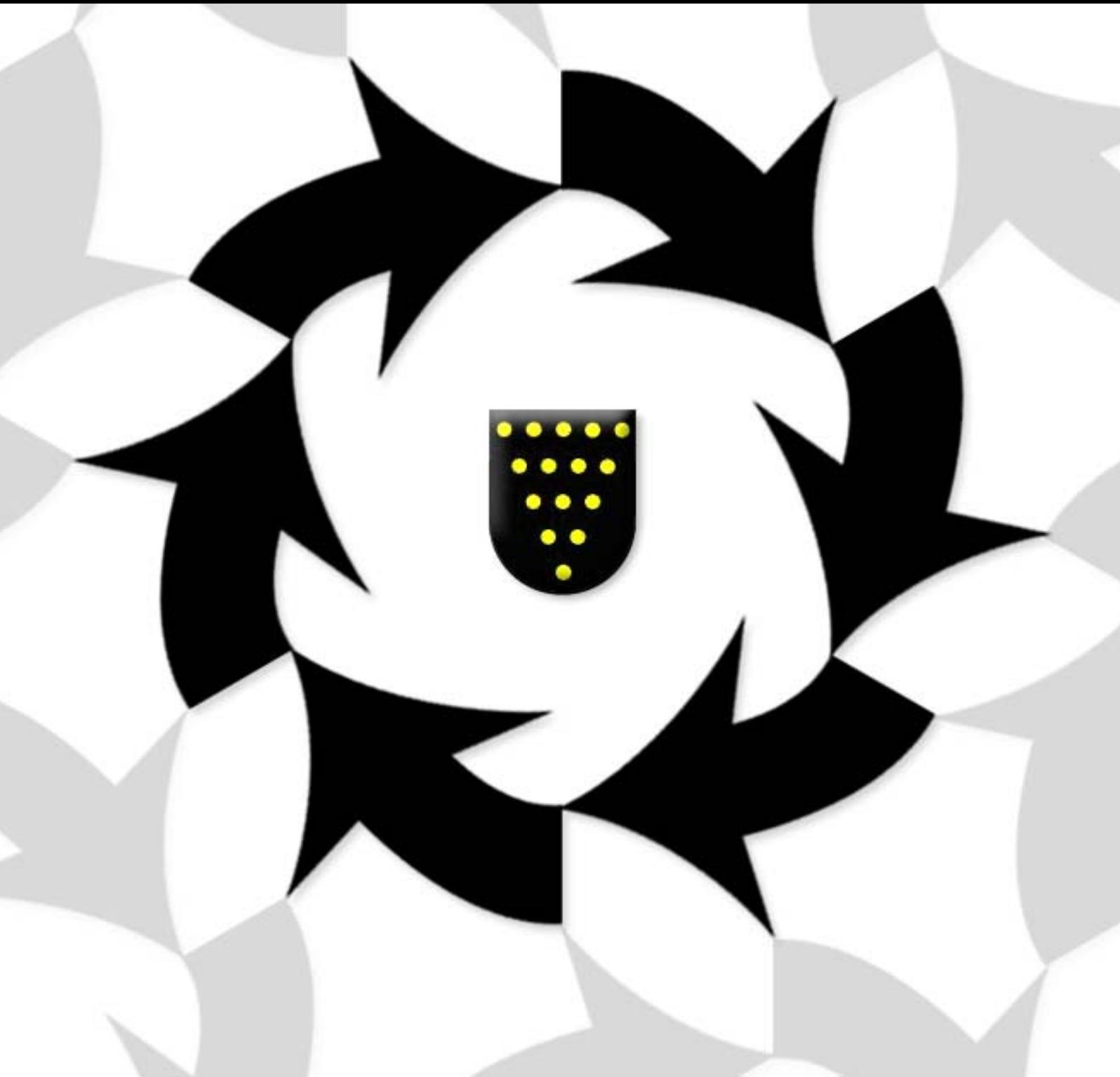


The Cornwall Diversity Toolkit



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ALTERNATIVE FORMATS

This document is also available electronically on the following websites:

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The intention is that it will be available in pdf, Microsoft Word and plain text formats. Translation software is also available via the CREC website. If you have additional accessibility requirements, please refer to the organisations listed in Chapter 8.



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INTRODUCTION

The purpose of this Toolkit is to support organisations in Cornwall to consider and include equality and diversity within all organisational activities. This includes dealings both with their own staff and any volunteers, and with their external customers and suppliers.

Throughout the Toolkit, a strong business case is made for the advantages and benefits of embracing equality and diversity in the workplace. It includes real world examples of organisations which have recognised the business potential of attracting staff, volunteers and service users/clients from a wide range of backgrounds and with a diversity of skills, experience, and needs. Experience has demonstrated that the willingness of such organisations to embrace the challenges presented by the need to respect and value difference tends to give them a head-start in the marketplace, compared to less dynamic companies. This business case is as applicable to voluntary and community sector organisations as it is to any organisation in Cornwall. Voluntary and community sector organisations are required not only by funders, but by wider society, to show a real commitment to equality and diversity policies and practices.

The creativity and dynamism required for this approach to succeed makes it particularly well suited to the Cornish context in this time of rapid social and economic regeneration within the county. Cornwall County Council's 2004 Quality of Life survey showed that the number of jobs in the county rose by 14.6% between 1998 and 2002, and that the number of people of working age in work rose from 69.6% in 1999 to 72.6% in 2002. Further, the bulk of the economy is made up of Small/Medium size Enterprises (SMEs), 95% of which employ fewer than 25 staff (forthcoming Cornwall College report on economic regeneration). Clearly, for all organisations - and perhaps especially for SMEs working hard to survive and to build for the future - two crucial factors for success and sustainability are the need to make the most of their staff's skills and abilities, and the need to identify and exploit new customer markets. This Toolkit will demonstrate how incorporating a respect for equality and diversity at the organisation's core will not only support, but actively drive this process forward.



HOW TO USE THE TOOLKIT

This Toolkit forms a comprehensive set of resources that organisations can use in their pursuit of equality and diversity development and, hence, their pursuit of business excellence.

It is split into 9 key chapters which explain the rationale behind equality and diversity and the benefits to organisations and individuals. It provides organisations with key information regarding current UK legislation and gives examples of what other organisations are doing, as well as offering advice and guidance through answering many questions that will be at the forefront of users' minds. The Toolkit has been specifically produced for use by organisations in Cornwall, and therefore includes specific information and guidance relevant to the Cornish context.

Significantly, and in addition to all of the above, the Toolkit presents an Equality and Diversity Assessment Model for organisations in Cornwall to use in order to assess and improve their practices, thus achieving the real business benefits that effective equality and diversity practices can bring. This Model offers holistic guidance to organisations, and includes key examples of good practice in equality and diversity. It is also hoped that in future, a full accreditation system aligned to the model will be put in place, whereby organisations can gain recognition for their efforts in this area. Facilitators will be trained in the use of the Assessment Model and will be able to provide comprehensive guidance and assistance to organisations wishing to gain accreditation by using the Model.

The Toolkit is split into the following broad sections:

Chapters 1, 2 and 3	These chapters introduce the concept of, and the benefits to organisations of, equality and diversity. They also introduce the subject of how attitudes and perceptions impact upon the successful development of a robust agenda for equality and diversity.
Chapter 4	This chapter provides an overview of current UK legislation, giving key guidance on its impact for organisations.
Chapter 5	This chapter sets the broader issues for equality and diversity within the Cornish context, providing key information and guidance to organisations in the County.
Chapter 6	This chapter details the Cornwall Diversity Toolkit Organisational Assessment Model and how to use it.
Chapter 7	This chapter provides examples of how the practices of other organisations have enabled them to benefit from sound equality and diversity approaches.
Chapter 8	This chapter gives specific information on the organisations in Cornwall who can provide help, assistance and guidance in the broad area of equality and diversity. It also gives details of how to access national organisations.
Chapter 9	This chapter provides answers to some of the more frequently asked questions in relation to equality and diversity.

Overall, the Toolkit forms a comprehensive set of materials and guidance that organisations can effectively use in their pursuit of excellence through equality and diversity.



CHAPTER 1 - DEFINITIONS

We have probably all heard of the term “equal opportunities”, either at work or in a more social setting. We will probably also all have come across the word “diversity” at some stage in our lives - the Oxford English Dictionary uses the word “*variety*” within its definition of the term. To date, however, perhaps not all of us have come across this term when talking or thinking about work or organisations - if we have, it has probably seemed a fairly recent addition to organisational language.

In fact, it is important for everybody to understand the basic principles of equality and diversity - no matter what type of organisation we work within and no matter what role we undertake in our work. The reason why this understanding is important is because equality and diversity play a critical role in every human transaction. Equality and diversity have always been and will always be fundamental principles affecting organisational success – it is only fairly recently that we have started to recognise and explore this in a more robust way.

Equality and diversity impact upon every single activity that every single organisation undertakes. They are implicit elements in the journey towards excellence, and when we learn to apply these principles as an everyday habit, as opposed to being an ‘additional consideration’, there are many, many ways in which both individuals and organisations can benefit. Indeed, increasingly organisations are being required (by their customers, suppliers, employees, volunteers, funders and society in general) to demonstrate that equality and diversity considerations are central to their policies and practices.

In this chapter, we begin by exploring the terms “equal opportunities” and “diversity” and the relationship between these two concepts.

EQUAL OPPORTUNITIES

Overall, we can understand the rationale for equal opportunities from three different perspectives:

1. A moral perspective
2. A legal perspective
3. The perspective of 'anticipating, managing and benefiting from change'.

1. The moral perspective

The concept of equal opportunities has been created by society in order that we live in a fairer society. This means that no-one should suffer detriment on the basis of external or personal characteristics, such as their gender or the colour of their skin. To some, equal opportunities is comparable both to the principle of natural justice and to some of the tenets of the world's most practised religions. It is important to recognise, however, that morality is often very subjective.

2. The legal perspective

There is a range of legislation in the UK (e.g. Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995) which imposes a minimum standard of behaviour on employers and individuals.

3. Anticipating, managing and benefiting from change

Traditionally, organisations have used directive or hierarchy approaches to management, defining people as 'resources' and seeing relationships as being incidental to business results as opposed to being a vehicle for achieving enhanced business results. In a rapidly changing world, these traditional approaches are no longer effective or successful. New technologies, demographic changes in the workforce and customer identities, and an increasingly global marketplace challenge organisations to adopt new ways of working. Organisations which value and encourage the diversity of their employees, volunteers, suppliers and customers whilst rejecting prejudice will have a competitive advantage over others.

Here are a few key points to remember when understanding the term 'equal opportunities':

EQUAL OPPORTUNITIES

Equal opportunities is a relatively new idea. It is something that has been created by society in order that we live in a fairer society. It is a social construction aimed at creating a fairer society where all people can contribute and participate.

The term "equal opportunities" is often thought to be about 'treating people the same'. Equal opportunities is not about treating everyone 'the same', it is more about ensuring that everyone has an equal chance to contribute and participate. It is therefore based on the concept of 'fairness' and is about applying the same level of fairness to all.

Equal opportunities has traditionally been associated with focussing on those groups within society that have traditionally received 'less of a fair chance'. It is backed-up by legislation which aims to address and eliminate unfairness (e.g. The Race Relations Act 1976).

Equal opportunities is a journey, not a destination. This means that it is something that we have both moral and legal obligations to continuously strive for.

DIVERSITY

Diversity is one of those terms that means different things to different people. In general, diversity refers to 'difference' and the ways that people differ. That sounds simple, but on closer inspection it is a challenging definition because people differ in a great many ways – there are differences of race, gender, age, and other demographic categories as well as differences in values, abilities, organisational function, tenure and personality. Diversity does not focus on 'labelling' or 'stereotyping' people who may be a part of the same demographic group – it is concerned with understanding that people are individuals as opposed to simply being defined in terms of a wider demographic group.

Diversity itself is not a new thing but is as ancient as life itself. In nature the existence of diversity always represents vitality, balance and success – in human affairs, it represents the same things. In the context of organisations, the understanding and integration of sound diversity practices is one of the key challenges that will determine those who achieve real long-term value and success, and those who are blips on the screen of excellence.

Diversity in organisations focuses on dealing with the spread and spectrum of human culture within the work environment – it is about healthy human relations.

Diversity management works on fundamental values, including the reality that all human beings are ends unto themselves, not simply resources or means to organisational ends. It also recognises that people should be treated the way they want to be treated, which may not be the same way that we ourselves want to be treated. Effective diversity practice ensures that social capital factors such as trust and empowerment are demonstrably woven into the fabric of management.

Here are a few key points to remember when understanding the term 'diversity':

DIVERSITY

Diversity, is not a new thing, but is as ancient as life itself. In nature, the existence of diversity always represents vitality, balance and success. In human affairs, it represents the same qualities.

Diversity focuses on treating people as individuals, rather than focussing on groups of people. It means that recognising individual differences that are a natural part of society is often an organisational opportunity for those who recognise it.

Many organisations still use a 'manufacturing model' to deal in a simplistic way with people, often assuming similarities and using a 'one size fits all' approach. However, experience has shown that it is nearly impossible to achieve excellence in any organisation without basing it on healthy relations with people (employees, volunteers, customers, suppliers etc.) through recognising their uniqueness and engaging with them through empathy in a common purpose. This includes the recognition that human beings are ends unto themselves, not just organisational resources or means.

Diversity in organisations is about dealing with the spread and spectrum of human culture within the work environment. In essence, effective diversity management is about harnessing excellence and creativity through healthy relationships with people.

The Relationship between Equal Opportunities and Diversity

Equality is the desire to underpin human relationships with values that open up the chance to develop and engage human potential, unrestricted by limitation of presumption and stereotypes.

Diversity is concerned with all the ways in which people differ, for example, through different styles of working, thinking and communicating with others arising from differences in age, social background, education, gender, ethnicity, religion, sexual orientation etc. Essentially, the creation and maintenance of diversity in organisations is evident through human interactions, and is the source of creative energy that can deliver sustained organisational improvements.

Equal opportunities without diversity can seem to concentrate on some specific groups and ignore other needs, whilst diversity without equal opportunities may ignore the potential for disadvantage for some individuals. Therefore, it is essential to understand the concepts of both equal opportunities and diversity in order to deliver real, sustained success in both financial and non-financial business results.

Equal opportunities and diversity are both essential relationship qualities that drive the continuous pursuit of sustainable improvement, success and excellence.



