Organisation**
<http://www.preno.org.uk>
- **The Gypsy Council**
<http://www.gypsy-association.com/se-network.html>
- **Friends, Families and Travellers (FFT)**
<http://www.gypsy-traveller.org>
- **EU Welcome**
<http://www.euwelcome.org.uk/>
- **Equality and Diversity Team, Hampshire County Council**
<http://www3.hants.gov.uk/equality.htm>

¹⁵ BME means 'Black and Minority Ethnic'. The term was originally used to describe people living in Britain of African, Caribbean, South Asian or other Asian origin. Its use has now broadened to include people that have common experience of discrimination because of their race and are not from the majority white community.

- **Eastleigh Race Equality Forum**
<http://www.eastleigh.gov.uk/our-community/ethnic-minority-communities/race-equality-forum.aspx>
- **Basingstoke Diversity Forum**
<http://basingstoke.gov.uk/community/ethnicminorities/diversity+forum.htm>
- **Equality and Human Rights Commission (incorporating the Commission for Racial Equality)**
<http://www.equalityhumanrights.com>
- **Hampshire County Council BME Mental Health Community Development Officers**
<http://tinyurl.com/ctva2vt>

There are more contact details in **Appendix 2**.

PART 1

CHAPTER 6: DISABILITY

What does the law say?

'Disability' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of their disability.

The Equality Act 2010 replaced most of the Disability Discrimination Act (DDA). However, it is important to note that the Disability Equality Duty in the DDA continues to apply¹⁶.

The law aims to protect disabled people and prevent discrimination against them. It covers the areas of:

- Employment, healthcare and education
- Access to goods, services and facilities including larger private clubs and land based transport services
- Buying and renting land or property
- Functions of public bodies, for example the issuing of licences

What is the legal definition of disability?

The Equality Act states that a person has a disability if:

'...they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their ability to perform 'normal day-to-day activities'¹⁷.

Definition of terms:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act¹⁸.

In Chapter 3 we referred to '**discrimination arising from a disability**' (p.18). This occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified (e.g. a tendency to make spelling mistakes arising from dyslexia).

We have also talked about '**discrimination by association**' (p.17). The law does not allow people who are associated with a disabled person to be directly discriminated against or harassed e.g. a carer or parent of a disabled person. Also, a person is not allowed to directly discriminate against or harass a person who they think is disabled (but may not actually be disabled).

¹⁶ Disability Discrimination Act 1995 - <http://tinyurl.com/cp4wxov>

¹⁷ Government Office for Disability Issues <http://tinyurl.com/dyvezqn>

¹⁸ Directgov website <http://tinyurl.com/d44bbmv>

Under the Equality Act, **indirect discrimination** now covers disabled people. This means that a job applicant or employee could claim that a particular rule or requirement you have in place disadvantages people with the same disability. Unless you could justify this, it would be unlawful.

It is important to note that a disability is not always 'visible'. Individuals with 'progressive conditions', such as cancer and HIV, are protected by the Act from the moment that they are diagnosed.

What do voluntary and community organisations need to know?

Reasonable adjustments

As employers, voluntary and community organisations should make 'reasonable adjustments' to remove barriers for disabled people when accessing work and in the workplace (e.g. by providing assistive technologies to help dyslexic staff use computers effectively).

It is a good idea to talk to the individual you wish to employ, or have employed, about the adjustments they need as different people will need different changes, even if they appear to have similar impairments.

If something is a reasonable adjustment, your organisation should pay for it, however, your organisation is not required to do more than it is reasonable for it to do. The cost of an adjustment, the size and nature of your organisation, amongst other factors are taken into account in deciding if it is reasonable or not.

For more detailed information on the requirements of the duty to make reasonable adjustments when employing people with disabilities see the Equality and Human Rights website <http://tinyurl.com/d4hz2es>.

Access to Work

An individual whose health or disability affects the way they do their job, or when they are looking for work, can receive support from the Government's 'Access to Work' scheme¹⁹. For example, Access to Work might pay towards the cost of getting to work if you cannot use public transport, or for assistance with communication at job interviews.

As we noted in Chapter 2, positive discrimination is illegal, however, the duty to make reasonable adjustments, as specified in the Equality Act, is an exception where treating a disabled person more favourably may be required by law²⁰.

Providing information in an alternative format

Employers should take reasonable steps to provide information in an accessible format. For example, a community worker asks for the organisation's handbook to be read onto an audio CD and given to them. There are some excellent resources available to help you to do this – see **appendix 2**.

¹⁹Access to Work centres <http://tinyurl.com/ntx3sj>

²⁰Equality and Human Rights Commission <http://tinyurl.com/d4lz2x6>

Accessibility

The terms 'accessible' and 'accessibility' are frequently used when discussing the needs of disabled people. These terms include not only accessibility in the physical environment, but also access to information and communication services, access to social welfare services, personal support, work and transportation.

The Social Model of Disability

In the campaign to promote equal rights for disabled people, leading disability organisations advocate the 'Social Model of Disability' as a way of thinking about the barriers that people with impairments face in their everyday lives.

Traditionally, disabled people have been seen as having a medical condition. Therefore disabled people, their families, friends and carers have seen the disabled person's impairment as a problem which they have to make the best of and got on with. Disabled people are expected to accept that they will not be able to do many things that others take for granted. This is known as the 'Medical Model of Disability'.

The Social Model turns this view on its head by recognising that everyone is equal regardless of whether they have impairments or not. In the Social Model of Disability, disability is caused by the barriers that exist within society and the way society is organised, which discriminate against people with impairments and excludes them from involvement and participation.

Adopting the Social Model of Disability will enable your organisation to see beyond a person's impairment and to consider all the factors that prevent disabled people from accessing employment opportunities and services.

This in turn will help you to put in place measures to overcome the barriers that a disabled person may face.

Independent Living

The concept of 'independent living' is also important in discussing disability. Independent living is defined as the ability for disabled people to exercise self-determination, have choices and control over their lives, and have equal access to economic, social and cultural life.

Disability discrimination

Example

A school had a well laid out disabled toilet but used it as a general toilet and the additional space required for transferring from a wheelchair was used for storing spare tables. The need for a wheelchair user to be able to make a 'side transfer' from chair to toilet was explained and the head teacher removed the tables immediately.

Good practice

Example

A woman had severe spinal pain if she sat up for long periods. Her employer facilitated her work by allowing her to use an orthopaedic bench at her desk rather than a chair. She used voice recognition software on the PC because she could not type when lying on the bench.

Some scenarios for group discussion

In this final section of Chapter 6, we describe some situations that might arise in your organisation so that you can discuss how you would approach solving them in group discussions. This will help to increase your understanding of the disability laws, and it will also help you to develop policies for your organisation.

If you find it hard to reach a conclusion about any of these scenarios, contact your local Council for Voluntary Service or one of the specialist organisations listed in Appendix 2.

Scenario 1

A regular user of a community transport scheme has asked for a copy of the group's annual report in Braille or on an audio tape or CD Rom. The group says that the report is only available in a standard format.

- Is this reasonable?

Scenario 2

One organisation interpreted the requirement for a percentage of parking spaces for blue badge holders to just mean visitors and customers and not employees. One of their employees with cerebral palsy was obliged to park off site.

- Was the organisation correct in its interpretation of the requirements?
- What action could the disabled person take?
- What should the employer do?

Things your organisation may wish to consider

- Does your organisation have any disabled people working for it?
- How do you know?
- Do you have disabled members or service users?
- How do you know?
- Are your premises accessible for people with a range of different kinds of impairment?
- Can disabled people use your services or join in your activities?
- Are you doing enough to promote your organisation to disabled people?
- Are the people who are involved in your organisation sensitive to the needs of disabled people?

Practical steps your organisation can take

- Provide accessible information – where to go to get leaflets converted, what formats should be considered; what to do if a person with communication difficulties (deaf, speech impaired etc) comes through the door.
- Think about the customer service aspects of welcoming disabled people. Talk to the person, don't patronise, don't pity. If you do not know how to meet a person's needs – ask them. Do not ask personal questions or pry into what is 'wrong' with them.
- Think about physical access issues, including, issues for wheelchair users, visual impairments, mental health system users etc. How can your organisation provide an alternative reasonable adjustment if your service is not accessible?
- Think about access issues for deaf people e.g. include a hearing loop in meeting rooms and in the reception area.

Self Assessment

If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting equality for disabled people and what more you need to do in order to be able to say that your performance is 'excellent'. Go to Chapter 13.

Basically you should:

- make a commitment to equality and non-discrimination for disabled people in your equality and diversity policy;
- get to know the law and what is seen as good practice, starting with the material that we have included here;
- think about how the law affects your organisation, your volunteers, workers, committee members and service users;
- ensure that your equality and diversity policy covers all the legal requirements;
- think about how you can monitor disabled people whether they are staff, volunteers or service users; and
- if you know there are gaps in your policy or in how you put your policy into practice, don't just leave it, but develop a plan for getting it right.

Where to go for more information

- **Southampton Centre for Independent Living**
<http://www.southamptoncil.co.uk>
- **INDI South East**
http://www.indi.org.uk/create_page.php?page_name=index
- **Equality and Human Rights Commission - disability**
<http://tinyurl.com/cmvc9fb>
- **EMLD - Hampshire Ethnic Minority Learning Disability Project**
<http://www3.hants.gov.uk/adult-services/disability/learndis/emld.htm>

There are more contact details in **Appendix 2**.

PART 1

CHAPTER 7: SEXUAL ORIENTATION

What the law says?

‘Sexual Orientation’ is one of the ‘protected characteristics’ defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of their sexual orientation.

Over the past 10 years there have been many changes to the legislation which affects Lesbian Gay and Bisexual (LGB) people. This ranges from an equal age of sexual consent, civil partnerships, outlawing discrimination in the workplace and in the provision of goods and services. The most up-to-date law that prohibits discrimination against LGB people and, which includes all previous legislation, is the Equality Act 2010.

Examples of discrimination

- Refusing to employ someone because they are lesbian or gay
- Not protecting workers from abuse and harassment from their colleagues

Who are lesbian, gay and bisexual (LGB) people?

LGB people are diverse and come from all communities - they can be from black and minority groups, disabled people, women, older people or young people. The acronym LGB is often expanded to ‘LGBQI’ to include ‘Queer’ and ‘Intersex or Inquiring’ individuals.

It is generally believed that between 5% and 7% of the population (i.e. 3.6 million people in the UK) are lesbian and gay. Although there are no firm figures for how many men and women are bisexual, LGB people nonetheless make up a significant proportion of our local communities²¹.

It is therefore important for voluntary organisations to be aware of LGB issues and to provide services and employment opportunities for LGB people.

Good practice in working with LGB people

The previously named ‘Commission for Social Care Inspection’, now known as the ‘Care Quality Commission’,²² says that lesbian, gay and bisexual people want to:

- feel safe and be treated fairly;
- be valued for who they are;
- be given the support and services to live the life they choose;
- be able to live different kinds of lifestyles.

LGB people are more likely to ‘come out’ or disclose their sexual orientation if they feel they are made welcome and that their rights are respected.

²¹Statistics from the Lesbian and Gay Foundation, A guide to your rights (2007/08 edition) and the Department of Health’s publication: Reducing health inequalities for lesbian, gay, bisexual and transgender people - briefings for health and social care staff.

²²The Commission for Social Care Inspection (2007), Putting People First: Equality and Diversity Matters

The welcoming environment must be backed with an equalities policy that states that fair and non-discriminatory services and employment opportunities will be provided to all service users and employees.

Good communication with LGB people, as with other people, is important as it will encourage people to get involved with your voluntary organisation and will promote better outcomes for your work.

Using language that respects LGB people and that acknowledges same-sex relationships and gender identity issues will enable people to 'come out' or disclose their sexual orientation without fear of reprisals.

