Promoting Diversity (equality and inclusion, including cultural identity)

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Learning Objectives

○ Participants will have looked at ways that they can promote equality (Diversity) and inclusion as well as respecting the identities of service users and work colleagues

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Learning outcomes

❑ You will understand the importance of diversity, identity, equality and inclusion

❑ You will be able to work in an inclusive way

❑ You will be able to promote the identity needs of children, young people, service users and colleagues

❑ You will be aware of the situation in the UK, with regards to tolerance and respect

❑ Learners will review some relevant discrimination literature and research

Diversity (workbook pages 1 & 2)

1. List three examples of actions you can take to promote equality and inclusion?

2. What does culture mean?

3. What does identity mean?

4. List some actions you have you taken to promote a child or adult's identity?

5. What does racism mean?

TSD foster carer standards

Show	1.1 a: Show your awareness of the principles and values essential for working with children, young people and their families.
Understand	1.2a: understand the different types of prejudice which can affect adults, children and young people
Understand	1.2b: Understand why it is important to provide a service which respects and preserves each person's ethnic, religious, cultural and linguistic background.

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) Award

The learner can:

❑ 1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility

❑ 1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility

❑ 1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility

Fostering Standards (2011)
Standard 2, *Promoting a positive identity, potential and valuing diversity through individualised care*

○ 2.1) Children are provided with personalised care that meets their needs and promotes all aspects of their individual identity

The London Plan 2011

○ In preparing the policies of The London Plan, the London Mayor has had regard to the principle that there should be equality of opportunity for all people. The policies therefore seek to tackle the issues of deprivation and inequalities amongst Londoners.

The London Plan 2011

○ Policy 3.16: Protection and enhancement of social infrastructure.

○ Social infrastructure should be accessible to all sections of the community including disabled and older people.

Health and Safety Executive (2020)

○ Factors like race, gender, disability, age and work pattern may affect people's health and safety in the workplace - and sometimes health and safety is used as a false excuse to justify discriminating against certain groups of workers.

https://www.hse.gov.uk/diversity/

Identity is always in production (1)

- ❏ Cultural identity is a matter of what we are and what me may become

- ❏ It's related to both the past and future

- ❏ It already exists

- ❏ Comes from somewhere and that means its within our history

Cultural identities, in all' cases have been actively created and constructed

❑ Involves a struggle over what you may think you represent and the narrative

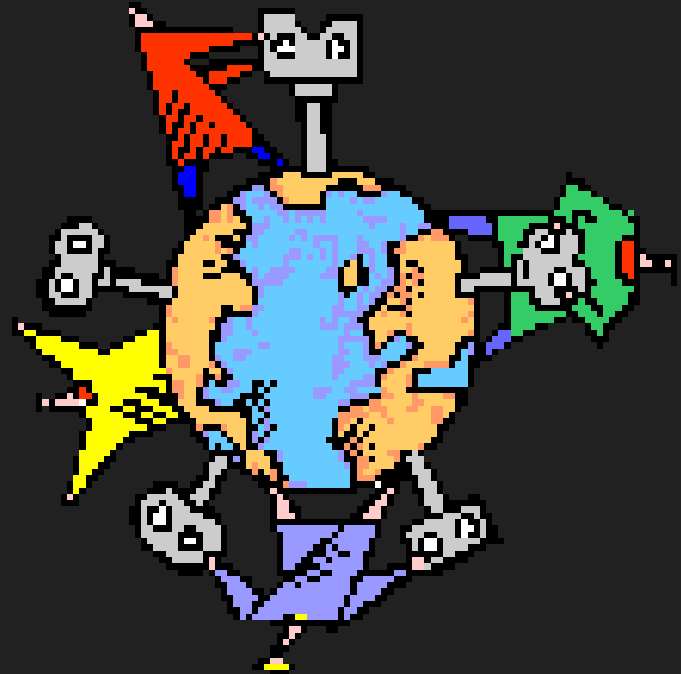❑ What is a narrative?

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Narrative means?