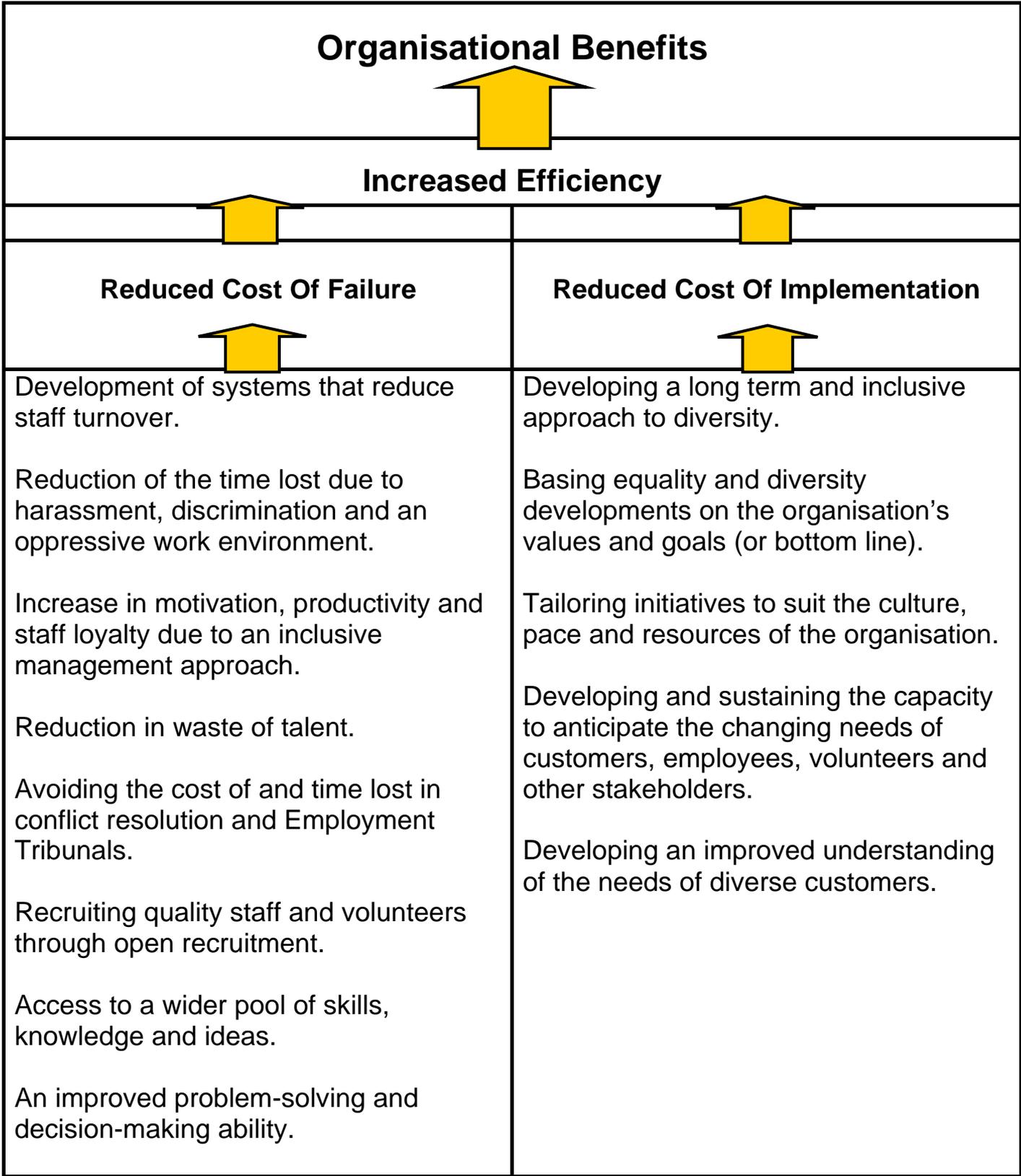
CHAPTER 2 – THE BENEFITS OF EQUALITY AND DIVERSITY

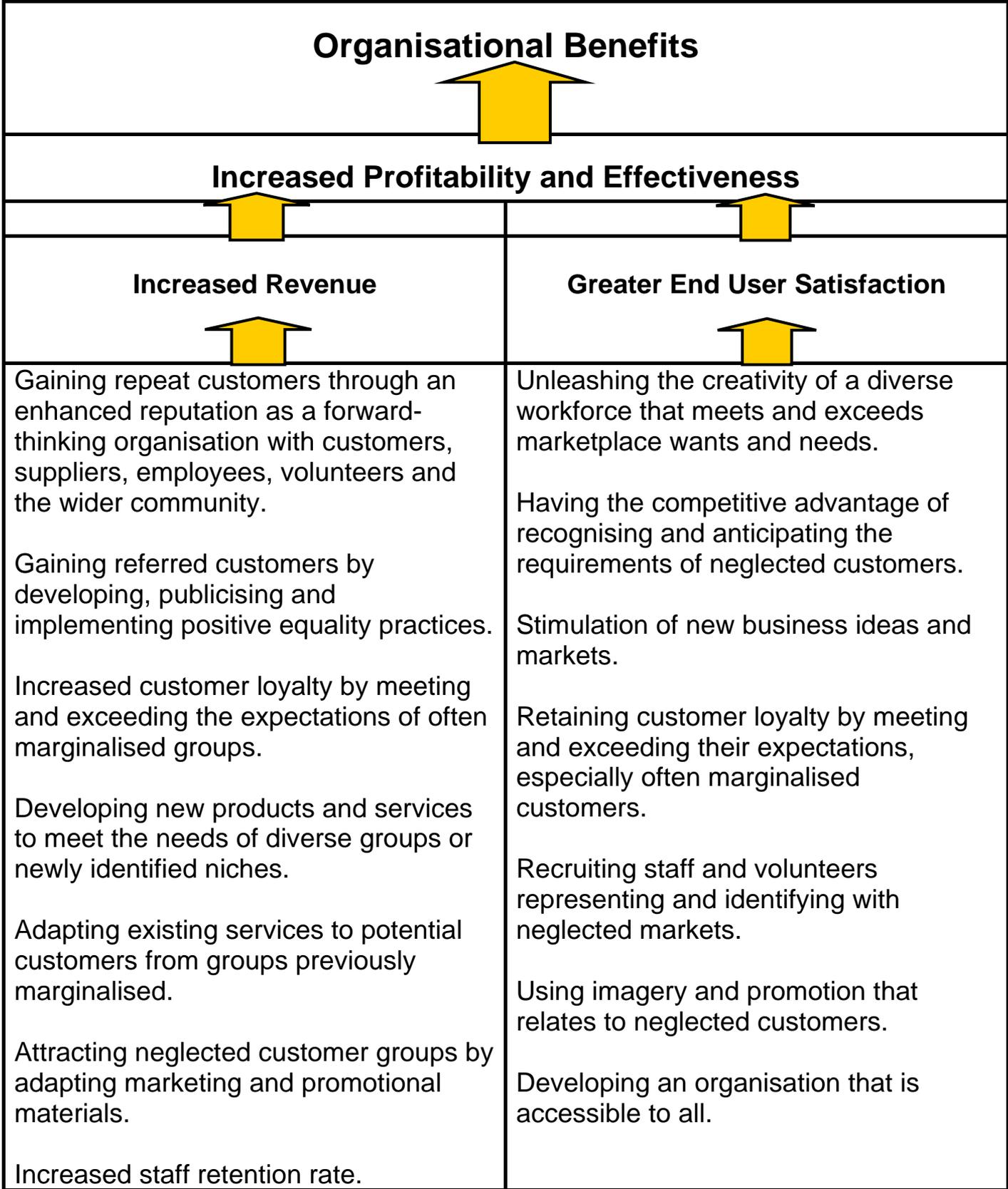
As we discussed in the previous chapter, there is a moral case, a legal case and a business case for actively pursuing and developing equality and diversity practices. In organisations, equality and diversity is about dealing with the spread and spectrum of human culture within the working environment, and is based on the concept of fairness. In essence, this type of inclusive approach focuses on how the positive recognition of differences between people can act as a core driver of excellence and creativity in performance.

Diversity means recognising that differences which are a natural part of society are often an opportunity for those who recognise and acknowledge them rather than seeing them as threats. Organisations that embrace variety, reject prejudice and understand and accommodate changing work patterns will also be those organisations that reap the rewards of a happy, fulfilled and motivated workforce with diverse skills. Diversity in this context means a recognition that individual and group differences are an opportunity to harness creativity and achieve continuous improvement. Organisations which value and respect, indeed encourage, the diversity of their employees and volunteers, and who utilise the same inclusive ethos in their dealings with suppliers and customers, will be those who can secure competitive advantages in the long term, for there are very strong economic as well as social arguments for promoting equality.

This Toolkit is intended to be a valuable guide towards embarking upon a journey of continuous improvement in equality and diversity. We want to facilitate your first steps towards excellence in these areas. We are confident that, once you've taken them, the momentum of seeking further improvements will come naturally from within your organisation, and that you will continue to aim for and achieve excellence in this area. You should also note that voluntary and community sector organisations are required not only by funders, but by wider society, to show a real commitment to equality and diversity policies and practices.

The following diagrams highlight just some of the key benefits that can be experienced as a result of ensuring that equality and diversity are interwoven into the fabric of your organisation.





In organisations where diversity management is an everyday habit and an inclusive atmosphere is realised, they achieve added value across the organisation's activities. Examples are: improvements in reputation as an employer of choice, as an ethically sound organisation and as a progressive organisation, which enhances and updates the organisations brand for customers, employees and volunteers. Relationships underpinned by diversity produce higher creativity, greater problem solving ability and increased motivation, leading to lower employee loss and greater productivity. For customers it can lead to greater loyalty, more repeat business and fewer complaints. Overall the effects can lead to an increase in market share, a reduction in labour costs and the development of new markets. Diversity, in essence, is the pursuit of excellence through healthy relationships with people. It is a worthwhile journey.

You should note the following:

- Effective equality and diversity programmes are about continuous improvement. Therefore, this is an ongoing process for ever, not just for a limited period. As an organisation evolves, so its personnel, supplier and customer markets will also develop. It is crucial that its equality and diversity programmes keep pace with this change, to ensure that the organisation remains in touch with, and is responsive to, the needs of its internal and external customers.
- Make sure your equality and diversity improvements are relevant to the goals of your organisation.
- Take manageable risks; be sure to be ready to make mistakes and to learn from them.
- It takes time to achieve results. Usually a minimum of three years development are needed before your efforts deliver real sustainable outcomes.
- Do not use equality and diversity as a basis for excluding any group: create win, win opportunities.



CHAPTER 3 – AN ANALYSIS OF ATTITUDES AND PERCEPTIONS

In chapter 1, we discussed the broad meanings of equality and diversity and have used the term 'healthy human relations' as an integral part of this definition. It is extremely important to understand how human relations can be affected by our own beliefs - or our 'attitudes and perceptions'. An awareness of this is critical to our ability (as an individual and as an organisation) to successfully implement equality and diversity improvements.

On a basic level there are three categories of thinking and action that are often cited in this area:

1. PREJUDICE

To pre-judge; the forming of an opinion about someone without sufficient evidence. It is often a view of an individual based on assumptions borne out of initial inconclusive experience. It can be positive as well as negative.

2. STEREOTYPE

A fixed and distorted generalisation made about all members of a particular group; a rigid judgement which does not take into account the 'here and now'.

Take 2 minutes to think about this definition and see how many stereotypes you have heard of!

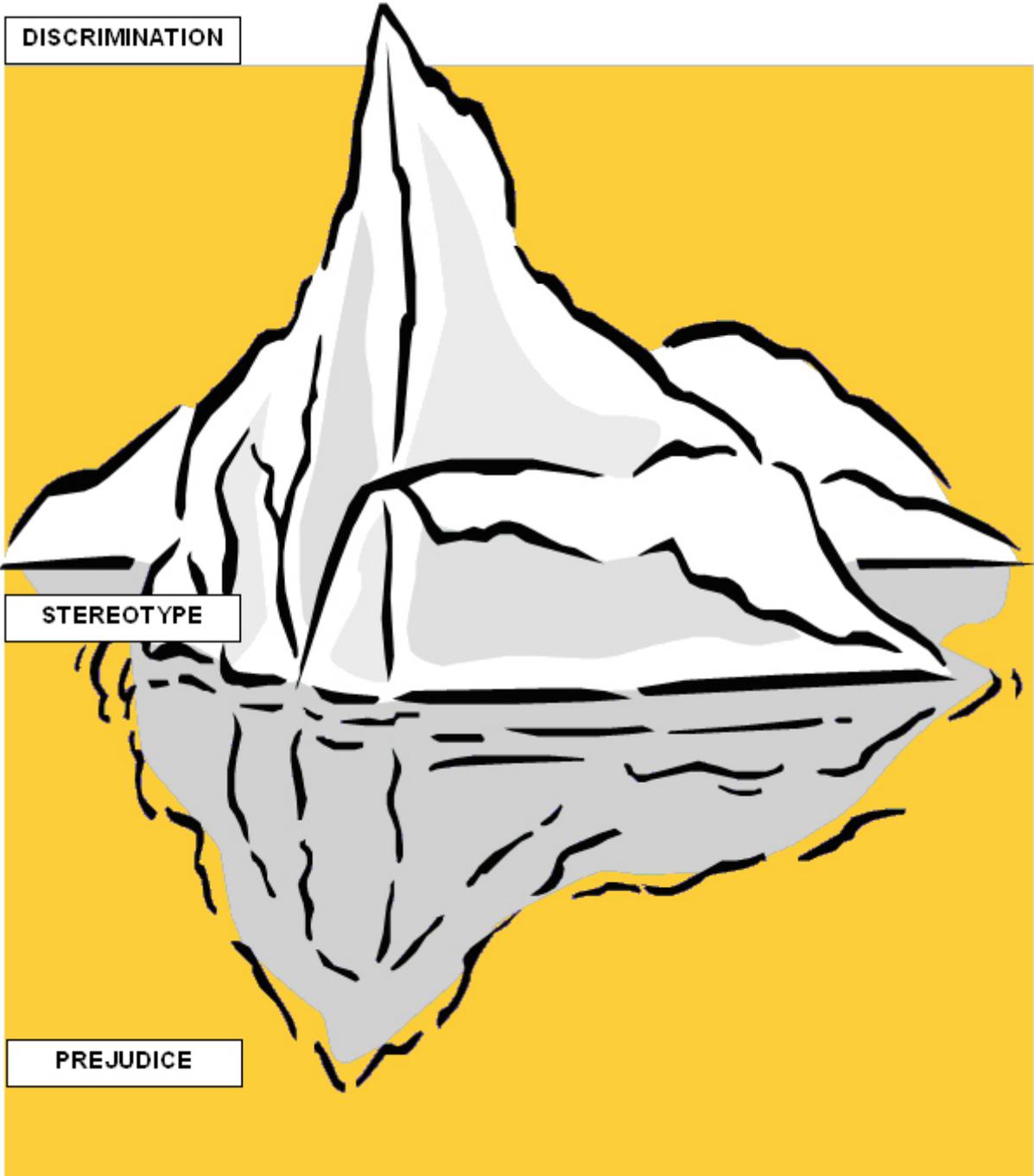
3. DISCRIMINATION

To act and single out a particular person or group for a special disfavour (or alternatively special favour).

This behaviour is mostly prohibited under the relevant legislation (e.g. Race Relations Act 1976, Sex Discrimination Act 1975, Disability Discrimination Act 1995).

Take a look at the following diagram of an iceberg:

BELIEF MODEL 1



This model outlines in simple terms how prejudice, stereotype and discrimination are inter-related. In the analogy of the iceberg, we can see that the term 'Prejudice' is at the base of the iceberg – it is below the water-line. Prejudices are not clearly visible, but none-the-less influence our behaviour - the way we act.

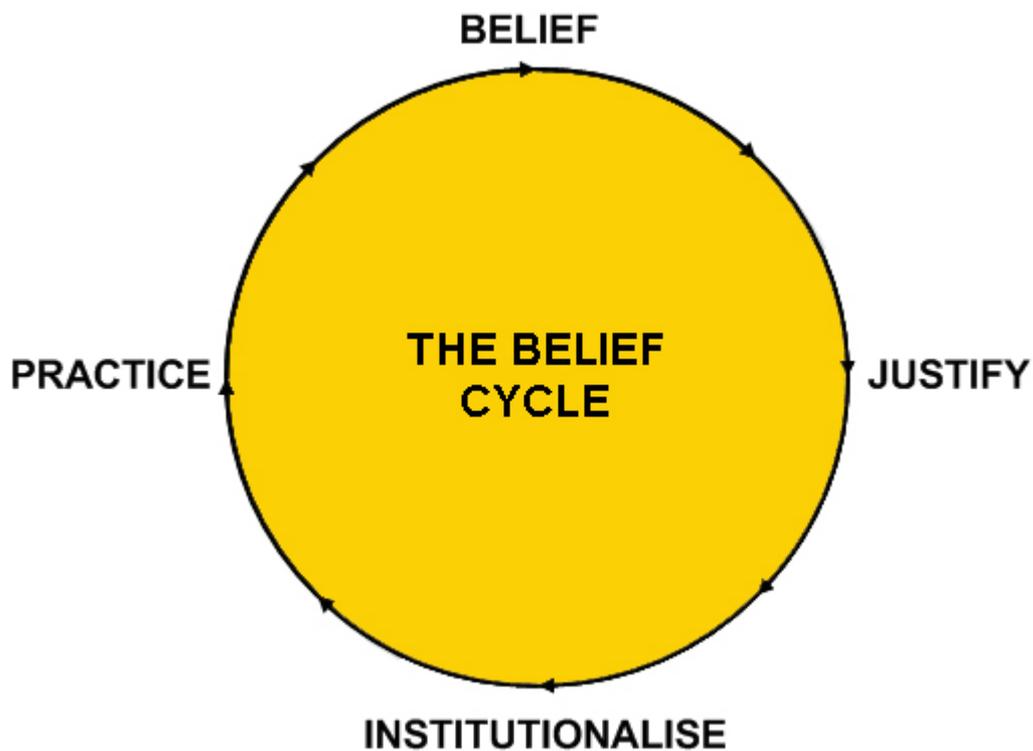
The analogy shows 'Stereotype' is on the water-line. The stereotypes that we form are influenced by our prejudices (as well as prejudices held by others e.g. television, newspapers, parents, friends etc.) and in turn influence our behaviour.

The term 'Discrimination' is at the very tip of the iceberg – it is outside of the water and is clearly visible. This refers to an 'act' of discrimination or behaviour. Around 90% of an iceberg is usually below the waterline, and our behaviours are usually informed by 90% prejudices and stereotypes.

It is often said that 'prejudice is the thought and discrimination is the deed'. Our prejudices and beliefs are at the core of who we are – they underpin our behaviour. They are hidden from view, yet they determine the rights we give and take for ourselves and others, and the way we behave.

The analogy shows us the subtleties of how our behaviours can be influenced by our own and others' prejudices and the stereotypes that we form based on those prejudices. It shows how our perceptions can influence our interactions with others and the resulting consequences of these interactions.

BELIEF MODEL 2



This model is a progression from the previous 'iceberg model' and shows how beliefs can influence overall organisational behaviour. For example, the actions of an individual can discriminate and the actions of an organisation (implemented via its policies, systems, procedures etc.) can discriminate. Under UK legislation, discrimination, whether intended or not, is unlawful. This raises questions about how policies, systems and procedures are formulated and their effectiveness monitored.

The model starts at "Belief". Once a belief is justified (objectively or otherwise) this can be translated to and become part of the organisation's policies, systems and procedures – in other words, institutionalised. When this occurs, we can see how an initial belief can manifest itself in everyday practices - becoming part of organisational culture. Look at the following points and consider how prejudices can affect both practices and policy:

- One in five people say they have been discouraged from applying for a job as the recruitment advert in some way communicated an age restriction.
- One in forty senior managers in the UK are women.
- The disabled population in the UK has a spending power of £50 billion; yet one in five disabled people experience difficulties accessing services.
- People from the ethnic group “Indian” have the highest proportion of people with a degree level or equivalent qualification.
- 78% of workers in the UK say they have witnessed bullying in the workplace.

Once we understand the terms “Prejudice”, “Stereotype” and “Discrimination”, we are able to consider how they can lead to institutionalised exclusion and disadvantage. Individual prejudices and stereotypes can translate into organisational practice and become part of a wider dynamic system. The capacity and potential for complacency in the justification stage of the above model can contribute to maintaining a system of exclusion.

This means that it is extremely important for us engage in organisational as well as self analysis. This includes the analysis of organisational policies and procedures and how we monitor their effectiveness. For example, if we collect data on the grounds of age, race, disability, faith, sex, sexual orientation etc. in areas such as staff discipline, recruitment and staff grievances, we are able to monitor how effectively our policies work in practice. This approach is also a good idea for measuring customer satisfaction (and in some organisations e.g. Education it is a requirement by law to do this). We can see how a wider commitment and ownership can help in facilitating this approach to equality and diversity development.

It is important to understand that the concept of organisational and self-analysis is the basis of dealing with equality and diversity issues.



