

# Diversity and Inclusion

*Managers Induction*



**We care**  
**We respect**  
**We are inclusive**



# How we will work together



Respectful and mindful



Listen with curiosity



Open minded



What's learned here  
leaves here, what's said  
here stays here



Share experiences



**We care**  
**We respect**  
**We are inclusive**

Ask about the  
#ELFTPromise

# Objectives

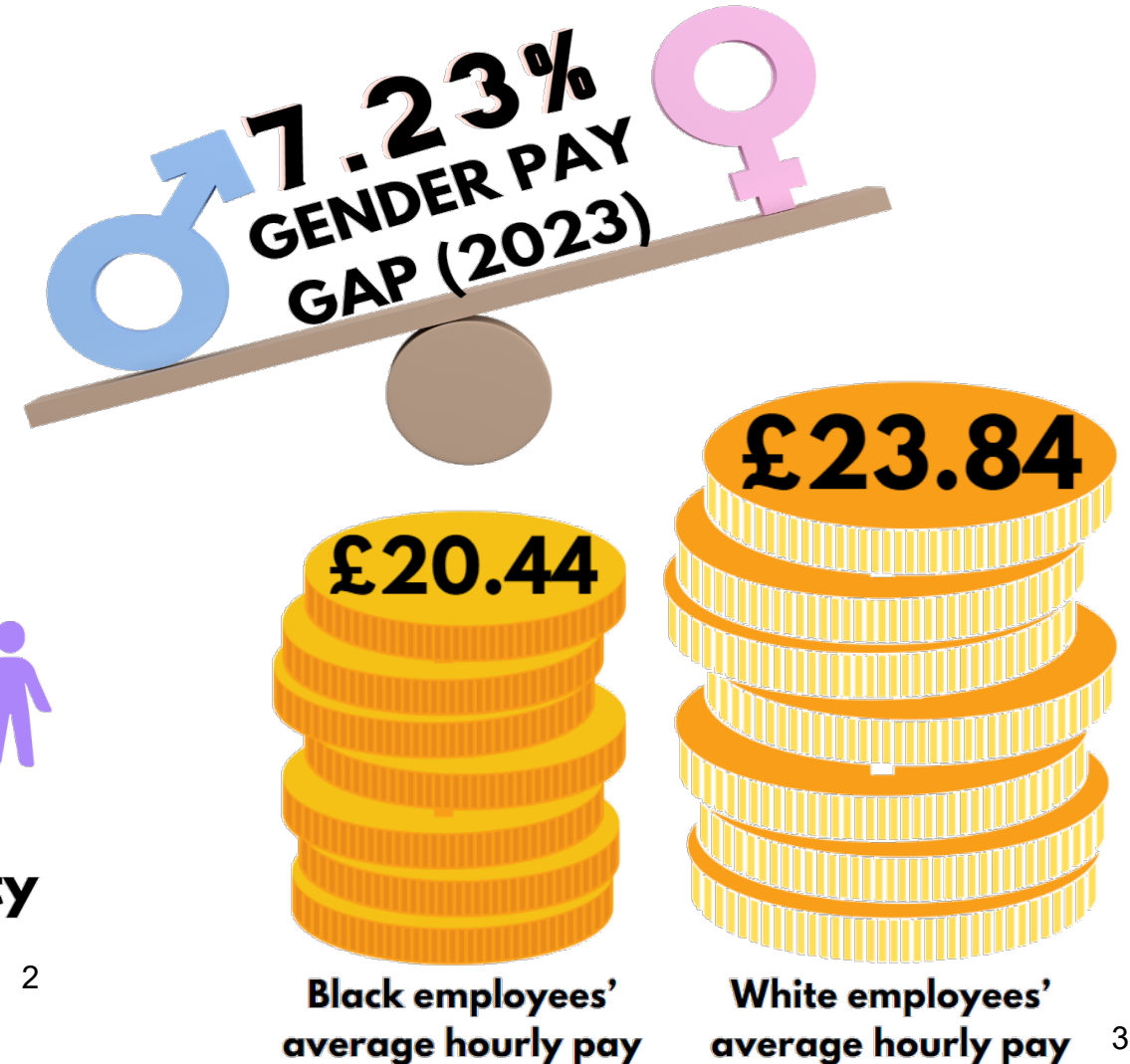
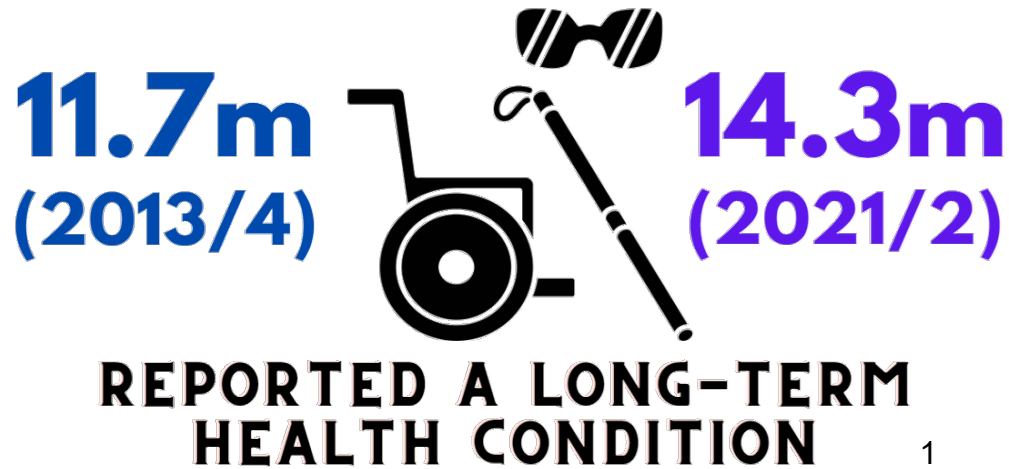


