



**Isle of Man  
Government**  
*Walford Ellen Tannee*



# Equality & Diversity Essentials

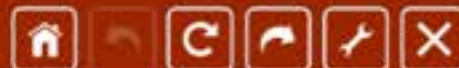


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## Equality & Diversity Essentials



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### Audio

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### Subtitles

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### Button outline

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### Inverse colour scheme

The standard colour scheme is dark text on a light background, but switch on the inverse colour scheme for light text on a dark background.



Select **Confirm** when you've finished.

Confirm

Course too small or too large on your display? To change its size:



**On a desktop** – adjust the size of the course window and the content will automatically scale up or down to fill the window. Maximising the window and entering full screen mode will make the content as large as possible.



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## Equality Diversity Inclusion



In this course, we'll introduce you to what equality, diversity and inclusion mean and why they're so important for us as an organisation, and for you as an individual.



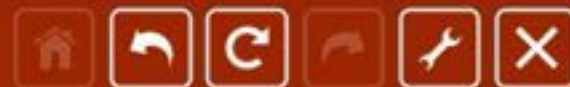
We'll look at the equality legislation that's been put in place to help ensure people are treated fairly.



And we'll explore some of the issues and barriers you may encounter and look at what you can do to overcome these.



We'll focus throughout on practical guidance and advice, so you won't get bogged down with details. But, if you do want to dig deeper at any point, you can always use our Ask the Expert feature.



- Understanding equality, diversity & inclusion (14 minutes)
- What the law says (25 minutes)
- Breaking down the barriers (10 minutes)
- Challenging unacceptable behaviour (7 minutes)
- Our policies & guidelines (5 minutes)
- ? Test your knowledge (10 minutes)
- Course completion certificate



Select the section you'd like to study. We'd recommend initially studying the sections in the order they're listed.



What are equality, diversity and inclusion? Why are they so important to us? And, more importantly, why are they so important to you?







What is equality of opportunity?

Let's start off by considering what "equality of opportunity" means. We asked a number of people for their thoughts on this. Select the photos shown here to find out how each person responded. Select **Continue** when you've finished.





What equality means in practice

Basically, equality of opportunity is about creating a level playing field on which everyone is treated fairly, purely on the basis of their relevant abilities and needs.





What about diversity & inclusion?

As you've just seen, equality of opportunity is about treating people fairly, and is backed up by legislation that makes it unlawful to treat anyone less favourably on the basis of a range of specific factors, known as protected characteristics.





Hopefully, you're now up to speed with what equality, diversity and inclusion mean. But the question is, are they really relevant to anyone other than specific minority groups? Well, as you'll see in a moment, the answer depends on how you define the term "minority group"...



Why the big deal?



OK, I can see what equality and diversity are all about.



Why the big deal?





Why the big deal?





Why the big deal?







Why the big deal?





Why the big deal?





Why the big deal?



Aren't all the laws and policies





Why the big deal?





Why the big deal?



Like the person you've just seen, many people don't *disagree* with equality, diversity and inclusion, they just can't see why they're so important. So what do you think? On a national level, which of the following statements would you say are true?

On average, men and women now earn the same and are equally represented at all levels within organisations.

Yes No

Ethnic minority groups now have the same employment and career progression opportunities as white people.

Yes No

Ability – not social background – is the key factor in how well children do at school.

Yes No

Employment rates amongst disabled people are now very close to those of non-disabled people.

Yes No

More liberal attitudes towards sexuality have made homophobic attitudes largely a thing of the past.

Yes No

Choose your answers, then select **Confirm** to see how you did.

Confirm



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More liberal attitudes towards sexuality have made homophobic attitudes largely a thing of the past.

Yes  No

Yes, that's right. None of these statements are true. Let's take a closer look at each of them now...





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More liberal attitudes towards sexuality have made homophobic attitudes largely a thing of the past.

Despite recent efforts to reduce the gender pay gap, women still earn, on average, around 17% less than men. But that's not all: while women make up over half the population, less than a third of board members of FTSE 250 companies are women and only around a third of MPs are women. [\[Sources\]](#)



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Employment rates amongst disabled people are now very close to those of non-disabled people.

More liberal attitudes towards sexuality have made homophobic attitudes largely a thing of the past.

If you're from an ethnic minority group, you're almost twice as likely to be unemployed as a white person. And if you are employed, career progression is likely to be an uphill struggle: ethnic minority groups are under-represented by nearly 50% in top management positions. [\[Sources\]](#)





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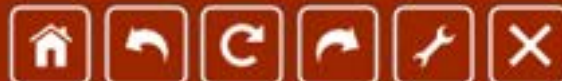
Yes No

More liberal attitudes towards sexuality have made homophobic attitudes largely a thing of the past.

Yes No

Schoolchildren from poorer backgrounds, who are eligible for free school meals, are not far off being twice as likely to fall short of achieving the target of 5 A\* to C grades at GCSE. In other words, social background still plays a major role in determining the educational attainments – and, by extension, the future prospects – of millions of children. [\[Sources\]](#)





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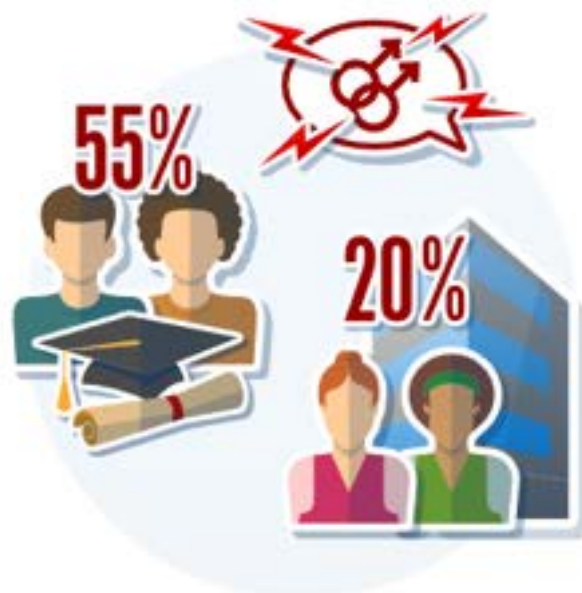
Yes No

Disabled people are twice as likely to be unemployed as non-disabled people. And even when employed, disabled people are paid, on average, nearly 13% less than their non-disabled counterparts. [\[Sources\]](#)





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Yes No

Attitudes to sexuality may be changing, but there's still a long way to go: 55% of gay, lesbian and bisexual schoolchildren have experienced homophobic bullying at school, while nearly 20% of gay and lesbian adults have experienced homophobic bullying at work. [\[Sources\]](#)



## Why the big deal?



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What all of this highlights is that many people in today's Britain still don't get a fair deal. But this isn't the only driver for equality, diversity and inclusion. As you'll see in a moment, they also offer many important benefits both to us as an organisation and to you as an individual.





The benefits?

What do you think are some of the main benefits that equality, diversity and inclusion can offer us as an organisation? Have a think about this for a moment, then select each of the areas shown here to explore four of the main benefits. Select **Continue** when you've finished.



Talent



Innovation



Service



Globalisation



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Talent



Innovation



Service



Globalisation

In order to be successful in a highly competitive job market, we need to attract and retain the best employees. Equality, diversity and inclusion enable us to draw people from the widest possible pool of talent and create an environment in which everyone feels respected and capable of achieving their potential.



The benefits?

What do you think are some of the main benefits that equality, diversity and inclusion can offer us as an organisation? Have a think about this for a moment, then select each of the areas shown here to explore four of the main benefits. Select **Continue** when you've finished.



Talent



Innovation



Service



Globalisation

There's rarely only one solution to even a simple problem. Different people bring different perspectives, which make equality, diversity and inclusion key factors in creativity and innovation.



## The benefits?

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Talent



Innovation



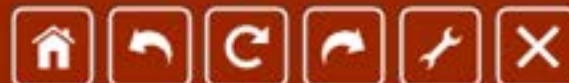
Service



Globalisation

We provide our services to people from all sorts of diverse backgrounds. To do a good job, we have to be able to understand, respect and meet their needs. Make no mistake, equality, diversity and inclusion aren't fringe considerations, they're vital to our overall performance.





The benefits?

What do you think are some of the main benefits that equality, diversity and inclusion can offer us as an organisation? Have a think about this for a moment, then select each of the areas shown here to explore four of the main benefits. Select **Continue** when you've finished.



Talent



Innovation



Service



Globalisation

We're operating in an increasingly global world. Equality, diversity and inclusion help us to work effectively across a broad range of cultural and international boundaries.





Benefits to you

So, there are lots of good reasons why we're committed to equality, diversity and inclusion. But what's in it for you? Select each of the areas shown here to find out. Select **Continue** when you're ready to move on.



Merit



Barriers



Support



Benefits to you

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Merit



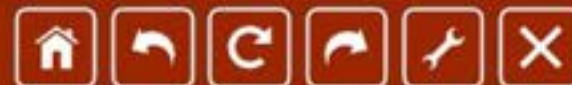
Barriers



Support

You can expect to be treated fairly and with respect at all times, and to progress on the basis of your merit alone.





Benefits to you

So, there are lots of good reasons why we're committed to equality, diversity and inclusion. But what's in it for you? Select each of the areas shown here to find out. Select **Continue** when you're ready to move on.



Merit



Barriers



Support

You have the right to challenge and remove any unfair barriers that stand in the way of your progress, so that you can achieve your full potential here.





Benefits to you

So, there are lots of good reasons why we're committed to equality, diversity and inclusion. But what's in it for you? Select each of the areas shown here to find out. Select **Continue** when you're ready to move on.



Merit



Barriers



Support

You can feel confident that you'll have our full support should you need to raise any concerns or challenge any unacceptable behaviour.





Summary



In this section, we introduced you to what equality, diversity and inclusion are all about. We looked at why we are so committed to making them happen. And we outlined some of the benefits for you.





## Summary



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In the next section, we'll look at the equality legislation that's been put in place to help ensure people are treated fairly. Select **Continue** to move on to the next section now, or **Home** to return to the course menu.



Introduction



As you saw in the previous section, equality, diversity and inclusion are vitally important, both to us an organisation and to you as an individual.

In this section, we'll look at the key legislation that's been put in place to promote equality of opportunity. And we'll explore a series of case study situations, to give you a clear understanding of how the law applies in practice.







When it comes to equality law, the key piece of legislation is the Equality Act. Introduced in 2017, this brought together and extended many of the strands of equality legislation that had been introduced over previous decades.





Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Disability	<input type="button" value="Yes"/>	<input type="button" value="No"/>
Education and qualifications	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Gender reassignment	<input type="button" value="Yes"/>	<input type="button" value="No"/>
Marriage or civil partnership	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Pregnancy or maternity	<input type="button" value="Yes"/>	<input type="button" value="No"/>
Race	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Religion or belief	<input type="button" value="Yes"/>	<input type="button" value="No"/>
Sex	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Sexual orientation	<input type="button" value="Yes"/>	<input type="button" value="No"/>

Choose your answers, then select **Confirm** to see how you did.



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Race	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Religion or belief	<input type="button" value="Yes"/>	<input type="button" value="No"/>
Sex	<input type="button" value="Yes"/>	<input type="button" value="No"/>	Sexual orientation	<input type="button" value="Yes"/>	<input type="button" value="No"/>

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Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Yes, well done. With the sole exception of education and qualifications, these are all protected characteristics. Let's run through each of them now...



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

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Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

It's unlawful to treat anyone less favourably on the basis of their age, for example because they're seen as being too young or too old for a particular role.



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Disability	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

The Equality Act defines disability as: "A physical or mental impairment... [which] has a substantial and long-term adverse effect on [a person's] ability to carry out normal day-to-day activities." This encompasses a wide range of:

- Mobility, hearing, speech, vision and dexterity impairments.
- Learning disabilities and difficulties, including Down's syndrome and dyslexia.
- Physical health conditions, including cancer, HIV, multiple sclerosis, epilepsy and diabetes.
- Mental health conditions, including schizophrenia and depression.



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Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Under the law, organisations must make any "reasonable adjustments" possible in order to prevent disabled people from being substantially disadvantaged. This could involve permitting flexible working, installing ramps, or providing auxiliary aids, such as induction loops for people with hearing aids.



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Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Of course, this doesn't mean that organisations are legally required to make all adjustments necessary to accommodate every disabled person. The key word is "reasonable". The law accepts that some adjustments may not be realistic due to factors such as cost, impact on other people, and so on. [Ask the Expert](#) if you'd like to know more.





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Trans people who have changed – or intend to change – their gender from male to female, or female to male are also legally protected and it's unlawful for them to be treated less favourably on these grounds. An important point here is that an individual does not need to have undergone any medical gender reassignment procedures to be protected. So, for example, a person who was assigned the female sex at birth, but identifies as male and lives their life as a man is covered, even if no medical procedures are involved. [Ask the Expert](#) if you'd like to know more.





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Race	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

The law protects people from being treated less favourably because they are married or in a civil partnership.



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Education and qualifications	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Gender reassignment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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People are also protected from being treated unfavourably on grounds of pregnancy or maternity. This protection extends throughout the period of their pregnancy and any statutory maternity leave. What's more, it's unlawful for someone to be given less favourable terms of employment on returning to work after taking statutory maternity leave.



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Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

The law protects people of all races from being treated unfairly. The legal definition of "race" is very broad, encompassing any group of people with a shared colour, nationality, ethnic origin or national origin. This includes several Gypsy and Traveller groups. What's more, it's now been established that caste can be legally considered an aspect of race. [Ask the Expert](#) if you'd like to know more.



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Disability	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Education and qualifications	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Gender reassignment	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Marriage or civil partnership	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Pregnancy or maternity	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

It's unlawful to treat anyone less favourably because they hold, or don't hold, a particular religious belief. But the law doesn't just apply to religious beliefs: it also applies to non-religious philosophical beliefs, such as humanism and atheism. In fact, any belief that underpins a person's outlook and life – for example, [environmentalism](#) – may be covered.