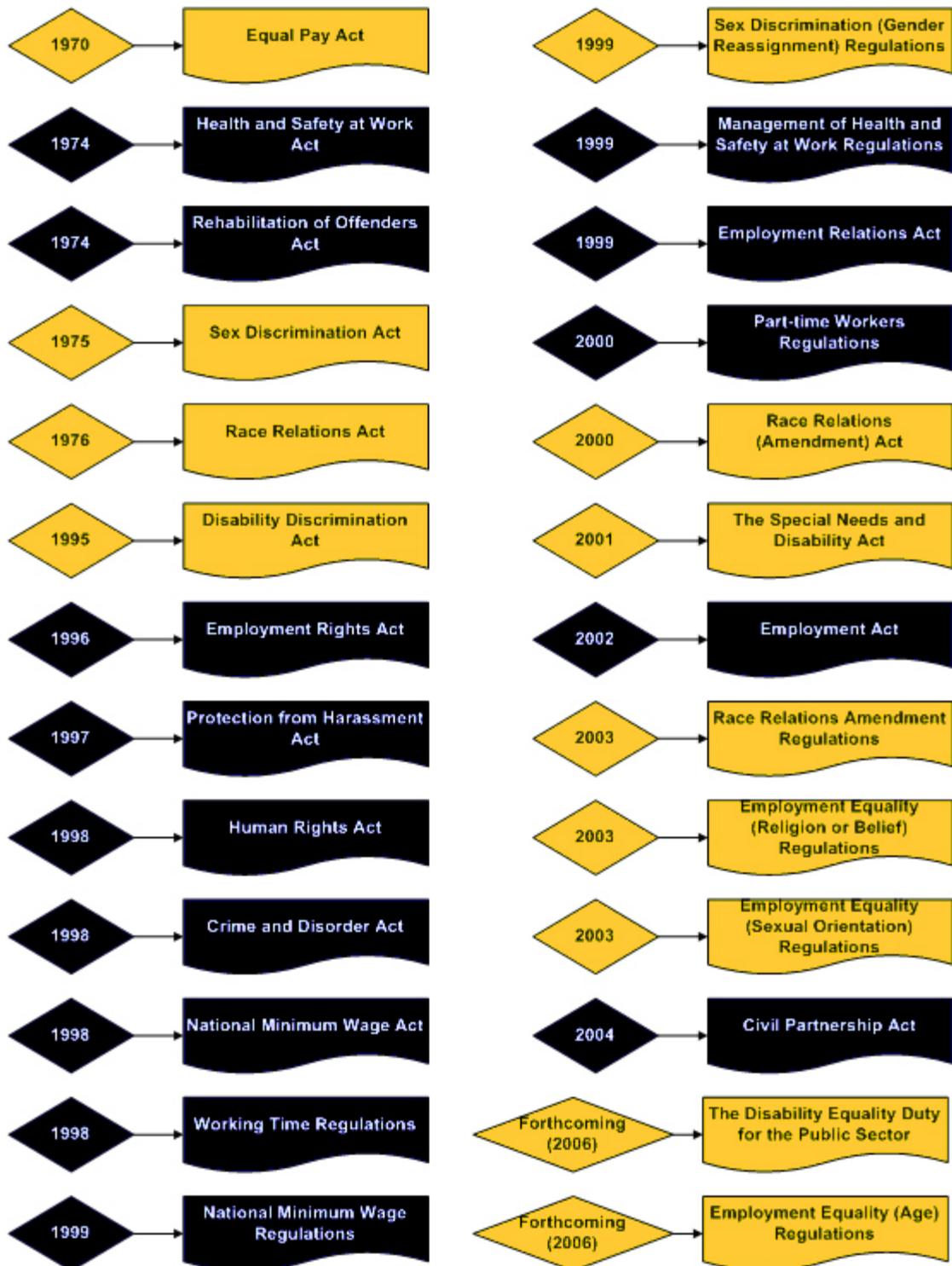
CHAPTER 4 - LEGISLATION

The following diagram gives an overview of some of the key legislation in the UK that impacts on equal opportunities. Specific equal opportunities Acts are highlighted in yellow.

The majority of these Acts are applicable to those voluntary and community sector organisations which have relationships with volunteers, just as they are to any organisation.

Note: Legal information is provided for guidance only and should not be regarded as an authoritative statement of the law, which can only be made by reference to the particular circumstances which apply. This section does not intend to be a full statement of law.

OVERVIEW OF KEY LEGISLATION TO BE AWARE OF



RACE AND FAITH - LEGISLATION

The Race Relations Act 1976 defines three main types of discrimination: Direct, Indirect and Victimisation.

Direct Racial Discrimination - Definition

Consists of treating a person less favourably than others would be treated in similar circumstances, on the basis of racial grounds.

'Racial Grounds' means any of the following grounds: colour, race, nationality (including citizenship), and ethnic origins.

Example:

Not interviewing or appointing an individual from a particular racial group because it is felt that they might not 'fit in' or might be unreliable

Indirect Racial Discrimination (Race Relations Act 1976)

This consists of applying a requirement or condition which, although applied equally to persons of all racial groups, is such that:

- a) A considerably smaller proportion of a particular racial group can comply with the requirement, than the proportion of people not of that group.
- b) It is to the detriment of the person who cannot comply with it.
- c) It cannot be shown to be justified on any other than racial grounds.

Note: The Race Relations Amendment Regulations 2003 provides a new definition of Indirect Discrimination on grounds of race, ethnic origin or national origin.

Indirect Discrimination (Race Relations Amendment Regulations 2003)

Indirect discrimination occurs when a provision, criterion or practice is applied that puts (or would put) people from a certain race or ethnic or national origin at a particular disadvantage and the provision, criterion or practice cannot be shown to be a proportionate means of achieving a legitimate aim.

The words 'provision, criterion or practice' have a broader scope and will therefore catch informal as well as formal practices. The definition of indirect discrimination in the Race Relations Act 1976 continues to apply in complaints of discrimination based on the grounds of colour or nationality.

Example:

Not allowing turbans to be worn or requiring women to wear skirts. This rules out Sikhs, or Asian women who wear trousers or a gown for religious or cultural reasons.

Victimisation

The Act also defines victimisation as discrimination. It is unlawful to treat a person less favourably for the reason that they have brought proceedings under the Race Relations Act or have given information in connection with proceedings by another person under the Act. It is also unlawful to treat a person less favourably if they have done anything by reference to the Act, or alleged a contravention of the Act (unless the allegation was false and not made in good faith).

Genuine Occupational Requirements (Race Relations Amendment Regulations 2003)

Under the Race Regulations, any job may be restricted to people of a particular race or ethnic or national origin, if one of those characteristics is a Genuine Occupational Requirement for the job or the context within which it is carried out. For example, if an Asian women's refuge wants an Asian woman for the post of staff manager, they would need to show:

- The nature of the job or the context in which it is carried out requires the manager to be Asian; and
- The benefits of employing an Asian manager outweigh the effects of discriminating against another racial group.
- Employing a woman rather than a man meets the Genuine Occupational Requirements of the Sex Discrimination Act 1975 (see later section).

Positive Action

Certain positive measures are allowed by law to encourage applicants into particular areas of work where people from a particular racial group have been under-represented within the previous 12 months. These measures include provision of access to training and selective advertisement for the members of that particular group. Discrimination at the point of selection for jobs or promotion is illegal, and so are quotas.

Vicarious Liability

Anything done by or to a person in the course of their employment will be treated as also being done by his/her employer, whether or not it is done with or without the knowledge or approval of the employer. Employers are directly liable for acts of discrimination that they could have prevented or controlled. It is also unlawful to “knowingly” aid another person to commit an act of unlawful discrimination.

Harassment

Under the Race Relations Act 1976, harassment on racial grounds is regarded as direct discrimination, because it constitutes a ‘detriment’ in employment or the way in which a service is provided.

The Race Regulations 2003 make harassment on grounds of race or ethnic or national origin a separate unlawful act. This occurs when actions violate a person’s dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment.

The Race Relations (Amendment) Act 2000

This Act extends protection against racial discrimination and places an enforceable, positive duty on public authorities i.e. national and local government authorities and services. The Act makes it unlawful for any public authority to discriminate on racial grounds in carrying out any of its functions.

The General Duty is to identify and tackle racial discrimination, and to promote equality of opportunity and good race relations.

This means that public authorities must have due regard in everything they do to the need to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

The duty is obligatory and must be applied to all 'relevant' functions and policies.

Further information can be obtained from: The Commission for Racial Equality (CRE) – www.cre.gov.uk

Religion and Belief

The Employment Equality (Religion or Belief) Regulations 2003 make it unlawful to:

- Discriminate directly against anyone, i.e. treat them less favourably than others because of their religion or belief.
- Discriminate indirectly against anyone, i.e. to apply a criterion, provision or practice which disadvantages people of a particular religion or belief unless it can be objectively justified.
- Subject someone to harassment because of their religion or belief.
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on the grounds of religion or belief.
- Discriminate or harass someone in certain circumstances after the working relationship has ended.

Note: Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief.

SEX AND SEXUAL ORIENTATION - LEGISLATION

The Sex Discrimination Act 1975 makes it generally unlawful for an employer to discriminate against a woman or man on the grounds of their sex or marital status. It defines three main types of discrimination: Direct, Indirect and Victimisation.

Direct Sex or Marriage Discrimination

This occurs when someone treats a person less favourably, on the grounds of his or her sex or marital status.

Example:

Not interviewing or appointing a woman because it is felt that they might not 'fit in' or might be unreliable.

Indirect Sex or Marriage Discrimination

The Employment Equality (Sex Discrimination) Regulations 2005 have updated the definition of indirect discrimination. It occurs when an employer imposes a provision, criterion or practice that puts a person at a particular disadvantage when compared with the opposite sex or opposite marital status.

Example:

Having a policy that does not allow training or promotion to part-timers if most part-time jobs are done by women but most full-timers are men.

Victimisation

The Act also defines victimisation as discrimination. It is unlawful to treat a person less favourably for the reason that they have brought proceedings under the Sex Discrimination Act or have given information in connection with proceedings by another person under the Act. It is also unlawful to treat a person less favourably if they have done anything by reference to the Act, or alleged a contravention of the Act (unless the allegation was false and not made in good faith).

Genuine Occupational Requirements

Sex discrimination may not be unlawful where a person's sex is a Genuine Occupational Requirement for the job for reasons including:

- Where authenticity of physiology is required.
- For privacy or decency, where physical contact is likely.
- When the provision of personal services to promote the welfare or education of others can be best provided by a person of a particular sex.

Positive Action

Certain positive measures are allowed by law. An employer may encourage women or men specifically into particular areas of work which in the previous twelve months have been done solely, or mainly, by members of the opposite sex. These measures include provision of access to training and selective advertisement for the members of that particular group. Discrimination at the point of selection for jobs or promotion is illegal, and so are quotas.

Vicarious Liability

Anything done by or to a person in the course of their employment will be treated as also being done by his/her employer, whether or not it is done with or without the knowledge or approval of the employer. Employers are directly liable for acts of discrimination that they could have prevented or controlled. It is also unlawful to "knowingly" aid another person to commit an act of unlawful discrimination.

Sex Discrimination (Gender Reassignment) Regulations 1999

As part of the Sex Discrimination Act, these Regulations prohibit discrimination in employment on the grounds of gender reassignment.

Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations make it unlawful to:

- Discriminate directly against anyone, i.e. treat them less favourably than others because of their actual or perceived sexual orientation.
- Discriminate indirectly against anyone i.e. apply a criterion, provision or practice which disadvantages people of a particular sexual orientation unless it can be objectively justified.
- Subject someone to harassment.
- Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on the grounds of sexual orientation.
- Discriminate or harass someone in certain circumstances after the working relationship has ended.

Equal Pay Act 1970

The Act entitles all employees, male and female, to equal pay and conditions if they are doing “like work”. This means:

- The same work or broadly the same, e.g. if a man has very occasional extra duties, a woman can claim equal pay if she can show that the man’s extra duties make no difference of practical importance.
- work of equal value for the same or linked employers, i.e. work that places equal demands on workers in terms of factors like effort, skill and decision making (even if two jobs are very different).

Civil Partnership Act 2004

This Act came into force on 5 December 2005. It gives same-sex couples the same rights as married couples in terms of issues such as parental leave, flexible working, maternity and paternity leave, pensions and benefits packages that are available to spouses.

Provisions in the Act include:

- A duty to provide reasonable maintenance for your civil partner and any children of the family;
- Civil partners to be assessed in the same way as spouses for child support;
- Equitable treatment for the purposes of life assurance;
- Employment and pension benefits;
- Recognition under intestacy rules;
- Access to fatal accidents compensation;
- Protection from domestic violence;
- Recognition for immigration and nationality purposes.

**Further information can be obtained from: The Equal Opportunities Commission (EOC) – www.eoc.org.uk;
Stonewall – www.stonewall.org.uk; Women and Equality Unit – www.womenandequalityunit.gov.uk**

DISABILITY - LEGISLATION

The Disability Discrimination Act 1995 makes it unlawful to discriminate against disabled people in the areas of: Employment; Access to Goods, Facilities and Services; Education and Public Transport.

Definition of Disability

The Act defines 'disability' as:

“A physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”.

- “Long term” means that the disability must have lasted, or be expected to last, at least 12 months, or is likely to last for life.
- “Normal day to day activities” include; mobility, manual dexterity, physical co-ordination, continence, ability to lift carry or move everyday objects, speech, hearing, eyesight, ability to communicate with others, memory, ability to concentrate, learn or understand; and perception of the risk of danger.

Employment

- It is unlawful for an employer to directly discriminate against a person because they are disabled, i.e. treating a person less favourably on the grounds of his or her impairment.
- It is unlawful for an employer to indirectly discriminate against a person, i.e. treat a disabled person less favourably than someone else because of his or her impairment. This covers all aspects of employment from recruitment and training to promotion and dismissal.
- Employers must make reasonable adjustments to enable a disabled person to work or continue working; e.g. they must make adjustments to any procedure/practice or any physical feature, which may place a disabled person at a disadvantage.
- Harassment on the grounds of disability is unlawful.

Examples:

Not interviewing or appointing a disabled person because it is felt that they might not 'fit in' or might be unreliable.

An employer specifies a requirement for a job applicant to 'hold a driving license'. The job involves limited travelling. If a disabled person could reasonably and cheaply do the travelling involved by other means than driving, it would be unreasonable for the employer not to allow them to use these other means. This is a reasonable adjustment – it would be discriminatory to insist on the specification of 'having a driving licence' and reject their application solely because they had no driving licence.

An employer does not employ someone who uses a wheelchair. This would be discriminatory if the employer could make simple adjustments to the physical environment of the workplace and they failed to consider doing this.

Victimisation

The Act also defines victimisation as discrimination. It is unlawful to treat a person less favourably for the reason that they have brought proceedings under the Disability Discrimination Act or have given information in connection with proceedings by another person under the Act. It is also unlawful to treat a person less favourably if they have done anything by reference to the Act, or alleged a contravention of the Act (unless the allegation was false and not made in good faith).

Vicarious Liability

Anything done by or to a person in the course of their employment will be treated as also being done by his/her employer, whether or not it is done with or without the knowledge or approval of the employer. Employers are directly liable for acts of discrimination that they could have prevented or controlled. It is also unlawful to "knowingly" aid another person to commit an act of unlawful discrimination.

Access to Goods, Facilities and Services

- It is unlawful to discriminate against a disabled person in refusing to provide a service, in offering a substandard service or in the terms on which a service is provided (whether it is provided on payment or not).
- Organisations must make reasonable adjustments to the way in which goods, facilities and services are provided in order to make them more accessible to disabled people. This applies to practices, policies and procedures, and auxiliary aids. Services must be provided by alternative means if necessary.
- Organisations must ensure that they remove, alter and avoid physical features that prevent access to services.

Education

The Code of Practice for Providers of Post-16 Education and Related Services was issued by the Disability Rights Commission (DRC) and places duties on the providers of post-16 education.

The duties are law under the Special Needs and Disability Act 2001 and cover Schools, Colleges and Universities and strengthen disabled people's rights to go to mainstream schools and colleges.

- It is unlawful to discriminate against disabled people or students by treating them less favourably than others. In addition, responsible bodies are required to provide certain types of reasonable adjustments to provision where disabled students or other disabled people might otherwise be substantially disadvantaged.
- Responsible bodies are required to make adjustments involving the provision of auxiliary aids and services.
- Responsible bodies must make adjustments to the physical features of premises where these put disabled people or students at a substantial disadvantage.

The Disability Equality Duty for the Public Sector

This is expected in December 2006 – it will place a statutory duty on all public authorities to promote disability equality. This duty means that public authorities must in carrying out their functions have due regard to:

- The need to eliminate discrimination that is unlawful under the Act
- The need to eliminate harassment that is unlawful under the Act
- The need to promote equality of opportunity between disabled persons and other persons; and
- The need to take steps to take account of a disabled person's impairment, even where that involves treating disabled persons more favourably than other persons.

The draft code of practice is available from the Disability Rights Commission.

Disability Discrimination Act 2005

From December 2005, this new Act came into force which amends or updates existing provisions in the 1995 Act. This includes:

- Extending protection to cover people who have HIV, cancer and multiple sclerosis from the moment they are diagnosed.
- Under the 1995 legislation, people with mental health conditions had to prove that they had a mental impairment that has a 'substantial and long-term impact' and that the impairment is 'clinically well recognised'. Those with a physical impairment did not have to prove this. The 2005 Act means that the requirement to have a 'clinically well recognised' condition is now dropped.
- Making it unlawful for operators of transport vehicles to discriminate against disabled people.
- Making it easier for disabled people to rent property and for tenants to make disability-related adaptations.
- Making sure that private clubs with 25 or more members cannot keep disabled people out, just because they have a disability.

**Further information can be obtained from: The Disability Rights Commission (DRC) – www.drc.org.uk;
Employers Forum on Disability – www.employers-forum.co.uk**

AGE – LEGISLATION

Employment Equality (Age) Regulations 2006

The Age Regulations are expected in October 2006. They will prohibit direct and indirect age discrimination, harassment and victimisation. They will also include provision with regard to retirement ages.

Further information can be obtained from the Department of Trade and Industry – www.dti.gov.uk

FURTHER LEGISLATION TO BE AWARE OF

Health and Safety at Work Act 1974

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.