- To raise awareness of unconscious bias within ourselves and how it can impact our actions, particularly in management.
- To raise awareness of how Equity and Diversity can affect people in different ways, on every level of the workforce.
- To recognise the difference between Equality, Equity and Inclusion, and how we can implement these principles in leadership.
- To ensure our actions align with ELFT's strategy, priorities and values.



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# Facts and Figures



1. [GOV.UK \(2022\)](#)
2. [BUPA Study \(2022\)](#)
3. [ELFT Pay Gap Report Summary \(2023\)](#)

## Promoting equity and diversity are at the heart of ELFT and the NHS.

Inclusion forms part of ELFT's values, and underpins the focuses of our People Plan:

- Looking after our people
- Belonging in the NHS
- Growing and developing
- New Ways of working and delivering care.

# The Equality Act 2010

- The Equality Act (2010) was introduced in October 2010 to replace existing legislation, including Race Relations Act 1976 and the Disability Discrimination Act 1995.
- It simplifies equality and diversity law and ensures consistency in what employers need to have in place legally to make the workplace and society a fair environment.
- The Act covers provides protection to 9 protected characteristics



# The Equality Act 2010



Marriage and Civil  
Partnership



Ethnicity



Sexual  
Orientation



Pregnancy and Maternity



Belief or Non-Belief



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# Public Sector Equality Duty (PSED)



In health and social care, we must **not** discriminate against our patients, people who want or need to use our services, staff members or job applicants.

The Public Sector Equality Duty is part of the Equality Act and requires NHS and social care organisations to pay due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity for those with a protected characteristic
- Foster good relations between people who share a protected characteristic and those who do not

**The Public Sector Equality Duty means that organisations must think about inequities and take action to reduce them.**



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# What is discrimination?