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Disability	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Education and qualifications	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Gender reassignment	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Marriage or civil partnership	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Pregnancy or maternity	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Everyone has the right to be treated fairly and not to suffer any form of less favourable treatment on the basis of their [sex](#). And while the [gender pay gap](#) has historically been the headline sex equality issue in employment, the law actually applies to all terms of employment, not just pay.



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Disability	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Education and qualifications	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Gender reassignment	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Marriage or civil partnership	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Pregnancy or maternity	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Finally, the law now protects people from being treated less favourably on grounds of their sexual orientation, whether that's because they're heterosexual, gay, lesbian or bisexual.



Under the Equality Act, it's unlawful to treat anyone less favourably on the basis of a range of specific factors, known as "protected characteristics". So which of the following do you think are protected characteristics?

Age	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Disability	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Education and qualifications	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Gender reassignment	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Marriage or civil partnership	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Pregnancy or maternity	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Race	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Religion or belief	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sex	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Sexual orientation	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

It's important to keep in mind that in almost all instances, equality law now applies both to employment and to the provision of goods and services. So, for example, it would be unlawful for a hotel either to refuse to employ gay men, or to refuse to provide accommodation to gay men.

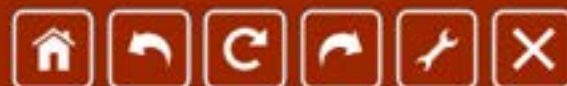




What is "less favourable treatment"?

OK, so now you know the grounds on which it's unlawful to treat anyone less favourably. But what exactly is "less favourable treatment"? Well, in legal terms it can take four main forms: direct discrimination, indirect discrimination, harassment and victimisation.





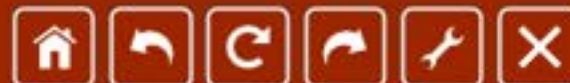
What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

<p>Harassment</p>	<input type="text"/>	<p>Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).</p>
<p>Victimisation</p>	<input type="text"/>	<p>Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.</p>
<p>Indirect discrimination</p>	<input type="text"/>	<p>Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.</p>
<p>Direct discrimination</p>	<input type="text"/>	<p>Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.</p>

See if you can match each term to the correct definition. When you've finished, select **Confirm** to see how you did.

Confirm



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination** ✓

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination** ✓

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment** ✓

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation** ✓

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Yes, well done. Select **Continue** to take a look at what each of these terms can mean in practice.

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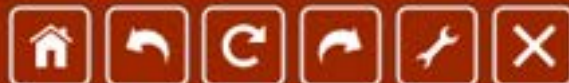
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What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

Direct discrimination



Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

Indirect discrimination



Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

Harassment



Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

Victimisation



Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Examples of direct discrimination include:

- Deciding not to employ or admit someone because they're from a particular minority ethnic group.
- Offering someone a less favourable terms of employment because they're disabled.
- Dismissing or excluding someone because they're gay.
- Overlooking a woman for promotion because she's pregnant.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination** ✓

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination** ✓

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment** ✓

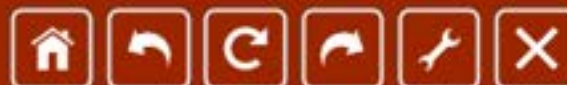
Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation** ✓

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Indirect discrimination is often more difficult to spot than direct discrimination, because there's usually no obvious link to a protected characteristic.





What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination** ✓

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination** ✓

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment** ✓

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation** ✓

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

For example, requiring job applicants to have a degree may seem fine at first glance – after all education isn't a protected characteristic. However, it could *indirectly* discriminate against people with a number of protected characteristics, including:

- Older women, who are less likely to have gone on to higher education.
- People from parts of the world who are less likely to have had access to higher education.
- Disabled people, who are less likely to be degree educated owing to historic barriers to higher education.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination**

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination**

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation**

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Of course, this doesn't mean that requiring a degree is always discriminatory. If it – or any other criteria – really are essential occupational requirements for the role in question, they're fine. It's only when they're not that there's a problem.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination**

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination**

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation**

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Harassment can range from overt bullying or inappropriate physical contact, through to more subtle things, such as nicknames, innuendo, teasing, name-calling and so on.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

Direct discrimination



Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

Indirect discrimination



Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

Harassment



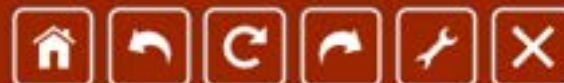
Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

Victimisation



Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Victimisation can take many forms: being ignored by colleagues; being overlooked for promotion; being denied access to training and development opportunities; and so on.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination** ✓

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination** ✓

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment** ✓

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation** ✓

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

A key point about all of this is that it's not just unlawful for someone to treat another person less favourably themselves. It's also unlawful for them to instruct, encourage or help someone else to treat another person less favourably.



What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

Direct discrimination



Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

Indirect discrimination



Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

Harassment



Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

Victimisation



Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

What's more, the law doesn't just apply to the workplace; it also applies to any work-related event. This could include any meeting, party or do organised through work, even if it's held outside the workplace, outside normal working hours.

What is "less favourable treatment"?

So, what are the legal definitions for each of these four terms?

**Direct discrimination** ✓

Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

**Indirect discrimination** ✓

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

**Harassment** ✓

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

**Victimisation** ✓

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Over the next few screens, we'll take a closer look at each of the forms of less favourable treatment, so that you're up to speed with exactly what the law says...

**Direct discrimination**

Less favourable treatment on the basis of a range of specific factors, known as [protected characteristics](#).

**Indirect discrimination**

Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.



When it comes to discrimination, the Equality Act is very comprehensive, protecting people from being discriminated against because they:

- Have a protected characteristic.
- Are thought to have a protected characteristic, even if they don't actually have it. This is known as [discrimination by perception](#).
- Associate with people who have a protected characteristic, for example through caring for a disabled relative. This is known as [discrimination by association](#).





Focus on discrimination

When deciding whether a particular action is discriminatory, there are a few key things to keep in mind. Select each of the areas now shown to find out more. Select **Continue** when you've finished.



Positive discrimination



Positive action



Occupational requirements



Objective justification





When deciding whether a particular action is discriminatory, there are a few key things to keep in mind. Select each of the areas now shown to find out more. Select **Continue** when you've finished.



Positive  
discrimination



Positive action



Occupational  
requirements



Objective  
justification

Discrimination is unlawful even when it's done with the intention of improving the representation of minority groups. This is what's known as positive discrimination. An example would be recruiting a person from a minority ethnic group in order to improve the diversity of a team, even though they're not the best applicant.



When deciding whether a particular action is discriminatory, there are a few key things to keep in mind. Select each of the areas now shown to find out more. Select **Continue** when you've finished.



Positive  
discrimination



Positive action



Occupational  
requirements



Objective  
justification

Positive action is often confused with positive discrimination, but it's quite different and perfectly lawful. It's about encouraging applications from under-represented groups and might include:

- Providing training to specific groups to enable them to compete for certain jobs.
- Targeting advertising at specific groups.
- Providing awareness days for specific groups.

All of these actions are lawful because they're only aimed at encouraging specific groups to apply. However, the selection process itself must always be carried out fairly and mustn't favour any particular group. [Ask the Expert](#) if you'd like to find out more.







When deciding whether a particular action is discriminatory, there are a few key things to keep in mind. Select each of the areas now shown to find out more. Select **Continue** when you've finished.



While discrimination on grounds of any protected characteristic is normally unlawful, this doesn't extend to roles with essential [occupational requirements](#) that prevent people with certain characteristics from fulfilling them. So, a film company looking for someone to play the role of Martin Luther King would be justified in auditioning only black actors. [Ask the Expert](#) if you'd like to find out more.





When deciding whether a particular action is discriminatory, there are a few key things to keep in mind. Select each of the areas now shown to find out more. Select **Continue** when you've finished.



Positive  
discrimination



Positive action



Occupational  
requirements



Objective  
justification

Discrimination can sometimes be objectively justified as a proportionate means of achieving a legitimate aim. This is a complicated area, but a simple example would be a university that needs to schedule lectures and seminars for thousands of students in order to educate them. Given the complexity of the task, it's inevitable at least some students' timetables will clash with the religious observances of certain faiths. However, providing reasonable steps are taken to minimise any issues, this can be objectively justified as a proportionate means of achieving a legitimate aim. [Ask the Expert](#) if you'd like to find out more.





**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes No

Choose your answers, then select **Confirm**.

Confirm



**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes  No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

Yes, that's right. There a few key points to keep in mind here – let's run through these now...

Focus on harassment



**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes  No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

Individuals can make a claim of harassment even if the behaviour isn't directed at them personally, so long as they can demonstrate it creates an offensive environment for them.

Focus on harassment



**Harassment**  
Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

- An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes  No
- A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No
- In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No
- In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

It's not what's actually said or done that's important – it's the impact of what's said or done on the other person. So even when there's no malicious intent, a person's words and actions can amount to harassment if they can be reasonably expected to violate dignity or create an intimidating, hostile, degrading, humiliating or offensive environment.



**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes  No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

Harassment doesn't just extend to face-to-face interactions. In fact, any offensive messages sent via phone, email, text, social media or any other medium can be considered harassment.



**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

An individual can make a claim of harassment even if the offensive behaviour isn't directed at them personally.

Yes  No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

Under the Protection from Harassment Act of 2000, *all* forms of repeated harassment are unlawful, even if they're not related to a protected characteristic. This effectively means that harassment encompasses *any* behaviour that can reasonably be seen as intimidating, offensive, hostile or degrading to another person.





**Harassment**

Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.



As you've seen, harassment can cover a wide range of behaviours. So which of the following statements do you think are true?

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Yes  No

A person's behaviour can amount to harassment even if there's no deliberate intent to offend other people.

Yes  No

In order to be considered harassment, the offensive behaviour has to be face-to-face.

Yes  No

In order to be considered harassment, the behaviour must be related to one of the protected characteristics defined in the Equality Act.

Yes  No

Under the Protection from Harassment Act of 1997, *all* forms of repeated harassment are unlawful, even if they're not related to a protected characteristic. This effectively means that harassment encompasses *any* behaviour that can reasonably be seen as intimidating, offensive, hostile or degrading to another person.



### Victimisation

Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

While victimisation has been unlawful for many years, the introduction of the Equality Act greatly extended the scope of the legal protection offered.

Traditionally, equality law only protected people who made complaints, or supported complaints, about discrimination or harassment. However, the Equality Act now also protects people who make enquiries about equality matters, providing these are made with the aim of establishing if unfair systems or practices are in place.

And this protection even extends to enquiries about pay. The Equality Act bans pay secrecy clauses and makes it legitimate for employees to discuss pay with their colleagues, providing this is done with the purpose of establishing if discrimination is taking place. The Act's aim is to erode long-standing inequalities by promoting greater openness and transparency within organisations.





## The penalties



It's important to understand that the legislation we've been looking at has very real teeth: organisations and individuals who treat people less favourably can face legal action, stiff penalties and fines, and hefty compensation payments. What's more, organisations can even be held [vicariously liable](#) for the actions of individual employees, if they failed to take reasonable steps to prevent such actions. [Ask the Expert](#) if you'd like to know more.

But that's often not the worst of it: in addition to all the direct costs, there are all the indirect costs associated with bad publicity and a damaged reputation. Make no mistake, equality is an issue nobody can afford to ignore!





So far, we've focused on the aspects of equality legislation that apply to all organisations. However, as a public body it's especially important that we advance equality. After all, we're funded – and are here to serve – a highly diverse group of people: the public! It's therefore only right that we're as fair and inclusive as possible in all that we do.





Not surprisingly, the Equality Act places a special legal duty on public bodies to advance equality. This is known as the Public Sector Equality Duty and requires us to:

- Eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct defined in the Act.
- Advance equality of opportunity.
- And foster good relations across the protected characteristics.

But what does this mean in practice? Well, basically, we need to ensure that we:

- Consider the needs of people with different protected characteristics and the impact our activities could have on them.
- Take appropriate steps to remove or minimise anything that could disadvantage them.



The aim of the Duty is to ensure that we, and all other public bodies, are able to recognise, understand and meet the needs of the diverse range of people we exist to serve. Here's what we're doing to fulfil our responsibilities:



We conduct Equality Impact Assessments to assess the impact of what we do on people with different protected characteristics. This helps us to identify when we may be unfairly disadvantaging particular groups and take appropriate action.



Now that you've taken a whistle stop tour of equality legislation, let's see how much of it you can apply to real situations.

On the following screens, you'll be able to explore a series of equality case studies and will need to decide how the law applies in each case. Select **Continue** when you're ready to get started...





Use the case studies shown here to develop your understanding of equality legislation. Select each case study in turn and try to choose how the law applies in each case. Select **Continue** when you've finished.



It's nothing personal



Can you hear me?



Baby blues



Lacking drive



Hot gossip



Can't take a joke?



Working lunch





It's nothing personal



Cheng is a manager in an administration department who's looking to fill a vacancy in his team. After an extensive interview and selection process, he's identified Amber as the leading candidate: she's highly qualified, has a great deal of relevant experience and comes highly recommended.





It's nothing personal



Cheng is a manager in an administration department who's looking to fill a vacancy in his team. After an extensive interview and selection process, he's identified Amber as the leading candidate: she's highly qualified, has a great deal of relevant experience and comes highly recommended.

But there's a problem: Amber has a teenage son with serious mental health issues, and she's made it clear she'll need to work flexible hours, so she can provide him with the care and support he needs. Cheng has nothing against flexible working – in fact, a number of the team already work flexible hours – but he's concerned that Amber's care commitments will inevitably have an impact on her work.