Stress caused or made worse by work is included in this Act; therefore, direct links can be made to the effects caused to individuals by discrimination and harassment.

Further information can be obtained from: The Health and Safety Executive – www.hse.gov.uk

Part-time Workers Regulations 2000

These give part-time workers the right not to be treated less favourably than comparable full-time workers unless the difference in treatment is justifiable. This covers areas such as: training and career development opportunities, holiday pay, staff benefits, staff appraisals, pension schemes.

Further information can be obtained from the Advisory, Conciliation and Arbitration Service (ACAS) – www.acas.org.uk

Rehabilitation of Offenders Act 1974

This Act enables some convictions to become “spent” (or forgotten about) after a period of rehabilitation. After this period, a person is not normally obliged (with certain exceptions) to disclose a conviction when applying for training or employment.

Further information can be obtained from: The Criminal Records Bureau – www.crb.gov.uk

The Employment Rights Act 1996, Employment Relations Act 1999 and the Employment Act 2002

These include the following rights:

- The right not to be unfairly dismissed (includes: reasons relating to pregnancy, childbirth, maternity leave, parental leave or time off for dependants).
- The right to maternity leave (“ordinary” maternity leave of 26 weeks regardless of length of service – this is paid leave).
- The right to paid time off for ante-natal care.
- The right to be offered suitable alternative work (on not substantially less favourable terms and conditions) if a legislative requirement or a health and safety requirement prohibits a woman from doing her usual job because she is pregnant, has recently given birth or is breastfeeding. Additionally, the right to be suspended on full pay if a woman is unable to do her usual job on maternity grounds and no suitable alternative work is available.
- The right to paternity leave (2 weeks – this is paid leave).
- The right to Parental Leave (Parents – of children who are up to 5 years old and who have one year’s continuous service, are entitled to 13 weeks unpaid Parental Leave in respect of each child who is under 5. Parents of disabled children can use the 13 weeks unpaid Parental Leave up until the child’s 18th birthday. Parents of a child adopted after December 15th 1994 and who is under the age of 18, are entitled to the 13 weeks unpaid Parental Leave. The right lasts from the date on which the child was placed for adoption, or until the child’s 18th birthday, whichever is sooner).
- The right to unpaid time off for dependants (to care for or to arrange care for dependants where the dependant is ill, injured, assaulted, gives birth or dies. This unpaid time off can also be taken if arrangements for

the care of a dependant break down, or if there is an unexpected incident involving a child at school).

- The right to be accompanied at disciplinary or grievance hearings by a trade union official or a workplace colleague.
- The right to a statement of employment particulars.
- The right to an itemised pay statement.
- The right to not suffer unauthorised deductions from wages.
- The right to a minimum period of notice on termination of employment.
- The right to a redundancy payment.
- The right to a written statement of reasons for dismissal.

Further information can be obtained from the Advisory, Conciliation and Arbitration Service (ACAS) – www.acas.org.uk

Protection from Harassment Act 1997

This Act creates a criminal offence of harassment. Additionally, it creates a civil claim allowing individuals to claim damages and/or seek a court order to stop the harasser from continuing their behaviour.

**Further information can be obtained from the Commission for Racial Equality (CRE) – www.cre.gov.uk;
the Equal Opportunities Commission (EOC) – www.eoc.org.uk;
the Disability Rights Commission (DRC) – www.drc.org.uk**

Human Rights Act 1998

This Act applies to public authorities (which includes companies or individuals carrying out a public function) and requires them to act in a way that is compatible with the rights listed below:

- Right to life.
- Freedom from torture and other cruel, inhumane or degrading treatment or punishment.
- Freedom from slavery and forced or compulsory labour.
- Right to liberty and security of person.
- Right to fair and public trial within a reasonable time.
- Freedom from retrospective criminal law and no punishment without law.
- Right to respect for private and family life, home and correspondence.
- Freedom of thought, conscience and religion.
- Freedom of expression.
- Freedom of assembly and association.
- Right to marry and found a family.
- Prohibition of discrimination in the enjoyment of the convention rights.
- Right to peaceful enjoyment of possessions and protection of property.
- Right to education.
- Right to free elections.
- Right not to be subjected to the death penalty.

**Further information can be obtained from the Department for
Constitutional Affairs – www.dca.gov.uk**

Crime and Disorder Act 1998

This Act requires public authorities to consider crime and disorder reduction while exercising all their duties, and to do all they reasonably can to prevent crime and disorder. The impact of crime and disorder is not spread evenly across society - some areas and some communities experience higher levels of crime than others. Some groups, including black and ethnic minority communities, lesbian, gay, bisexual and transgendered people, and disabled people experience hate crime purely on the basis of their identity. All services should ensure that their policies, procedures and actions do not inadvertently increase the risk of crime and disorder.

**Further information can be obtained from the Advisory, Conciliation and Arbitration Service (ACAS) – www.acas.org.uk;
Devon and Cornwall Police – www.devon-cornwall.police.uk**

National Minimum Wage Act 1998

This Act provides that workers shall not be paid less than a designated minimum rate per hour. The National Minimum Wage Regulations 1999 contain rules concerning who qualifies for the national minimum wage and what counts as working time and remuneration for these purposes.

Further information can be obtained from the Advisory, Conciliation and Arbitration Service (ACAS) – www.acas.org.uk

Working Time Regulations 1998

These regulations contain provisions which regulate working time, including:

- A right to 4 weeks paid annual leave (and to be paid for accrued but untaken annual leave on termination of employment)
- A limit of an average 48 hours per week (with exceptions)
- Daily and weekly entitlements to rest and rest breaks.
- Special provisions which relate to night work.

Further information can be obtained from the Advisory, Conciliation and Arbitration Service (ACAS) – www.acas.org.uk



CHAPTER 5 – THE CORNISH CONTEXT

We all know that Cornwall is a great place to live and work. This feeling is supported by the findings of the 2004 Cornwall County Council Quality of Life survey, which showed that 87% of people living in the county felt that they enjoyed a good quality of life, compared with 83% in England overall. In our view, the approaches taken by organisations in Cornwall to equality and diversity issues are key to ensuring that this positive trend continues. In this chapter we provide an overview of the diversity demographics of Cornwall compared to the UK as a whole, and then look at the specific challenges and opportunities which incorporating equality and diversity issues may pose to Cornish organisations.

An Overview of Diversity Demographics in Cornwall

Gender

In the UK as a whole, women outnumber men from the age of 22, and live almost 5 years longer. In employment terms, however, women's hourly pay is only 82% that of men; and men are twice as likely to be in managerial roles within organisations. One in two mothers of children under the age of five is in the labour force. Nine out of ten lone parents are women (source: www.statistics.gov.uk/focuson/gender). No equivalent data for Cornwall was available at the time of publication, but it is suggested that the situation in Cornwall does not differ significantly from that in the UK as a whole.

Sexuality

The Government estimates that between 5% and 7% of the UK population is gay, lesbian, bisexual or transsexual (LGBT). No equivalent data for Cornwall was available at the time of publication, although West Cornwall Together has recognised the need for more research in this area. However, by way of comparison, in 2004 a small-scale study of people from the LGBT community living or working in Plymouth suggested that 60% of those sampled were in paid employment, of whom 9% were self-employed; and that a further 9% were in part-time work. 59% said that their employer had an equal opportunities policy that protected them as individuals, but only 26% felt they enjoyed equal terms and conditions of service. 25% said they had experienced abuse, harassment or discrimination at work. (Source: Plymouth Pride Forum 'Speak Out' survey, 2004).

Faith

The 2001 Census showed Christianity to be the main UK faith, with 41 million members. Muslims comprised the largest non-Christian religious group, with 1.6 million members. Nationally, Muslims experience the highest rate of unemployment, whilst Jewish people are the most likely to be self-employed (source: www.statistics.gov.uk/focuson/religion). This general picture appears to be broadly reflected in Cornwall and Devon, with 3.5 million Christians across the two counties in 2001, and Islam being the next most represented faith.

Race and Ethnicity

The 2001 Census figures show considerable cultural diversity in the UK population, which now includes 4.6 million people (7.9%) from a variety of non-white backgrounds, most of whom live in large urban areas (45% in London). Although these different groups of people share some characteristics, these factors are often less significant than their similarities to the majority white population (source: www.statistics.gov.uk/focuson/migration). Within Cornwall, the County Council Ethnicity Profile report showed that 99.01% of the population is white, compared to 90.9% for England, and that the largest proportion of non-white residents are mixed-race. The 'mixed' population also has the youngest age profile, with nearly 60% being aged 0-24. People who are Asian or Asian British comprise the fastest-growing minority group in Cornwall since the previous Census. People who are Asian/Asian British, Black/Black British or from 'other' racial and ethnic backgrounds are more than twice as likely to be educated to degree level as are white residents, and – perhaps connected to this – residents who are Asian/Asian British or Black/Black British are three times more likely (15%) to be in higher managerial and professional jobs than people from all other groups. The County Council 2004 Quality of Life survey suggested that around 35% of the local population regard themselves as Cornish. In addition to all the groups discussed above, Cornwall also has a growing migrant worker community, which draws its membership from people originating from countries as diverse as Poland, Australia, South Africa, New Zealand, Portugal and China (source: Ethnicity Profile report, Cornwall County Council).

Age

There are 19.8 million people aged 50 and over in the UK, and employment rates for people in their fifties have risen in the last decade (source: www.statistics.gov.uk/focuson/olderpeople). However, the group Fifty On estimates that only 65.2% of the workforce aged 50+ is in employment, compared to 73.4% of the general population, and that eight times as many of these older workers are out of work for more than 12 months as are younger ones. In more general economic terms, the 'grey pound' is very powerful. Fifty On estimates that the over 45s have £166 million in income, 50% of the country's savings, and 80% of its wealth; and also suggest that in 30-40 years' time one in two of the UK population will be over fifty (source: www.fiftyon.co.uk). Wales, Cornwall and the coastal areas of the UK currently have the highest proportion (over 20%) of people above state retirement age (source: www.statistics.gov.uk/cci). Within Cornwall, the white population is older than the non-white, with 33% of white people being aged 55+, and twice as many white people (55%) as non-white (23%) being retired.

Disability

The Disability Rights Commission suggests that there are 8.6 million disabled people in the UK (www.drc-gb.org/businesses/index.asp). Despite these relatively large numbers, disabled people remain one of the most excluded groups within British society (Barnes, 1991). Less than one in three disabled people of working age are in paid employment (Vernon, 1999), and the lack of a regular wage combined with the additional costs of living with an impairment (e.g. the need for extra heating, and for expensive impairment-related equipment) means that many disabled people continue to live in poverty. In rural areas with relatively sparse and often inaccessible public transport, such barriers may be further compounded by people's physical isolation in geographically remote areas. However, this is not the whole picture. The Disability Rights Commission estimates that disabled people and their families in Britain today have an annual spending power of £50 Billion (www.drc-gb.org/businesses/index.asp). It appears, however, that much of this spending power is being missed out on by those businesses that are not yet geared up for full accessibility. Locally, the 2001 Census showed 106,314 people in Cornwall and the Isles of Scilly who declared a disability or long-term limiting illness (www.statistics.gov.uk/census2001). In the 2004 Quality of Life survey only 17% of disabled people and 75% of those with a long term limiting illness said that they had a good quality of life, compared to the 90% who said they were 'healthy'.

ISSUES FOR ORGANISATIONS IN CORNWALL TO CONSIDER IN RELATION TO THIS DATA

The data above shows that Cornwall already has a more diverse population than many of us may have realised. Here, we explore some of the possible implications of these diversity factors for key aspects of organisational policy and practice.

Recruitment and retention

The data indicate several factors that have relevance for recruitment and retention. Given that Cornwall has a high number of retired people, and that 33% of white people in the county are aged 55+, organisations will benefit from recognising that the available pool of working age talent includes older people (indeed, 2006 will see the introduction of legislation outlawing age discrimination in the workplace and there is already a voluntary Code of Practice for Employers on Age Diversity – see www.dti.gov.uk). This suggests the need for companies to adopt positive recruitment and retention policies in relation to older workers. In addition, given that the age profile of people from minority ethnic groups is lower than that of white people, it also makes good business sense to look at ways of encouraging more people from minority ethnic groups to work for your organisation. Even though, viewed together numerically as a group, people from minority ethnic groups currently only comprise 1% of the Cornish population, they make up a growing pool of young, skilled and well-qualified workers, which cannot be ignored by any organisation. Disabled people also have skills and talents available for use in the labour market, and the Access to Work service at Jobcentre Plus is often able to provide advice and support (including some funding on occasion) to companies that employ them. Disability Rights Commission data shows that disabled workers are more loyal to their employers than are non-disabled workers, and that most also take less sick leave. This suggests that it makes good business sense to consider employing more disabled people. To make the most of all of this available talent, companies need to be open in their recruitment and retention systems and practices. When recruitment systems and practices are open and fair, they enable organisations to recruit from a wider pool of knowledge, ideas and skills and enable them to select the 'right person for the job'. Once recruited, it is also essential that organisations have good personnel policies and practices in place that offer staff and volunteers equal opportunities for ongoing development within the company. In turn, demonstrating such respect for individual staff needs is likely to lead to higher retention rates, thus reducing costs.

Management

Once a diverse workforce has been recruited, the next step is to think about how to manage that diversity effectively, in order to get the best business and staff results. In addition to recognising the organisation's legal responsibilities towards its staff and volunteers, diversity management is about tapping into the resource pool which those people comprise, by being open to listening to what they have to say. Their personal experience will be useful both in terms of explaining how they themselves would like to be treated within the company and in terms of sharing their knowledge about the needs and opportunities of additional customer markets to which the organisation might not have had prior access. Being open to acknowledging staff expertise in these ways is likely to reduce overall staff costs because, where staff feel that their skills are valued and their needs are met, there is lower staff turnover and increased production. Utilising staff and volunteer's insider knowledge of particular market groups will also ensure that organisations produce goods and services that people really want and need. In turn this leads to both increased revenue and customer retention.

Customers

There are many so-called 'hard-to-reach' groups whose members are not only potential employees, but potential customers too. If these groups are dealt with fairly and equitably, they can become loyal customers. Currently many companies often neglect the access needs of these groups, and in so doing are missing out on the possibility of considerable additional revenue. For example, figures earlier in this chapter suggest that nationally, disabled people and their families have an annual spending power of £50 billion, whilst the over 45s have £166 million in income, 50% of the UK's savings and 80% of its wealth, and the power of the 'pink pound' is also being increasingly recognised. Organisations that are ahead of the game in targeting these groups often find that they are operating in a niche market, with a resultant increase in income from those particular customer groups.

Legal responsibilities

As already demonstrated, there is a strong business case for embracing diversity in both internal and external markets. Organisations which see the law not as a burden, but as an opportunity to build on solid diversity principles, and use these principles in order to increase employee and customer satisfaction, are more likely to receive loyalty and improved financial and non-financial results.

Organisational dynamics

The main challenge that many organisations face is in learning to move beyond a 'diversity is a problem' mentality towards an inclusive approach which sees dealing with difference as a development opportunity. Where organisations do begin to interact successfully with diversity, they develop new skills and knowledge which in turn enhance the likelihood of an increased market share. This responsive dynamic also offers a greater capacity to anticipate and therefore to manage internal and external change in respect of customer, employee and volunteer wants and needs. Such reflexivity and dynamism is in turn likely to further enhance the organisation's overall reputation and the way in which it is perceived, both within the local community and in local, national and international markets. Existing examples from the tourist industry in the South West include a surf school that runs specialist teaching sessions for deaf surfers, and holiday accommodation that has been checked out by disabled people and which as such can rightly market itself as being accessible. Such inclusive provision is likely not only to attract members of minority groups themselves, but also other customers who are seeking a service that is demonstrably responsive to individual needs and requirements. Organisations that embrace diversity will enhance their business reputation, which is likely in turn to increase future sales and secure customer loyalty, and further develop the potential for organisational and business development and regeneration within the county.



CHAPTER 6 - THE CORNWALL DIVERSITY TOOLKIT ORGANISATIONAL ASSESSMENT MODEL

Introduction to the Model

This chapter of The Cornwall Diversity Toolkit presents an Assessment Model for equality and diversity. By using the Assessment Model, organisations can analyse their existing practices and develop action plans for improvement.

The Assessment Model is not prescriptive. This means that all organisations can use it within their own specific context. Additionally, the Assessment Model does not have a limited shelf-life. This means that organisations can use it in order to continuously improve their equality and diversity practices.

It is intended that organisations are able to gain support to use the Assessment Model. Therefore, it is hoped that in future, facilitators will be trained in the use of the Model. Organisations who wish to assess their practices and plan for improvements using the Model will then be able to gain assistance from a trained facilitator who will guide and assist them through the entire process.

It is hoped that in future, organisations using the Assessment Model can gain accreditation for their equality and diversity practices.