Voluntary organisations and community groups can promote equality for lesbian, gay and bisexual people by:

- ensuring that staff, volunteers and committee members respect and value them and their relationships, and deal with any issues that arise including tackling discrimination;
- making sure that their policies and practices don't leave out or exclude lesbian, gay or bisexual people;
- training staff, volunteers and committee members on sexual orientation equality;
- making them feel welcome and able to talk freely about themselves;
- helping them to remain in contact with their communities, friends and relatives; and
- listening to what they have to say and acting upon their suggestions or views.

There are still a lot of organisations that do not carry out sexual orientation monitoring of their workforce, volunteers or service users as this is seen as a sensitive and confidential issue. This means that they are therefore not aware of whether they are employing or providing services to LGB people within their communities. The Equality and Human Rights Commission advocates the monitoring of sexual orientation and including a question on sexual orientation in your organisation's equalities monitoring form (see Chapter 13).

Monitoring sexual orientation will enable organisations to identify gaps and weaknesses in service delivery and employment practices; and enable organisations to put together an action plan to meet the needs of all service users, volunteers and employees.

Scenarios for group discussion

We describe two situations²³ that might arise in your organisation so that you can discuss how you would approach solving them:

Scenario 1

John and James go into a pub for a drink. They are sitting at a table by themselves, when three men come over to them demanding that they leave 'or else'. John complains to the barman, who says that there is nothing that he can do as the men are regulars. John and James leave the pub without finishing their drinks.

- Is the barman correct?
- Is the pub breaking the law?
- What action should the pub manager have taken?

Scenario 2

Juliette is a lesbian, and she has attended social events at her workplace with her partner. She hears about a vacancy for promotion and is interested in applying. Her colleague, Anna, is also interested in applying for the post. They both have the same qualifications and experience. However, Juliette is told not to apply for the job because it is felt that 'someone like her' would not fit in with the management team, who are all men. Anna is offered the job.

- What sort of behaviour is taking place here?
- Is it lawful?
- How could Juliette challenge her employer's behaviour?

Things your organisation may wish to consider

Listed below is a checklist adapted from the previously named Commission for Social Care Inspection (now 'Care Quality Commission) of the steps that you can take to ensure your services treat lesbian, gay and bisexual people equally:

- senior staff need to develop an action plan that promotes equality and tackles sexual orientation discrimination;
- you need to decide how to involve lesbian, gay or bisexual service users in your work;
- ensure that all your policies and paperwork include lesbians, gay and bisexual people e.g. your recruitment policies;
- ensure that your diversity and equality training includes sexual orientation equality;
- inform staff, volunteers and service users about the changes you are making and the reasons;

- ensure your information and publicity material includes lesbian, gay and bisexual people;
- obtain information about other local organisations that can offer support, advice and advocacy for lesbian, gay and bisexual people;
- consult your staff, volunteers and service users on the services you provide and how they can be made better for lesbian, gay and bisexual people;
- think about asking your staff and volunteers whether they are willing to go on a list of people who are lesbian, gay and bisexual 'friendly' and let everyone know who is on the list.

You could adopt a similar approach in the other diverse groups, although we have not repeated this advice in the other chapters.

Self Assessment

If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting equality for lesbian, gay and bisexual people and what more you need to do in order to be able to say that your performance is 'excellent'. Go to Chapter 13. The self assessment questions listed in the previous chapters, applied to LGB people, are also relevant.

Where to go for more information

- **The Lesbian and Gay Foundation**
<http://www.lgf.org.uk>;
- **Stonewall**
<http://www.stonewall.org.uk>
- **Albert Kennedy Trust**
<http://www.akt.org.uk>
- **Broken Rainbow**
<http://www.broken-rainbow.org.uk>
- **Care Quality Commission**
<http://www.cqc.org.uk/>

There are more contact details in **Appendix 2**.

PART 1

CHAPTER 8: GENDER REASSIGNMENT

What the law says?

'Gender Reassignment' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people be discriminated against on the grounds of their choice of gender.

The Equality Act 2010 provides protection for people from the protected characteristic of 'gender reassignment'. This applies to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a 'transsexual' or 'transgender' person no longer has to show that they are under medical supervision²⁴.

Up until 2007 transgender issues were largely included within the protected characteristic of 'sexual orientation', and organisations working with lesbian, gay, bisexual, and transgender people were referred to as 'LGBT' groups.

When the Equality and Human Rights Commission was launched in 2007, one of their first actions was to produce a legal definition of 'transgender'. Legislation after this date was based on this new definition and since then, transgender people have been treated as a separate category in terms of equality and diversity.

Definitions: transgender, transsexual and gender reassignment

A **'transsexual'** person has a strong and constant desire to live and be accepted as a member of the opposite sex. Many transsexual people have gender reassignment treatment to make their appearance more consistent with their preferred gender. This often involves hormone therapy and surgery²⁵.

" ... is often preferred by transsexuals as their condition has nothing to do with sexual preference but everything to do with crossing the gender divide."²⁶

Transgender people have often been through a process known as **'gender reassignment'**. The term gender reassignment or 'transition' refers to the process that a person goes through to present themselves permanently in their new gender. This process is recognised in the Equality Act as a 'social' and not 'medical' process. It usually includes a regime of specialist psychiatric evaluation, hormone treatment, real-life experiences and sometimes reconstructive surgery. However, it is important to note that the process of transitioning is not dependent on these factors; for example, you can transition without having reconstructive surgery. The definition of transgender includes both male to female and female to male gender reassignment.

²⁴A Quick Start Guide to Gender Reassignment for Voluntary and Community Organisations... - Government Equalities Office and Equality and Diversity Forum) <http://tinyurl.com/bwzfdq>

²⁵<http://www.nhs.uk/Livewell/Transhealth/Pages/Transoverview.aspx>

²⁶See Chrysalis website: <http://www.chrysalis-gii.co.uk>

The 'real life experience' (RLE)²⁷ is a process where transgender people live full-time in their preferred gender identity for a period of time (usually for a minimum of two years), in order to demonstrate that they can function as a member of that gender.

This can include some or all of the following abilities, as reviewed by the person's clinician:

- To acquire a (legal) gender-identity-appropriate first name
- To maintain full or part-time employment
- To function as a student
- To function in community-based volunteer activity
- To provide documentation that persons other than the therapist know that the patient functions in the desired gender role.

The date an individual acquires a new gender-identity-appropriate name is classed by the NHS and Gender Recognition Panel as the first date of transition. There is no set period for a person to go through the RLE, however, if a person wishes to receive hormonal treatment, either three months of RLE or a specified time in psychotherapy (usually at least three months) is enough to justify them having the therapy. In the case of genital surgery by the NHS, there needs to be a proven continuous period of two years of RLE.

Transgender people are not to be confused with transvestites, 'cross-dressers' or men who wear female clothing, usually for sexual or emotional gratification.

The Gender Recognition Act 2004

Under the Gender Recognition Act 2004, transgender people can gain legal recognition of their newly acquired gender providing they apply to the Gender Recognition Panel and meet the specific criteria laid down within the Act. For more information on the Gender Recognition Act 2004, see: <http://tinyurl.com/73pdabh>

What is a Gender Recognition Certificate (GRC)?

A Gender Recognition Panel considers applications for gender recognition. The panels are ordinarily made up of legal and medical members who assess whether the legal and medical criteria for legal recognition are met. If the applicant is successful, the panel will issue a full or an interim '**Gender Recognition Certificate**' (**GRC**). A full GRC shows that a person has satisfied the criteria for legal recognition in the acquired gender. It is issued to a successful applicant if he or she is not married or in a civil partnership. From the date of issue, the holder's gender becomes the acquired gender for all purposes. It is important to note that it not a legal obligation for a transgender person to have a GRC.

Good practice in the work place

Most voluntary organisations will have an equal opportunities or equalities policy in place. It is important to make sure that the policy includes tackling discrimination and promoting equality for transgender people in terms of their recruitment, employment, volunteering, governance and service delivery opportunities.

²⁷<http://wpath.org/Documents2/socv6.pdf>

The Equality and Human Rights Commission advocates the monitoring of transgender people and a question on transgender is included within their Equality Monitoring Form. (This is similar to the Commission's approach to other equalities groups – see Chapter 14). Monitoring will enable organisations to identify gaps and weaknesses in service delivery and employment practices; and enable organisations to put together an action plan to meet the needs of all service users, volunteers and employees.

Recruitment and Employment

There are usually very few circumstances where an employer would need disclosure and questions relating to a person's transgender when recruiting staff or volunteers, and a question should not be asked or answered. The only incidences would be when a 'Genuine Occupational Qualification' (See: <http://tinyurl.com/ch5kctn>) or 'Genuine Occupational Requirement' (See: <http://tinyurl.com/6u9c7e2>) were necessary for the position.

Chrysalis suggest that, unless it is mentioned by the person being interviewed, or there is an exceptional reason for the need to disclose whether a person is transgender in a recruitment interview, the information should be considered private and no questions should be asked.

In assisting employees to transition, good managers will discuss with their employees the best way to proceed. This will allow the employee to say how their employer can help them in the workplace. The issues for discussion could include the following:

- whether the employee should stay in their present position or move to a different location within the organisation;

- the timescale involved from first taking medication to changing name and the transition through the surgery;
- how and when to inform colleagues and service users that do not already know – whether the person will inform them or whether the organisation will do it on their behalf;
- whether the organisation is geared up to make changes in its company records, insurances etc;
- what the organisation requires as a dress code, if they have one for other staff;
- at what point the transgender person will want to use the facilities provided for the new gender.

Example of Good Practice

- Rachel informed her company that she was a transgender person. After explaining this to her Chairman, it was decided that a plan should be drawn up to make the transition smooth for both Rachel and her employer. This was helped by Rachel, who enlisted the support of a specialist organisation and had a plan of action of her own, which was flexible and able to fit in with the company's plans.

²⁷<http://wpath.org/Documents2/socv6.pdf>

For more information and ‘Frequently Asked Questions’ on legislation and practice relating to transgender people please go to: <http://www.chrysalis-gii.co.uk/>

Things your organisation may wish to consider

- Does our committee have any transgender members?
- Do we have any transgender staff or volunteers?
- Are they aware of our organisation and our aims and objectives?
- Do transgender people use our services?
- Are we sensitive to the needs of transgender individuals?
- Are we doing enough to promote our organisations to transgender individuals?
- Does our organisation give welcoming messages in the form of flyers or pictures, or does our organisation appear unwelcoming?

Self Assessment

This is a new and still developing area of equality and diversity practice, and relatively few organisations have yet developed policy and practice in this field. If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting transgender equality and what more you need to do in order to be able to say that your performance is ‘excellent’. Go to Chapter 13.

Basically you should:

- make a commitment to equality and non-discrimination for transgender people in your equality and diversity policy;
- get to know the law and what is seen as good practice, starting with the material that we have included here;
- think about how the law affects your organisation, your volunteers, workers, committee members and service users;
- ensure that your equality and diversity policy covers all the legal requirements;
- think about how you can monitor transgender people whether they are staff, volunteers or service users; and
- if you know there are gaps in your policy or practice, don’t just leave it, but develop a plan for getting it right.

Where to go for more information

- **Chrysalis**
<http://www.chrysalis-gii.co.uk>
- **The Gender Trust**
<http://www.gendertrust.org.uk>
- **The Gender Identity Research Education Society**
<http://www.gires.org.uk>
- **Press for Change**
<http://www.pfc.org.uk>
- **The Equality and Human Rights Commission**
<http://www.equalityhumanrights.com>



PART 1

CHAPTER 9: RELIGION AND BELIEF

What does the law say?

'Religion and Belief' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of their religion, religious or philosophical belief or lack of religion or belief.

To be protected, a person must belong to a religion that has a clear belief system and structure. In the case of a philosophical belief, that belief must be about a central part of the individual's life and behaviour e.g. humanism.

People are also protected against discrimination if they do not hold a particular (or any) religion or belief. Within a religion, different denominations or sects can be considered a protected religion or religious belief, for example Protestants and Catholics within Christianity.

Discrimination can also occur between individuals from the same religion or belief, for example, being Sunni and Shia within Islam.

What does that mean to voluntary and community organisations as service providers?