It's nothing personal



Given these concerns, Cheng reluctantly decides to turn Amber down and offer the job to the next best candidate. From a legal perspective, do you think he's done anything wrong?

No, mental health issues aren't covered by the Equality Act, so while this may be a poor recruitment decision, it isn't unlawful.

No, Amber herself doesn't have mental health issues, so she's not protected by the Equality Act.

Yes, Cheng is unlawfully discriminating against Amber on grounds of her son having mental health issues.

Yes, Cheng is unlawfully victimising Amber on grounds of her son having mental health issues.

Choose your answer, then select **Confirm** to see how you did.

It's nothing personal



Given these concerns, Cheng reluctantly decides to turn Amber down and offer the job to the next best candidate. From a legal perspective, do you think he's done anything wrong?

- No, mental health issues aren't covered by the Equality Act, so while this may be a poor recruitment decision, it isn't unlawful.
- No, Amber herself doesn't have mental health issues, so she's not protected by the Equality Act.
- Yes, Cheng is unlawfully discriminating against Amber on grounds of her son having mental health issues.
- Yes, Cheng is unlawfully victimising Amber on grounds of her son having mental health issues.

That's right, Cheng has unlawfully discriminated against Amber.



It's nothing personal



Given these concerns, Cheng reluctantly decides to turn Amber down and offer the job to the next best candidate. From a legal perspective, do you think he's done anything wrong?

No, mental health issues aren't covered by the Equality Act, so while this may be a poor recruitment decision, it isn't unlawful.

No, Amber herself doesn't have mental health issues, so she's not protected by the Equality Act.

Yes, Cheng is unlawfully discriminating against Amber on grounds of her son having mental health issues.

Yes, Cheng is unlawfully victimising Amber on grounds of her son having mental health issues.

Under the Equality Act:

- The protected characteristic of disability covers a wide range of conditions, including mental health issues.
- It's not just unlawful to discriminate against someone because they have – or are thought to have – a protected characteristic; it's also unlawful on grounds of them associating with anyone who has a protected characteristic. This is what's known as [discrimination by association](#).





It's nothing personal



Given these concerns, Cheng reluctantly decides to turn Amber down and offer the job to the next best candidate. From a legal perspective, do you think he's done anything wrong?

No, mental health issues aren't covered by the Equality Act, so while this may be a poor recruitment decision, it isn't unlawful.



No, Amber herself doesn't have mental health issues, so she's not protected by the Equality Act.



Yes, Cheng is unlawfully discriminating against Amber on grounds of her son having mental health issues.



Yes, Cheng is unlawfully victimising Amber on grounds of her son having mental health issues.

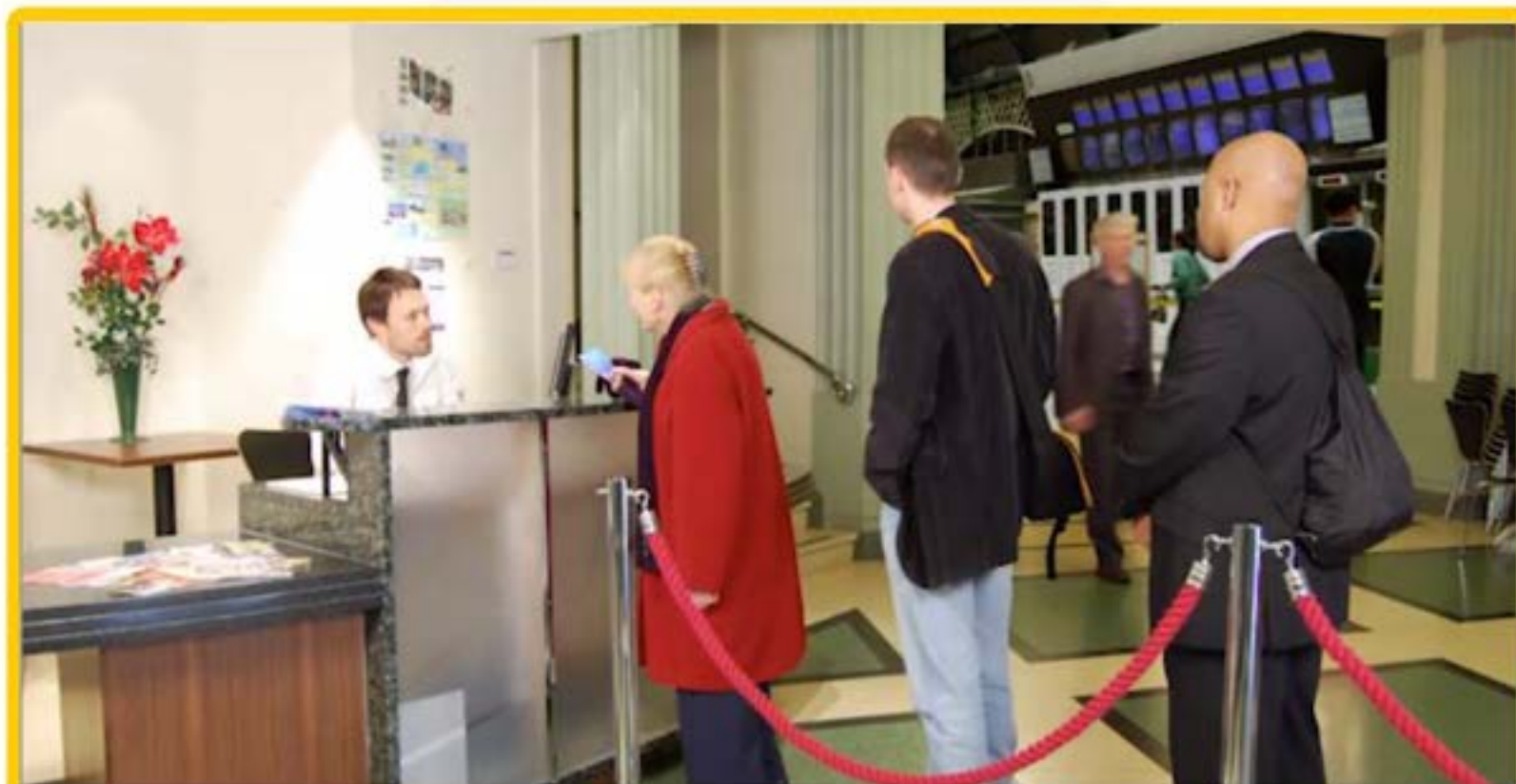


Here, Cheng has turned Amber down for a job just because she's caring for her disabled son. Of course, this does mean she'll need to work flexible hours, but this hasn't been a problem for other members of the team, and there's nothing to suggest her care commitments will have any impact on her work. Given this, it's difficult to see any justification for Cheng's decision.

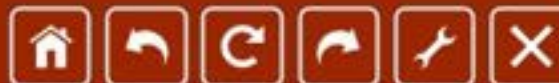


Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Wayne: Hello, how I can help?



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Jean: (bit nervous) Hello, could you tell me the best way to travel



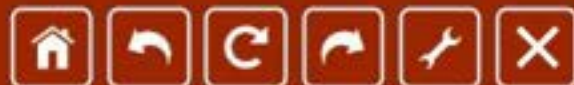




Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?


Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



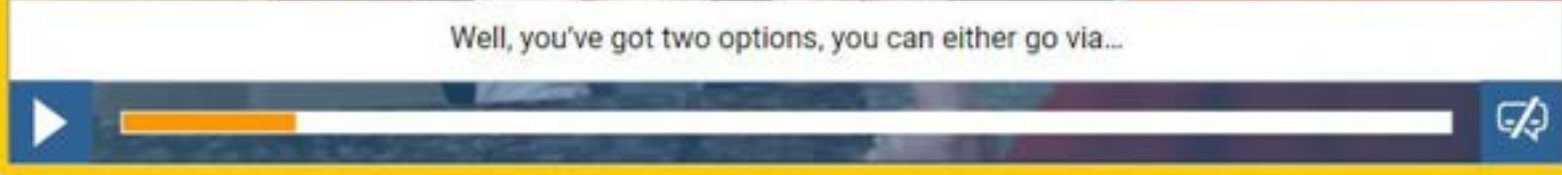


Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



Well, you've got two options, you can either go via...





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

>> Jean: (apologetic) I'm sorry,

▶ [Progress bar] 🔊



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

I'm rather hard of hearing.

▶ [Progress bar] [Mute icon]



Can you hear me?

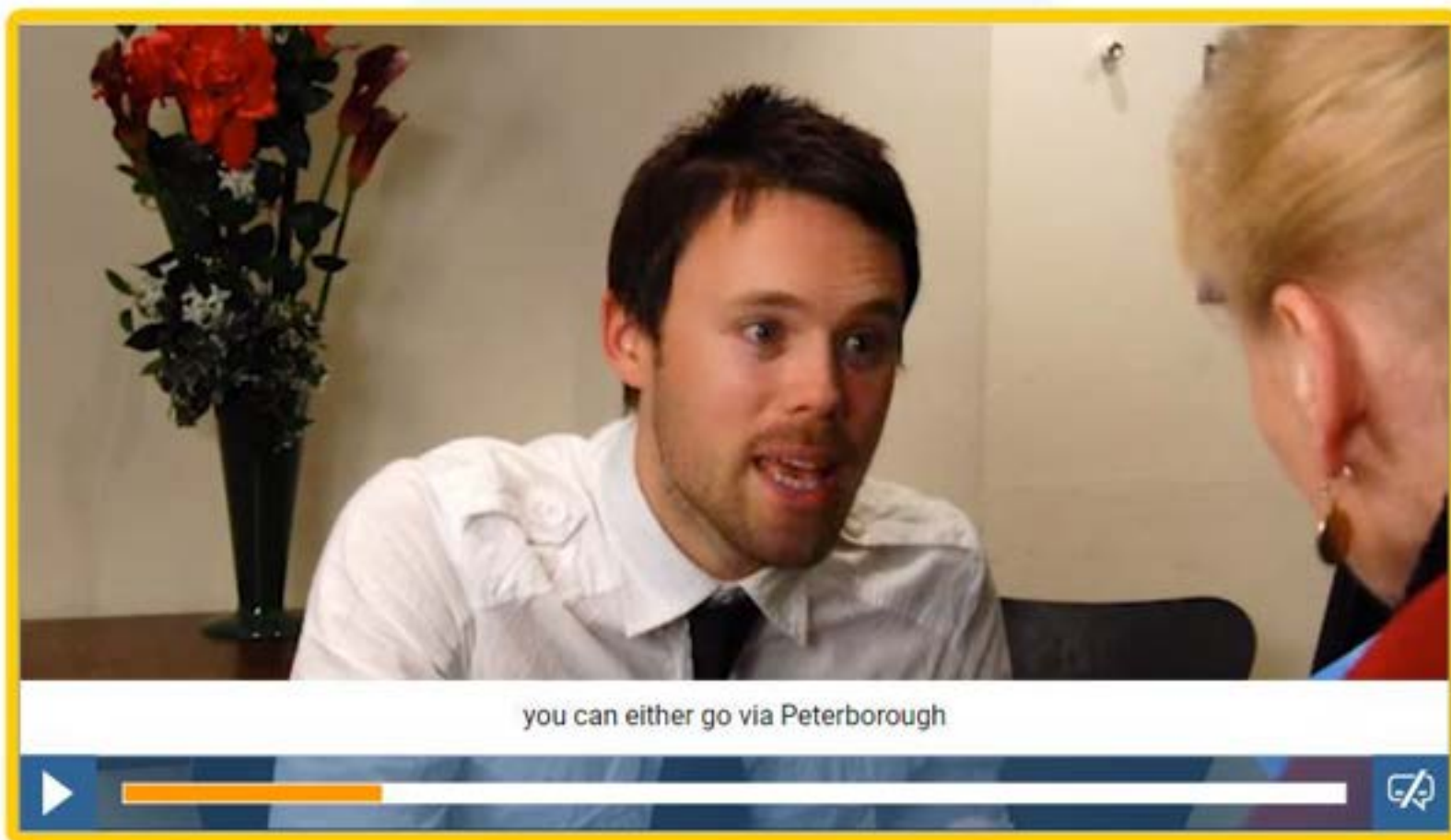
Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.







Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



(almost shouting) I said you've got two options,





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



via Peterborough or Cambridge.



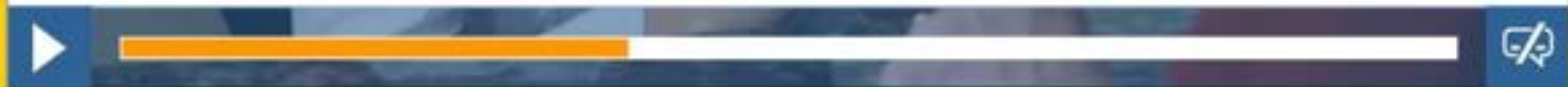


Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Wayne: (almost shouting, bit sarcastic) Yes, that's right dear.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Jean: And which is the most direct route?





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



I don't like having to change all the time,







Can you hear me?


Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Wayne: (under breath) I can't think why.