## Quiz

Direct

Indirect

Associative

Perceptive

Harassment

Victimisation

when you are treated badly because you have made or supported a complaint or raised a grievance

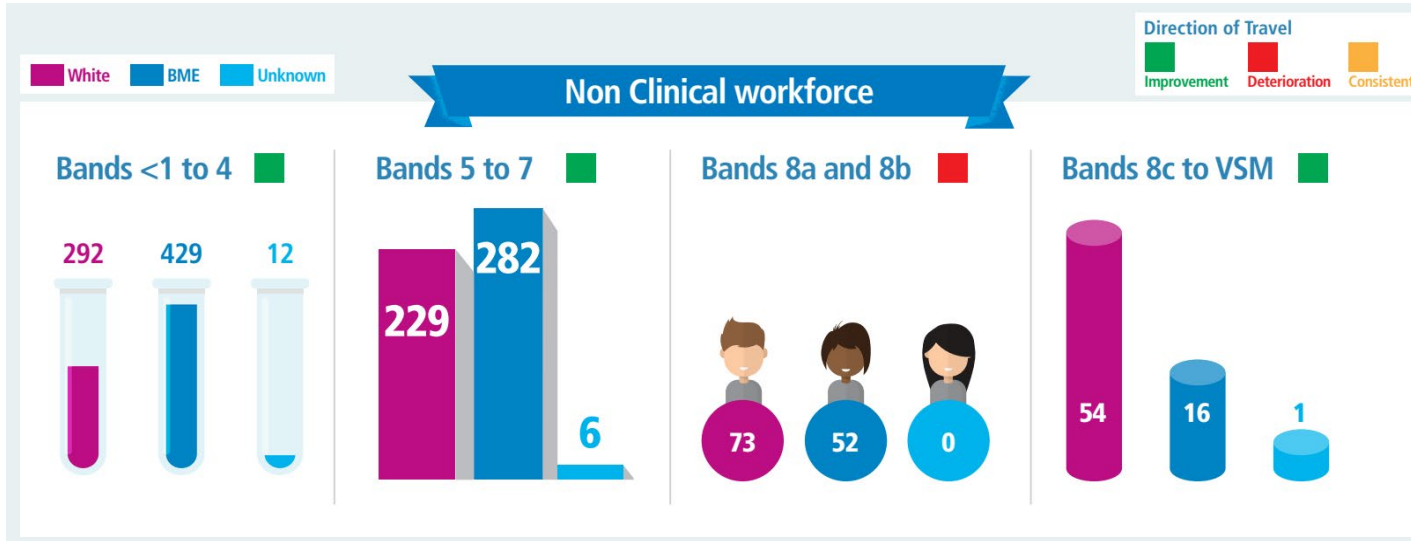
# What is discrimination?

## Definitions

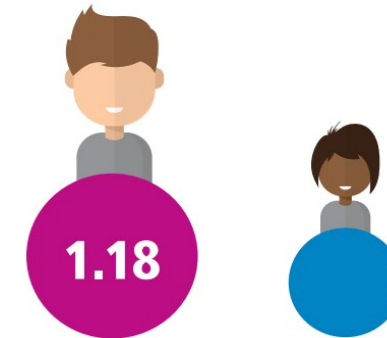
<b>Direct</b>	when someone is treated unfairly because of a protected characteristic, such as sex or race.
<b>Indirect</b>	when there are rules or policies that apply to everyone, but in practice are less fair to a certain protected characteristic.
<b>Associative</b>	discrimination against someone because they associate with another person who has a protected characteristic
<b>Perceptive</b>	discrimination against someone because others 'think' they possess a particular protected characteristic.
<b>Harassment</b>	unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating or hostile environment
<b>Victimisation</b>	when you are treated badly because you have made or supported a complaint or raised a grievance

# WRES – Workforce Race Equality Standard

The purpose of the WRES is to identify inequity and agree action to ensure employees from black and minority ethnic (BME) backgrounds have equal access to career opportunities and receive fair treatment in the workplace.