- Tale

- Account

- Description

- Plot

- Storyline

- Stories from which people come to understand themselves

Identity is always in production (2), Astelll Evans (2008)

○ Identities are sometimes the names we use to explain the different ways we are positioned by society and by ourselves linked to past experiences

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Social learning

○ From about three and a half years, children can see people as different (including colour, for example black or white). They know we value them differently, that there is an order and white is sometimes socially higher than black. Children also learn about gender roles (blue for example may be associated with baby boys and pink for girls

The Culture of Racism, sexism. homophobia

Can be seen in

○ Violent attacks

○ Public Opinion

○ Economic inequalities

The Legal Definition of Racism

❑ It is illegal under the Equality Act 2010 to discriminate against someone because of a protected characteristic.

❑ The definition of discrimination varies under the Act depending on which protected characteristic is being considered.

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The Legal Definition of Racism (2)

- **Direct Discrimination**: Treating someone with a protected characteristic less favourably than others

- **Indirect Discrimination:** Putting rules or arrangements in place that apply to everyone, but that puts someone with protected characteristics at an unfair disadvantage

The Legal Definition of Racism (3)

- **Associative Discrimination**: Where a person who is associated with someone who has a particular protected characteristic is discriminated against

- **Perceptive Discrimination**: When someone thinks a person has a particular protected characteristic even if they do not

Poverty, inequality, employment and health

❑ Throughout the UK, people from BME (Black Minority Ethnic groups) are much more likely to be in poverty (with an income of less than 60 per cent of the median household income) than white British persons.

⭘ Source: **Statistics & definitions | Institute of Race Relations (2014)**

Discrimination in the NHS

○ In 2018, 7% of white NHS staff in England said they had experienced discrimination at work from a manager, team leader, or other colleagues in the last 12 months, compared with 15% (More than double) of staff from the "other ethnic group" (all other ethnic groups combined).

  ○ https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/nhs-staff-experience/nhs-staff-experiencing-discrimination-at-work/latest

Public Health England (2020: 4)

○ This review found that the highest age standardised diagnosis rates of COVID-19 per 100,000 population were in people of Black ethnic groups (486 in females and 649 in males) and the lowest were in people of White ethnic groups (220 in females and 224 in males).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892376/COVID_stakeholder_engagement_synthesis_beyond_the_data.pdf

Public Health England (2020: 5)

❑ The most recent research from the UK suggests that both ethnicity and income inequality are independently associated with COVID-19 mortality.

❑ Individuals from BAME groups are more likely to work in occupations with a higher risk of COVID-19 exposure.

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Public Health England (2020: 5)

❑ Historic racism and poorer experiences of healthcare or at work may mean that individuals in BAME groups are less likely to seek care when needed or as NHS staff are less likely to speak up when they have concerns about Personal Protective Equipment (PPE) or risk.

Public Health England (2020: 16)

❑ The review identified housing, occupational risk (health and social care and other "essential work"), and the low socioeconomic status as social and structural risks that could potentially impact BAME groups and lead to an increased risk of Covid-19 transmission, morbidity, and mortality.

Stereotype

❑ What is homophobia?

❑ Describe what stereotype means?

❑ Workbook questions 2 & 3 (page 3)