There are some circumstances in which you may be able to offer goods or services only to people of a specific religion or belief.

Some examples of this include when the main purpose of your organisation is to²⁸:

- practise, teach or advance a particular religion or belief,
- provide benefits for people who hold a particular religion or belief, or,
- promote good relations between people of different faiths.

In some instances, charities may also be allowed to restrict the benefits of their activities to individuals of a certain religion or belief. This is **only** if their constitution allows them to do so, and **only** if it is a fair and reasonable way of achieving a legitimate aim, or that the restriction looks to compensate for or prevent a disadvantage linked to religion or belief.

Example

A charity established specifically to provide funding for Catholic education will be entitled to do so where its governing document states that its purpose is to secure Catholic values in the local community, since it is in an area where there is a large Catholic community but few establishments are focused on the provision of Catholic education.

Other exceptions

If your organisation's main aim is to advance a particular religion or belief, you may be able to specify that your service users are of a certain sexual orientation where:

- this is necessary to comply with the doctrine of your organisation's religion or belief
- the purpose is to avoid conflict with the strongly held convictions of a significant number of a religion or belief's followers²⁹.

If you are in any doubt about the law regarding religion and belief in your organisation you can contact the Equality and Human Rights Commission.

Types of religious discrimination

Example of direct discrimination

- During an interview, a Christian woman refers to the church that she regularly attends. Although she has the skills to do the job successfully, the interviewer does not employ her because she does not like the idea of working alongside someone who believes in God and might want to talk to her about her beliefs.

Example of indirect discrimination

- A chief executive introduces a 'no headwear' rule for all staff. This would put Sikh men who wear a turban and Jewish men who wear a kippah at a disadvantage. This is an example of indirect religious discrimination, and would need to be justified otherwise it would be unlawful.

Example of harassment

- A man who is an atheist is targeted by his Christian colleague, who believes that she must try to convert him to her religion. She leaves religious texts on his desk and tries to engage him in conversations about Christianity whenever there is a coffee break. The man complains to his employer, who tells him to ignore her.

Example of possible discrimination and victimisation

- A woman who works in a bank wears a crucifix around her neck where it can be seen by her customers. Her manager asks her to remove it as there is a rule against wearing jewellery, and it is not part of the uniform. She refuses on religious grounds, and is given a job in the back office. [This may be discrimination]. She decides to leave.
- A colleague who supported her when she was defending her right to wear the crucifix was later refused promotion on the grounds that she was a troublemaker. [This may be victimisation].

²⁹For a full explanation and examples refer to Equality Act 2010: What do I need to know? A quick start guide on religion and belief discrimination in service provision for voluntary and community organisations: <http://tinyurl.com/c9pc2dn>

Things your organisation might want to think about

Marginalised black and minority ethnic communities have often used religion and faith as a way of expressing their identities. These often show up in things like diet and dress. Where possible, employers should try to accommodate these differences. Employers can be cited as unlawfully discriminating either directly or indirectly if they refuse to do this without reasonable justification. We give some examples below.

- Dress – employers with strict regulations about dress code or uniforms may need to make adaptations to incorporate garments that are worn or not worn for religious reasons unless it impinges on health and safety.
- Dietary requirements – work establishments offering meals should cater for staff that, because of religion or belief, may only eat certain food or food prepared in a specific way, e.g. halal, kosher and vegetarian food.
- Prayer days and religious holidays – employers should where possible allow employees time and annual leave to celebrate religious festivals or to worship.
- Prayer times – as above but so as not to treat some members of staff more favourably than others, prayer times may need to be taken as part of the break times, but these could be at a different time than the usual break times.
- Prayer rooms and somewhere to wash feet and hands should be offered where possible. There should be somewhere quiet for people to pray.

Organisations that promote a positive attitude towards diverse faiths and beliefs will most likely reap dividends, encouraging a diverse workforce, bringing in additional skills and experiences, enlarging the ‘market’ for the voluntary organisation or community group’s work, all of which will strengthen the organisational ethos of inclusion.

Some scenarios for group discussion³⁰

Scenario 1

- A woman employed in a care home for older people is sometimes asked to help prepare food for parties. She is quite willing to help out, but asks if she can be excused making ham sandwiches because of her faith. On one occasion, she is the only member of staff on duty and the care home manager insists that she makes the food that the residents want to eat. This includes ham sandwiches. The worker refuses and is disciplined by her manager the next day.
- Can the manager do this?
- What remedy might the woman have?

Scenario 2

- A Muslim worker asks his manager if he can take all his annual leave in one go because he wants to travel to Mecca to take part in the Hajj. His employer says that if he let this worker take all his leave at once, everyone else would also want long holidays, so he refuses permission.
- Is this lawful?
- What action could the worker take?
- What should the organisation have done?

Things your organisation may wish to consider

- Does our committee have members with different religions and beliefs?
- Do we have any staff or volunteers with different religions and beliefs?
- Do individuals from different religions and beliefs use our services?
- Are they aware of our organisation and our aims and objectives?
- Are we culturally sensitive to the needs of individuals with different religions and beliefs?
- Are we doing enough to promote our organisations to individuals with different religions and beliefs?
- Does our organisation give welcoming messages in the form of flyers or pictures, or does our organisation appear unwelcoming?

Self Assessment

If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting religious and faith equality and what more you need to do in order to be able to say that your performance is 'excellent'. Go to Chapter 13.

If you find it hard to reach a conclusion about any of these scenarios, contact your local Council for Voluntary Service or one of the specialist organisations listed in Appendix 2.

Sources of additional information

- **Hampshire Interfaith Network**
<http://www.hants-interfaith.org/links.htm>
- **Portsmouth Interfaith Forum**
<http://www.portsmouthinterfaith.org.uk/index.html>
- **Southampton Council of Faiths**
<http://www.southampton-faiths.org/>
- **The Interfaith Network for the UK**
<http://www.interfaith.org.uk/>
- **The Equality and Human Rights Commission**
<http://www.equalityhumanrights.com>
- **Muslim Council of Britain** <http://www.workingmuslim.com/files/RamadanEmployerGuideEnglish2012.pdf>



There are more contact details in **Appendix 2**.

PART 1

CHAPTER 10: AGE

What the law says

'Age' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of their age.

The **only** exception, where direct discrimination in the form of differential treatment on the grounds of age may be justified, is when an employer can demonstrate that the different treatment is a proportionate means of achieving a legitimate aim³¹.

Age discrimination is the most common form of discrimination in the UK and prejudice and disrespect is at the root of much of the disadvantage older people face³².

Definition of Age

The Equality Act 2010 defines age in reference to a person's age group. The definition of 'age group' is diverse and includes older people and young people. It can mean people of the same age or people of a range of ages.

Retirement Age

There is now no default retirement age, which previously allowed your employer to make you retire when you reached 65. This means that you should be able to retire when the time is right for you. Your employer can only make you retire if this can be objectively justified in the particular circumstances. This is open to challenge at an Employment Tribunal³³. This change in the law does not affect the State Pension age.

Examples of age discrimination

Example

Only making your training available to younger employees - this may discriminate against older employees.

Example

Not recruiting younger workers because they are seen as being less reliable than older workers.

Example

Advertising jobs that require a specific minimum or maximum length of experience as this will disadvantage certain age groups.

ACAS guidelines on promoting age equality in the workplace or training

- Make sure that equalities policy and action plans cover age, and discuss with your employees how they can help to tackle age discrimination.
- Monitor your workforce including thinking about who is likely to retire and when, and consider flexible working arrangements for older workers.
- Wherever possible, advertise in a cross-section of the media so that you are reaching out to all age groups with your vacancies.
- Avoid specifying minimum/maximum length of experience unless it is absolutely necessary for the job.

³¹Equality South West - <http://tinyurl.com/bv489lc>

³²Age UK - <http://tinyurl.com/bpmely2>

³³Directgov - <http://tinyurl.com/c6zjsm>

- Only ask for a date of birth on your equalities monitoring form and not on the application form to ensure that it is not seen by the interview selection panel. Use competence/skills based application forms.
- Train staff who will interview prospective employees or candidates for promotion not to stereotype or discriminate on grounds of age.
- Monitor your recruitment selection process. Check whether you need to take positive action to recruit under-represented age groups to your workforce.
- Make sure training is open to everyone regardless of a person's age, especially for older workers.
- Set the same standards of performance regardless of the employee's age. Also when writing up performance appraisal meetings, avoid stereotypical comments such as 'does well for her age'.
- Review your redundancy policy to ensure that you do not discriminate on grounds of age and bear in mind that 'last in, first out', or length of service to select employees for redundancy are likely to be discriminatory.

Things your organisation may wish to consider

- Does our committee have members from different age groups?
- Do we have any staff or volunteers from different age groups?
- Do individuals from different age groups use our services?
- Are they aware of our organisation and our aims and objectives?
- Are we sensitive to the needs of individuals from different age groups?
- Are we doing enough to promote our organisations to individuals from different age groups?

- Does our organisation give welcoming messages in the form of flyers or pictures, or does our organisation appear unwelcoming?

Self Assessment

This is a new and still developing area of equality and diversity practice, and relatively few organisations have yet developed policy and practice in this field. If you want to know how you are doing, we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting age equality and what more you need to do in order to be able to say that your performance is 'excellent'. Go to Chapter 13.

Basically you should:

- make a commitment to age equality in your equality and diversity policy;
- get to know the law and what is seen as good practice, starting with the material that we have included here;
- think about how the law affects your organisation, your volunteers, workers, committee members and service users;
- ensure that your equality and diversity policy covers all the legal requirements;
- think about how you can monitor older and younger people whether they are staff, volunteers or service users; and
- if you know there are gaps in your policy or in how you put your policy into practice, don't just leave it, but develop a plan for getting it right.

Application forms

ACAS recommends that employers remove age/date of birth from the main application form and include it in a diversity monitoring form to be retained by HR/Personnel. Asking for age-related information on an application form could allow discrimination to take place.

Sources of additional information

- **Hampshire Children and Young People's Alliance**
<http://www.hants-alliance.org.uk/>
- **Catch 22**
<http://catch-22.org.uk/Service/247-Hampshire>
- **Solent Youth Action**
<http://www.solentyouthaction.org.uk/>
- **Age Concern Hampshire**
<http://www.ageconcernhampshire.org.uk>
- **Age Concern Portsmouth**
<http://www.ageconcernportsmouth.org.uk/>
- **Age Concern Southampton**
<http://www.ageconcernsouthampton>
- **Age UK**
<http://www.ageuk.org.uk/>
- **ACAS**
<http://www.acas.org.uk>
- **The Equality and Human Rights Commission**
<http://www.equalityhumanrights.com>

There are more contact details in **Appendix 2**.

PART 1

CHAPTER 11: PREGNANCY AND MATERNITY

What does the law say?

'Pregnancy and Maternity' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of pregnancy or maternity, either during pregnancy and/or any maternity period.

Definitions

- **Pregnancy** is the condition of being pregnant or expecting a baby.
- **Maternity** refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding³⁴.

Voluntary and community organisations as employers

It is unlawful discrimination to treat a woman unfavourably because of her pregnancy or a related illness, or because she is exercising, has exercised or is seeking or has sought to exercise her right to maternity leave.

If she is treated unfavourably by her employer because of her pregnancy or maternity leave this is automatically discrimination, with no need to compare with how other workers were treated.

The only time a woman may be treated differently based on sex or pregnancy/maternity at work is where this is to comply with health and safety laws protecting women who are pregnant, who have recently given birth or against risks specific to women.

Discrimination

The law prohibits discrimination in services, premises, public functions, education and associations and protects a woman from discrimination because of her current or a previous pregnancy. It also protects her from maternity discrimination, which includes treating her unfavourably because she is breast-feeding, for 26 weeks after giving birth.

Example of direct discrimination

A woman who is breastfeeding is asked by the owner of a café to leave because it gives 'the wrong image' to his café.