Relative likelihood of White staff being appointed from shortlisting compared to BME staff

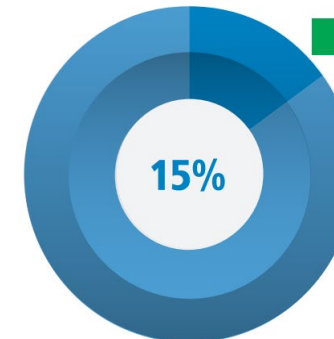
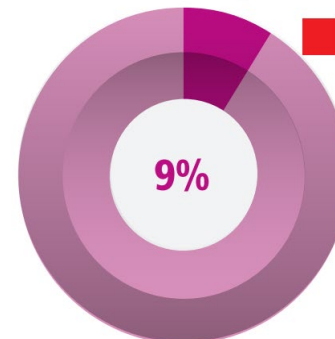


**Improvement**

The gap in likelihood has narrowed from 2020 - 2021

White BME Unknown

% staff personally experienced discrimination at work from Manager/team leader or other colleague



[ELFT WRES  
report \(2022\)](#)



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# WDES – Workforce Disability Equality Standard



Research shows that a motivated, included and valued workforce helps to deliver high quality patient care, increased patient satisfaction and improved patient safety. The WDES enables NHS organisations to better understand the experiences of their disabled staff and supports positive change for all staff by creating a more inclusive environment for disabled people working and seeking employment in the NHS.



**76%**

of disabled staff said their employer had made adequate adjustment(s) to enable them to carry out their work.

## Direction of Travel



Improvement

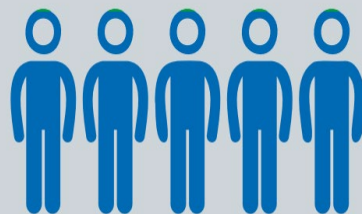


Deterioration



Consistent

**Formal capability** – relative likelihood of disabled staff compared to non-disabled staff entering the formal capability process.



Total staff in workforce

437 disabled staff  
5,679 non-disabled staff



Staff entering formal capability process

2.5 disabled staff  
4 non-disabled staff

**8.12**  
Relative likelihood of Disabled staff entering the formal capability process compared to Non-Disabled staff. The gap in likelihood has broadened from 2021 to 2022.

**Valued at work** – satisfied with the extent to which their organisation values their work.



Disabled  
**47%**



Non-disabled  
**56%**



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# Duty to make reasonable adjustments

We have a legal duty to make reasonable adjustments for staff with a disability.

This means adjusting working hours, equipment or processes to remove any barriers that disadvantage disabled workers carrying out their duties.

Employers need to ascertain if adjustment will resolve the problem, how practical it will be and any financial and other costs.



# Examples of Reasonable Adjustments

- ✓ Changing the recruitment process so a candidate can be considered for a job, i.e.
  - Wheelchair users to have their interview on the ground floor
  - Candidates to complete a written test using a computer
- ✓ Doing things another way, such as allowing someone with social anxiety disorder to have their own desk instead of hot-desking
- ✓ Making physical changes to the workplace, like installing a ramp for a wheelchair user or an audio-visual for a deaf person
- ✓ Letting a disabled person work somewhere else, such as on the ground floor for a wheelchair user
- ✓ Changing their equipment, for instance providing a special keyboard if they have arthritis
- ✓ Allowing employees who become disabled to make a phased return to work, including flexible hours or part-time working



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# Help with Reasonable Adjustments



- ✓ Speak with your People and Culture Business Partner
- ✓ Occupational Health
- ✓ The ELFT Ability Network

## Access to Work

Access to Work can help people get or stay in work if you have a physical or mental health condition or disability. Support will depend on the needs of the person. Through Access to Work, you can apply for:

- A grant to help pay for practical support with work
- Support with managing mental health at work
- Money to pay for communication support at job interviews



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# Equality, Equity and Inclusion