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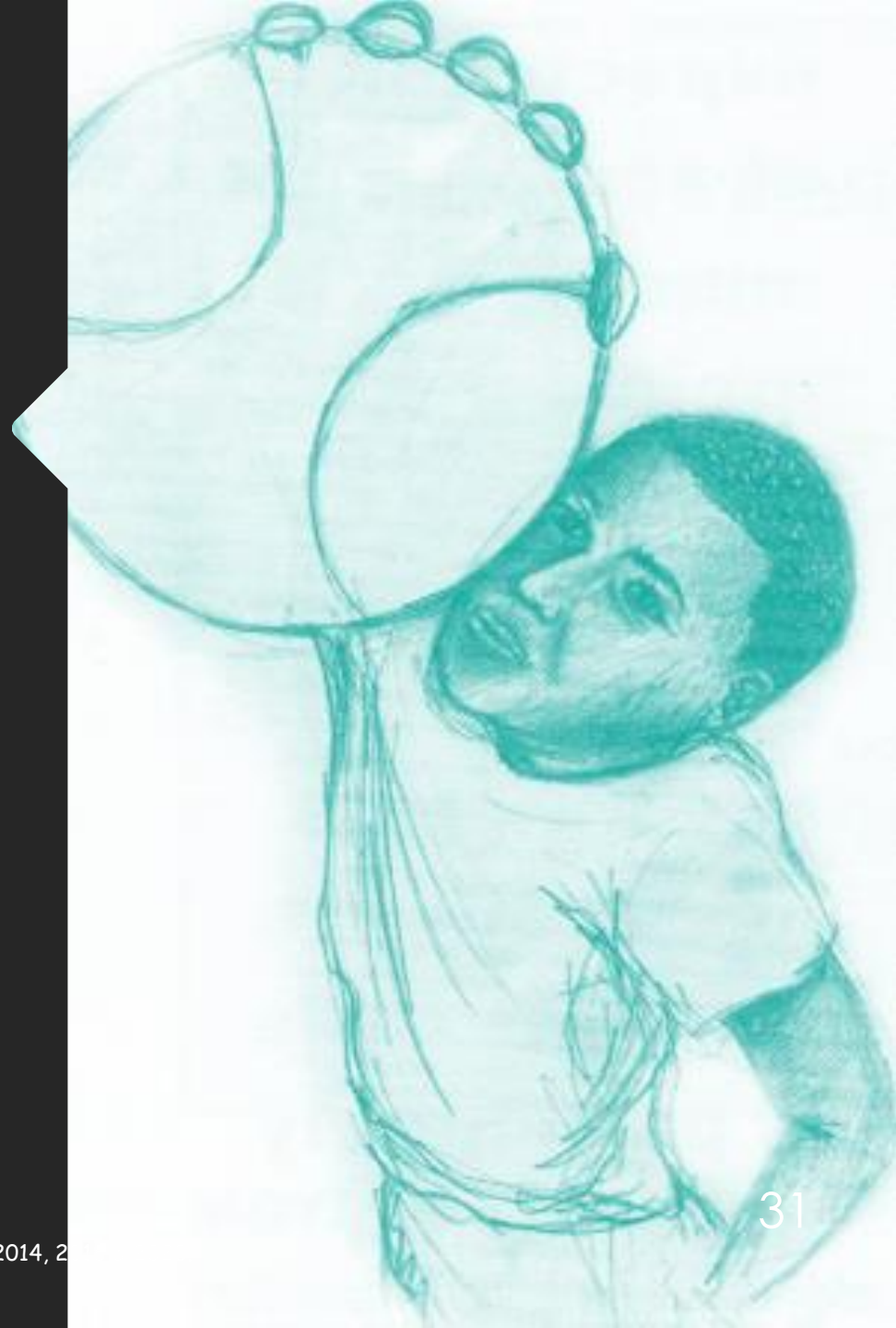**Homophobia Research related to education, source: Sheffield Hallam University (2013)**

❑ *" The most damaging stuff was homophobia from teachers in the school".*

❑ As a result of these experiences:

❑ over two thirds (65%) said they had felt less confident

❑ over half (53%) reported that they had felt depressed

❑ a significant minority (40%) felt they had fewer friends than other people

❑ 33% said they had thought about suicide.

Stereotyping

○ Attributing certain behaviour as a particular trait of a cultural group, is a form of stereotyping that perpetuates unhelpful myths, which have power to stop individuals achieving their full potential.

How can I help my child to deal with discrimination?

❑ If children are being subjected to discrimination it is very important for them to know that their parent/carers are on their side supporting them. It is also important for children to be aware that their experiences will be taken seriously by adults. Children are more likely to confide in adults if they believe the adults will be rational and supportive rather than resorting to excessive anger and a loss of control.