The 'protected period'

The 'protected period' starts when a woman becomes pregnant and continues until the end of her maternity leave, or until she returns to work if that is earlier. Outside the protected period, unfavourable treatment of a woman because of her pregnancy would be considered as sex discrimination rather than pregnancy and maternity discrimination³⁵.

³⁴Equality and Human Rights Commission - <http://tinyurl.com/d9b4p7r>

³⁵<http://www.equalitysouthwest.org.uk/informationandlegislation/legislation/pregnancy-and-maternity>

As a voluntary or community organisation you should:

- make a commitment to pregnancy and maternity equality in your equality and diversity policy;
- get to know the law and what is seen as good practice, starting with the material that we have included here;
- think about how the law may affect people in your organisation who are returning from maternity leave e.g. your volunteers, workers, committee members and service users and make preparations for them to be able to breast feed at work.

Sources of additional information

- **Equality and Human Rights Commission**
<http://www.equalityhumanrights.com/>
- **Working families**
<http://www.workingfamilies.org.uk/>
- **ACAS**
<http://www.acas.org.uk>
- **Pregnancy and maternity rights in the workplace**
Directgov - <http://tinyurl.com/6ftya2>
- **Work Smart from the TUC**
http://www.worksmart.org.uk/rights/maternity_leave

PART 1

CHAPTER 12: MARRIAGE AND CIVIL PARTNERSHIP

What does the law say?

'Marriage and Civil Partnership' is one of the 'protected characteristics' defined in the Equality Act 2010. The Act states that it is unlawful for people to be discriminated against on the grounds of whether they are married or in a civil partnership.

Definitions

- **Marriage** is defined as a 'union between a man and a woman'.
- Same-sex couples can have their relationships legally recognised as '**civil partnerships**'. Civil partners must be treated the same as married couples on a wide range of legal matters³⁶.

As employers voluntary and community organisations must treat civil partners in the same way as married people in employment and vocational training. Any benefits given to married employees must also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

Example of indirect discrimination

It is discriminatory for an organisation to offer private healthcare to those married to employees but not to partners of those employees in a civil partnership as all benefits are applicable to both categories.

People who are married or in a civil partnership may be subject to either direct or indirect discrimination or victimization.

Sources of additional information

- **Civil partnership guide for gay and lesbian couples in the UK**
<http://www.civilpartnershipinfo.co.uk/>
- **Stonewall**
http://www.stonewall.org.uk/at_home/civil_partnership/default.asp
- **Marriage, cohabitation and civil partnerships: your rights – Directgov**
<http://tinyurl.com/68j2plg>

³⁶Equality and Human Rights Commission - <http://tinyurl.com/ca7cpvv>

PART 2

CHAPTER 13: BRINGING IT ALL TOGETHER

Using this chapter of the Toolkit

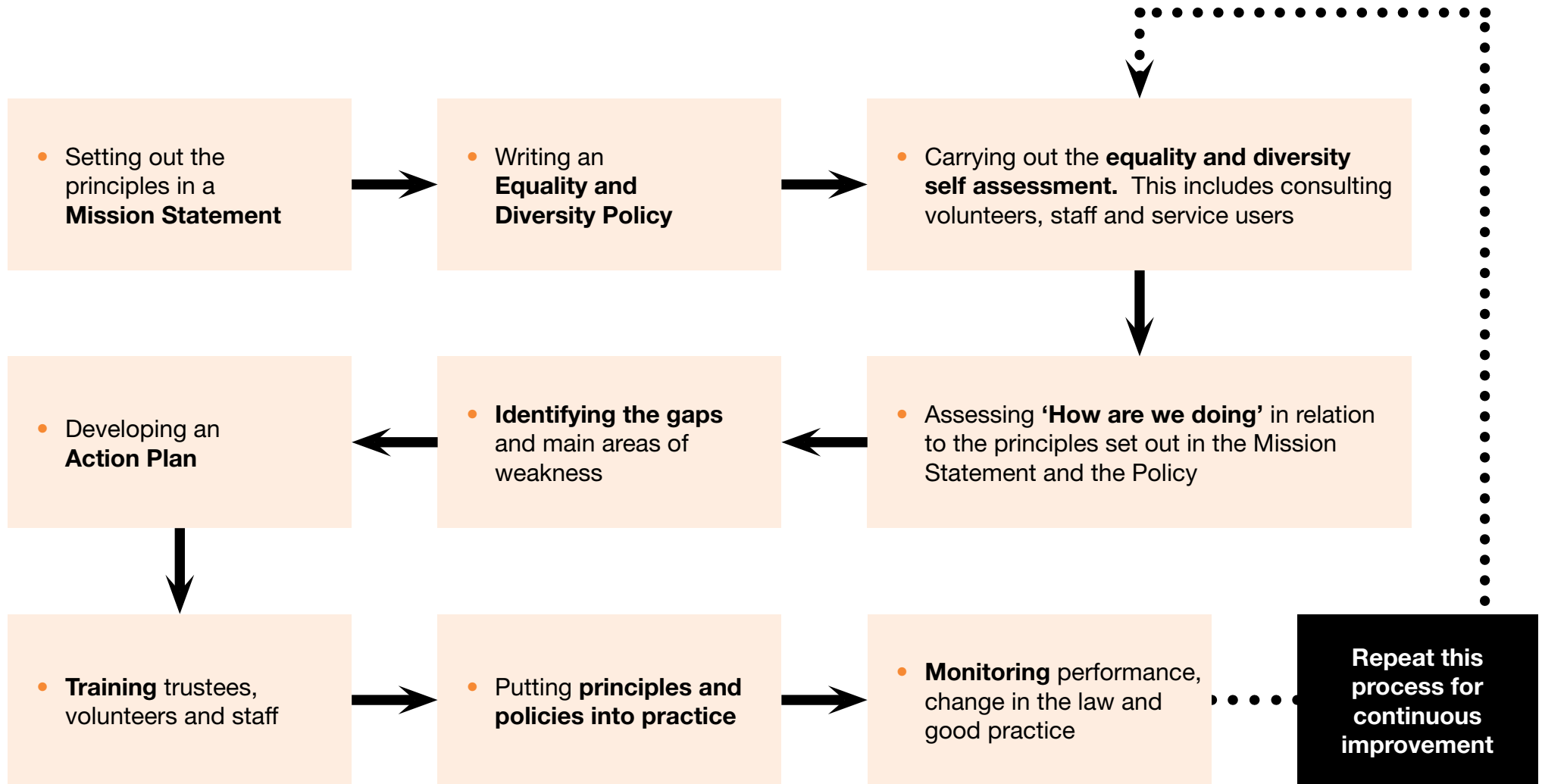
Human rights, equality and diversity affect many areas of your organisation's work. There are laws and regulations in place that are intended to help you to promote equality, respect diversity and tackle discrimination. This chapter will give you the practical tools you need to do this.

The key question is: how does your organisation bring all this information and experience together to promote diversity and tackle discrimination?

The answer is for all organisations of whatever size to develop a holistic approach to diversity and equalities through:

- writing a set of guiding principles for your organisation in an **Equality and Diversity Mission Statement**;
- developing an **Equality and Diversity Policy** which says how you intend to put these principles into practice;
- **writing an action plan** for putting the policy into practice; and then
- **monitoring** how well you are carrying out your policies in practice.

The Equality and Diversity planning process in outline



Developing an Equality and Diversity Mission Statement

The equality and diversity mission statement aims to clarify the way your organisation wishes to work. It should be unique to your organisation and not copied from someone else. It is your public commitment to promoting equality and tackling discrimination and will ensure that everyone involved with your organisation knows where you stand on diversity and equalities issues. It should build on your organisation's existing values and vision and put its approach to diversity and equality in context.

An example of voluntary sector Equality and Diversity Mission Statement

XXXX is a local development charity with over 50 years experience of supporting Hampshire's not-for-profit organisations and rural communities. We strengthen and promote voluntary action by bringing organisations and communities together, enabling them to have their voice heard and to change things for themselves. We strongly encourage an equal partnership and understanding between the public, private and not for profit sectors.

XXXX is committed to being an organisation which is inclusive and values difference by ensuring that the services we provide take into account equality and diversity issues and are accessible and inclusive to all. We give specific support to groups who face social, economic or geographic exclusion, discrimination or prejudice.

We recognise that all people with different backgrounds, cultures, skills and experiences bring fresh ideas and perceptions that benefit the organisation and all of its stakeholders.

XXXX is working to embrace difference, listen to and meet the changing needs of its members, staff, partners and stakeholders.

XXXX Board of Trustees, Chief Executive and staff team are committed to actively promoting and embedding equality, diversity and inclusion into all its working practices throughout the organisation. Where we come across discrimination in our work or in our contact with other organisations, we will challenge it.

X, XXXX 2011

Developing an Equality and Diversity Policy

If you already have an equal opportunities policy you could treat this as a starting point, but you will need to adapt it:

Your equality and diversity policy will be a statement about

- how you are going to keep your commitments to quality and diversity; and
- what action you are going to take to promote equality and tackle discrimination.

Good equality and diversity policies are usually in two parts.

The first part is the policy statement which sets out your commitment to promoting equality, including areas that go beyond the current legislation.

- it should state your principles and values, and why it will benefit your organisation to implement an equality and diversity approach.

- it should say that it comes from the management committee and that staff, volunteers and trustees all have responsibilities for carrying it out.
- it should describe all the areas affected by the policy.
- it should describe the process for accountability and for monitoring its effectiveness.

The second part is the action plan or implementation plan.

The action plan should set out clearly the following:

- how the organisation will ensure that the policy is carried out;
- what is expected of employees, volunteers, trustees, partner organisations and suppliers in all aspects of their work.

Make sure your policy covers all protected characteristics groups; and make sure your policy covers all your main activities. Refer to the Equality Act 2010 as a basis for the all of the work you do. Say how the action plan will be monitored, audited and reviewed.

Your equality and diversity policy should not be a stand alone document. It should refer to other policies and say how equality and diversity will be promoted through them.

There should be references to your recruitment and selection policy and procedure and other employment policies such as grievance and disciplinary procedures, pay policy, tackling harassment and bullying policies, and your training policy and volunteering policy.

There should be statements about how your organisation will ensure that the activities and services that it provides are open to all, and the way this will be ensured.

It is critical that for your equality and diversity policy to be fully integrated into your organisation’s culture, there needs to be strong and clear leadership on this issue. Leadership needs to come from the management committee, as well as from senior staff members or volunteers.

You will need to think carefully about how ‘ownership’ of the policy can be achieved throughout your organisation. Staff and volunteers need to ‘own’ the policy, and they need to be aware of their responsibilities to implement and actively promote it.

When reviewing or developing these policies, wide consultation should take place within the organisation, with service users and with your partner organisations and funders.

Otherwise there is a danger of a lack of commitment and ownership as well as possible opposition.

A good way of developing or reviewing your equalities policy is to set up an equalities working group made up of staff, trustees and (ideally) service users. It may also be appropriate to work on the policy with external agencies such as your local Council for Voluntary Service and one or more of the specialist organisations listed in Appendix 2.

We have given an example of an equality and diversity policy below. There are references to the policies of other voluntary organisations at the end of this chapter.

ORGANISATION X

Developing an Equality and Diversity Policy

1 The Organisation

XXXX is the Council for Voluntary Services for XXX district.

2 Statement of Values

XXXX opposes discrimination of all forms, whether or not barred by legislation, and seeks to ensure that equality of opportunity and recognition of the value of diversity are reflected in all its activities.

3 Equality and Diversity Policy

3.1 This policy aims to ensure that XXXX creates equal opportunities for all members and potential members of XXXX, its Trustee Board, staff, volunteers, users of its services and organisations with which it works, as no one should be disadvantaged on grounds of Age, Disability, Race, Religion and Belief, Gender Reassignment, Marriage & Civil Partnership, Maternity and Pregnancy, Sex and Sexual Orientation. Its success will depend on everyone having a full understanding of equal opportunities and co-operating in the policy's implementation.