Ask about the  
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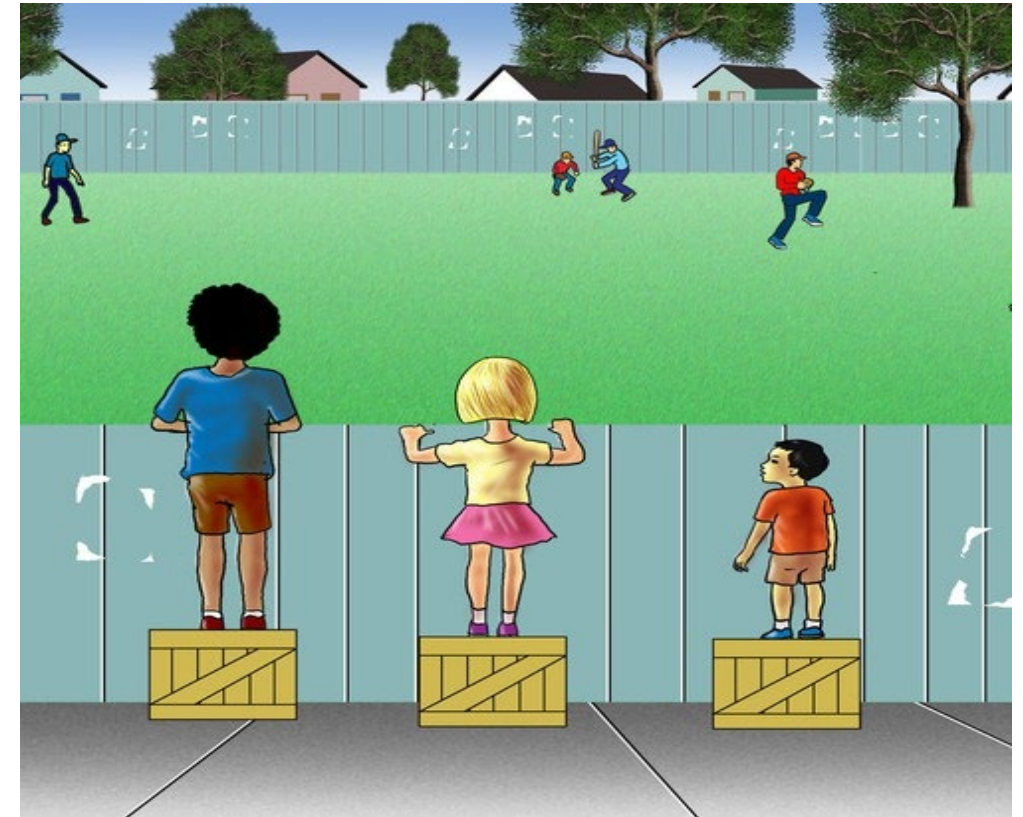
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# What is Equality?

**Equality** is ensuring individuals/groups of individuals are not treated differently or less favourably due to specific protected characteristics