Culture & discrimination

❏ Often parent/carers express great anger towards individuals who have distressed their child. It is much better to channel this anger in a constructive rather than a destructive manner - for example, raising awareness and encouraging positive action to prevent discriminatory actions from occurring again.
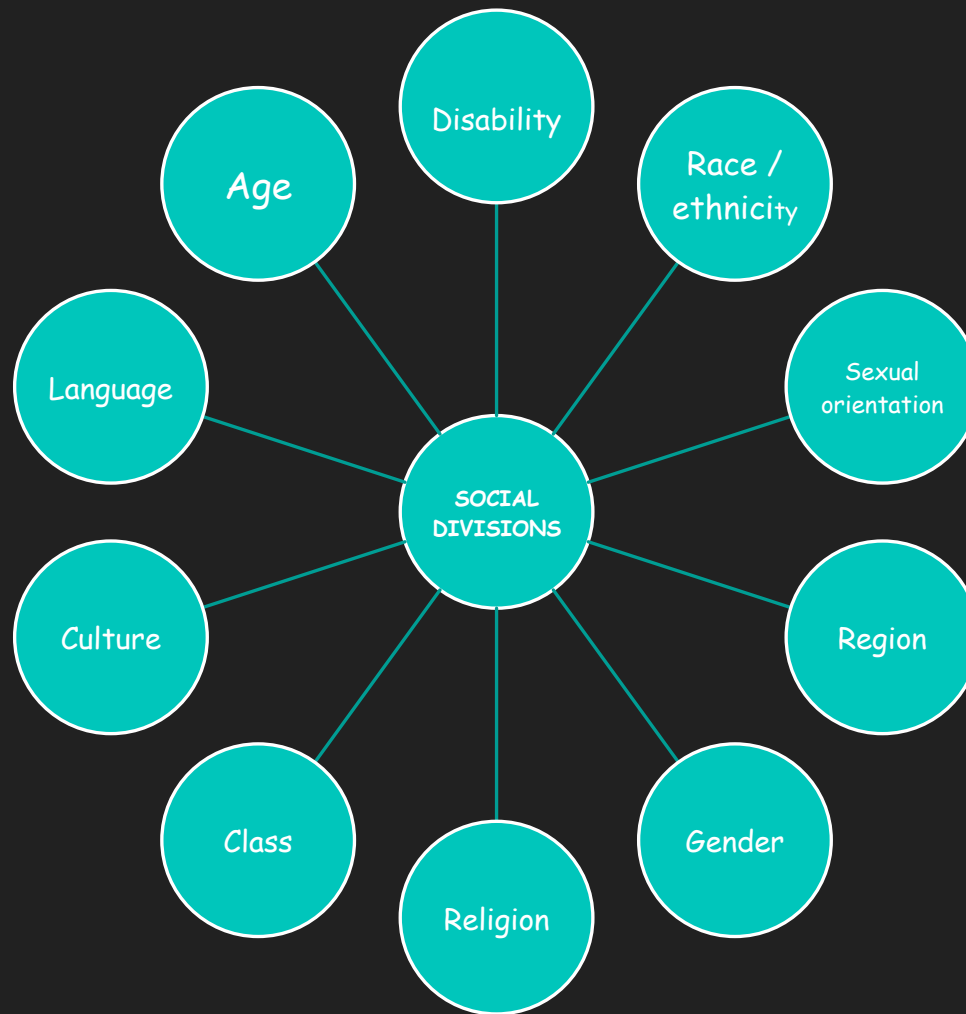
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Systems – What does this mean?

- The term 'system' means the way of working and organising work according to certain procedures; 'structures' has a looser meaning and means the framework and **patterns of relationships** which people have with one another.

City Guilds (2008)

Promoting equality and inclusion issues

❑ Recognise that there are often a number of competing tensions: within people themselves,

❑ Between different people and between people and organisations.

❑ It also recognises that discrimination against people may occur for a wide range of reasons such as:

TSDS & Social Model of Disability:

❑ The social model has been developed by disabled people in response to the medical model and the impact it has had on their lives.

❑ Under the social model, disability is caused by the society in which we live and is not the 'fault' of an individual disabled person, or an inevitable consequence of their limitations. Disability is the product of the physical, organisational and attitudinal barriers present within society, which lead to discrimination. The removal of discrimination requires a change of approach and thinking in the way in which society is organised.

Social Model (2)

❑ The social model has been developed with the aim of removing barriers so that disabled people have the same opportunity as everyone else to determine their own lifestyles.

❑ A simple example is that of a wheelchair user who has a mobility impairment. They are not actually disabled in an environment where they can use public transport and gain full access to buildings and their facilities in the same way that someone without the impairment would do.

Summing up

You use your own behaviour and actions, to support colleagues to work in ways that:

A. are consistent with the individual's beliefs and preferences

B. Puts the individual's preferences at the centre of everything they do

C. Acknowledge the diversity of individuals

D. Do not discriminate against any individual

E. Do not condone discrimination by others

F. Responds to behaviours and practice that discriminates against individuals