The Assessment Model

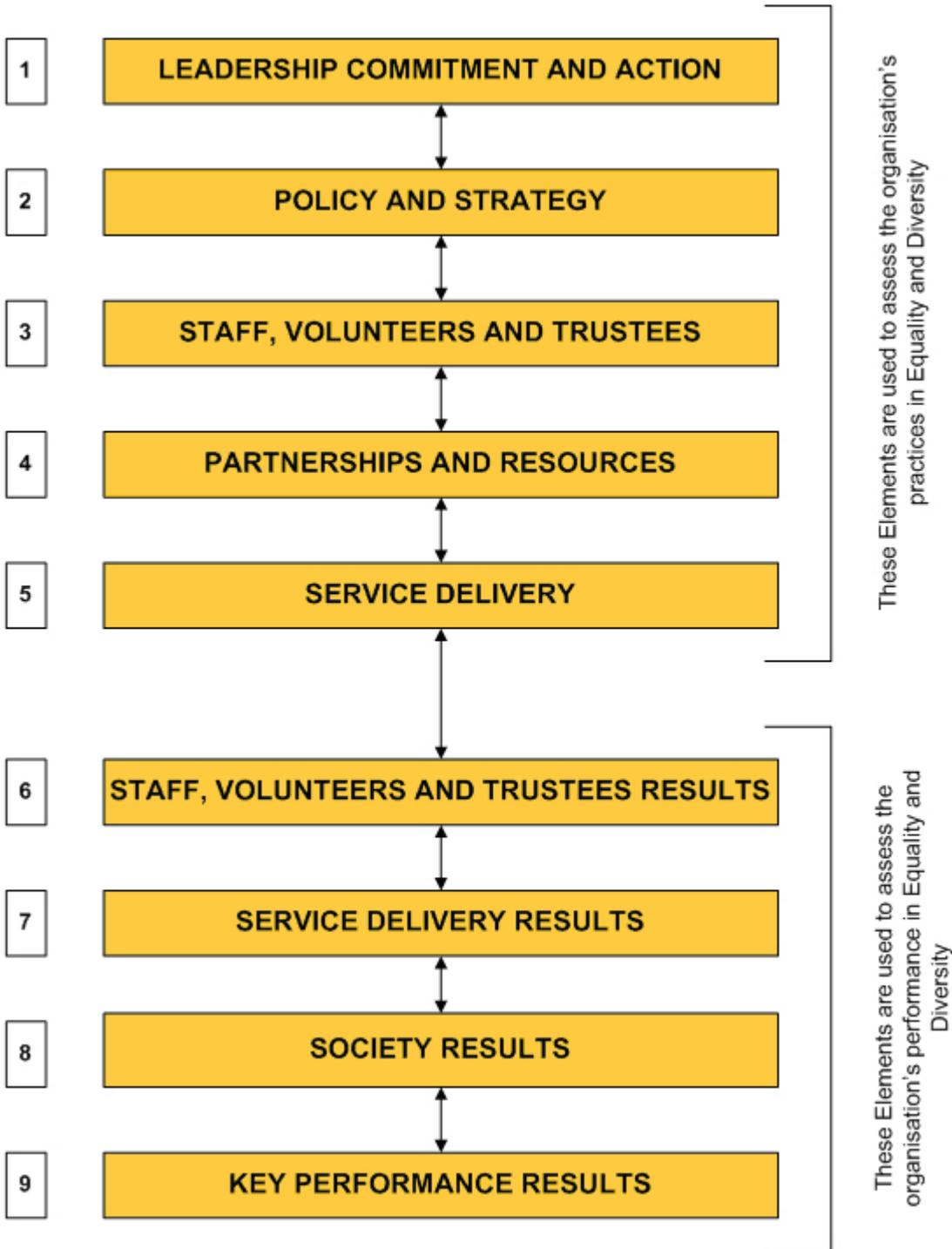
The Assessment Model contains nine elements. Each element contains a number of criteria that organisations should use to self-assess against.

Overall, the Model requires organisations to do the following:-

1. Assess current practices.
2. Plan for improvement.
3. Implement improvement plans.

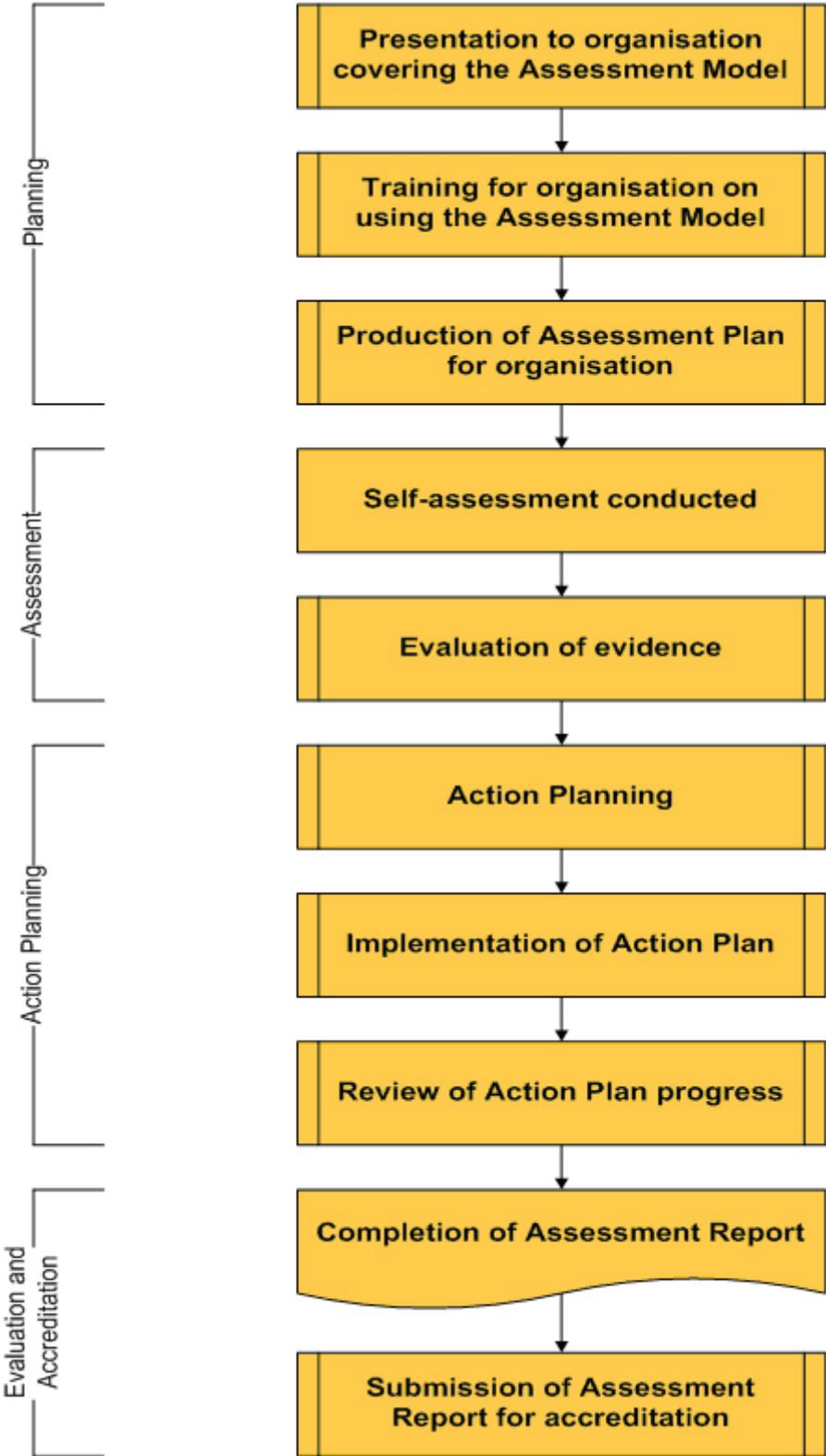
Firstly, organisations should use the Model to define what they currently do against each of the criteria. Having done this, organisations will have a 'snap shot' of their current equality and diversity practices. Next, organisations can use this 'snap shot' to plan for improvement activity.

The Nine Elements of the Assessment Model



The Process of Conducting an Assessment using the Model

The following flowchart outlines the process involved in conducting an assessment using the Model.



THE ASSESSMENT MODEL

The following 3 pages show the full Assessment Model.

Elements 1 – 5 of the Assessment Model

Organisations should gather evidence of their practices in equality and diversity against the criteria laid out in Elements 1 to 5 of the Assessment Model.

Element 1 – Leadership Commitment and Action

This element is concerned with how the commitment and actions of the organisation's leaders form a core part of the organisation's overall agenda for Equality and Diversity.

Criteria:	<ol style="list-style-type: none">1. Leaders actively inspire and encourage people to develop the organisation's vision, mission, values and principles for Equality and Diversity.2. Leaders ensure that the organisation's vision, mission, values and principles for Equality and Diversity are communicated at all levels.3. Leaders have ownership and accountability for Equality and Diversity.4. Leaders assess the contribution of all people to the Equality and Diversity agenda.5. Leaders ensure that Equality and Diversity becomes a core part of everyday management practice.
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Element 2 – Policy and Strategy

This element is concerned with how the organisation ensures that Equality and Diversity is integrated into all of the organisation's policies and planning processes.

Criteria:	<ol style="list-style-type: none">1. The organisation's vision, mission, values and principles for Equality and Diversity are embedded in all of the organisation's policies and plans.2. The planning and development process involves all stakeholders.3. Policy and Strategy is effectively communicated at all levels.4. Policy and Strategy is regularly reviewed for Equality and Diversity.5. The effectiveness of Policies and Plans is continuously reviewed and improved.
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Element 3 – Staff, Volunteers and Trustees

This element is concerned with how the organisation ensures that its relationships with Staff, Volunteers and Trustees are central to the delivery of the organisation's aims and objectives and the principles that are applied to the systems influencing those relationships.

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| Criteria: | <ol style="list-style-type: none">1. The organisation develops and sustains a working environment that is based on the individual needs and expectations of all.2. The organisation reviews, monitors and improves all of its people management systems for Equality and Diversity.3. All people are encouraged to develop and deliver the organisation's vision, mission, values and principles for Equality and Diversity, and are reviewed in this respect.4. People have the resources and support necessary to contribute effectively to the organisation5. The organisation actively develops its relationships with people. |
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Element 4 – Partnerships and Resources

This element is concerned with how the organisation interacts with external partners and suppliers and how resources are used to further Equality and Diversity.

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| Criteria: | <ol style="list-style-type: none">1. The organisation applies its vision, mission, values and principles for Equality and Diversity to relationships with external partners and suppliers.2. The organisation uses objective criteria and the principles of sustainability in the allocation of resources.3. The organisation has objective plans for the review and development of partnerships and resources. |
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Element 5 – Service Delivery

This element is concerned with how the organisation identifies, reviews and revises its approaches to service users/clients and the delivery of its products and services to continuously improve its business.

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| Criteria: | <ol style="list-style-type: none">1. Equality and Diversity is a key component of the planning and production of products and services.2. Equality and Diversity is a key component of the delivery and promotion of products and services.3. Excluded/under-represented service users/clients are actively targeted in the planning, production, delivery and promotion of products and services.4. Service user/client wants and needs are actively monitored and form a key component of the continuous improvement of planning, product, delivery and promotion of products and services. |
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Elements 6 – 9 of the Assessment Model

Organisations should gather evidence of their performance in equality and diversity (i.e. the added-value of equality and diversity) against the criteria laid out in Elements 6 to 9 of the Assessment Model.

Element 6 – Staff, Volunteers and Trustees Results

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| Criteria: | <ol style="list-style-type: none">1. Staff, Volunteers and Trustees have a positive perception of the organisation.2. Measures have been developed and show that the organisation and its Staff, Volunteers and Trustees have experienced positive achievements as a direct result of Equality and Diversity practices. |
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Element 7 – Service Delivery Results

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| Criteria: | <ol style="list-style-type: none">1. Service users/clients and potential service users/clients have a positive perception of the organisation.2. Measures have been developed and show that the organisation has experienced positive achievements in relationship to service users/clients as a direct result of Equality and Diversity practices. |
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Element 8 – Society Results

- | | |
|------------------|---|
| Criteria: | <ol style="list-style-type: none">1. Society/the wider community has a positive perception of the organisation.2. Measures have been developed and show that the organisation has experienced positive achievements in relationship to society/the wider community as a direct result of Equality and Diversity practices. |
|------------------|---|

Element 9 – Key Performance Results

- | | |
|------------------|---|
| Criteria: | <ol style="list-style-type: none">1. Measures have been developed and show that the organisation has achieved financial and non-financial performance outcomes as a result of their Equality and Diversity practices. |
|------------------|---|

Gathering Evidence

Organisations should gather evidence of their practices and performance against each of the nine Elements of the Assessment Model. When gathering evidence, it is important to define the following in order that the assessment can be effectively managed:-

1. What will be investigated?
2. Who will conduct each element of the investigation?
3. What evidence will be investigated and collected (e.g. documentary evidence, questionnaire evidence, interview evidence etc.)?

The following Evidence Gathering Form should be used for each element of the Assessment Model to record the evidence collected (please copy the Evidence Gathering Form, writing in the name of each element as appropriate).

EVIDENCE GATHERING FORM

ELEMENT:		
Evidence	Type of Evidence	Strength/Improvement Area

Examples of Good Practice

The following provide some examples of good practice:-

Examples of Good Practice in “Leadership Commitment and Action”

- Leaders attend and facilitate meetings and workshops that define the organisation’s vision, mission, values and principles for equality and diversity.
- Corporate and departmental policies for equality and diversity are endorsed by leaders.
- Leaders receive training on equality and diversity.
- Equality and diversity indicators are implicit and explicit in the review and appraisal of leaders.
- Leaders assist in the development of action plans for equality and diversity improvement.
- Leaders have a sound understanding of the key equality and diversity issues for Cornwall.
- Leaders champion equality and diversity internally and externally.
- Leaders have involvement with external community groups and equality forums.

Examples of Good Practice in “Policy and Strategy”

- Business plans take consideration of Cornish demographics and other relevant information.
- Equality and diversity is referred to and incorporated within all of the organisation’s policies and plans.
- All people understand policies and plans for equality and diversity.
- The diversity of the organisation’s customer requirements influence business plans.
- Equality and diversity policies are linked to the overall vision and mission of the organisation, and are systematically reviewed using wide consultation.
- The outputs and outcomes of policies and plans are identified and systematically measured.

Examples of Good Practice in “Staff, Volunteers and Trustees”

- The organisation has conducted a comprehensive monitoring exercise of its people management practices and has made improvements based on the results of this.
- The organisation has conducted assessments of its recruitment practices and outcomes and has made improvements to attract under represented groups.
- Staff surveys specifically include equality and diversity indicators and improvements are made as a result of the feedback gained.
- Internal procedures are evaluated for equality and diversity and are improved where necessary.
- Documents such as staff and volunteer handbooks and training such as induction training promotes the organisation’s commitment to equality and diversity.
- Training is provided for all staff, volunteers and Trustees to highlight their rights and responsibilities.

Examples of Good Practice in “Partnerships and Resources”

- The organisation has a policy for the allocation of resources both internally and externally.
- The organisation has a policy for supplier management which is explicit about the application of equality and diversity principles.
- Communications systems are in place with staff to ensure that resource needs are considered objectively.
- The organisation benchmarks itself against others and actively shares good practice.

Examples of Good Practice in “Service Delivery”

- The organisation has carried out research with a diverse range of service users/clients and potential service users/clients to investigate their needs and requirements. Products are tailored to diverse service user/client groups.
- Products and services are promoted in different ways in order to attract a diverse range of service users/clients.
- Client/service user take-up reflects the wider community.
- Different methods and practices have been used to ensure they meet the needs of diverse service users/clients.
- Equality and diversity is a core part of planning for delivery.
- The organisation’s facilities are easy to use for all service users/clients.
- Service users/clients have a positive perception of the organisation.

Assessing Evidence

Once the self-assessment has been conducted, it will be necessary to analyse the evidence collected. Strengths should be highlighted as well as areas that require improvement. The self-assessment should be based on the organisation's own vision for equality and diversity as well as the criteria, guidance and examples given within each Element of the Assessment Model.

Action Planning

From the evidence that has been collected and analysed during self-assessment, an action plan for improvement should be formulated. The following should be considered when action planning for improvement:-

1. Set objectives - what do you want to achieve?
2. Identify key measures of success.
3. Identify key milestones.
4. Identify resources and support needs.
5. What are the outcomes/outputs you want to achieve?
6. Set a time scale for achieving your objectives.
7. Identify who will have the responsibility for carrying out the activities.

The Action Planning Form provided can be used.

Accreditation

It is hoped that in future, organisations using the Cornwall Diversity Toolkit Organisational Assessment Model will be able to gain accreditation for their Equality and Diversity practices under the Model. Accreditation is over five levels and successful accreditation under each level will require organisations to meet the set accreditation criteria.

ACTION PLANNING FORM

Objective/ Activity	
Measures of success	
Key Milestones	
Resources	
Outcome/ Outputs	
Timescale	
Responsibility	

Accreditation Criteria

Future submissions for accreditation will be assessed by an accreditation panel. The following gives guidance on the criteria that will be used when organisations apply for accreditation.

LEVEL 1
<p>The organisation has carried out at least one self-assessment using the Model. As a result of this, an action plan has been devised for implementation.</p> <p>The organisation has submitted a full assessment report of its assessment and improvement action plan.</p>
LEVEL 2
<p>The organisation has carried out self-assessment using the Model. As a result of this, an action plan has been devised and implemented and the impact of the plan has been fully reviewed. Further self-assessment has been completed as a result of this action plan review and an updated plan has been devised based on review results.</p> <p>The organisation has submitted a full assessment report which indicates positive trends.</p>
LEVEL 3
<p>The organisation has consistently carried out self-assessments using the Model and has planned, implemented and reviewed the success of its action plans.</p> <p>The organisation has submitted a full assessment report which shows positive trends and the meeting or exceeding of action plan targets.</p>
LEVEL 4
<p>The organisation has consistently carried out self-assessments using the Model and has planned, implemented and reviewed the success of its action plans.</p> <p>The organisation has submitted a full assessment report which shows positive trends, the meeting or exceeding of action plan targets, the implementation of measurement systems directly related to Equality and Diversity and can show significant business improvements as a result of its Equality and Diversity agenda.</p>
LEVEL 5
<p>The organisation has consistently carried self-assessments using the Model and has planned, implemented and reviewed the success of its action plans.</p> <p>The organisation has submitted a full assessment report which shows positive trends, the meeting and exceeding of action plan targets, the implementation of measurement systems directly related to Equality and Diversity and can show significant business accomplishments related to Equality and Diversity that are continuously reviewed, form links to core business processes and compare favourably with other organisations.</p>



CHAPTER 7 – GOOD PRACTICE AND CASE STUDIES

The following chapter provides key information for organisations on the implementation of policies, systems and practices that incorporate and promote equality and diversity. It shows organisations how to produce an inclusive Equality and Diversity policy, and contains information and advice on how an inclusive approach can improve employment, policy and customer/service delivery. Several case studies have also been included to indicate some examples of good practice in the implementation of this guidance.