▶

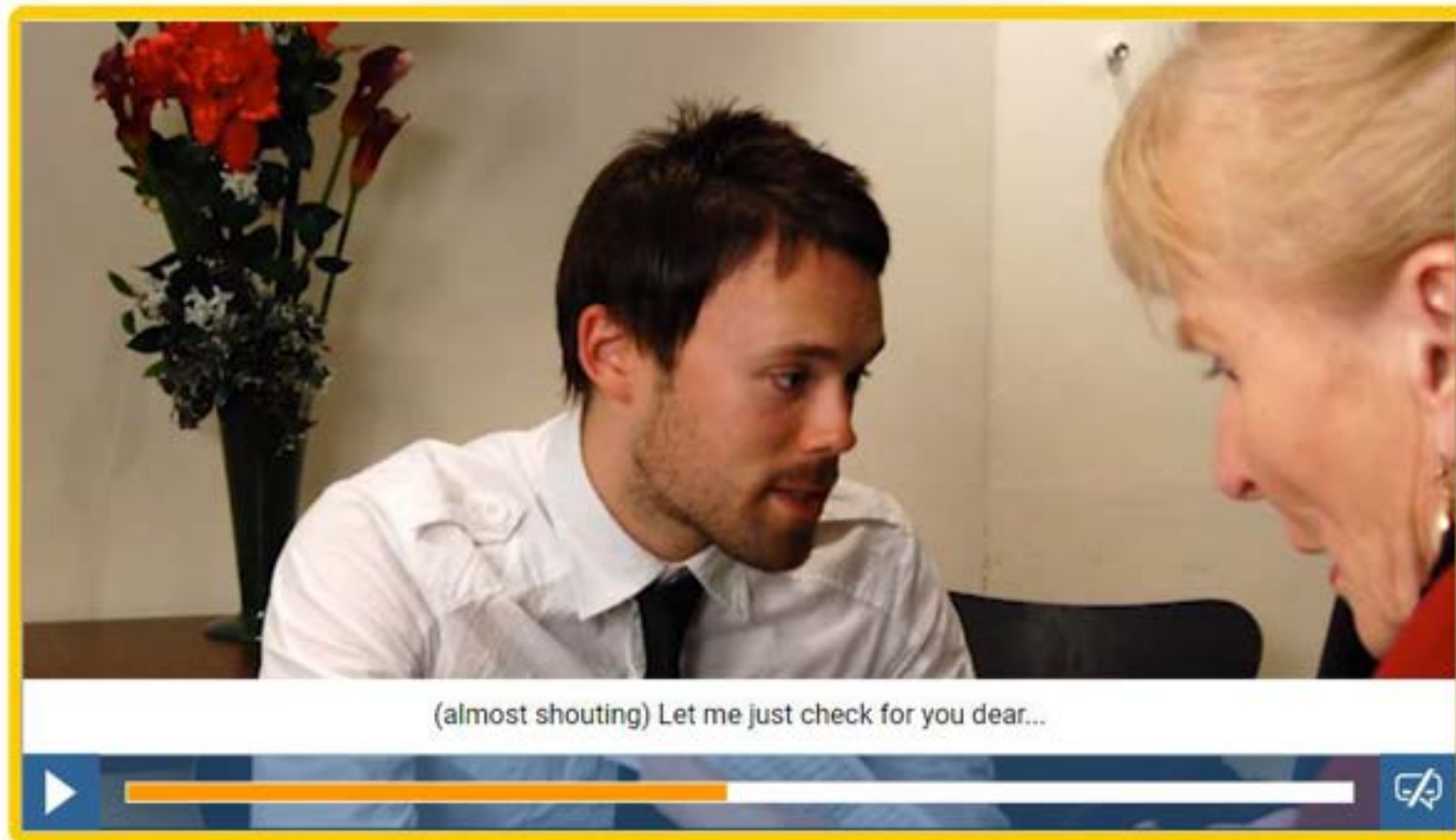
🔊





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

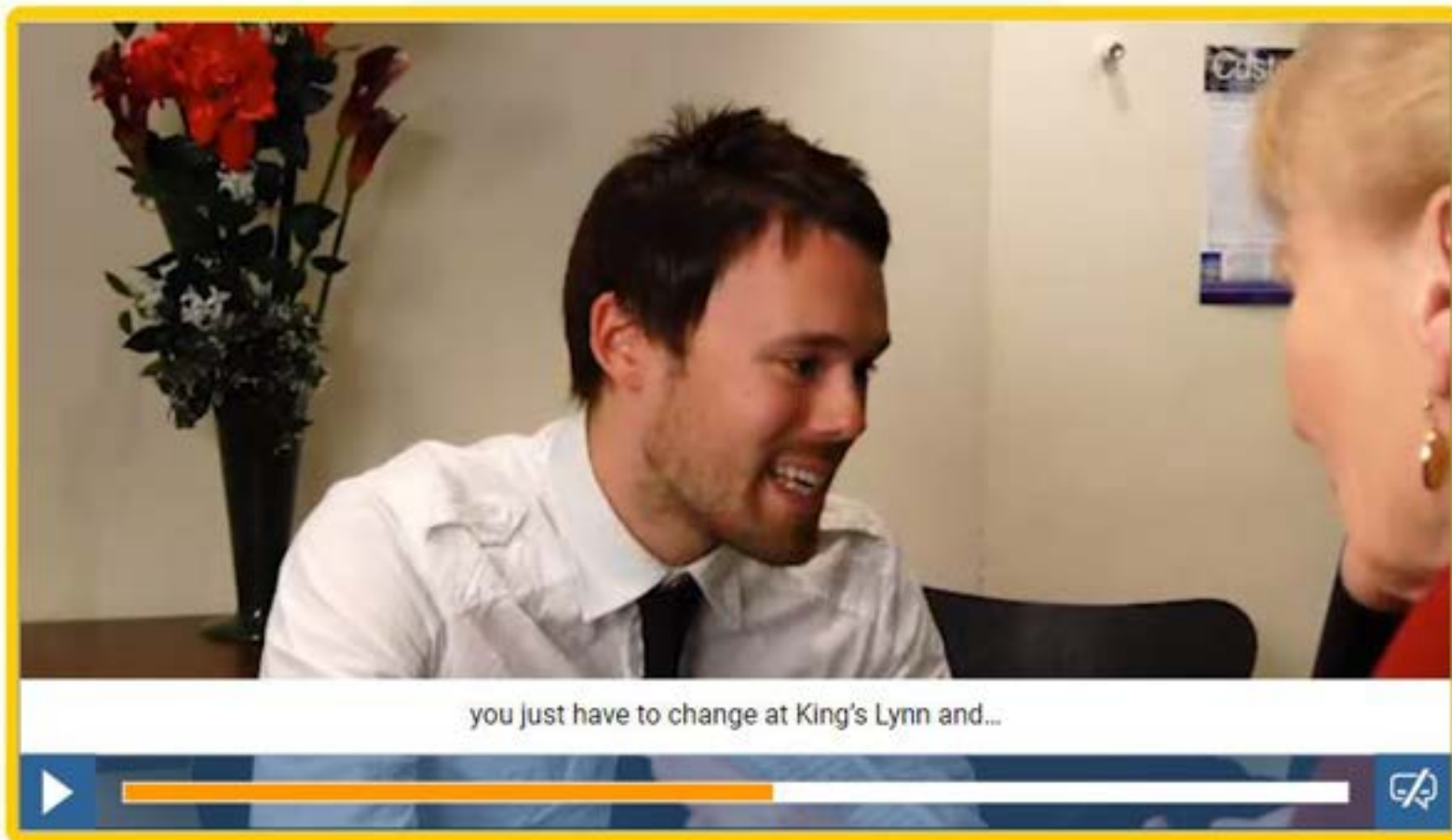
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Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

>> Jean: (embarrassed) I'm sorry, it really is terribly noisy in here,

▶ [Progress bar] [Mute icon]





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

could you say that again?

Video player interface with a play button on the left, a progress bar, and a mute icon on the right.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Wayne: (almost shouting) It's noisy because we're very busy, dear







Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



- there are lots of people waiting behind you to be served.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Jean: (embarrassed) Oh dear, I hate to be a nuisance,





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Wayne: (almost shouting) Look, why don't you come back later dear,





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



when we're quieter.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Jean: (confused) Come back later, did you say?





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.




>> Wayne: (almost shouting) Yes, that's right.







Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



(holds up four fingers) Come back at around four. Four o'clock.

▶  







Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



>> Jean: Well, I'm not sure. I need to be back home...





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

I'll just have to make other arrangements.

▶ [Progress bar] [Mute]



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.

Right, who's next please?

▶





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



From a legal perspective, do you think the way Jean has been treated could be regarded as unlawful?

No, this is just an example of awful customer service.

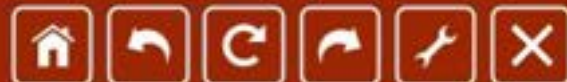
Yes, this is an example of direct discrimination on the grounds of disability.

Yes, this is an example of indirect discrimination on the grounds of disability.

Yes, this is an example of victimisation.

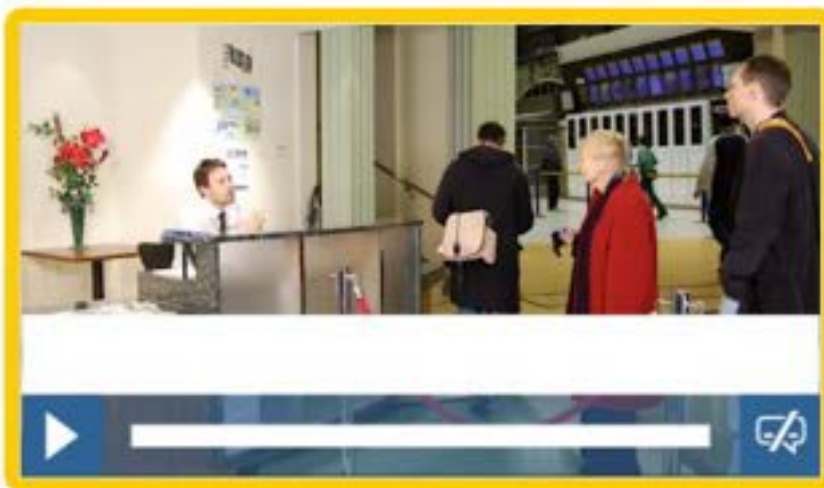
Choose your answer, then select **Confirm** to see how you did.

Confirm



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



From a legal perspective, do you think the way Jean has been treated could be regarded as unlawful?

No, this is just an example of awful customer service.



Yes, this is an example of direct discrimination on the grounds of disability.



Yes, this is an example of indirect discrimination on the grounds of disability.



Yes, this is an example of victimisation.



Yes, we'd agree with that. The way Jean has been treated amounts to direct discrimination on the grounds of disability.



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



From a legal perspective, do you think the way Jean has been treated could be regarded as unlawful?

No, this is just an example of awful customer service.



Yes, this is an example of direct discrimination on the grounds of disability.



Yes, this is an example of indirect discrimination on the grounds of disability.



Yes, this is an example of victimisation.



The law requires organisations to make all "[reasonable adjustments](#)" possible to help disabled people have fair access both to employment opportunities and to goods and services. In the scene you just looked at, this simply wasn't the case: Jean wasn't able to get the information she was after and was humiliated by Wayne, just because she had a hearing impairment.





Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



From a legal perspective, do you think the way Jean has been treated could be regarded as unlawful?

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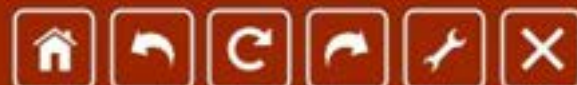


Yes, this is an example of victimisation.



It's important to realise that when it comes to providing goods or services to the public, making reasonable adjustments is an anticipatory duty. In other words, organisations cannot simply wait until a disabled person tries to use a service before thinking about what reasonable adjustments could be made – they need to make them beforehand.





Can you hear me?

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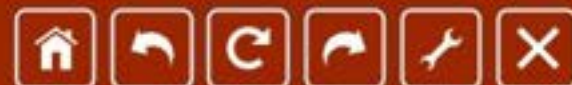
Yes, this is an example of indirect discrimination on the grounds of disability.



Yes, this is an example of victimisation.

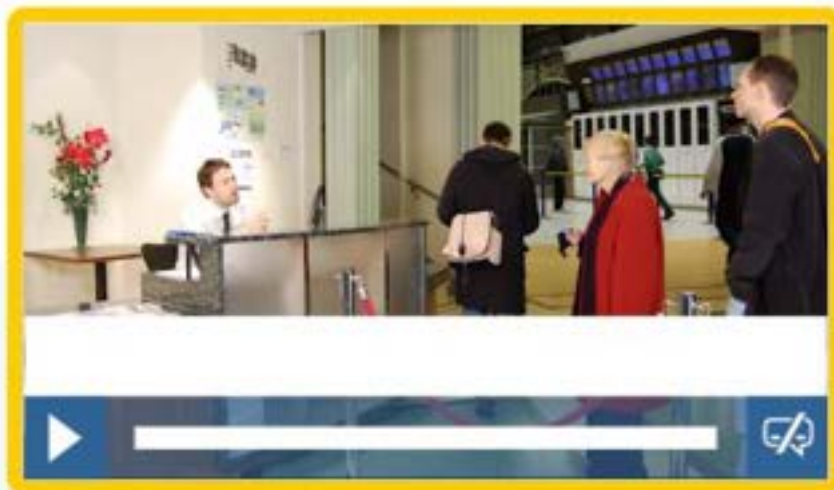


So what should Wayne have done in this situation? Well, ideally his counter would have been fitted with an induction loop, so that anyone with a hearing aid could hear him clearly. Failing that, he could have taken Jean to a quiet room, or he could have printed off the information and used this to talk her through her options.



Can you hear me?

Wayne works in the customer services department for a national bus company. He's just been approached by Jean, who's planning to visit an old school friend in Northampton. Select the **Play** button to view the scene.



From a legal perspective, do you think the way Jean has been treated could be regarded as unlawful?

No, this is just an example of awful customer service.

Yes, this is an example of direct discrimination on the grounds of disability.



Yes, this is an example of indirect discrimination on the grounds of disability.

Yes, this is an example of victimisation.

The point is that with a bit of forethought and creative thinking, it's usually very easy to accommodate the needs of disabled people and deliver an excellent level of service to everyone.