3.2 XXXX acknowledges the diverse range of people in the XXX District and will take steps to ensure that this diversity is reflected in the following ways:

a. **XXXX Trustee Board** - XXXX will seek to ensure that the members of the Trustee Board reflect the diversity of the district's population and the wide range of agencies who work in the voluntary sector. Equal opportunities and diversity will be an essential part of induction for all trustees.

b. **XXXX Staff Team** - When appropriate, all vacant posts are advertised as widely as possible and published on the XXXX website to encourage a wide range of applicants. The recruitment and employment procedures ensure that applicants are treated equally. All staff will be expected to implement the policy throughout their work with XXXX. Equal opportunities and diversity training will be included as part of the induction programme for new staff. Ongoing training will be offered to all staff, trustees and volunteers.

c. **XXXX** is committed to supporting staff in the workplace where appropriate and practicable by allowing flexible working to enable staff to meet religious obligations or to carry out care responsibilities and by making adjustments to meet the needs of people with disabilities.

d. **Volunteers** - XXXX believes that subject to the provisions of the Volunteer Policy, volunteering should be accessible to all. All volunteers working with XXXX will be expected to adhere to the Equality and Diversity Policy and support its implementation programme for new volunteers.

e. **Organisations** - All organisations with which XXXX works are expected to have an equal opportunities and diversity policy.

XXXX will undertake to help organisations understand the importance of equal opportunities as part of good practice.

XXXX Equality and Diversity Policy will be available on request to other organisations in the district.

ORGANISATION X

Developing an Equality and Diversity Policy

- f. **Members** XXXX will ensure that all members have equal access to the benefits of membership and that none is prevented from becoming a member as a result of discrimination on XXXX part. Membership of XXXX requires a commitment to oppose discrimination and value diversity.
- g. **Users** The XXXX Values statement will be publicly displayed on XXXX premises and vehicles. Copies of XXXX Equality and Diversity Policy will be available on request to everyone using XXXX services.

4. Publicity

XXXX will endeavour to provide information on its services to the whole of the local community and will work towards making its communications accessible to all.

5 Monitoring and Evaluation

The policy will be reviewed annually in order to evaluate its effectiveness and to ensure it complies with current legislation. The review will be carried out by a working group, chaired by a Trustee and with a volunteer co-opted on to it. Central Services will collate information from the recruitment monitoring forms. All trustees, employees and volunteers will be asked to complete an anonymised monitoring form at least once a year. This data will be presented to the group who will use the results as an indicator that our recruitment policies are complying with this policy. If the data gives rise to concern, the procedures will be reviewed.

Ratified at Board of Trustees meeting, XX XXXXX 2011

Self Assessment – How are we doing?

On the following page we have provided you with a self-assessment questionnaire that will help you to find out how well your organisation is doing in promoting equality and what more you need to do in order to be able to say that your performance is 'excellent' when compared with your Mission Statement and your Equality and Diversity Policy.

You should use this questionnaire for each of the protected characteristic groups, rather than trying to cover them all in the same assessment. After all, you may be doing very well on sex equality, but you might not have given any thought to religion and belief, or equality for transgender people. If you try to cover everything at once, you will not learn very much about your strengths and weaknesses.

SELF-ASSESSMENT QUESTIONS – YOU CAN PHOTOCOPY THIS PAGE TO WORK ON

PLEASE COMPLETE A SEPARATE ASSESSMENT SHEET FOR EACH PROTECTED CHARACTERISTIC. To complete this assessment: read each statement in the left hand column carefully; then decide to what extent it applies to your organisation; tick the column that applies; do the same thing for all the statements; then add up your column and total score at the end.

WRITE THE NAME OF THE PROTECTED GROUP HERE:	We have not yet started	We have made a start but need to make improvements	We have made good progress but still need to improve	We are doing well and could share our knowledge
Column Score	1	2	3	4
We have made a positive commitment to equality for this group in our work, and this is included in our Mission Statement.				
We have a good working knowledge of discrimination law and understand what 'good practice' means in this field.				
We have carried out an assessment of how the law in this field affects our organisation.				
We have consulted our volunteers, employees, service users and funders about the way we ensure that we do not discriminate against this group.				
We have policies and procedures in place that cover all the legal requirements in this field.				
We monitor our performance in implementing our policies in this field.				
We are aware of the gaps in our policies and procedures and have developed an action plan and timetable to fill the gaps.				
COLUMN SCORES				
TOTAL SCORE				

How is our organisation performing?

Interpreting our total score for each protected characteristic group	
7 - 10	We are doing very well, but should keep this area of work under review by monitoring changes in the law and good practice.
11 - 14	We are doing quite well, but need to review any areas of weakness and develop an action plan for improvement; we also need to monitor changes in the law and good practice.
15 - 21	There are significant gaps in our understanding of this protected characteristic. We need to ensure that we have understood all our responsibilities in this field, and that we have identified the gaps in our policies. Then we need to develop an action plan for improvement. We may need to take advice on where we are going wrong.
22 - 28	Our performance is not very good. We may be breaking the law. We need to review how the law affects us; develop new policies to make sure that we are not guilty of discrimination; and we must develop an action plan for improvement. We will need to take advice on where we are going wrong.

Simple rules for self-assessment

If you are familiar with the Practical Quality Assurance System for Small Organisations (PQASSO), the matrix Quality Standard or similar quality assurance systems for voluntary organisations, you will have carried out self assessments previously. If you have not, here are some simple rules to follow.

- Self assessment means that you and the other people in your organisation have to look at the way you are doing things and your standards of performance.
- The aim is to find out what you are doing well, what you are not doing well, and what you are not doing at all.
- You have to be honest. If you are not, then there is no point in doing it.
- Being honest means being self-aware as an organisation – it does not mean that you have to tell everyone else how well or how badly you are doing.
- Being honest is the best way of finding out where your weaknesses are. Finding this out is the starting point for doing something about them.
- Remember that most public bodies and major charities are also developing equality and diversity policies or schemes, and are monitoring how well they are doing. If you receive money from one of these organisations, they will expect you to take equality and diversity seriously, and they may expect you to have policies and be carrying out monitoring and self-assessment exercises like this one.

- Your first self-assessment will give you a picture of how well you are doing under each of the equality headings. It will also give you an idea of what you should be aiming to achieve next.
- Decide what are the priorities – the next section of the Toolkit will help you with this. Then if you are not sure about what to do next, find someone who can advise you like your Council for Voluntary Service, your local authority equalities section or one of the specialist organisations that we have listed in the earlier chapters and in Appendix 2.
- If you find that you cannot answer some of the questions, then you probably need more information. In a small organisation this should not be too difficult, but in a larger one there may be several different people that you need to talk to in order to get a complete picture of what is going on. Or you may need advice.

Assessing your overall performance on equality and diversity

Once you have begun to assess your performance on each of the protected characteristics groups, you can begin to think about your overall performance.

On the following page we have included a blank score sheet on which you can record your overall score for each protected characteristic group. When you add up the scores, you can then compare them with the checklist opposite.

Once you have gone through the initial self-assessment, you need to list and prioritise the areas where you need to take action under each equality heading.

Equality and Diversity Overall Performance Checklist

Interpreting our score for equality and diversity overall	
49-70	Advanced performer: We are doing well, but should act on areas of weakness we have identified, and keep our work under review by monitoring the law and good practice.
71-98	Making progress: We are doing quite well, but need to review our areas of weakness and develop an action plan for improvement; we also need to monitor changes in the law and good practice.
99-147	Just started: There are significant gaps in our understanding of the law and good practice. We need to ensure that we have understood our responsibilities and identified the gaps in our policies and practice. We need to develop an action plan for improvement. We need advice on how to do it right.
148-196	Not performing: We may be breaking the law. We are almost certainly not following good practice. We need to carry out an urgent review of how the legislation and regulations affect us; develop our policies and practices to make sure that we are not guilty of discrimination; and develop an action plan for improvement. We may need to take advice on where we are going wrong.

OVERVIEW OF PERFORMANCE ON EQUALITY AND DIVERSITY - YOU CAN PHOTOCOPY THIS PAGE

Protected characteristic	Score	Comments and Action Points
Sex		
Race		
Disability		
Sexual orientation		
Transgender/Gender reassigned		
Religion and belief		
Age		
Pregnancy and maternity		
Marriage and civil partnership		
OVERVIEW OF OUR PERFORMANCE		

Developing an action plan

Once you have an equality and diversity policy that everyone can own you need to ensure that it is put into practice and monitored. We give an example below of a list of things to think about, and on the following page, a checklist to help you ensure that your action plan and policy covers the important issues. This is adapted from the equality and diversity guidelines issued by Winchester Area Community Action and the National Association for Voluntary and Community Action. The questions can be built into a form that allows each question to be answered 'Yes' or 'No', with a space for comments after.

10 things to think about

1. Ask yourself whether your organisation has a Mission Statement, and if so whether it makes a commitment to promoting equality and respecting diversity in all areas of your work. If not, then writing a new Mission Statement should be your top priority.
2. List the areas of equality and diversity you are good at, even if there are still things that you could improve, and put these low down on your list of priorities.
3. Then list the things you are not so good at or what you are not doing at all, and make these your top priorities.
4. Decide what you can reasonably achieve in a given period of time – say, the next six months – and use this knowledge to decide which areas of work you will tackle first.
5. Decide what information you need to work through these tasks. What information do you need from inside your organisation? What information do you need from other people?
6. Decide what advice you need and where to get it.
7. Make sure that you have got enough resources to complete this plan in the way you want to. If not, then revise the plan to make it less ambitious.
8. Decide who is going to be doing each piece of work.
9. Set up an equality and diversity working group to share information and monitor progress. One or two members of your management committee should be on this group.
10. Remember: an action plan describes what you want to do and how you want to do it. But things may not work out quite as you expect - keep the plan under review and adapt it.

ACTION PLAN FOR MONITORING EQUALITY AND DIVERSITY WORK³⁷

	Action	Name	Date	Done
Governance: General				
1. Is specific reference made to equality in your organisation's Mission Statement?				
2. Does your organisation have an Equality and Diversity Policy that is reviewed annually?				
3. Is your policy statement well publicised across the organisation and made known to all new and potential employees and volunteers?				
4. Is there an action plan in place to implement the policy?				
5. Do you report on your progress in your Annual Report and at your AGM?				

³⁷This checklist combines ideas from the National Associations for Voluntary and Community Action (NAVCA) and Winchester Area Community Action (WACA).

	Action	Name	Date	Done
Governance: Trustees and Management				
6. Do your trustees or management committee receive regular monitoring reports on the implementation of the actions in the plan?				
7. Do your trustees or management committee reflect the diversity of its local community ?				
	Action	Name	Date	Done
Staffing: Employment and Volunteers				
8. Do managers have the skills and knowledge to implement and provide leadership on the policy?				
9. Are training opportunities available to staff, volunteers and trustees or committee to ensure they are aware of their rights and responsibilities in this area?				
10. Does your organisation have an agreed recruitment and selection process which includes equality issues?				
11. Do you take account of part-time workers' hours when arranging staff meetings, training days etc?				

	Action	Name	Date	Done
Staffing: Employment and Volunteers (continued)				
12. Do you have clear procedures relating to: maternity pay; parental and carers leave; paternity leave; part-time workers; flexible working?				
13. In what ways are employment rights communicated to staff (e.g. in a staff handbook or online)?				
14. Do you take account of religious holidays other than Christian ones?				
15. Do you allow flexible working around time off for religious observances?				

	Action	Name	Date	Done
Monitoring				
16. Does your monitoring system separate data about your workforce on the basis on the protected characteristics in the Equality Act 2010 (Age, Disability, Sex, Race, Religion & Belief, Sexual orientation and Gender reassignment)?				
17. Do you monitor service users on the basis of the protected characteristics in the Equality Act 2010 (Age, Disability, Sex, Race, Religion & Belief, Sexual orientation and Gender reassignment)?				