However, whilst the chapter is intended to offer information and guidance, this does not replace the need for organisations to monitor and assess their own policies, systems and practices, and to action plan for improvements on a continuous basis.

A GUIDE TO WRITING AN EQUALITY/DIVERSITY POLICY

Policy documents commonly incorporate two main sections. First comes a statement of intent and the principles justifying your approach to equality and diversity. This is followed by a more detailed section which sets out the organisation's aims and objectives. The policy can cover the following areas:

- A positive statement or vision of where your equality and diversity journey is intended to lead.
- Guidance on any acts that will constitute infringements against the policy, and the consequences of this e.g. the organisation's approach to tackling discrimination in line with any relevant legislation etc.
- A policy should be inclusive – it should be for everybody and should encompass under-represented groups such as race, faith, gender, sexual orientation, disability, age, etc.
- State the use of the policy, in terms of its application to relations with staff, volunteers, potential recruits, suppliers and customers.

It can also:

- Reference other documents and policies, especially action plans and other policies such as staff discipline.
- Identify a champion or person with overall responsibility for implementation.
- Include a statement on the review process for the policy.

Note the following:

- An effective policy needs the common ownership of the organisation – so get employees and volunteers to contribute to and improve the content.
- A policy means nothing if it does not have a mechanism to deliver its principles.
- Policy works where it grows out of the norms of an organisation.
- Review and improve policy regularly to make it a 'living document'.
- Integrate your equality and diversity policy into the staff and volunteer induction and other processes that establish the ground rules of operation within your organisation.

GOOD PRACTICE IN EMPLOYMENT

RECRUITMENT

It is critical for employers that they find the right person for the job. It therefore makes sense to ensure that the recruitment process itself does not – either directly or indirectly – rule out potential candidates simply because it uses criteria which might be irrelevant, such as race, faith, gender, sexual orientation, disability age etc.

What are the benefits of addressing equality and diversity in recruitment?

When employers actively work to progress equality and diversity, they:-

- Have a wider choice of suitable applicants.
- Have an improved reputation and image for being an 'employer of choice'.
- Attract a diversity of expertise and competence that would otherwise be wasted.
- Reduce advertising costs by not having to re-advertise as often.
- Make the job of selecting candidates easier by identifying key job requirements.

What issues should organisations address?

Job descriptions

The organisation should describe what exactly the job entails - the key responsibilities, relationships, activities and goals of the job - without introducing any criteria or conditions that are not a necessary or a justified aspect of the role.

Person specifications

These describe the knowledge, skills, attributes and experience needed by the candidate best suited to doing the job effectively. To reduce the chances of eliminating good job applicants, these should:

- Be written clearly and accurately to avoid misinterpretation.
- Be measurable, to prevent subjective judgement.
- Not contain presumptions on factors such as age, gender, disability etc. that are not relevant to the job.

Advertising the job

A general guideline is to advertise as widely as possible to increase the likelihood of getting the right person. The advertisement needs to cover the following:

- A description of the job requirements.
- How selection will be conducted.
- Information on the job description and person specification.
- Information that is accurate and within the law.

It is also important to use different types of media to attract candidates who could be excluded by the use of only certain publications.

Note: - Small companies which have a limited advertising budget, should consider alternatives, e.g. Jobcentres, free newspapers or voluntary organisation networks, community notice boards, equality networks, etc.

Application methods

Applications provide a way for candidates to show their suitability for the job. Application forms are the most popular medium as they give a uniform format that makes comparison easier. They need to focus on the key areas of the job description and person specification. Remember that you are required to make reasonable adjustments in order to ensure that disabled people are not excluded from applying. For example, you might consider making your application form available for completion online, which will make it easier for many applicants to fill it in, and can also cut down on recruitment postage costs.

Monitoring

To improve recruitment it is important to:

- Review the success of efforts to attract people from a wider talent pool. This means conducting comprehensive and systematic monitoring for diversity.
- Know the source of applications and where they heard about the vacancy.

What questions should you ask yourself about the job?

1. What part does the job play in my organisation?
2. What responsibilities and relationships are important aspects of the job?
3. What are the skills, knowledge and experience necessary to do the job effectively?
4. How much am I willing to pay for the right person?
5. How and where am I going to advertise to attract the widest possible interest?
6. How do I ensure that nothing in the language of the advert will not discourage talented or experienced individuals from showing an interest (e.g. by avoiding descriptions such as “young graduate”, or “mature person”).
7. Where can I place the vacancy to target different segments of the local workforce?
8. How can I encourage responsive, accurate and relevant responses through the application form?
9. How do I identify the improvements that will encourage more interest in future vacancies?

Practical steps that organisations can take

Step 1	<p>Identify :</p> <ul style="list-style-type: none"> • Precise responsibilities/duties of the job. • Activities/tasks that the job covers. • Relationships involved in the job (and with whom). • Goals and measures of success of the job.
Step 2	<p>Using the job description, identify qualities required for all key tasks, relationships and goals, relevant knowledge, skills, experience and attributes. Avoid making assumptions or stereotyping.</p> <p>Note: Factors such as: Age, Race, Religion, Gender, Sexual Orientation, Disability etc. are not effective ways of establishing skills, competence or experience in the workplace.</p>
Step 3	<p>Ensure that job adverts and application forms focus on the outcomes of steps 1 and 2. Adverts should be specific, clearly stating the abilities required to do the job successfully. Design application forms so that those who sift them for selection will not have sight of personal details such as name, date of birth, gender etc. This helps to reduce the risk of discrimination based on irrelevant grounds. The part of the form giving personal details should be laid aside and re-introduced at the interview stage.</p>
Step 4	<p>Identify where you can publicise the vacancy to attract people of all backgrounds. Depending on budgetary and time constraints consider using national and local media, employment agencies, local organisations, Jobcentres, radio, magazines used by those you wish to target etc.</p>
Step 5	<p>As with any effective equality and diversity programme, monitor the profiles of respondents. Analyse how they found out about the job. Compare these wherever possible with information on the local workforce, to determine how successful you are in attracting applications from different groups.</p>
<p>Note: For organisations that use recruitment agencies, Steps 1 and 2 are still extremely useful.</p> <ul style="list-style-type: none"> • Check the Equality and/or Diversity policy of the agency you use and their approaches. 	

SELECTION

During the recruitment process, the employer will have drawn up a job description and a profile of the knowledge, skills and experience needed to do the job (person specification). Applications should be sifted by identifying those that explicitly meet the requirements in the person specification drawn up beforehand.

What are the benefits of addressing equality and diversity in selection?

When equality and diversity issues are properly addressed in staff selection, the following positive benefits are likely to occur:

- The organisation can gain an advantage over its competitors by appointing the best person for the job, rather than one who appears to 'fit in' due to irrelevant external characteristics.
- The risks and adverse implications of bad selection decisions are reduced.
- A diverse workforce can lead to attracting new customers and increasing custom from current ones.
- The organisation's image and reputation improves because of its progressive selection practices.

What issues should organisations address?

Shortlisting

The organisation should ensure that:

- Identifying those to interview is done on the basis of the requirements stated in the person specification.
- Selection is focussed on the skills and abilities of the candidates.

Further:

- A written record of this decision process is very useful in case of a challenge by any applicant.
- It is very helpful if at least two individuals sift through the applications.

Interviewing, and/or the use of selection tests

Organisations should make sure that interviews are organised in ways that promote equal treatment of all candidates. This could mean using a panel of interviewers rather than one individual, in order to reduce chances of bias (this panel could consist of people from diverse groups). For small companies where it might not be possible to have a diversity of interviewers, the alternative can be to make sure the interviewer is trained, the interview is well planned and reasons for decisions are noted down. Additionally, organisations should focus questions on the job, ensure that any selection tests do not unfairly discriminate against members of a particular group, and use a standard set of questions for all candidates. Remember that you are required to make reasonable adjustments in order to ensure that disabled people are not excluded from interviews.

Assessment and decision making

It is vital to select on merit, using the application form and the interview results. The organisation should also ensure that all interviewers are trained to challenge their prejudices and stereotypes. Where for any reason they are not so trained, they should make notes of reasons for their recruitment decisions, which should be kept and reviewed.

References including personal and medical references

Assumptions should not be made about the capability or medical fitness of people based purely on disability or age. When references are checked, this process should be consistent for all candidates.

Monitoring

The organisation should monitor the selection process and its outcomes. The methods used to gather information should include the number of candidates of different groups who applied, were short-listed, interviewed and appointed; as well as the number of appointments confirmed after a proper period of probation. This information helps to determine whether there is any barrier to diversity and whether opportunities to further increase access still exist.

What questions should you ask yourself about the job?

1. Does the organisation have a written procedure for selecting staff and have those selecting been trained on how to properly use the procedure?
2. Are requirements used to select staff, objective, fair, and job related?
3. Does the organisation monitor the outcomes of selection decisions?
4. What action, if any, should the organisation take to address the findings of its monitoring results with regard to selection?
5. Does the organisation have formal procedures for dealing with complaints by those who feel they have been discriminated against in the selection process?
6. Does the organisation use a mixed selection panel or (in the case where only one individual is responsible for the selection process), does it keep records of the selection process for review?

Practical steps that organisations can take

Step 1	Devise fair and valid job-related requirements in accordance with your Equality/Diversity Policy for use in the selection process.
Step 2	Using the criteria above, analyse and identify applications that explicitly meet the requirements for the job.
Step 3	Constitute an interview panel which itself incorporates diversity. For better results, make interviewers aware of the need to ask job-related questions and avoid basing selection decisions on bias and stereotypes. If you use tests, check beforehand that they are free of bias. Where it is not possible to have more than one person interviewing, then draw up a record form for notes of reasons for decisions. It would be ideal if all interviewers are already diversity-trained.
Step 4	Monitor the outcomes of selection decisions and identify any barriers to the recruitment and selection of a diverse workforce. Put in place a system for dealing with complaints from candidates who feel they have been discriminated against in job selection.
Step 5	Deliver induction programmes for employees and volunteers of all groups that support and integrate them into their new employment. Design the induction to be flexible to different requirements of any individual and review its usefulness regularly.

TRAINING AND DEVELOPMENT

Businesses need to take a structured approach to identifying the training and development needs of all their employees and volunteers – an approach that takes into account the needs both of employees/volunteers and of the organisation. Training and development is about making the most of people's potential by helping them to identify, acquire, and develop their abilities, not only within their current jobs but also in preparation for more senior positions.

What are the benefits of addressing equality and diversity in training and development?

When equality and diversity is properly addressed in training and development, the following positive benefits are likely to occur:

- Increasing the ability of employees and volunteers leads to a higher volume of work and success in an increasingly competitive market place.
- Reduced business costs through a reduction in work errors, accidents and levels of absence.
- Reducing staff turnover resulting from factors such as increased sense of loyalty to the organisation, enhanced promotion prospects and increased job satisfaction.
- Increased staff flexibility through widening employees' and volunteers' range of expertise.
- Increased levels of motivation, as opportunities to develop/train match the aspirations of each individual.

What issues should organisations address?

Identification of training and development needs

The organisation should apply a formal and structured approach to identifying the training and development needs of all staff and volunteers. Assumptions should not be made about some groups being difficult to train or retrain, or that they do not need training in some areas.

Designing and providing training and development programmes

Training and development programmes should be designed and provided in ways that take account of the ways individuals prefer to learn.

Evaluating the outcomes of training and development initiatives

There should be a mechanism for evaluating the outcomes of training and development initiatives in order to ensure that learning is being transferred to the workplace and that training and development programmes are successfully assisting employees and volunteers of all groups to update their ability. This could be achieved by comparing performance before and after training, to see what differences are highlighted.

What questions should you ask yourself about training and development?

1. Is the organisation taking steps to regularly review the training and development needs of all staff and volunteers, so as to ensure that there are no barriers to receiving such support?
2. Are individuals involved in identifying their own training and development needs?
3. Are all employees and volunteers aware of the training and development opportunities that are available and are they encouraged to use them?
4. Is the organisation addressing individual, team and corporate needs when providing training and development?
5. Are training and development needs linked to business objectives?
6. Are managers equipped to carry out their responsibilities for developing employees?
7. Are there systems in place to evaluate the effectiveness of training and development programmes and ensure that employees and volunteers are happy with the training they receive?
8. What steps are being taken to ensure that different learning styles and needs are addressed in training and development events?

Practical steps that organisations can take

Step 1	Design ways to identify training and development needs in induction programmes for new staff and volunteers as well as for existing staff and volunteers (for example, those returning to work after a career break, or those moving from one job or location to another), based on your equality/diversity policy.
Step 2	Review your workforce as part of your equal opportunities monitoring programme. Use the results of equal opportunities monitoring to inform relevant positive action training and development programmes.
Step 3	Get all employees and volunteers involved in identifying their own training and development needs.
Step 4	Design the delivery of training and development programmes to take into account the various learning styles of individual staff and volunteers.
Step 5	Review the take-up of training and development opportunities to ensure that all staff and volunteers are using them, and take appropriate action to encourage everyone to make use of the opportunities available to them.
Step 6	Review the quality of learning to make sure it is being transferred to the work place and is assisting all employees and volunteers in improving their potential.

A GUIDE FOR CUSTOMER/SERVICE DELIVERY RESEARCH

Key objectives for organisations in the area of customer and service delivery are:

- To target new and present markets through research and segmentation.
- To measure the extent to which the needs and wants of all customer groups are met.
- To identify the activities necessary to relate to large and small customer groups.
- To identify who is responsible for the delivery of products and services and to define the inter-relationships between activities that deliver to customers.

In designing, developing and continuously improving in these areas, the following key questions should be asked:

- Are different groups of customers identified?
- Are customer wants and needs collected and observed?
- What systems are used to collect customer feedback?
- Does feedback influence subsequent action?
- How do you communicate improvements?
- Are diverse communities catered for in customer relations?

Customer segments

To make the most of the opportunity to connect with a diversity of existing and potential customers, these steps can be useful:

Step 1	Research the profile of your customer population using the most up-to-date figures or social trends e.g. use the Office for National Statistics 2001 Census figures, via www.linc.org.uk . Identify the diversity of the population in your area. Some key information has already been provided for you in chapter 5 of this Toolkit.
Step 2	Use the information to design a customer questionnaire to confirm or establish issues such as product/service satisfaction, additional requirements or general product/service awareness. Check its content and approach with local diversity groups (see chapter 9 for some contact details).
Step 3	Use the information collected to design improvements in product and services, to ensure they meet the needs of different groups.
Step 4	Review progress using steps 1 and 2.
Step 5	Repeat step 3.

EXAMPLES OF GOOD PRACTICE

Public transport provision and timetables

A few years ago, the BT Countryside for All project worked with Devon County Council and Red Bus to provide an accessible mainstream Sunday bus service on a popular circular countryside route between Plymouth, Dartmoor and Gunnislake. The service also linked in with a train service between Gunnislake and Plymouth. The bus service ran three times each Sunday during the summer and the ticket gave people the opportunity to get off at various points of interest along the way, and to then resume their journey when the next bus came along. In recognition of the fact that the service aimed to cater for disabled and older people as part of its customer base, and that some people might initially lack confidence in making a bus trip, the accompanying timetable leaflet included suggestions as to how people might use the service. For example, 'Catch the 1000 bus from Plymouth to Tavistock. Stop there for a coffee and a bite to eat, then catch the 1430 bus to Gunnislake. From there you can catch the train back to Plymouth.' (Source: BT/The Fieldfare Trust *BT Countryside for All Standards and Guidelines*)

Customer service

The Muslim law of shari'ah regards the practice of paying or receiving interest as usurious and therefore unacceptable and forbidden. As a consequence, financial institutions have developed two types of mortgage that are compatible with shari'ah law.

One, the ijara method, involves the purchase of a property by a financial institution, to which the occupier both pays rent and reimburses the purchase price by instalments. Once the purchase money has been repaid, the property is transferred to the occupier.

Under the other mode, the murabaha method, the financial institution buys a property at the price agreed between the occupier and the original vendor and then immediately resells it to the occupier at a higher price. The amount of that higher price is paid back by instalments over a period of up to 15 years.

When fully opened up to a broad band of mortgage providers, the Islamic mortgage market in the UK could be worth as much as £4.5bn in gross advances in 2006, according to research analysts at Datamonitor. At the end of September 2002, Datamonitor estimated that the then Islamic mortgage market was worth just £0.04bn in terms of balances outstanding – compared to £647.8bn for the whole UK mortgage market. In Datamonitor's estimate, the Islamic mortgage market could then have been worth some £9.2bn, had it not been suppressed by a number of factors.

A number of high street finance houses and banks have become interested in the shari'ah compliant mortgage market, and several more are expected to join in. HSBC, through its subsidiary Amanah Finance, was the first major high street bank to market an Islamic mortgage product in the UK. When launched in just four locations, the product attracted more than 6,000 enquiries in its first two months and is now to be offered across Britain in around 25 centres.

Events management

Rotherham MBC Countryside Service has found that placing regular adverts for its guided walks programme in the local free paper is an effective way of attracting a wider audience to these events. They have now stopped producing a separate events programme in favour of these adverts. (Source: BT/The Fieldfare Trust *BT Countryside for All Standards and Guidelines*)

English Nature staff led a walk for hearing-impaired people at a National Nature Reserve. Before the event, staff received a half day's 'sympathetic hearing' training from the British Association of the Hard of Hearing. They had their new skills tested out by the local branch of the Campaign for Tackling Acquired Deafness, who acted as guinea pigs and gave valuable feedback to make sure that they got it right on the day. Some people with hearing impairments also have balance problems, so staff also walked the proposed route beforehand, to make sure there were no difficult obstacles like stiles. This small amount of extra preparation made sure that the event was a success. (Source: BT/The Fieldfare Trust *BT Countryside for All Standards and Guidelines*)

Customer service and market segmentation

Hibiscus Surf School is the UK's first women only surf school. As their website says, their courses are "Designed for women, taught by women." Hibiscus is run by Newquay women, all of whom are qualified to British Surfing Association (BSA) approved Surf Instructors. (source: www.hibiscussurfschool.co.uk)

Customer service and market segmentation

Also on a surfing theme, the Big Blue Surf School in Bude now runs teaching sessions for deaf surfers. Co-owner Becky Price is BSL qualified, and in an interview with the BBC she described how it works. Teaching people who lip read or use sign language presents its own particular challenges, so she reduces the overall class-to-coach ratio for these sessions. The dry land part of the lesson also tends to last slightly longer and be more detailed. Hearing aids can be kept on whilst having the lesson on the beach, and are stored safely in waterproof bags on the beach when students are in the water, but once the group takes to the waves the teaching follows the usual pattern.