## Baby blues



Phoebe has worked in customer services for over five years and reports to the head of department, Ben. Last year, Phoebe took statutory maternity leave for the birth of her first child and has just returned to work.

On her return, Ben meets with her to discuss her role going forward. He tells her that he'd now like her to job-share with Lawrence, the person he took on as cover during her maternity leave. Phoebe isn't happy with this, but when she begins to complain, he reassures her that she'll be paid at the same hourly rate as before, just for fewer hours. As he says, it should be a better arrangement all round, as it'll give her more time with her child.





## Baby blues



This isn't what Phoebe wants, but she feels that she has no option other than to accept the role Ben has offered her. What do you think? Has Ben done anything wrong from a legal perspective?

No, it's fine for Ben to change Phoebe's working hours like this, so long as he doesn't reduce her rate of pay.

No, while this may be poor management, Ben hasn't done anything legally wrong since Phoebe is no longer pregnant or on maternity leave.

Yes, Ben is discriminating against Phoebe on grounds of maternity.

Yes, Ben's behaviour amounts to harassment.

Yes, Ben is victimising Phoebe.

Choose your answer, then select **Confirm** to see how you did.

Confirm



## Baby blues



This isn't what Phoebe wants, but she feels that she has no option other than to accept the role Ben has offered her. What do you think? Has Ben done anything wrong from a legal perspective?

No, it's fine for Ben to change Phoebe's working hours like this, so long as he doesn't reduce her rate of pay.



No, while this may be poor management, Ben hasn't done anything legally wrong since Phoebe is no longer pregnant or on maternity leave.



Yes, Ben is discriminating against Phoebe on grounds of maternity.



Yes, Ben's behaviour amounts to harassment.



Yes, Ben is victimising Phoebe.



Yes, that's right. Ben has unlawfully discriminated against Phoebe on grounds of maternity.



This isn't what Phoebe wants, but she feels that she has no option other than to accept the role Ben has offered her. What do you think? Has Ben done anything wrong from a legal perspective?

No, it's fine for Ben to change Phoebe's working hours like this, so long as he doesn't reduce her rate of pay.

No, while this may be poor management, Ben hasn't done anything legally wrong since Phoebe is no longer pregnant or on maternity leave.

Yes, Ben is discriminating against Phoebe on grounds of maternity.

Yes, Ben's behaviour amounts to harassment.

Yes, Ben is victimising Phoebe.

The Equality Act protects women from being treated unfavourably on grounds of pregnancy or maternity. And this protection doesn't just cover the period of their pregnancy and maternity leave, it also extends to when they return to work from maternity leave. Here, Phoebe has been offered less favourable terms of employment, so has clearly been discriminated against.





Use the case studies shown here to develop your understanding of equality legislation. Select each case study in turn and try to choose how the law applies in each case. Select **Continue** when you've finished.



It's nothing personal



Can you hear me?



Baby blues



Lacking drive



Hot gossip



Can't take a joke?



Working lunch





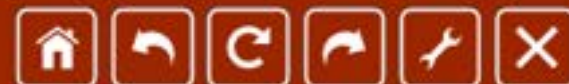
## Lacking drive



Joyce works in HR for a financial services company, based in a major city. She's producing a job advertisement for a new customer services vacancy and, since the role will involve some travel between the company's two main sites in the city, she includes a requirement for a full driving licence.







## Lacking drive



So what do you think of this? Is it reasonable for Joyce to ask for a full driving licence, given the nature of the role, or should she re-consider?

This is fine – after all, there'll be some travel between the company's two main sites.

This is fine so long as Joyce adds an explanation of why a driving licence is required.

Joyce should re-consider: this requirement will indirectly discriminate against capable candidates.

Joyce should re-consider: this requirement directly discriminates against people who don't have a driving licence.

Joyce should re-consider: this requirement effectively victimises people who don't have a driving licence.

Choose your answer, then select **Confirm**.

Confirm



## Lacking drive



So what do you think of this? Is it reasonable for Joyce to ask for a full driving licence, given the nature of the role, or should she re-consider?

This is fine – after all, there'll be some travel between the company's two main sites.



This is fine so long as Joyce adds an explanation of why a driving licence is required.



Joyce should re-consider: this requirement will indirectly discriminate against capable candidates.



Joyce should re-consider: this requirement directly discriminates against people who don't have a driving licence.



Joyce should re-consider: this requirement effectively victimises people who don't have a driving licence.



Yes, exactly. While this requirement may look reasonable at first glance, it indirectly discriminates against candidates who may well be perfectly capable of fulfilling the role.





So what do you think of this? Is it reasonable for Joyce to ask for a full driving licence, given the nature of the role, or should she re-consider?

This is fine – after all, there'll be some travel between the company's two main sites.



This is fine so long as Joyce adds an explanation of why a driving licence is required.



Joyce should re-consider: this requirement will indirectly discriminate against capable candidates.



Joyce should re-consider: this requirement directly discriminates against people who don't have a driving licence.



Joyce should re-consider: this requirement effectively victimises people who don't have a driving licence.



So, who's being discriminated against? Driving itself isn't a protected characteristic, so the answer isn't simply non-drivers. Rather, it's people who have a protected characteristic that makes them unable – or less likely – to drive. And in this case, the characteristic that's most relevant is disability: while many disabled people do drive, a greater proportion don't when compared to the non-disabled population.



## Lacking drive



So what do you think of this? Is it reasonable for Joyce to ask for a full driving licence, given the nature of the role, or should she re-consider?

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Joyce should re-consider: this requirement directly discriminates against people who don't have a driving licence.



Joyce should re-consider: this requirement effectively victimises people who don't have a driving licence.



But can't Joyce justify a driving licence as an essential occupational requirement for the role? We'd say she'd have an uphill struggle. While some travel between the company's two main sites is necessary, both are in the same city, so driving probably isn't essential: public transport, car-sharing, taxis, cycling or walking are all likely to be viable alternatives.



So what do you think of this? Is it reasonable for Joyce to ask for a full driving licence, given the nature of the role, or should she re-consider?

This is fine – after all, there'll be some travel between the company's two main sites.



This is fine so long as Joyce adds an explanation of why a driving licence is required.



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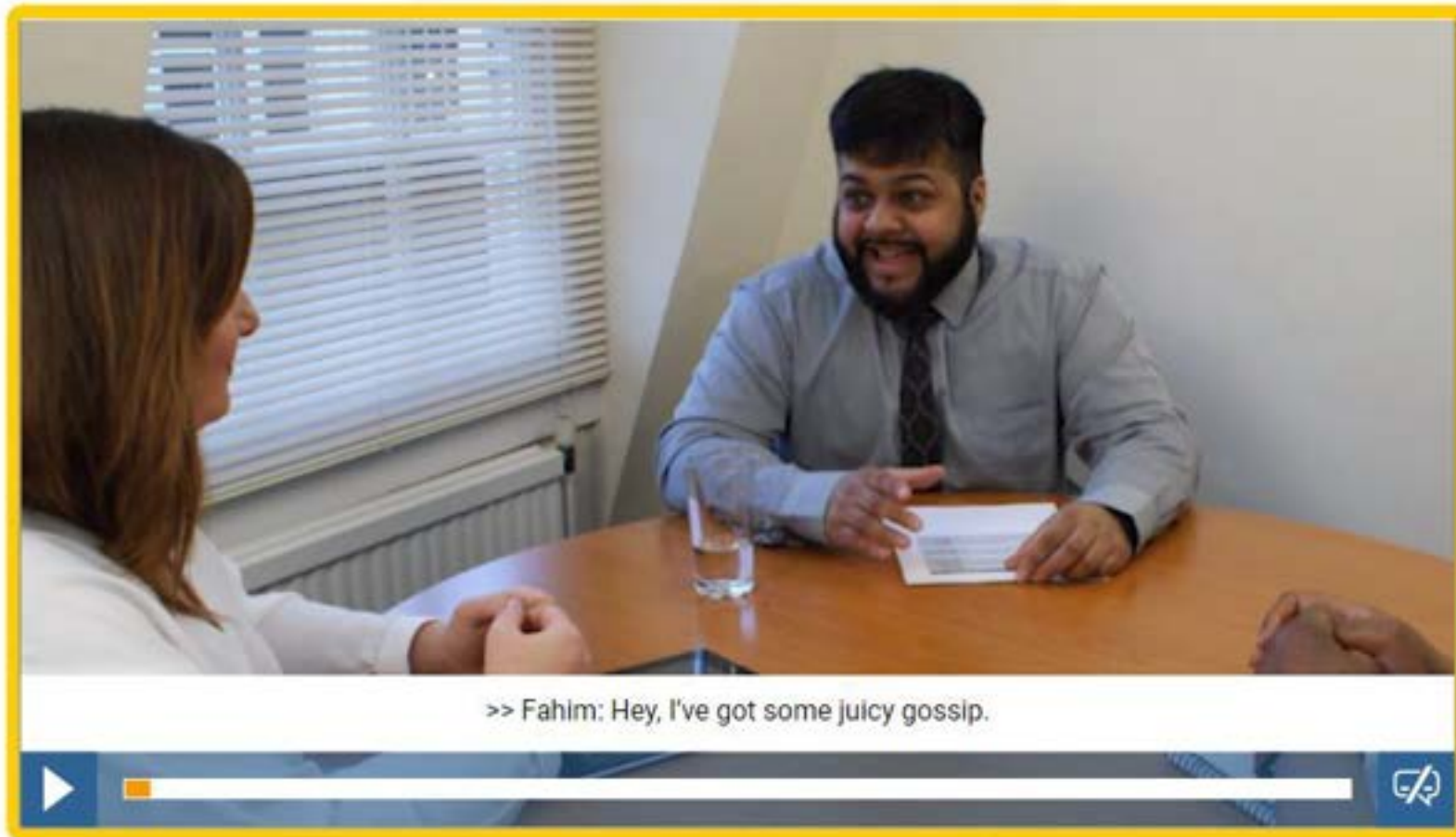
Of course, none of this means that asking for specific attributes, skills or qualifications is always discriminatory! It just means that they must be essential occupational requirements for the role. If they're not, they could well be discriminatory.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



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Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

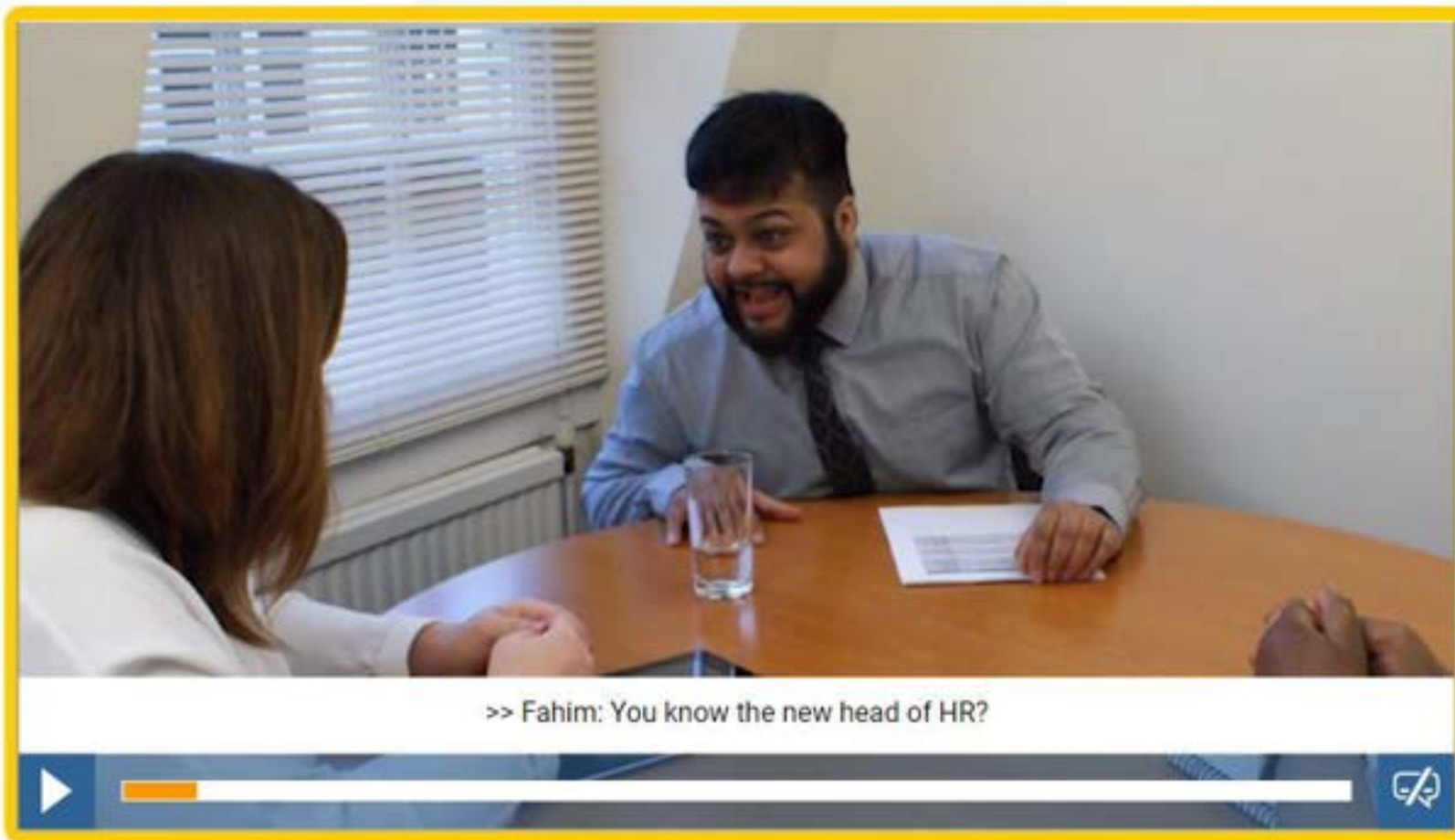
>> Lucy: I'm all ears.