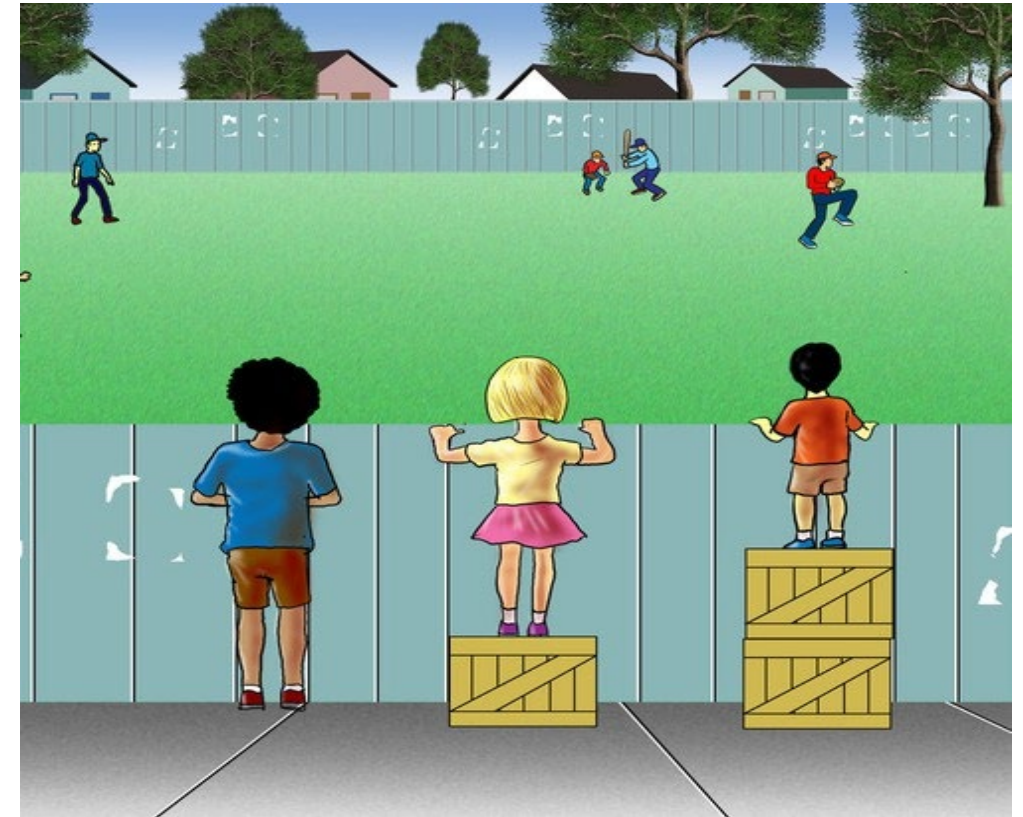
- **Promoting Equality** - Removes discrimination in all of the Protected Characteristics



# What is Equity?

**Equity** means fairness, which is not necessarily the same thing as Equality

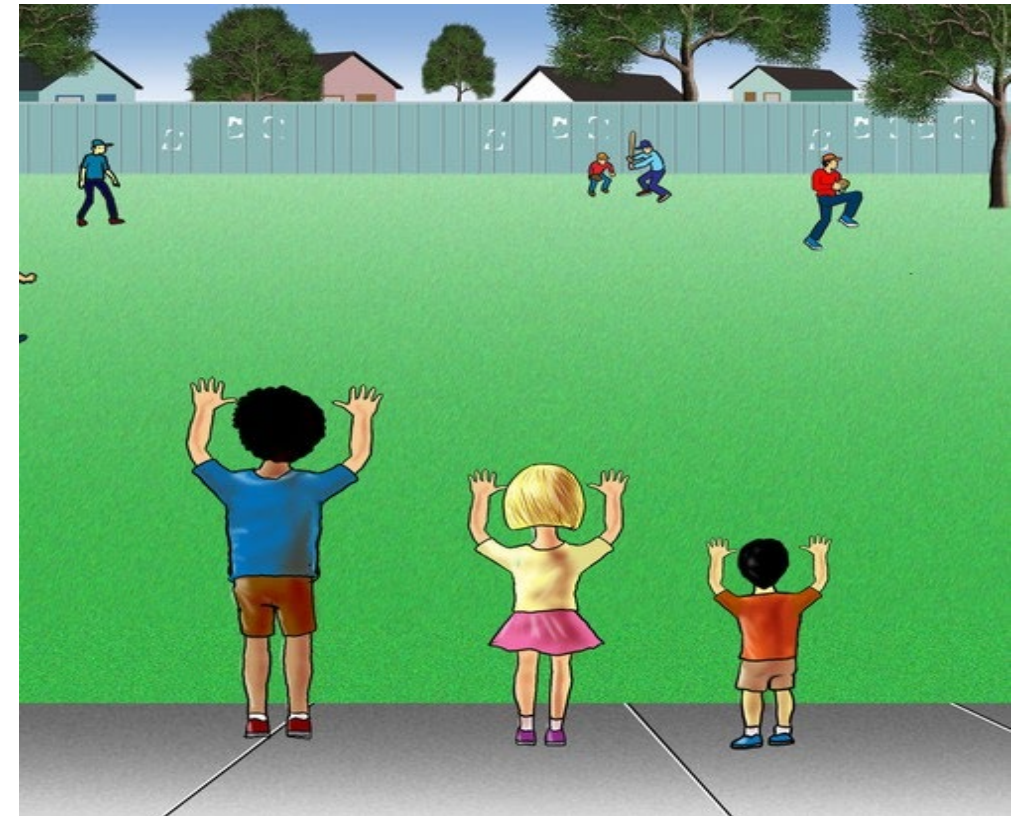
- It's not about everybody getting the same thing
- It's about everybody getting what they need in order to improve the quality of their situation.