Becky said "There has to be a bit more thinking ahead but it's pretty much like any other lesson." She has also had to invent some signs specifically tailored to surfing: "I've created signs for the leash and for the rails of the board and they seem to work."

This impression is supported by customer feedback. Lydia Docker, from London, recently attended a course at Bude after seeing Becky's advert on the UK Deaf Sport website. She said: "She taught us how to surf in sign language which was so amazing. I have learned a lot, ten times more than with a hearing instructor. I felt comfortable asking Becky questions about surfing. I would not have done it with a hearing instructor because of communication breakdown."

(source: BBC NEWS:

<http://news.bbc.co.uk/go/pr/fr/-/1/hi/england/cornwall/4496393.stm>

Information provision

Most businesses use written formats to communicate information to customers about their products and services. Using universal design principles for leaflets and other written media will increase the proportion of the general public who are able to read what you have to say.

Universal design principles for leaflets include:

- Use a minimum font size of 14 point for body text. Larger point size will be needed for titles and headings.
- Choose standard fonts, such as Arial, which are easy to read; and avoid using indistinct or unusual ones.
- Use a normal mixture of upper and lower case lettering throughout. Many people with visual impairment can make an educated guess about what a word is by its shape, but they cannot do this where all the letters are in capitals.
- The layout on the paper should be clear and simple.
- Space words and lines evenly, without cramming words in or stretching them out, as this too affects their shape for the reader.
- Use justified left hand margins, and leave a clear space between paragraphs.
- Do not hyphenate words at the end of lines.
- Use a text colour which provides a strong contrast with the leaflet's background colour.
- Do not print text over illustrations, photographs or patterns.
- Make sure the paper used for leaflets is opaque, to prevent the print showing through; not glossy or reflective, to avoid glare; and of medium weight, to make the pages easier for people with limited dexterity to turn over.

(Source: BT/The Fieldfare Trust *BT Countryside for All Standards and Guidelines*)

Organisations should also consider producing information in alternative formats. Taped material is accessible to many visually impaired people, and may also be a good way of getting information out to the 20% of the population who have limited literacy skills (Department for Education and Skills, 1999). Organisations which have their own websites should ensure that the content is BOBBY-compliant (BOBBY is an approved accessibility standard for web-based material, see www.cast.org), and that a text-only version of the information is also available. This is often easier for people with visual impairment to access.



CHAPTER 8 – ORGANISATIONS IN CORNWALL AND NATIONAL ORGANISATIONS

NB. This Toolkit does not intend to provide a full directory of contact organisations. However, the following chapter provides a useful list of organisations, both in Cornwall and nationally, who work in the broad field of equality and diversity. This chapter provides details of some key organisations to ‘get you started’ and who will act as ‘signposts’ for you when you wish to investigate further/specific information. No responsibility can be accepted by the authors for errors and/or omissions.

CORNWALL CONTACTS

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Daniel Wood Associates is an organisation specialising in delivering tailored Training, Consultancy and Research services in the fields of Equality and Diversity development.

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Inclusion Full Stop

Inclusion Full Stop is an organisation offering a full range of consultancy, training and report-writing support to individuals and organisations that are working towards developing inclusive policies and practices.

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Email: clairetreg@tiscali.co.uk

Cornwall Rural Community Council (CRCC)

9A River Street
Truro
Cornwall
TR1 2SQ

Tel: 01872 273952
Fax: 01872 241511

Email: info@cornwallrcc.co.uk
Website: www.cornwallrcc.co.uk

West Cornwall Diversity Group

The West Cornwall Diversity Group brings together a range of individuals and agencies who have specialist knowledge and experience of diversity issues, to diversity proof the work of West Cornwall Together (the local strategic partnership), respond to training and developmental needs, and raise awareness of diversity issues.

Ian Thompson
Chair
Old Cowlins Mill
Penhallick
Carn Brea
Redruth
TR15 3YR

Tel: 01209 614019

Email: ianthompson@projectsunlimited.fsnet.co.uk

Mid-Cornwall Diversity Action Group

The aims of the group are to contribute to and support the objectives of the relevant Community Safety Strategies and reduce the number of diversity incidents through partnership working to proactively raise awareness and respond effectively to the needs of a diverse society.

Website: www.restormel.gov.uk/index.cfm?articleid=8511

NASUWT

Trade Union covering all areas of equality/diversity. The National Association of Schoolmasters Union of Women Teachers is the largest union representing teachers and headteachers throughout the UK.

Cherky Burrow
Carleen
Breage
Helston
TR13 9QP

Tel: 0870 607 1063

Website: www.cornwall.nasuwat.org.uk

DISABILITY

Cornwall Disability Forum (CDF)

CDF aims to promote, support and facilitate full inclusion of disabled people throughout Cornwall, and currently oversees 16 projects and services, including Access Audits, Consultation, DDA & Equality training and DiSCuS a disability sport initiative. CDF membership is open to both individuals and associate organisations.

Cornwall Disability Forum
Unit 2 Foundry House
Foundry Square
Hayle
Cornwall
TR27 4HH

Tel: 01736 756655
Fax: 01736 759212

Email: info@cdf-net.com
Website: www.cdf-net.com

Jobcentre Plus – Access to Work

As well as giving advice and information to disabled people and employers, Jobcentre Plus can pay a grant, through “Access to Work”, towards any extra employment costs that result from a person’s disability.

Richard Close
Redruth Jobcentre Plus
Piran House
Nettells Hill
Redruth
Cornwall TR15 1AL

Tel: 01209 885821
Mob: 07966 566536

Website: www.jobcentreplus.gov.uk

Arthritis Care South West England

Arthritis Care aims to empower people with arthritis to take control of their arthritis, their lives and their organisation by providing a wide range of information, advice and support. They also offer Arthritis Awareness training for health professionals and businesses.

Constable Court
Fore Street
Heavitree
Exeter
EX1 2QJ

Freephone national helpline: 0808 800 4050 (12-4pm weekdays)

Carers UK

Carers UK offers information and support on carers' issues to make life easier for the parent/carer and the person being cared for. The Carers' Co-ordinator in Cornwall can give local information on a wide range of carers issues, including your nearest carers' support group, and carers' support worker.

Carers' Support Workers Project
Cornwall Rural Community Council
6 Walsingham Place
Truro
TR1 2RP

Tel: 01872 261 035

Website: www.carersonline.org.uk

Cornwall Blind (and Partially Sighted) Association

Martin Pallet
Sight Centre
Newham Road
Truro TR1 2DP

Tel: 01872 261 110
Fax: 01872 222 349

E-mail: info@cornwallblind.org.uk
Website: www.cornwallblind.org.uk

Cornwall Deaf Association

Information and support service for people who are deaf and hard of hearing.

Units 3 and 4 Quay Mews
Quay Street
Truro
TR1 2UL

Tel & Fax: 01872 225 868
Textphone: 01872 263 664

Diabetes UK

Diabetes UK provides information for people with diabetes and healthcare professionals through leaflets, a website and the Diabetes UK Careline, a telephone information and support service.

Local contact:

Diabetes UK South West
PO Box 326
Exeter
EX2 9XJ

Tel: 01392 431 837
Fax: 01392 432 884

Email: south.west@diabetes.org.uk
Website: www.diabetes.org.uk

Down's Syndrome Association

The Association is a support group for all children and adults with Down's Syndrome and their families.

South West Development Officer
Victoria Ralfs
21 Winchcombe Close
Nailsea
Bristol
BS48 4TE

Email: vr_dsasouthwest@hotmail.com
Website: www.downs-syndrome.org.uk

Dyslexia Association (Cornwall) see also British Dyslexia Association.

This local group provides help, advice and information.

Helpline: 01872 274 827

Sarah Wright (Chairperson)
Bryony Cottage
Cocks
Perranporth
TR6 0AT

Tel & Fax: 01872 571 038
Email: sarahw@cockshill.fsnet.co.uk

Mrs J. Bennett (Treasurer/Membership Secretary)
20 Fore Street
Tywardreath
Par
St Austell
PL24 2QP

Tel: 01726 814 490
Email: cda_treasurer@yahoo.co.uk

Epilepsy Support Group

Meets in Camborne.

Mrs Caroline Rowe

Tel: 01209 714 594

Freshfield Service

For anyone with concerns about drugs, Freshfield Service offers free advice, counselling and information, throughout Cornwall and the Isles of Scilly. They say 'We believe in information about drugs being widely available, accurate and up to date. Information is for parents and professionals as well as users'.

Lander House
Truro
TR1 2PD

Tel: 0500 241 952
Fax: 01872 262 051

Website: www.freshfieldservice.co.uk

Hearing and Sight Centre

Area covered: Plymouth, Devon and Cornwall. They provide information, advice and equipment for people with sight and/or hearing impairment. The service can also be used by friends, families, carers and employers.
Opening Hours: Mon 2.00pm-5.00pm, Tues-Fri: 9.00am -1.00pm and 2.00pm-5.00pm.

Mrs Maggie Paine
Hearing and Sight Centre
Pounds House
162 Outland Road
Peeverell
Plymouth. PL2 3PX

Tel: 01752 788 999
Fax: 01752 780 470
Textphone: 01752 768 573

Email: has@hascentre.org.uk
Website: www.plymouthhas.org.uk

Workers Educational Association (WEA)

The WEA is a national educational charity. As part of their provision in Cornwall, they offer British Sign Language courses, Makaton, Dyslexia Awareness, computer courses for people with a visual impairment and free Lipreading classes for those with an acquired hearing loss. They can also organise Deaf Awareness training.

WEA
47 Lemon Street
Truro
TR1 2NS

Tel: 01872 320036

Email: cornwalloffice@wea.org.uk
Website: www.wea.org.uk

Sensory Trust

The Sensory Trust promotes and implements an inclusive approach to design and management of outdoor space. Creating richer connections between people and place and promoting equality of access for all people, regardless of age, disability or background; through training, advice, show-casing, consultation and design.

Watering Lane Nursery
Pentewan
St. Austell
PL26 6TQ

Tel: 01726 222900

Website: www.sensorytrust.org.uk

Mind (The Mental Health Charity)

Mind works for a better life for the estimated one in four people who will experience mental or emotional stress at some time in their lives.

Mind infoline: 08457 660 163

Textphone: 0845 330 1585

Tel: 020 8519 2122

Fax: 020 8522 1725

Email: contact@mind.org.uk

Website: www.mind.org.uk

Newquay Mind: 01637 871 063

Penwith Mind: 01209 714 550

Carrick Mind: 01872 222 469

Restormel Mind

Restormel Association for Mental Health

C/O Unit 2, 22 Fore St

St Stephen

St Austell

PL26 7NN

Tel: 01726 821858

Rural Community Link Project (part of Restormel Mind)

Tel: 01726 821858

Email: RCLP@freenet.co.uk

Website: www.ruralcommunitylink.ik.com

Plymouth and District Mind

Contact Richard Wakerall or Graham Nicholls

Tel: 01752 254004

CASULL (Carers and Service Users Leaflet Line)

Provides free information on mental health and related topics including, legal rights, equal opportunities, anti-discrimination, etc

Restormel Association for Mental Health
C/O Unit 2, 22 Fore St
St Stephen
St Austell
PL26 7NN

Tel: 01726 823515

Email: CASULL@hotmail.co.uk

Terrence Higgins Trust Lighthouse

Offers legal, welfare and housing advice and support for adults and children with HIV and AIDS.

Regional Office
Aled Richard Centre
8-10 West Street
Old Market
Bristol
BS2 0BH

Tel: 0117 955 1000
Fax: 0117 954 1200
Helpline: 0845 122 1200

Email: info@thtwest.org.uk

Pentreath Ltd

Provides gateways to employment for people in Cornwall with or recovering from mental ill health.

Pentreath West

1st Floor Offices
Formal Business Park
Treswithian
Camborne
Cornwall
TR14 0PY

Tel: 01209 719632

Pentreath East

Unit 4a
Heathlands Industrial Estate
Healthlands Road
Liskeard
Cornwall
PL14 4DH

Tel: 01579 349389

Email: pentreath@pentreath.co.uk

RACE & ETHNICITY

Council for Racial Equality in Cornwall (CREC)

Aims to celebrate the ethnic, racial, religious and linguistic diversity within the whole of Cornwall and offers support to all persons affected by racism, irrespective of their colour, ethnicity and nationality.

PO Box 89
Truro
TR1 1ZD

Tel: 01637 852410

Email: crec@f2s.com
Website: www.crec.org.uk

Anti Racism Cornwall (ARC)

21a Old Bridge Street
Truro
TR1 2AH

Tel: 01872 261118

Email: arc@ypc.org.uk
Website: www.anti-racismcornwall.co.uk

Black Networking Group

The Group uses the word "Black" to refer to Asian, African Caribbean, mixed heritage and other visible minority ethnic people who share a common experience of racism or racial discrimination in the UK. "By defining ourselves as Black we are referring to our own collective experiences in resisting, challenging and surviving racism. We are not defining our skin tone or cultural heritage".

PO Box 358
Exeter
EX4 3YN

Email: bngroup@btconnect.com
Website: www.blacknetworkinggroup.co.uk

Cornwall 2000: Civil Liberties/Human Rights

John Angarrack
45 Higher Bore Street
Bodmin
PL31 1JS

Tel: 01208 76336

Email: angarrack@badlandz.freemove.co.uk

Council for Ethnic Minority Voluntary Organisations (South West) (CEMVO)

The South West office runs a series of development programmes on behalf of the Ethnic Minority Foundation the main focus of these programmes is to build capacity in ethnic minority communities and organisations.

Muhammad Ali
First Floor
Royal Oak House
Royal Oak Avenue
Bristol
BS1 4GB

Tel: 0117 9897727

European Multicultural Foundation (EMF)

To encourage dialogue across diversity amongst people who would not normally meet in order to explore similarities and differences. This enables participants to become more aware of their own conscious or unconscious prejudices and promotes the continuation of similar periodic dialogues in their social, professional or educational communities.

Monica Sala

Tel: 01872 554338

Email: monicasala@hotmail.com

South West Race Equality Network

Second Floor
Quintana Gate
Bartholomew Street East
Exeter
EX4 3BH

Tel: 01392 425517

Cornwall Traveller Education Support Service

Works to ensure that school age Traveller children receive their full entitlement to education.

Ginny Harrison-White

Co-ordinator CTESS
16 Carlyon Road
St Austell
PL25 4AJ

Tel/Fax: 01726 77113

Email: gharrisonwhite@cornwall.gov.uk
Website: www.cornwall.gov.uk

RELIGION AND FAITH

Churches Together in Cornwall

For details of churches of all types.

Revd Adrian Dyer

Tel: 01209 213698

Email: dyer4kernow@hotmail.com

West Cornwall Faith Forum

Tel: 01736 759012

Email: admin@wccn.org.uk

Church of England

Revd. Andrew Yates

Tel: 01872 274351

Email: sro@truro.anglican.org

Catholicism

Canon Conrad Meyer
38 Praze Road
Newquay
TR7 3AS

Tel: 01637 873003

Greek Orthodox

Archdiocese of Thyateria and Great Britain – Ecumenical Patriarchate, Fr Nikitas

Tel: 01326 372900

Email: frnikitas@hotmail.com

Russian Orthodox Church

Deacon Peter Willis

Tel: 01326 315430

Methodist Church District Office

Annie Guy

Tel: 01872 320103

Email: cmd@clara.co.uk

Baptist Church – Emmanuel Baptist Church

Charles Blizzard

Tel: 01326 315249

Email: emmanuel_baptist@tiscali.co.uk

Jehovah's Witness

Paul Morris
3 Clifton Gardens
Truro
TR1 3HL

Tel: 01872 272692

The Church of Jesus Christ of Latter-Day Saints

Pauline Smith
17 Highfield Park Road
Launceston
PL15 7DX

Tel: 01566 775557

Email: Pauline.j.smith@talk21.com

Website: www.lds.org

Website: www.mormon.org

Bishop Michael Beckerleg

Tel: 01209 715473

Email: beckerleg2@aol.com

The Salvation Army

Capt. Stuart Risdale
Vyvyan Street
Camborne
TR14 8AS

Tel: 01209 719027

Capt. Paul Green

Tel: 01872 320225

www.salvationarmy.org.uk

Elim Pentecostal Church/Crossover Community Project

Audrey Carmichael

Tel: 01209 714781

Pagan

Cassandra Latham

Tel: 01736 810809

Email: buccagrין@eldritch7.freemail.co.uk

Cornwall Islamic Centre

T S Choudhury

Tel: 07855 789658

Islam

Dr Mohammed Sabouni
22 Trevithick Road
Truro
TR1 1RU

Tel: 01872 272938

Email: mysabouni@hotmail.com

Ahmadiyya Muslim Association

The Ahmadiyya Muslim Community has established itself on an international basis and has undertaken numerous projects to serve humanity with a spirit of universal brotherhood.