Video player controls: play button, progress bar, mute icon.



## Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.







Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Lucy: No, but I'm meeting her next week.

Video player controls: Play button, progress bar, and mute icon.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.





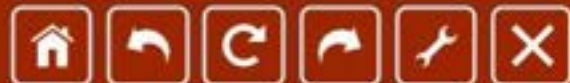
Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Lucy: What?

Video player controls: Play button, progress bar, and a mute icon.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Fahim: Turns out she's a lesbian.

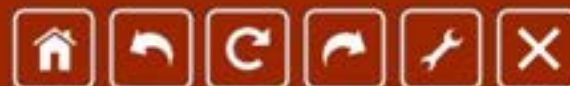


Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Lucy: Really! How do you know?





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

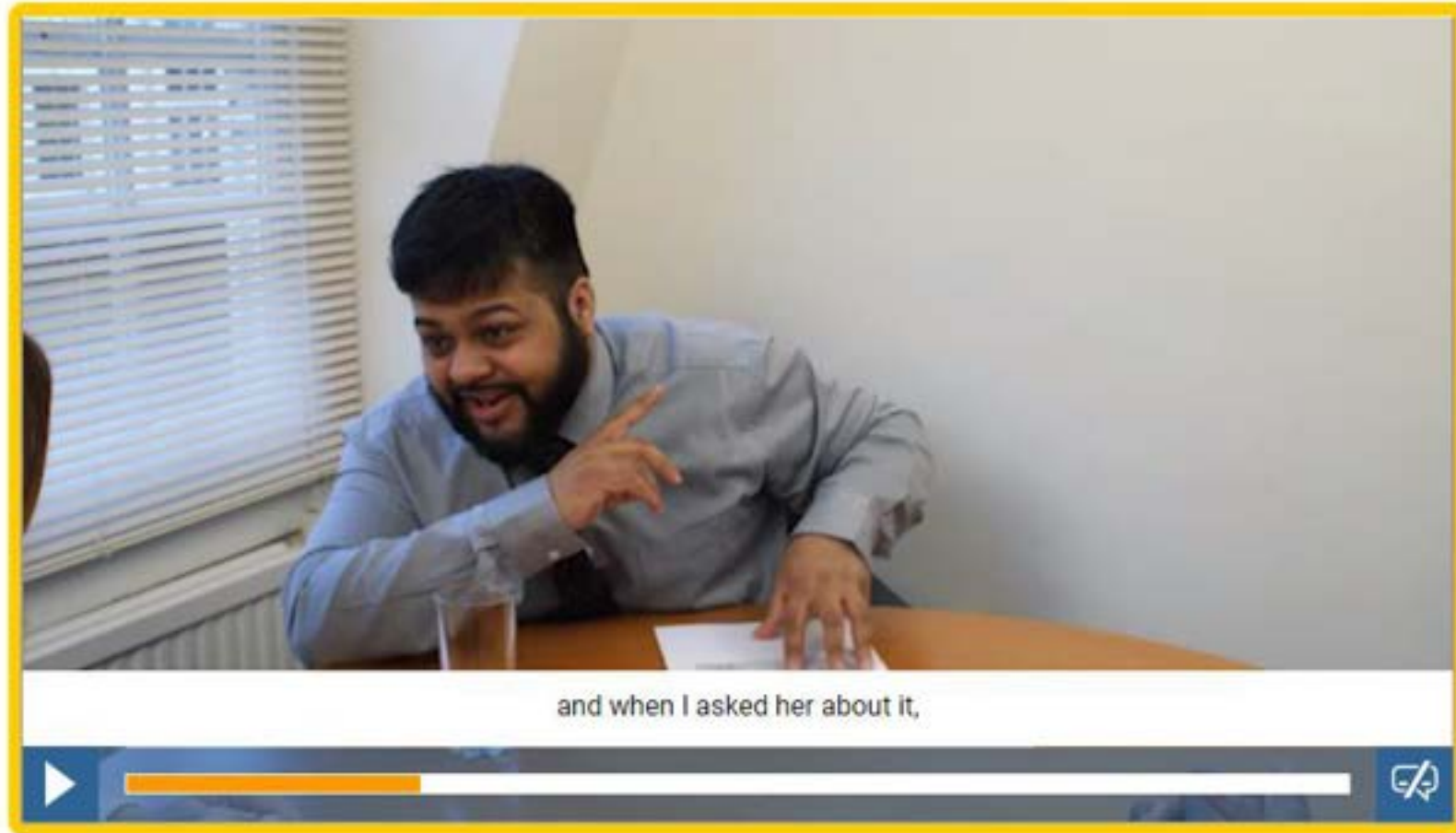
>> Fahim: She had one of those Pride badges on





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.







Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

she came out bold as brass.

The video player shows a man with a beard and a light blue shirt sitting at a table in a meeting room. He is gesturing with his right hand while speaking. A subtitle at the bottom of the video reads "she came out bold as brass." The video player includes a play button on the left, a progress bar, and a mute icon on the right.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

I didn't know what to say





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

- I was with Ted



Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

A video player interface showing a man with a beard and a light blue shirt sitting at a desk in an office. He is gesturing with his hands while speaking. The video player includes a play button on the left, a progress bar in the middle, and a mute icon on the right. A subtitle at the bottom of the video frame reads: "and had to stop myself from looking at him,"



Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

otherwise we'd have both cracked up.

The video player interface includes a play button on the left, a progress bar in the center, and a mute icon on the right.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



>> Lucy: I don't blame you.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

What's she like then?


▶ [Progress bar] [Mute]





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

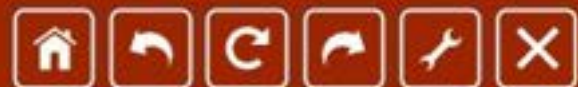


>> Fahim: Hmm, definitely not someone you'd want to bump into in a dark alley.

Video player controls: Play button, progress bar, and a mute icon.







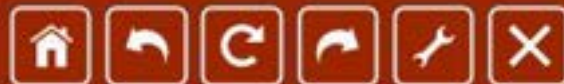
Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Lucy: Oh no, I've got to meet her next week!

The video player includes a play button on the left, a progress bar, and a mute icon on the right.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Fahim: Well, I'd watch yourself,





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

she looks like a real woman-eater.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

It's going to be bad enough as it is.

The video player interface includes a play button on the left, a progress bar in the center, and a mute icon on the right.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

What if she tries anything on?

▶ [Progress bar] [Mute icon]

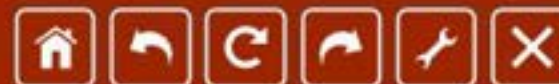




Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Fahim: Well, you'll just have to put her straight...



Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

so to speak.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Tamsin: Hey don't you think it's a bit out of order, talking like this.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Fahim: What do you mean?

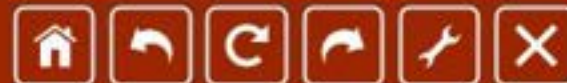




Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

>> Tamsin: You know exactly what I mean,



Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

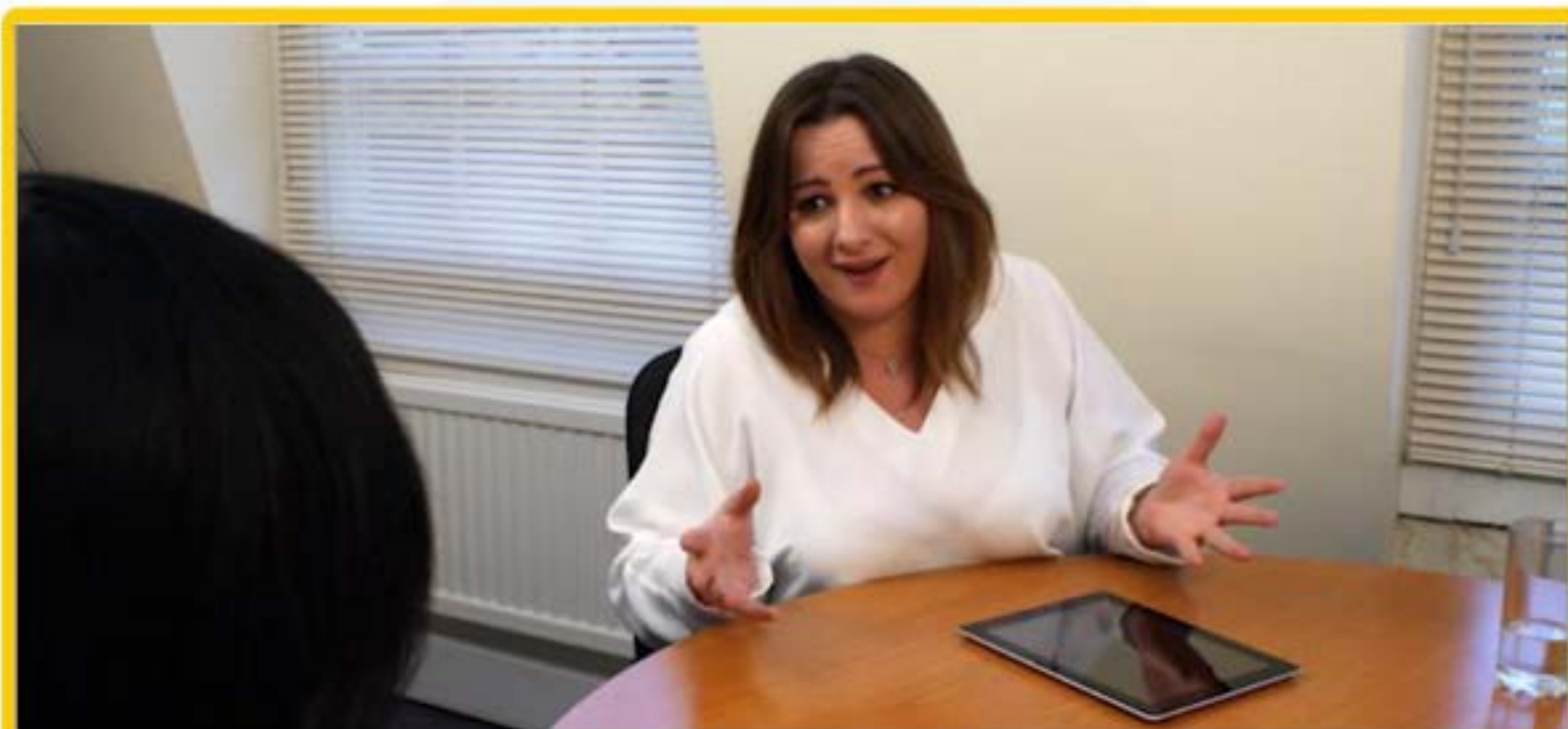
bad-mouthing someone just because they're gay.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



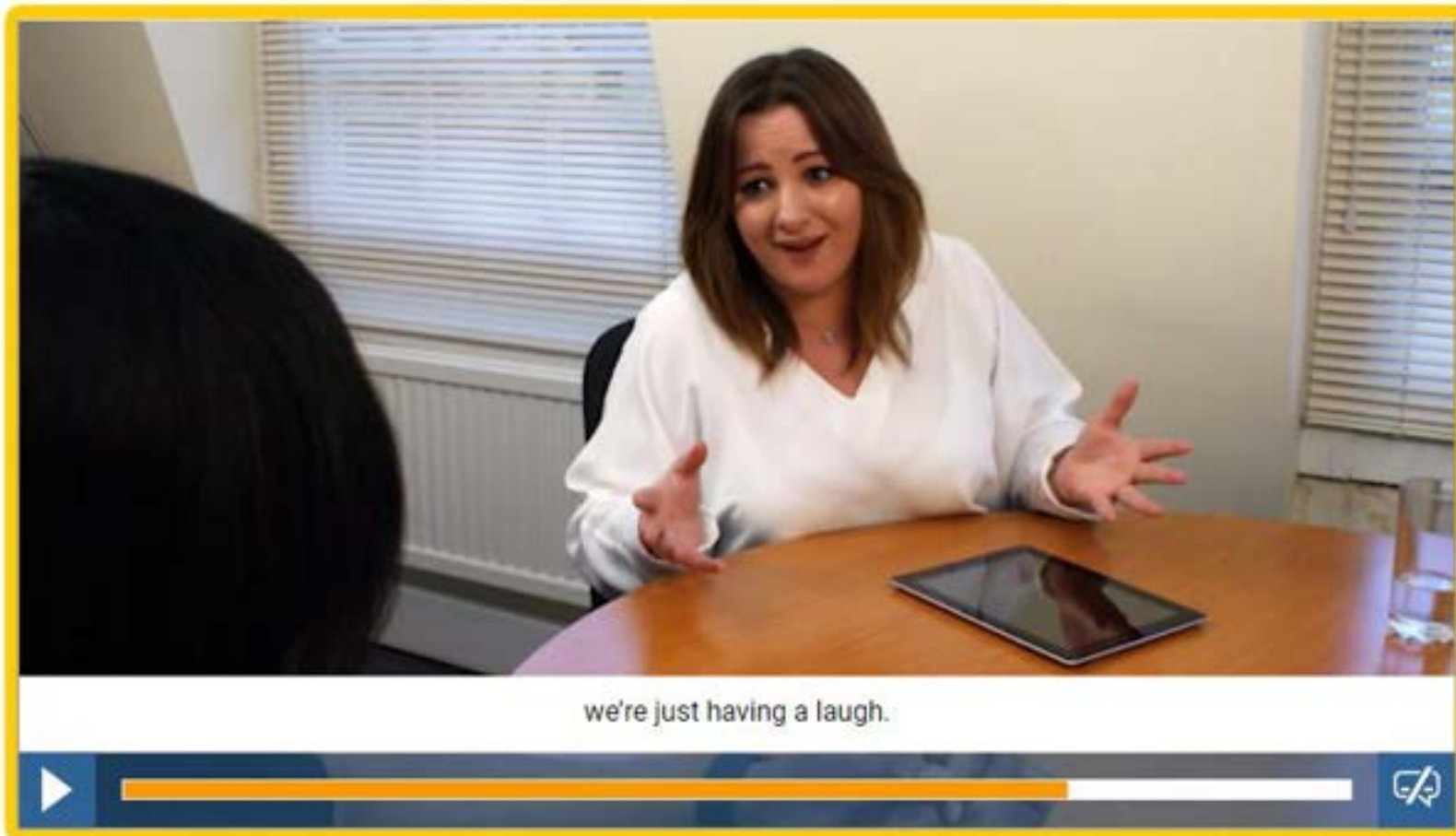
>> Lucy: Oh come on Tamsin, stop being so PC,





Hot gossip


Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.