# What is Inclusion?

Inclusion refers to the involvement and empowerment of a diverse range of individuals, where the worth of dignity of all people are recognised

- Inclusive environments promotes, value and respect the talents, beliefs, backgrounds, and ways of living of all members
- Valuing difference and removing barriers to participation



# What is Unconscious Bias?



Unconscious Biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorising.



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# Exercise



In breakout rooms, you are going to be shown an image.

Write down as many things as you can about the person, based on looking at her.

Nominate someone to feed back.



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# Exercise



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# Exercise



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# What are microaggressions?

*“Everyday, subtle put-downs directed towards a marginalized group which may be verbal or nonverbal and are typically automatic.”*

Microaggressions may demean a person’s race, gender, sexual orientation, heritage, age, or health status.



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# 3 Types of microaggression?

**Micro-Assaults:** Conscious and intentional actions or slurs.

*Examples: slurs, catcalling, intentionally mis-gendering or outing somebody*

**Micro-Insults:** Subtly convey rudeness and insensitivity and demean a person's identity.

*Examples: "that's so gay", purse grab, "articulate"*

**Micro-Invalidations:** Alien in your own country, unintentionally mis-gendering, denial of individual identity.

*Examples: racism, sexism, heteronormativity.*

# Experiencing microaggression

Did I interpret  
that correctly?

Did she say  
what I think  
she said?

What did he  
mean by  
that?

Should I say  
something?

Saying  
something may  
make it worse.

They'll probably  
think I'm  
overreacting

Speaking up is  
going to hurt  
more than it  
helps.

# Responding to microaggressions

First and foremost, protect your energy.

## Evaluate the situation:

- Will this be a productive conversation?
- What is my current level of stress?
- Am I safe?
- Am I able to engage non-emotionally and effectively?

## When engaging:

- Assume offense was not the intent, and state this as your assumption.
- Explain how the slight may be interpreted by others.
- Ask a follow up question.
- Explain how that person can do better.

If the perpetrator is not willing to listen, consider raising a complaint through  
Freedom to Speak Up, line manager, People and Culture



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# If someone responds to your microaggression



- 1. Learn from the discomfort.**
- 2. Take responsibility for your actions:**
  - The person correcting you deserves to be treated with respect regardless of how you perceive their correction.
  - Briefly apologise and strive to do better.
  - Take necessary steps to do better.
- 3. Learn on your own if necessary.**



## ELFT Workforce Equity Reports

- [Workforce Race Equality Standard \(WRES\)](#)
- [Workforce Disability Equality Standard \(WDES\)](#)
- [Annual Pay Gap Report](#) (Gender, Ethnicity, Disability)
- [Patient and Carer Race Equality Framework \(PCREF\)](#)

## External

- [BRAP](#)
- [Stonewall Equality Index](#)
- [Business Disability Forum](#)
- [Protected Characteristics explained – EHRC](#)

## Video resources

- [Unconscious bias](#)
- [Microaggressions](#)
- [Dealing with microaggressions at work](#)

# The End



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