Rashid Ahmad
Regional Amir for the South West
7 Trevoze Avenue
Newquay

Tel: 01637 876699

Judaism

David Hampshire
County Adviser (Religious, Personal & Social Education)
Cornwall County Council
Penhaligon Building
Pool
Redruth

Tel: 01209 616940

Email: dhampshire@cornwall.gov.uk

Buddhism

Website: www.budhhist-peninsular.org.uk

Saltash, Tel: 01752 851321
Illogan, 01209 616940

Sikhism

Sarbjot Hyare
Haematology Laboratory
RCHT
Treliske Hospital
Truro
TR1 3LJ

Tel: 01872 252511

Email: jot.hare@rcht.swest.nhs.uk

Network of Sikh Organisations

Tel: 0208 5448037

Website: www.nsouk.co.uk

Baha'I

The World's newest religion which believes all religions are one.

Mrs. Sabri
Chy-os-Noweth
Staggy Lane
Carnon Downs
Truro
TR3 6HX

Tel: 01872 870802

Diane & Paul Profaska
Kuffi
Wheal Friendly
St. Agnes
TR5 0SR

Tel: 01872 553184

Email: profaska@hotmail.com

AGE

Age Concern

A county wide organisation providing information and advice, advocacy, day centres, domestic care, transport, insurance and funeral plans.

Tracey Roose
Chief Executive
Boscawen House
Chapel Hill
Truro
TR1 3DL

Tel: 01872 266388
Fax: 01872 266380

Email: acc@ageconcerncornwall.org.uk
Website: www.ageconcerncornwall.org.uk

Help the Aged

A national charity providing practical support, through advice and guidance to groups, to help older people live independent lives.

Tony Green
53 Hermitage Road
Mannamead
Plymouth
PL3 4RX

Tel: 01752 662642

YMCA Cornwall

YMCA Cornwall is part of an International Christian Movement with recognises the equal value of all people. It seeks to serve the communities in Cornwall with an emphasis on the young, by providing them with a stimulating and supportive environment enabling them to enrich their lives and the lives of others.

YMCA
The Orchard
Alverton
Penzance
TR16 4TE

Tel: 01736 365016
Website: www.cornwall.ymca.org.uk

Saltash Live at Home Scheme

Companionship, outings and help with shopping, nourishing hot meals and social activities - all designed to help older people stay independent and supported in their own communities.

Saltash
Saltash Wesley Church
Callington Road
Saltash
Cornwall PL12 6LA

Tel: 01752 848728

GENDER, LESBIAN, GAY, BISEXUAL AND TRANSGENDER

Number One Centre Trust

Cornwall's countywide support organisation on issues relating to sexuality – especially LGBT issues.

Number One Centre Trust
1 Quay Mews
Truro

Tel: 01872 262929

Email: gayinfocornwall@aol.com

Cornwall Gay Men's Health Programme

Developing community projects to address the health needs of gay and bisexual men in Cornwall, the main focus of this being HIV/Aids prevention, and sexual health issues relating to gay, bisexual and transgender communities, living in Cornwall.

Gay Men's Health Co-ordinator
Health Promotion Service
Wilson Way
Pool
Redruth
TR15 3QE

Tel: 01209 313419

FFLAG (Families and Friends of Lesbians and Gay Men)

Jenny Broughton
National Co-ordinator
PO Box 84
Exeter
EX4 4AN

Tel: 01392 279546

Email: info@fflag.org.uk
Website: www.fflag.org.uk

The Intercom Trust

Consultancy, strategic planning and training on lesbian, gay, bisexual and trans issues in Cornwall and the South West. Also helpline, support, advocacy and community building.

PO Box 285
Exeter
EX4 3ZT

Tel: 01392 201015

Email: lynx@intercomtrust.org.uk
Website: www.intercomtrust.org.uk

Dr. Michael Halls (Director of Services - Consultancy, advocacy, etc.)
Tel: 01392 201015
Email: lynx@intercomtrust.org.uk

Paul Roberts (Training Issues)
Tel: 01392 201012
Email: training@intercomtrust.org.uk

Helpline: 0845 60 20 818 (local rate)

SureStart Pebbles

Qualified advocacy and support for families with children under 5 in the Falmouth and Penryn area.

89-91 Acacia Road
Falmouth
TR11 2JZ

Tel: 01326 213090

Email: jane@surestart-pebbles.org.uk

WILD Young Parents Project

Provides learning and support for young parents within West Cornwall.

WILD Young Parents Project
57 Lemon Street
TRURO
Cornwall
TR1 2PE

Tel: 01872 260655

Email: wild-online@btconnect.com

Cornwall One Parent Support

A user-led organisation run by volunteers, Cornwall One Parent Support has meetings county-wide. For details of your local group contact:

Liz and Tony Northcott
65 Thorn Parc
St Austell
PL25 4DP

Tel: 01726 65417 Please leave a message if no-one is available to help

Rape Crisis Federation

Cornwall Women's RASAC
Cornwall Women's Rape & Sexual Abuse Centre
PO Box 39
Bodmin
Cornwall
PL31 1XF

Helpline: 01208 77099

NATIONAL CONTACTS

Commission for Racial Equality

Customer Services
St. Dunstan's House
201-211 Borough High Street
London
SE1 1GZ

Tel: 020 7939 0000

Email: info@cre.gov.uk
Website: www.cre.gov.uk

Equal Opportunities Commission

Arndale House
Arndale Centre
Manchester
M4 3EQ

Tel: 0845 601 5901
Fax: 0161 838 8312

36 Broadway
London
SW1H 0BH

Tel: 0207 222 1110
Fax: 0207 222 2771

Email: info@eoc.org.uk
Website: www.eoc.org.uk

Disability Rights Commission

DRC Helpline
FREEPOST MID0216
Stratford upon Avon
CV37 9BR

Telephone: 08457 622 633
Textphone: 08457 622 644
Fax: 08457 778 878

Website: www.drc.org.uk

Employers' Forum on Disability

Nutmeg House
60 Gainsford Street
London
SE1 2NY

Tel: 020 7403 3020
Fax: 020 7403 0404
Minicom: 020 7403 0040

E-mail: website.enquiries@employers-forum.co.uk
Website: www.employers-forum.co.uk

Stonewall

46 Grosvenor Gardens
London
SW1W 0EB

Tel: 020 7881 9440
Fax: 020 7881 9444
Minicom: 020 7881 9996

Email: info@stonewall.org.uk.
Website: www.stonewall.org.uk

Employers Forum on Age

Floor 3, Downstream
1 London Bridge
London
SE1 9BG

Tel: 0845 456 2495
Fax: 020 7785 6536

Email: efa@efa.org.uk
Website: www.efa.org.uk

British Dyslexia Association

Provides support and information to all those with dyslexia, as well as professionals in health, education and employment.

98 London Road
Reading
RG1 5AU

Tel: 0118 966 8271 (helpline)
Fax: 0118 935 1927

Email: info@dyslexiahelp-bda.demon.co.uk
Website: www.bda-dyslexia.org.uk

46 Grosvenor Gardens
London SW1W 0EB

Telephone: 020 7881 9440
Fax: 020 7881 9444
Minicom: 020 7881 9996

Email: info@stonewall.org.uk.

Rethink

Rethink is the largest severe mental illness charity in the UK.

South West Regional Manager
Chris Whittaker
Fairways House
Rethink
2 The Crescent
Taunton
TA1 4EA

Tel: 0845 456 0455

Email: info@rethink.org
Website: www.rethink.org

Working Families

Working Families helps children, working parents and carers, and their employers, to find a better balance between responsibilities at home and at work. The website introduces its work and offers information and helpful advice.

1-3 Berry Street
London
EC1V 0AA

Tel: 020 7253 7243
Fax: 020 7253 6253

Email: office@workingfamilies.org.uk
Website: www.workingfamilies.org.uk

Advisory, Conciliation and Arbitration Service (ACAS)

ACAS National

Brandon House
180 Borough High Street
London
SE1 1LW

Tel: 020 7210 3613

South West

The Waterfront
Welshback
Bristol
BS1 4SB

Tel: 0117 9065 200

Website: www.acas.org.uk

Department of Trade and Industry (DTI)

Department of Trade and Industry
Response Centre
1 Victoria Street
London
SW1H 0ET

Tel: 020 7215 5000

Minicom: 020 7215 6740

Website: www.dti.gov.uk

Department for Work and Pensions (DWP)

Department for Work and Pensions
Room 112
The Adelphi
1-11 John Adam Street
London
WC2N 6HT

Tel: 020 7712 2171
Fax: 020 7712 2386

Website: www.dwp.gov.uk

Chartered Institute of Personnel and Development (CIPD)

Chartered Institute of Personnel and Development
151 The Broadway
London
SW19 1JQ

Tel: 020 8612 6200
Fax: 020 8612 6201

Website: www.cipd.co.uk

The Prince's Trust

Head Office

The Prince's Trust
18 Park Square East
London
NW1 4LH

Tel: 020 7543 1234
Fax: 020 7543 1200
Minicom: 0207 543 1374

South West

The Prince's Trust South West Regional Office
66 Ringwood Road
Bath
BA2 3JL

Tel: 01225 489 930
Fax: 01225 489 931

Email: webinfosw@princes-trust.org.uk
Website: www.princes-trust.org.uk



CHAPTER 9 – FREQUENTLY ASKED QUESTIONS

Q	Why should I have an Equality and Diversity Policy?
A	<p>It is a good idea to have an equality and diversity policy for numerous reasons. Your policy is a statement of organisational intent and of the principles behind your approach to equality and diversity. As such, it has major internal and external impacts. Internally, it guides your employees and lets them know what is expected of them in terms of their behaviour at work (towards each other and towards customers). It also informs them of the values and principles of the organisation and helps the organisation to manage legislative provisions. This can lead to a reduction in the amount of time wasted in having to deal with bullying and harassment at work. It also informs current and potential customers of the values and principles of the organisation with which they are dealing. This can help to build trust and, therefore, customer loyalty, customer retention and repeat business. Additionally your policy should have an impact on every other organisational policy and plan – it ensures that sound values and principles are integrated into everything that the organisation does. Additionally, it is also important to be aware that voluntary and community sector organisations seeking public funding are often required to show a real commitment to equality and diversity policies and practices for any application to be considered.</p>

Q	Isn't this a distraction from more important business issues?
A	<p>Absolutely not – it is nearly impossible to achieve excellence in any organisation without basing it on healthy relations with people through recognising their uniqueness and engaging with them through empathy in a common purpose. In other words, people are your business, whether they are an employee, a volunteer, a customer, a supplier, or all three! Embracing equality and diversity approaches gives you an opportunity to improve your business in a sustainable way.</p>

Q	I can see the benefits of equality and diversity, but why do I need to have a strategy or action plan for this – surely it's a lot of unnecessary work?
A	Put quite simply – if you fail to plan, you plan to fail. Your plans also let others (such as your employees) know your intentions, they help with communications and they help you get things right. They guide you and others in ensuring that, you actually deliver what you want to do. Additionally, you will find that there is lots of information you need to consider when developing your diversity practices. If you plan your intended improvement actions thoroughly, you will be able to implement your actions more effectively. You will also want to measure the benefits your organisation has experienced through its diversity approaches. Planning to do this is essential.

Q	Is diversity just another word for equality?
A	No. Equality is about the concept of fairness and tends to focus on groups within society who have traditionally received 'less than a fair chance'. Diversity focuses on individuals, and on developing healthy relationships with people. Both equality and diversity are essential relationship qualities that drive the continuous pursuit of sustainable improvement, success and excellence.

Q	Is diversity mostly about race and gender?
A	No, it is far broader than that. Diversity is about your internal employees, your external customers and the community/society of which you are a part. The approach you take to the diversity of your employee and customer ranks can make or break your company. Marketing using the concept of diversity focuses on evaluating your customer base and addressing all your current and potential customers' needs. Diversity is a standard by which the performance of a business is measured by competitors and by wider society.

Q	Is diversity an exclusionary concept?
A	No, it is inclusive - in other words, diversity is about all of us. Diversity is not about attacking the white male, nor is it about getting “them” into your corporate culture. Diversity is about creating a culture where each individual can thrive and contribute to the organisation.

Q	Diversity should be the Human Resources Department’s responsibility, shouldn’t it?
A	No, it is everybody’s responsibility. It has a negative impact on business success and employee and customer satisfaction levels when staff say “It’s not my problem, our personnel people have to handle the equality and diversity issues”. It is everybody’s responsibility to implement good equality and diversity practices, no matter what your grade/level in an organisation and no matter what your business does. We all play a significant role in ensuring that our colleagues and customers are valued, just as we ourselves expect to have our needs recognised and our skills and expertise acknowledged and rewarded.

Q	Diversity seems to be another responsibility for me to take on in addition to all of the other things I have to get done. It’s another thing which I have to do, which makes it a problem doesn’t it?
A	No, diversity is not a problem, it is an opportunity. It is not a question of saying “well, what I don’t know won’t hurt me”, it’s a question of saying “what I don’t know, I don’t know”! Seizing the opportunity to understand diversity will take you into a new and better realm of doing business, by expanding your individual and organisational knowledge base, increasing the range of people you will consider working with, and opening up the potential for new markets.

Q	None of my staff or customers are disabled people, nor are they from minority groups, so why should I worry?
A	Again, it is not a question of saying “well, what I don’t know won’t hurt me”, it’s a question of saying “what I don’t know, I don’t know”! Often the organisations which take that attitude do not attempt to develop diversity practices – and they do this at their peril! It really is a question of understanding that seizing the opportunity to understand diversity will take you into a new and better realm of doing business. In any case, if you have never segmented your customer base or workforce using equality and diversity principles, do you really know who your staff and customers are and aren’t?!

Q	Isn’t diversity just another fad?
A	No way. If you think it is, good luck. Look at your workforce today and compare it to five, ten and twenty years ago. Then try to imagine it five, ten and twenty years from now. Do the same analyses for your customer base. Have you seen the demographic projections for the future? Have you thought about what customer wants and needs will be in the future, especially those that affect your own organisation? If you do not plan to embrace diversity, you plan to fail.

Q	Isn’t diversity just about language and political correctness?
A	No. Paying attention to the language you use is obviously important (think about the language that was used twenty and thirty years ago and think about how certain words are no longer used today). Language moves on and develops in ways that seek to be non-offensive, just as we all as human beings move on and develop.

Q	I just don't know how to talk to disabled people. What if I say the wrong thing, and end up offending them?
A	Disabled people are well used to having to manage the embarrassment of others, and will often be working hard to put you at your ease without you even realising it! But actually, they shouldn't have to take all the responsibility for the success of the conversation. The best policy is to ask individuals how they would prefer to be addressed. Ask again when trying to decide what disability terms are acceptable, and in working out whether they have any support needs that the organisation needs to meet. The worst thing you can do is to feel so embarrassed that you shy away from speaking to the disabled person directly, and instead decide to do 'what you think best'. This approach is usually an expensive disaster – and can you really afford to miss out on the £50 billion spending power of disabled people and their families?

Q	Can I use physical strength or stamina as a Genuine Occupational Requirement (GOR)?
A	No. Physical strength and stamina is not a GOR.

Q	Why should I review my recruitment practices or develop new ones – I've done alright so far, and in any case, I reckon I'm pretty fair anyway?
A	Most people think that they're 'pretty fair anyway', but it's healthy to review our own thought processes, our prejudices and actions. Go through chapter 3 of this Toolkit and have a real think about how your own prejudices are formed. Then think about how they can be maintained through the process of stereotyping and how this can influence your actions and choices. Having a procedure to follow is helpful. It guides you and if it has been written well, it will comfort you by letting you know that you are doing things right. It is a good idea to keep your recruitment practices under review at all times – it lets you know how effective your advertising is in all sorts of different ways. If you monitor your recruitment practices you can continuously improve your ability to reach to widest possible pool of talent – and that makes good business sense!

Q	Why should I monitor my customer base and my staff from an equality and diversity perspective - that's just extra work for me isn't it?
A	Every business wants happy people, whether they are customers, staff or volunteers. If you monitor staff and customer satisfaction in a proactive way, you are able to respond to their requirements quickly and effectively – and that makes good business sense too! If you are able to segment these results using equality and diversity principles you will be able to provide products and services that more closely fit the needs of a wider range of customers, your services will become more innovative and your people management approaches more robust – and that makes even better business sense!

Q	Why should I bother to train my staff in equality and diversity?
A	Equality and diversity is the responsibility of everyone. It is a good idea to make sure that people are aware of their responsibilities and that they are accountable for what they do. Training helps people to understand policy implications and expectations. Training also helps to challenge prejudices and misconceptions and develops a greater understanding of issues of inclusion on both personal and organisational levels. Training for staff can help in the provision of an improved working environment and in the provision of improved customer service. It also helps gain staff commitment and involvement in the development of the organisation's equality and diversity agenda.

Q	Aren't disabled people more unreliable workers – they take a lot of sick leave don't they?
A	No, this is not true - actually, the opposite is the case. Disability Rights Commission data shows that disabled workers are more loyal to their employers than are non-disabled workers and that most also take less sick leave. This suggests that it makes good business sense to consider employing more disabled people.

Q	I am a senior manager at my company and I'm always so busy! Surely it would be OK to delegate responsibility for equality and diversity to one of my managers?
A	Sorry, this would not be a good idea. Firstly, equality and diversity is not something that can just be delegated to others – it is the responsibility of everyone from the most senior to the most junior levels. Secondly, for your equality and diversity journey to achieve the full backing of the wider organisation, gain momentum and achieve real, sustainable business results, it requires the full commitment and involvement of those at the most senior levels.

Q	I don't think my premises are very accessible. What can I do?
A	A key aspect of legislation which affects all providers of services is the requirement to 'remove, alter and avoid physical features in order to overcome physical barriers to access'. There are many sources of help and guidance available to organisations in ascertaining physical features and adjustments that may be required. Have a look at the Organisations/Resources section of this Toolkit and find a local organisation that can come out and help you. You may find that you are eligible for financial support if any adjustments are required to the premises. Also, in addition to physical access, think about accessibility in a broader way – don't solely focus on physical impairment. For example, think about any printed materials that you produce (i.e. leaflets, flyers, posters, menus, notice boards, information boards, signs etc.) – what font size and colours do you use; is the layout clear? Think about this issue in a broad way and you will understand how you can become more attractive to more people in many different ways.



Cornwall Infrastructure Partnership