Hot gossip

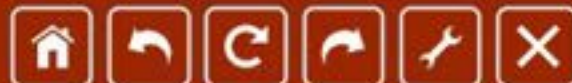
Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



>> Tamsin: Well, I don't think it's funny, it's insulting.

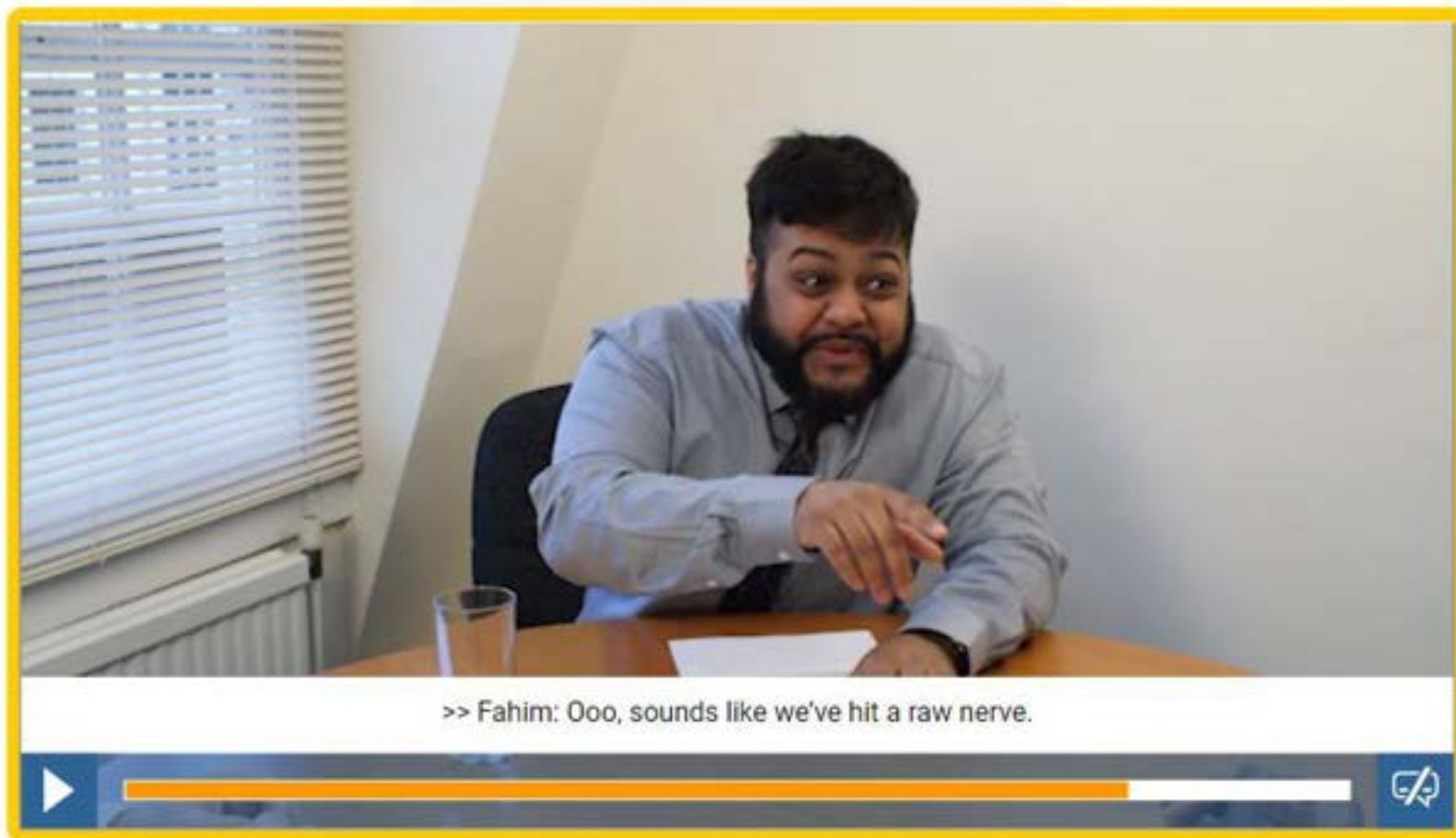
Video player controls: Play button, progress bar, and mute icon.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

No skeletons in your closet are there, Tamsin?







Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



>> Tamsin: Thanks for that flashback to primary school, Fahim.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

Right, I've had enough.





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



Let me now when you're done with the character assassination





Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.

and I'll be back to discuss the workshop...

The video player shows a woman with dark hair, wearing a black top with a decorative lace-up front, sitting at a wooden desk. She is looking towards the left of the frame. The background includes a wooden cabinet, a printer, and a potted plant with orange leaves. The video player interface includes a play button on the left, a progress bar, and a mute icon on the right.





## Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



Tamsin's certainly not happy with Fahim and Lucy. So what's your take on this scene? Do you think they've over-stepped the mark from a legal perspective?

No, they're not insulting Sandra to her face – she's not even in the room – so while their behaviour is unprofessional, it's not unlawful.

Yes, their behaviour amounts to direct discrimination.

Yes, their behaviour amounts to indirect discrimination.

Yes, their behaviour amounts to harassment.

Yes, their behaviour amounts to victimisation.

Choose your answer, then select **Confirm** to see how you did.

Confirm



## Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



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Yes, their behaviour amounts to harassment.

Yes, their behaviour amounts to victimisation.

Yes, that's right. Fahim and Lucy's homophobic and derogatory remarks are unacceptable and amount to harassment.



## Hot gossip

Fahim, Lucy and Tamsin have got together to discuss logistics for a new training workshop, but Fahim has something he needs to get off his chest first. Select the **Play** button to view the scene.



Tamsin's certainly not happy with Fahim and Lucy. So what's your take on this scene? Do you think they've over-stepped the mark from a legal perspective?

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Yes, their behaviour amounts to direct discrimination.



Yes, their behaviour amounts to indirect discrimination.



Yes, their behaviour amounts to harassment.



Yes, their behaviour amounts to victimisation.



The key point here is that an individual – like Tamsin – can make a claim of harassment even when the harassing behaviour isn't directed at them personally. That's because harassment encompasses any behaviour that can reasonably be seen as intimidating, offensive, hostile or degrading to another person.



Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Maggie: Well, I've heard that Derek was joking.

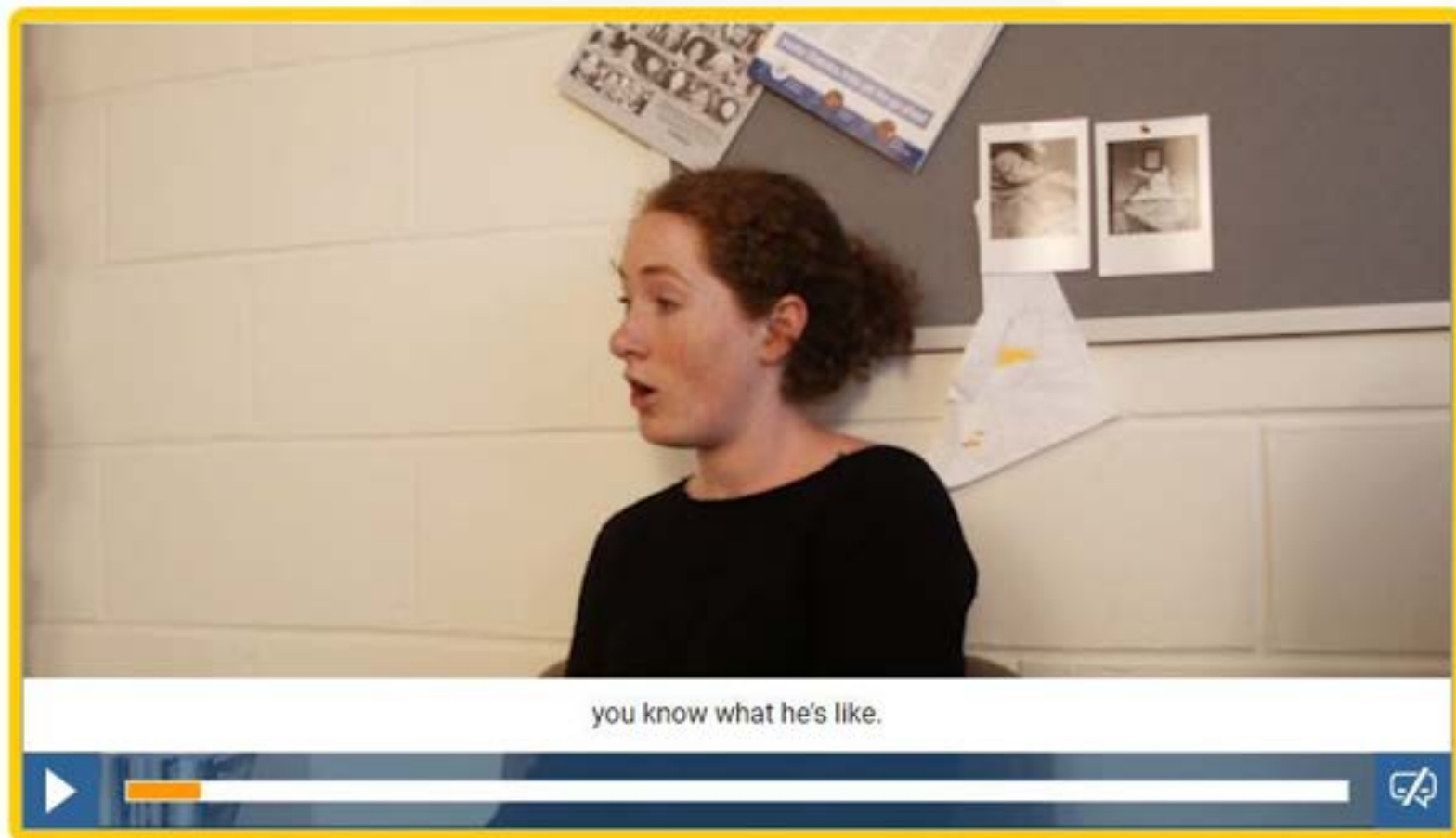






Can't take a joke?

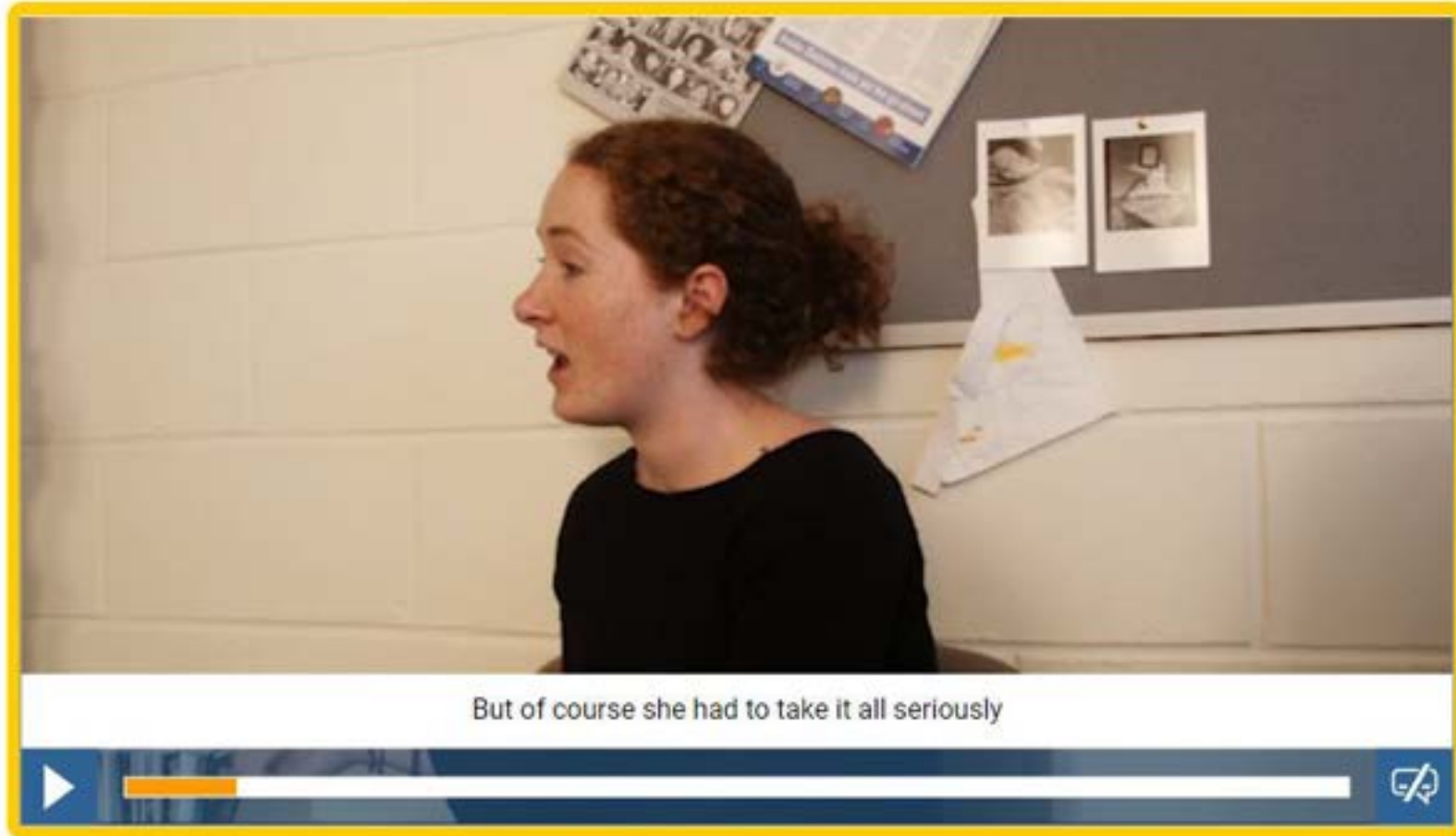
Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

and make a formal complaint...