	Action	Name	Date	Done
Working with Diverse Communities				
18. Do you have information about the diversity of the area?				
19. Do you take positive steps to engage with groups or individuals who may experience marginalisation?				
20. Does your publicity and promotional material demonstrate positive images of the diversity of your workforce and membership?				
21. Does your organisation have a documentation policy and photography permission slips?				
22. Does your organisation provide materials in translation or offer interpretation services?				
23. Does your organisation provide materials in different formats e.g. on tape, enlarged print?				

	Action	Name	Date	Done
These questions only apply to Network Organisations or large organisations who have member groups.				
24 Are your organisation's members required to have an equal opportunities policy?				
25 Do you offer advice, guidance and training on equalities issues?				

Equalities monitoring

The Equality and Human Rights Commission (EHRC) advises that all organisations should undertake equalities monitoring in order to comply with current equalities legislation and to positively promote equality and diversity. We have provided an equalities monitoring form at the end of this section. We recommend that you photocopy and use this form for monitoring purposes in your own organisation.

Monitoring who your service users, staff and volunteers (including committee members) are can be a sensitive issue. You may feel that you already deal openly with people, that you do not discriminate against them, and that you do not want to pry into their personal backgrounds. Also, you may not want to routinely take down personal information. However, it is essential to carry out equalities monitoring because it will enable you to know the backgrounds of your workforce, your volunteers and your service users.

It is really important to let people know why you are collecting equalities information and what you will do with the data once it is collated. Primarily because without this information, you as a service provider would not know who is using your services and who is not. Without this information services cannot be improved to suit people's needs. An excellent guide, which explains why people should fill in equalities monitoring forms, is Stonewall's 'What's it got to do with you?' booklet. Available to download here:

http://www.stonewall.org.uk/documents/whats_it_got_to_do_with_you.pdf

Equalities monitoring will:

- help you to find out existing talents or new skills through identifying groups of people previously under-represented within your organisation;
- help you to assess whether your policies and actions have had a positive impact on your organisation;
- provide important information to help you identify whether or not there may be deliberate or unconscious discrimination going on within your employment or volunteering practices or in relation to your service delivery.

Questions to ask about your monitoring information

Through monitoring you may discover that you currently do not employ any disabled people or older people. Or you may find that there are people living and working in your area that are not using your organisation's services and facilities. You will then need to analyse why this is the case and take action to redress it.

- Are certain groups under-represented because of how and where you advertise your vacancies?
- Do your recruitment and selection criteria disadvantage or discriminate against certain groups?
- Are your premises inaccessible?
- Do your staff discourage applications from certain groups of people?
- Why are some people promoted and others not?
- Is your team of staff and volunteers representative of your local communities?
- Do the people who use your organisation's services and facilities come from all the diverse communities in your area?

Remember that collecting information is not an end in itself. You must regularly analyse and question the data. Monitoring will only bring about positive change if it is used to identify gaps in service provision or identify barriers that people face and if the information gathered is used in an action plan to address these issues.

You do not need to equality monitor everything you do, it would not be practical to monitor every phone call and person you speak to who comes to use your service.

You could start with monitoring training courses and events. You could also monitor service users that return to use your services on a regular basis e.g. to receive on-going counselling or support. **The most important thing is that the data received is acted on and that gaps are addressed.**

Once issues are identified you will have a strong evidence base for taking action that will lead to greater equality for disadvantaged people.

Remember that monitoring is an on-going process of asking questions, investigating what's happening and deciding on what you need to change. You will then need to monitor the effects of any change to see what else needs to be done and to ensure that any improvements that you make are sustainable.

Commitment to equalities monitoring is needed at all levels. Your management committee should be responsible for making sure that monitoring is done, and that it is taken seriously. Everyone in your organisation will need to be clear why monitoring is taking place, and

its value, so that they can explain it to your volunteers and your service users.

Remember that confidentiality is important and that you must adhere to the Data Protection Act 1998 when collecting, storing, analysing and publishing personal data. Under no circumstances should you reveal a person's identity. Make it clear to people that the information they provide is given voluntarily, that it is strictly confidential, and tell them what you will do with the information. Otherwise they may not want to complete your monitoring form.

Monitoring sexual orientation probably raises issues of confidentiality more than some of the other protected characteristics. **If information is gathered about sexual orientation (e.g. on application forms) it is essential that the information is detached from the application form and stored anonymously.**

Indeed, no equalities monitoring forms should be stored on employee or volunteer personnel files, or on service user case records. They should always be detached from the application form or case records and securely stored in a way that preserves people's anonymity.

The EHRC advises that sexual orientation, along with the other protected characteristics, should be monitored but that organisations need to be clear why they are doing it and how they will use the information to promote equality and tackle discrimination.

An example of an equalities (Diversity) form for you to use is shown on the next page.

EXAMPLE OF AN EQUALITY MONITORING FORM



Hampshire
County Council

Diversity Monitoring

Our organisation is committed to improve its services, eliminate unlawful discrimination and promote equality of opportunity for all people.

You will be helping us greatly with this task by answering the following questions. It is not compulsory and for each question there is an option to tick 'Prefer not to say' or you can leave blank. All responses will be treated in confidence and in compliance with the Data Protection Act 1998.

QUESTION 1

Your Gender?

- Female
- Male
- Prefer not to say

QUESTION 2

Your age group?

- 17 years or less
- 18 - 24
- 25 – 34
- 35 – 44
- 45 – 54
- 55 – 64
- 65 - 74
- 75 +
- Prefer not to say

QUESTION 3

Do you consider yourself to be disabled?

- Yes
- No
- Prefer not to say

The Equality Act 2010 describes a person as disabled if s/he has a physical or mental impairment (including illness) which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

QUESTION 4 To which of these ethnic groups do you feel you belong?

White

- White British
- White Irish
- White Gypsy / Traveller
- Other White background

Black or Black British

- African
- Caribbean
- Other Black background

Mixed / Multiple Ethnic Groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Other Mixed background
- Other ethnic group
- Prefer not to say

Asian or Asian British

- Bangladeshi
- Chinese
- Indian
- Nepalese
- Pakistani
- Any other Asian background

EXAMPLE OF AN EQUALITY MONITORING FORM

QUESTION 5

Do you regard yourself as belonging to any particular religion or belief?

Please select one box

- | | | | |
|--------------|--------------------------|--------------------------|--------------------------|
| Bahá'í Faith | <input type="checkbox"/> | Islam | <input type="checkbox"/> |
| Buddhism | <input type="checkbox"/> | Sikhism | <input type="checkbox"/> |
| Christianity | <input type="checkbox"/> | Zoroastrianism | <input type="checkbox"/> |
| Hinduism | <input type="checkbox"/> | Other religion or belief | <input type="checkbox"/> |
| Jainism | <input type="checkbox"/> | No religion or belief | <input type="checkbox"/> |
| Judaism | <input type="checkbox"/> | Prefer not to say | <input type="checkbox"/> |

QUESTION 6

What is your sexual orientation?

Please select one box

- | | | | |
|--------------|--------------------------|-------------------|--------------------------|
| Opposite sex | <input type="checkbox"/> | Both sexes | <input type="checkbox"/> |
| Same sex | <input type="checkbox"/> | Prefer not to say | <input type="checkbox"/> |

Questions to be asked where relevant to the service or employment.

QUESTION 7

Gender Re-assignment. - Do you live and work permanently in a gender other than that assigned at birth or is it your intention to do so?

- Yes No

QUESTION 8

Are you in a marriage or civil partnership?

- Yes No

QUESTION 9

Are you pregnant or on maternity leave?

- Yes – on Ordinary Maternity Leave Yes – on Additional Maternity Leave
No

Finally, do you have any other comments?

Are there any adjustments or changes that would improve the ease or convenience of your access to our services and the benefit that you gain from them?

Thank you for your assistance.

Data Protection Statement

Our organisation has a duty to protect personal information and will process personal data in accordance with the Data Protection Act 1998 and any amendments to the Act. The personal data you provide on this form will be used to assess how well our services are engaging with people in Hampshire. It may also be used for the prevention or detection of fraud or crime and in an anonymous form for statistical purposes. The data will be stored on computer and/or manual files in accordance with our retention procedures.

Where to go for more information

- National Council for Voluntary Organisations (NCVO)
<http://www.ncvo-vol.org.uk>

Making Diversity Happen: A guide for Voluntary and Community Organisations.

- British Institute of Human Rights (BIHR)
Report of NCVO/BIHR Roundtable: <http://www.bihhr.org.uk/sites/default/files/NCVO.pdf>
- National Association of Voluntary Community Action (NAVCA)
<http://www.navca.org.uk/localvs/equalities>

Useful publications/resources are:

Measuring Effectiveness: a self evaluation Toolkit for the national network of Councils for Voluntary Service
NAVCA Equalities Resources

- Community Action Hampshire
<http://www.actionhants.org.uk>
 - Winchester Area Community Action (WACA)
<http://www.waca.org.uk>
 - Hampshire County Council
www.hants.gov.uk
 - Suffolk Association of Voluntary Organisations (SAVO)
<http://www.savco.co.uk>
- Equality & Diversity Policy and Procedures.
- Citizens Advice
http://www.citizensadvice.org.uk/equality_diversity_strategy

There are more contact details in **Appendix 2**.

PART 2

CHAPTER 14: ENGAGING WITH DIVERSE COMMUNITIES

Why engage with diverse communities?

Whether your organisation runs activities for its members, is a service provider, a campaigning group, or gives support to other groups, promoting equality and valuing diversity means reaching out to groups and communities that you may not have had much contact with in the past.

It is not enough to say ‘We are here if you need us’, or ‘Our doors are open to everyone’ if large sections of the local community do not know who you are or what you do, or if the way your organisation operates is insensitive to their needs. This is close to institutional discrimination.

So here are five reasons why engaging with diverse communities is essential as a fundamental part of the voluntary sector’s work.

1. Any organisation whose work is intended to benefit the community – and that is why most voluntary organisations and community groups are in business - needs to engage with all sections of the community.
2. If you use volunteers or have paid workers, recruiting from all sections of the community is the best way of getting good people. It is also a legal requirement.
3. If you are providing goods, services and facilities to the public, you need to engage with diverse communities if you want to be an effective organisation that is meeting community and user needs. Otherwise you are working in a vacuum. You could also be breaking the law in respect of the protected characteristics groups.
4. Most funders now require you to have equality and diversity policies. They also want to know how you put them into practice,

how you monitor your work, and the ways in which you consult people from diverse communities. So engaging with diverse communities is not only an essential part of achieving your equality and diversity mission statement, but a way of retaining your funders’ support.

5. Over and above the legal and practical reasons for doing it, however, there is one overriding reason: Why wouldn’t you want to engage with diverse communities if you want your voluntary organisation or community group to be successful? It’s the right thing to do!

Where to engage with diverse communities

It is probably more important for you to know where to engage with people from any of the diverse communities than it is to know how many people there are in that community. That is another reason why making contact with one of the organisations that already works with the groups is a good way to start.

The types of organisation that you could approach include:

- specialist organisations working with the particular equality group in your locality or elsewhere in the county – see Appendix 2;
- specialist networks (e.g. Hampshire Independent Equality Forum; Hampshire Interfaith Network, Hampshire Association of Older People’s Forums, etc);
- councils for voluntary service;
- voluntary sector advice services;
- neighbourhood and community development workers;
- local authority education services;
- local authority equality and diversity teams;
- NHS organisations and equality and diversity co-ordinators.

Steps in engaging with diverse communities

A staged approach can be used as a basis for engaging with diverse communities.

1. Use the Self Assessment Questionnaire (p.57) and Action Plan template (p.62) to assess where you are now and plan actions for change.
2. Find out more about the diverse communities in your area.
3. Identify how and where you can engage with diverse communities.
4. Think about what issues that you need to be aware of.
5. Develop local initiatives in engaging diverse communities.
6. Consider capacity building to improve resources for diverse communities.

Remember

Hampshire is a mix of very different urban and rural communities. People facing exclusion may be socially isolated and we need to remember that we are often talking about reaching individuals, not organised groups.

Mapping diverse communities

There are three ways in which you can find out about the diverse communities in your area:

- through statistical information such as the 2011 Population Census (available from July 2012) and reports published by local authorities and specialist agencies;
- through organisations that are working with particular communities on a day to day basis;
- through existing local knowledge.

Statistics

Census data and other easily accessible information about ethnic origin, marital status, religion, sex and age can be found on the Office for National Statistics website: <http://www.neighbourhood.statistics.gov.uk/dissemination/>.

This information is also available on the Hampshire County Council website at: <http://www3.hants.gov.uk/planning/factsandfigures> together with valuable additional information, such as the report on 'The demographic future of Hampshire'.

In addition, in 2006-2008, much of the information about race, religion and belief and migration in Hampshire was brought together, updated and supplemented by anecdotal evidence in a series of district based reports put together through the Diversity Network Project³⁸.

³⁸See <http://www.actionhants.org.uk/index.php?id=70>

Organisations with specialist knowledge

There are many Hampshire-based and national organisations that have a very good working knowledge about diverse individuals from the protected characteristics, and we have given their names and contact details at the end of each chapter and in Appendix 2. Where there is statistical information, they will either have analysed it already – and this saves you the trouble - or they can tell you who has done so.

Local knowledge and expertise

You may also be able to get help from people or organisations who are already working in your geographical area. For instance the **Hampshire Independent Equality Forum (HIEF)** Action Group members represent the different protected characteristics groups. Contacts for the HIEF can be found in Appendix 2.

The HIEF has established links with diverse communities, voluntary and community organisations and public sector organisations (e.g. NHS, local councils etc.) which are also working with diverse groups and may be able to give you up to date information about developments in your area.

There are community development workers in the District Councils for Voluntary Service and both Basingstoke and Deane and Eastleigh Borough Councils have appointed Community Development Officers, whose role is to reach and support individuals and groups from minority communities in their areas.

In addition, a network of Community Development Officers, established in response to a Department of Health initiative ‘Delivering Race Equality in Mental Health Care’, supported by Hampshire County Council and other partners, is working with BME communities in most Hampshire

districts, responding to local needs. Other organisations, including voluntary and community organisations, also employ community development workers.

Contacting groups with specialist or local knowledge

You may be able to find out about organisations that have specialist knowledge or that work with one of the equality groups in your area by going to the e.VOLve web site: <http://www.e.volve.org.uk/> e.VOLve is the interactive website for voluntary organisations serving Hampshire and the Isle of Wight. You could also find out who is working with equalities groups in your area through your local Council for Voluntary Service.

The Diversity Network Project

The Diversity Network Project coordinated a series of meetings throughout Hampshire during 2007-2008. These meetings brought together people from a range of organisations working with BME and Faith groups, migrant workers, Gypsies and Travellers, and asylum seekers. The meetings provided an opportunity to share local knowledge and experience, and to obtain a better understanding of individuals and groups who might not be currently using our services.

Local issues were identified, action points suggested and recommendations made to address local priorities. These have been summarised in district reports, which also have statistical information together with anecdotal local knowledge and provide a more detailed picture of the diverse groups living or working in our local communities. You can find these reports on the Community Action Hampshire website at: <http://www.actionhants.org.uk/index.php?id=70>

Questions to ask

We are a voluntary group that [describe your activities] and we would like to make sure that our activities are open to [e.g. disabled people].

- Could you advise us on what steps we should take?
- Do you have any contacts in the local area?
- Do you know anyone who might be interested in joining our management committee or being consulted about our work?
- Is this something we should do as a single organisation, or would it be better if we got a group of organisations together to reduce the load on you?

Three issues you need to be aware of

Cultural sensitivity

Before you make contact with a new group, find out about their culture, customs and the kind of language that you can and cannot use with them. Innocent actions might cause offence, not just to people from different parts of the world and to people of different religions and beliefs, but also to LGB or transgender people.

Example

A first time mother who had just suffered the loss of her new born baby and undergone a serious operation was deeply upset when the hospital refused to let her husband stay with her. In her previous country it was traditional that members of the immediate family would care for the patient all the time in hospital.

Past experience of discrimination

The experience of past discrimination, harassment or abuse may influence how you are seen.

Example

An LGB person who has experienced harassment or abuse in the past might not want to talk to you about their needs unless they are introduced by someone they trust and who trusts you, or they get to know you.

Overload on specialist equality groups

We have suggested that a good way of engaging with diverse communities is through specialist groups but you need to be aware of two things:

- many of these are relatively small groups that are heavily dependent on a small staff team or a small group of volunteers;
- few of these groups are specifically funded – if they are funded at all – to assist the wider voluntary and community sector with their equality and diversity work.

Any assistance they give you is probably due to their goodwill. Do not abuse it.

Example

Public sector and voluntary organisations in one county tried to involve a small number of prominent BME and diversity organisations in more than 100 different surveys and consultation initiatives in an 18 month period. A Chinese community organisation that was approached said that they wanted to help but were overwhelmed by the volume of requests.

Developing local initiatives

Making contact – we have already discussed the way in which you can make contact with people from diverse communities through specialist voluntary and community agencies. This can be contact built on in a number of other ways:

- go to see people from these communities, or invite them to visit you, to find out what their needs are;
- use national and local media, including local radio, or local newspapers and newsletters to publicise your work;
- place promotional flyers in places where you know diverse communities congregate, including:
 - places of worship
 - colleges offering English language classes
 - libraries, where migrant workers use the internet facilities and borrow books in their first language
 - specialist food shops and restaurants
 - community centres, Gypsy and Traveller sites, pubs and clubs identified with particular groups, etc.

The Hampshire BME Engagement Toolkit³⁹ suggests four other ways in which local initiatives could be organised that have a wider application to all equalities groups.

Social events - are a good way for people from different communities to network and make contact with each other and with your organisation. Contacts made at a social event can mature into friendships or good working relationships between individuals and groups.

Outreach services – if you find that there are barriers that prevent people from particular communities coming to your premises, **offer to provide your service in the places where these communities meet**. This is particularly important for diverse communities in rural areas where low population density and transport problems create a feeling of isolation.

Active promotion of diversity in the local community – spread information about diverse communities and cultures through literature, your website, exhibitions and events. See if there are ways of making volunteering in, or support for your organisation, attractive to communities or individuals that you have not previously worked with. Organise ‘exchange visits’ where someone from your organisation spends a week in another organisation, and invite someone from that organisation to spend time in yours so that you can each tell your own communities about the other.

Local diversity networks – as you build up your list of contacts in diverse communities, you could initiate or support the formation of a local diversity network in your area that draws some of them together. This has been done in other places and has begun to make a real difference (see Appendix 2 for contact details). Do remember to work in partnership with local authorities, the health service, the police and other organisations who might already be working in this area.

³⁹<http://tinyurl.com/6w8y7ee>

Many Councils for Voluntary Service have been instrumental in setting up diversity networks in different parts of the country. This is a natural extension of the CVSs engaging with local BME communities, and is happening here in Hampshire.

Example

The Basingstoke Multi Agency Diversity Forum is supported by the Borough Council, Hampshire County Council and Basingstoke Voluntary Services. It now has members representing a wide range of groups from different protected characteristics.

There is no single model for setting up a local forum and in Hampshire, as elsewhere, it will not work unless there is a partnership approach involving diverse communities and individuals, community development workers, voluntary and community organisations and public and private sector service providers.

Where to go for more information

- **Eastleigh Race Equality Forum**
<http://www.eastleigh.gov.uk/our-community/ethnic-minority-communities/race-equality-forum.aspx>
- **Basingstoke Multi-Agency Diversity Forum**
<http://www.voluntaryservices.com/multi-agency-diversity-forum-i-3271.php>
- **Winchester Area Community Action (WACA)**
<http://www.waca.org.uk>
- **Community Action Hampshire**
<http://www.actionhants.org.uk>
- **Hampshire County Council**
<http://hants.gov.uk/>

There are more contact details in **Appendix 2**.

APPENDIX 1

ANSWERS TO THE QUIZ QUESTIONS

This appendix gives the answers to the quiz questions set in Chapter 1, plus some additional information

Equalities Quiz

1. How many people in the UK have a disability?

- a. 1 in 5
- b. 1 in 25
- c. 1 in 55

Answer: 1 in 5

The report 'Improving Life Chances of Disabled people' explains that there are around 11 million disabled adults, using the widest definition. This equates to 1 in 5 adults.

2. What percentage of people with disabilities are wheelchair users?

- a. 50%
- b. 15%
- c. 5%

Answer: 5%

3. Employers can force an employee to retire at the age of 65?

- a. True
- b. False

Answer: False

Since 1 October 2011, employers are no longer allowed to issue forced retirement notices to their employees. This is the end for the Default Retirement Age (DRA). Removing the DRA does not mean that anyone has to stay at work if they don't want to, but it gives employees the chance to stay in work beyond 65 if they are still willing and able to do their job.

4. What is the largest ethnic minority in Britain?

- a. Caribbean, African or other black descent
- b. Indian
- c. Pakistani and Bangladeshi

Answer: Caribbean, African or other black descent

The largest ethnic minorities in Britain are those of Caribbean, African or other black descent (1.14 million). The next largest ethnic groups are Indians (1.05 million), and Pakistanis and Bangladeshis (1.03 million). Overall ethnic minority groups represent 7.9% of the UK population.

5. **Black African graduates are 7 times more likely to be unemployed after graduating than their white counterparts?**

- a. True
- b. False

Answer: True

6. **It is against the law to run a course for men only?**

- a. True
- b. False

Answer: False

No, it is NOT against the law to provide a course for men only, providing there is evidence that they are under-represented in a particular field. Under the Equality Act it is lawful to take such positive action. For example, if a college is concerned about the low male enrolments on care courses, it can lawfully advertise and run an access or taster course for men only, designed to increase their confidence and examine some of the barriers they might face in a non-traditional role.

7. **In what year were pubs and bars no longer able to refuse to serve women at the bar?**

- a. 1968
- b. 1976
- c. 1982

Answer: 1982

The law was changed following a legal action brought by two women after they had visited a wine bar where they were told to sit at a table and be served from there. The case went to the Court of Appeal who decided that sex discrimination had taken place because the women were denied the opportunity to drink where men drank and to mix with other people who were drinking in the wine bar.

8. **What percentage of the population say that they have no religion?**

- a. 5%
- b. 15%
- c. 25%

Answer: 15%

9. **It is legal to discriminate against transgender people in the provision of goods and services?**

- a. True
- b. False

Answer: False

It is illegal to discriminate against transgender people in employment or training, or in the provision of goods, services or facilities.

10. When did the Civil Partnership Act come into force enabling same sex couples to obtain legal recognition of their relationship?

- a. 2005
- b. 2001
- c. 1995

Answer: 2005

The Civil Partnership Act 2004 came into force on 5 December 2005. The Act enables same-sex couples to obtain legal recognition of their relationship. Couples who form a civil partnership have a new legal status, that of 'civil partner'.

Civil partners have equal treatment to married couples in a wide range of legal matters, including:

- tax, including inheritance tax
- employment benefits
- most state and occupational pension benefits
- income-related benefits, tax credits and child support
- duty to provide reasonable maintenance for your civil partner and any children of the family
- ability to apply for parental responsibility for your civil partner's child.

APPENDIX 2

FURTHER READING AND USEFUL CONTACTS

GENERAL INFORMATION ON EQUALITY AND DIVERSITY

- **Hampshire Independent Equality Forum**

Information on the HIEF's work, Action Group members, contacts, equality and diversity resources and events can be found here:

<http://www.actionhants.org.uk/index.php?id=504>

- **The Equality and Human Rights Commission**

The EHRC is a non-departmental public body that is "... working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society."

EHRC can provide information and advice on all protected characteristics groups.

A list of EHRC publications can be found at:

<http://www.equalityhumanrights.com/publications/>

Information about the national and regional helplines can be found at:

<http://www.equalityhumanrights.com/about-us/advice-from-our-helpline/index.html>

There is a page for advice and guidance and useful toolkits and guides about a range of equalities matters.

<http://www.equalityhumanrights.com/advice-and-guidance/>

- **NCVO (National Council for Voluntary Organisations)**
<http://www.ncvo-vol.org.uk>

- **NAVCA (National Association of Voluntary and Community Action)**

NAVCA is the umbrella body for Councils of Voluntary Service. [NAVCA Equalities Resources](#) – this is a PDF file giving a list of useful equalities and diversity publications and also a list of the organisations working across the different equalities groups and web links to these organisations.

<http://www.navca.org.uk/localvs/equalities>

- **BIHR (British Institute for Human Rights)**

'Human Rights and the VCS': Report of NCVO/BIHR Roundtable.

<http://www.bih.org.uk/sites/default/files/NCVO.pdf>

- **Equality and Diversity Forum**

A national network of national organisations committed to progress on all aspects of equality and diversity.

<http://www.edf.org.uk>

- **Community Action Hampshire**

The equality and diversity pages of the CAH website include information about the Equality Act, equality and diversity e-bulletins, Hampshire Independent Equality Forum etc.

<http://www.actionhants.org.uk/index.php?id=50>

- **Winchester Area Community Action (WACA)**
WACA is the Council for Voluntary Service for the Winchester District. The equality and diversity webpage provides information.
<http://www.waca.org.uk/groups/diversity-training-support/>
- **Hampshire County Council**
Links to many of the county's equality and diversity policies plus contacts:
<http://www3.hants.gov.uk/equality.htm>
- **Citizens Advice Bureau (CAB)**
Useful reference to the CAB's most recent equality and diversity strategy.
http://www.citizensadvice.org.uk/equality_diversity_strategy
- **Suffolk Association of Voluntary Organisations (SAVO)**
SAVO is an umbrella organisation whose mission is to support, inform, represent and develop voluntary action in Suffolk. They have produced a useful 'Diversity on the Agenda' Toolkit which you can order online.
<http://www.savco.co.uk/content/view/68/38/>
- **Advisory, Conciliation & Arbitration Service (ACAS)**
ACAS works to improve employment relations between employers and employees by improving the performance of organisations and working life. ACAS provides up-to-date information and independent advice on a wide range of employment-related matters including issues of equality and discrimination in the employment field across all equalities groups.
<http://www.acas.org.uk>

THE EQUALITY ACT

- **Charity Commission**
A summary of how to avoid discrimination under the Equality Act 2010 when defining who can benefit from a charity.
Full Guidance "Restricting who can benefit from charities"
<http://tinyurl.com/c8oem9o>
- **EHRC: Equality and Human Rights Commission**
Guidance on the Equality Act 2010 for employers, associations, service users etc.
<http://tinyurl.com/37h8yep>
- **Government Equalities Office**
Equality Act 2010 – updates.
<http://homeoffice.gov.uk/equalities/>
- **ACAS: Advisory, Conciliation and Arbitration Service**
For equality and diversity advice.
<http://www.acas.org.uk/index.aspx?articleid=1363>
- **Hampshire Independent Equality Forum**
Contact details of service providers who can help you when you want to raise a complaint (e.g. Hampshire County Council, NHS etc).
<http://www.actionhants.org.uk/index.php?id=660>
- **District Councils for Voluntary Service**
Provide local support for voluntary and community organisations.
<http://www.hampshirecvs.org.uk/index.php?id=31>

- **Disability Law Service**
Charity that provides information and advice to disabled and deaf people.
<http://www.dls.org.uk/>
- **Law Works**
A small independent charity which matches volunteer lawyers with opportunities to use their skills for the public good (pro bono).
<http://www.lawworks.org.uk/>
- **Community Legal Advice**
Help with problems with debt, housing, employment, education and benefits and tax credits.
<http://tinyurl.com/3j9rlqc>
- **Citizens Advice Bureaux (CAB)**
The CAB website has some excellent information and guides including a “find your nearest bureau” search facility. <http://www.adviceguide.org.uk/> The information is available in several languages. Or you can contact your local bureau in Hampshire.
<http://tinyurl.com/6q8tll3>

SEX

- **Women’s Wisdom**
<http://www.womenswisdom.co.uk/>
- **The Fawcett Society**
The Fawcett Society campaigns for equality for women and men in the UK on pay, pensions, poverty, justice and politics.
<http://www.fawcettsociety.org.uk>

- **Women and Equality – Government Equalities Office**
The Government’s Equalities Office is responsible for the Government’s strategies on equality. It sponsors the Equality and Human Rights Commission and the Women’s National Commission.
<http://homeoffice.gov.uk/equalities/women/>
- **Equality and Diversity Forum**
<http://www.edf.org.uk/blog/>

RACE

- **CLEAR - City Life Education and Action for Refugees**
http://citylife.org.uk/Groups/95139/City_Life_Church/CLEAR/CLEAR.aspx
- **EMLD - Hampshire Ethnic Minority Learning Disability Project**
Provides a two-way link between the service providers and BME individuals and families affected by learning disability.
<http://tinyurl.com/bm899j3>
<http://tinyurl.com/d3x6ca5>
- **PRENO - Portsmouth Race Equality Network Organisation**
<http://www.preno.org.uk>
- **The Federation of Romany Gypsy and Irish Travellers Southern Network**
<http://www.gypsy-association.com/se-network.html>

- **Friends, Families and Travellers (FFT)**
<http://www.gypsy-traveller.org>

FFT works towards a more equitable society where everyone has the right to travel and to stop without fear of persecution because of their lifestyle. The organisation provides advice, information and other services to Gypsies/Travellers across the UK.

- **EU Welcome**

EU Welcome helps arrivals in Southampton (and beyond) from the new A8 countries of the EU.

<http://www.euwelcome.org.uk/>

- **Equality and Diversity Team, Hampshire County Council**
<http://www3.hants.gov.uk/equality.htm>

- **Southampton City Council – Equalities**

<http://www.southampton.gov.uk/council-partners/plans/equality.aspx>

- **Equality and Diversity Team, Portsmouth City Council**
<http://www.portsmouth.gov.uk/yourcouncil/equality-and-diversity.html>

- **Eastleigh Race Equality Forum**

<http://www.eastleigh.gov.uk/our-community/ethnic-minority-communities/race-equality-forum.aspx>

- **Basingstoke Multi-Agency Diversity Forum**

<http://b-v-s.co.uk/multi-agency-diversity-forum-i-3091.php>

- **Equality and Human Rights Commission (incorporating the Commission for Racial Equality)**
<http://www.equalityhumanrights.com>

- **BME Mental Health Community Development Officers**
<http://www3.hants.gov.uk/equality.htm>

- **Department for Communities and Local Government**
<http://www.communities.gov.uk/corporate/>

- **The Race Equality Foundation**
<http://www.raceequalityfoundation.org.uk/>

DISABILITY

- **Southampton Centre for Independent Living CIC (SCIL)**

SCIL is a democratic membership organisation run and controlled by disabled people. They are committed to campaigning for the full civil rights of disabled people whilst supporting disabled people to make use of current provisions available to enable them to live independently.

<http://www.southamptoncil.co.uk.>

- **EMLD - Hampshire Ethnic Minority Learning Disability Project**

The project provides a two-way link between the service providers and BME individuals and families affected by learning disability.

<http://tinyurl.com/bm899j3>

- **Disability Rights UK**

This website gives a long list of disability-led organisations with other information and publications.

<http://www.disabilityrightsuk.org/>

- **Directgov**

Has a web site for people who wish to make contact with a disability organisation, listing organisation by type of disability. Categories are: blind or visually impaired people; deaf and hearing impaired people; mental health; communication difficulties; physically disabled people; education and training support.

<http://tinyurl.com/d36lkmr>

MAKING INFORMATION ACCESSIBLE

- **Change**

Support and training on making information accessible for individuals with learning difficulties or disabilities.

<http://www.changepeople.co.uk/>

- **The Plain English Campaign**

General –

<http://www.plainenglish.co.uk/files/howto.pdf>

- **Alternative words dictionary**

<http://www.plainenglish.co.uk/files/alternative.pdf>

Website information

<http://www.plainenglish.co.uk/files/websitesguide.pdf>

<http://www.plainenglish.co.uk/>

- **Hampshire County Council resources**

Making your written communication clear and publications guidance

<http://tinyurl.com/75dbdbm>

Producing easy-to-read information

<http://www3.hants.gov.uk/producing-easy-read-information.doc>

Useful contacts e.g. interpreters, audio etc.

<http://tinyurl.com/77xrmjx>

Website accessibility

<http://tinyurl.com/7mr9gt4>

Accessible meetings and presentations

<http://tinyurl.com/6o5pwyI>

Specialist communications guidance:

- Communicating with people with a learning disability
- Communicating with people with a visual impairment or who are blind
- Communicating with people who are deaf, deafened or hard of hearing
- Communicating with people who are deaf-blind
- Speech or language difficulties

<http://tinyurl.com/89cff5z>

SEXUAL ORIENTATION

- **The Lesbian and Gay Foundation**
They provide information, advice and services to lesbians, gay and bisexual people. This publication provides up to date information on LGB people's civil and legal rights.
<http://www.lgf.org.uk>
- **Hampshire Lesbian, Gay, Bisexual, Transgender, Queer and Inquiring Network**
<http://www.outinhampshire.org.uk/>
- **Stonewall**
Stonewall is a leading charity campaigning for LGB rights and provides information and support services. It runs an information bank through its website.
<http://www.stonewall.org.uk>
- **Albert Kennedy Trust**
This organisation supports lesbian, gay and bisexual homeless young people.
<http://www.akt.org.uk>
- **Broken Rainbow**
Support organisation for lesbian, gay and bisexual people experiencing domestic violence.
<http://www.broken-rainbow.org.uk>

- **Department of Health Sexual Orientation and Gender Identity Advisory Group (ARCHIVED CONTENT)**
<http://www.dh.gov.uk/en/Managingyourorganisation/Equalityandhumanrights/Sexualorientationandgenderidentity/index.htm>

GENDER REASSIGNMENT/TRANSGENDER

- **Chrysalis**
For local advice, support, information and training on transgender issues in Hampshire
<http://www.chrysalis-gii.co.uk>
- **The Gender Trust**
The largest UK charity on gender identity issues. National helpline open to all individuals & organisations for help and support:
<http://www.gendertrust.org.uk>
- **GIRES (Gender Identity Research Education Society)**
<http://www.gires.org.uk>
- **Press for Change**
This organisation campaigns for respect and equality for all transgender people
<http://www.pfc.org.uk>

RELIGION AND BELIEF

- **Hampshire Interfaith Network**

The objective of Hampshire Interfaith Network (HIN) is the promotion of interfaith understanding, enhancing harmony between faiths for the benefit of the people of Hampshire.

<http://www.hants-interfaith.org/index.htm>

- **Portsmouth Interfaith Forum**

<http://www.portsmouthinterfaith.org.uk/index.html>

- **Southampton Council of Faiths**

<http://www.southampton-faiths.org/>

- **The Interfaith Network for the UK**

<http://www.interfaith.org.uk/>

- **Age Concern Hampshire**

Aims to provide a wide range of support and services to older people in Hampshire.

<http://www.ageconcernhampshire.org.uk>

- **Age UK Portsmouth**

<http://www.ageuk.org.uk/portsmouth/>

- **Later Life**

<http://www.laterlife.com/>

- **ACAS**

<http://www.acas.org.uk>

- **University of the Third Age**

<http://www.u3a.org.uk/>

AGE

- **Hampshire Children and Young People's Alliance**

The Alliance aims to benefit children, young people and families through supporting voluntary and community sector organisations who provide direct services to them.

They have a wide range of members – see link for more information.

<http://www.hants-alliance.org.uk/>

- **Hampshire Association of Older People's Forums**

Aims to bring together the various separate forums in Hampshire that represent the interests of the older residents in the county.

<http://www.haopf.btck.co.uk/>



Published by:

Community Action Hampshire
©2008

Copies of this Toolkit may be obtained from:

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Copies may also be downloaded as a PDF file from:

www.actionhants.org.uk



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