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

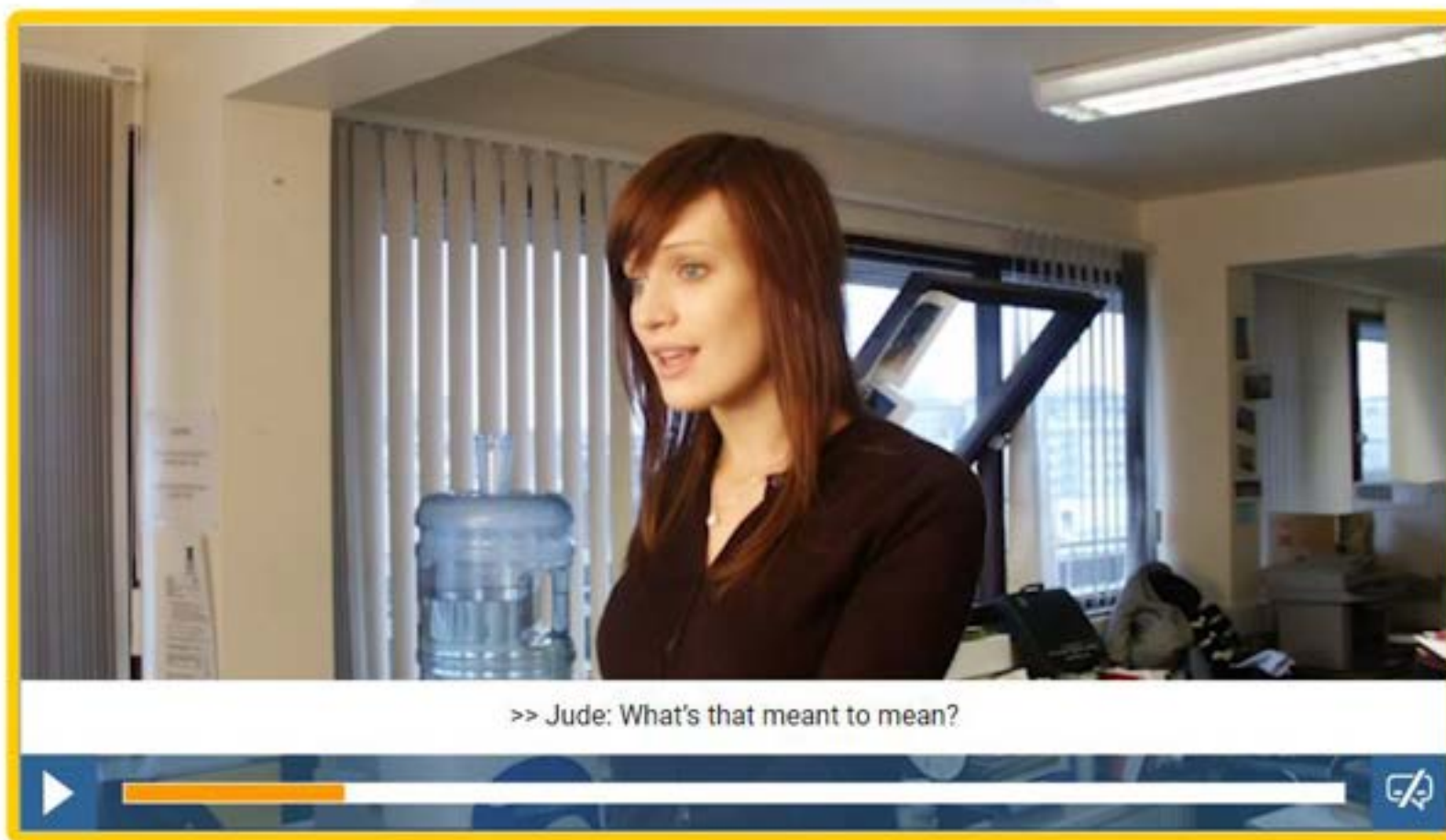
oh, look out, talk of the devil.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Maggie: Oh nothing.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Jude: It didn't sound like nothing.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Maggie: Well, if you must know,







Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

we were just having a private conversation about





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

your little tussle with Derek.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Jude: My little tussle with Derek!



Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

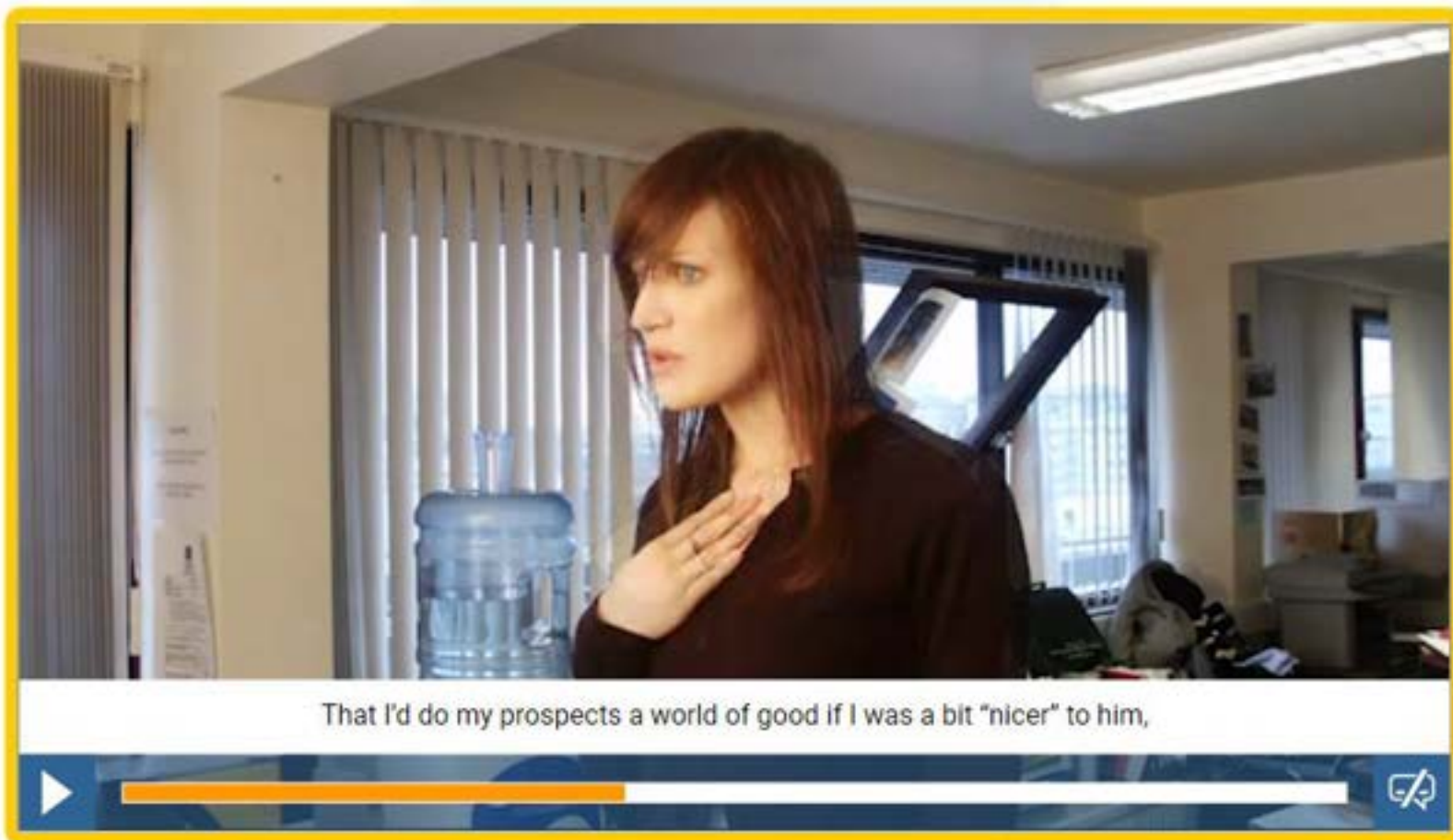
Do you know what he said?






Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.




with a big lecherous grin on his face.

Video player controls: Play button, progress bar, volume icon




Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



>> Maggie: Oh come on Jude, that's just Derek.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

He was pulling your leg.







Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

>> Jude: Well I don't think he was joking





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

and I don't think it's funny even if he was.



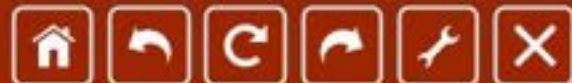


Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.


>> Maggie: Oohh, a real Miss Prudish aren't you?






Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



What's the world coming to if you can't have a



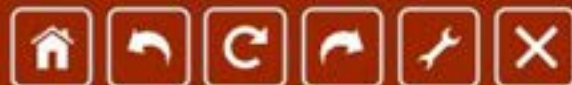


Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

bit of light-hearted banter at work, eh?





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

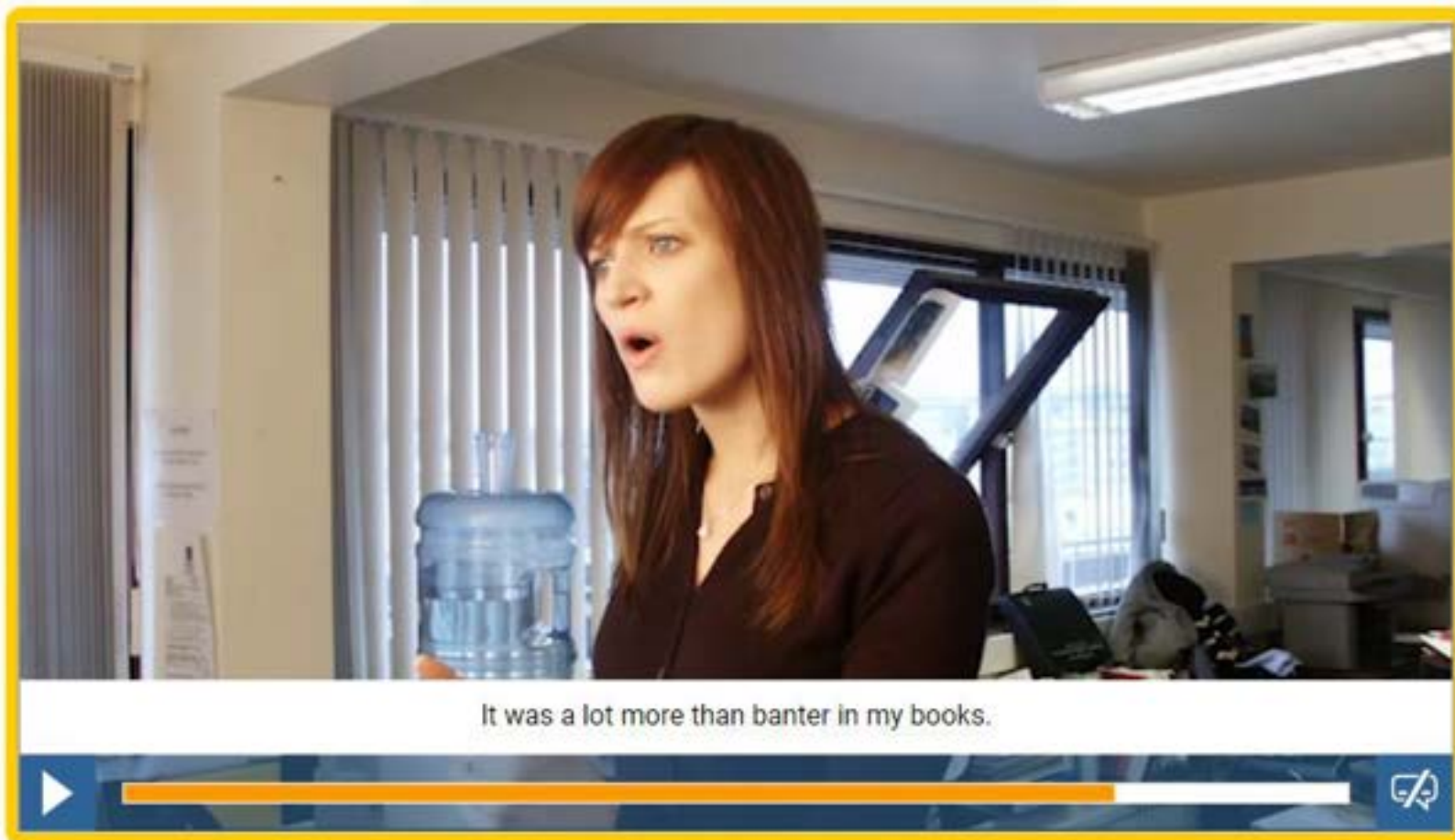
>> Jude: Banter?!

▶ [Progress bar] [Mute]



Can't take a joke?

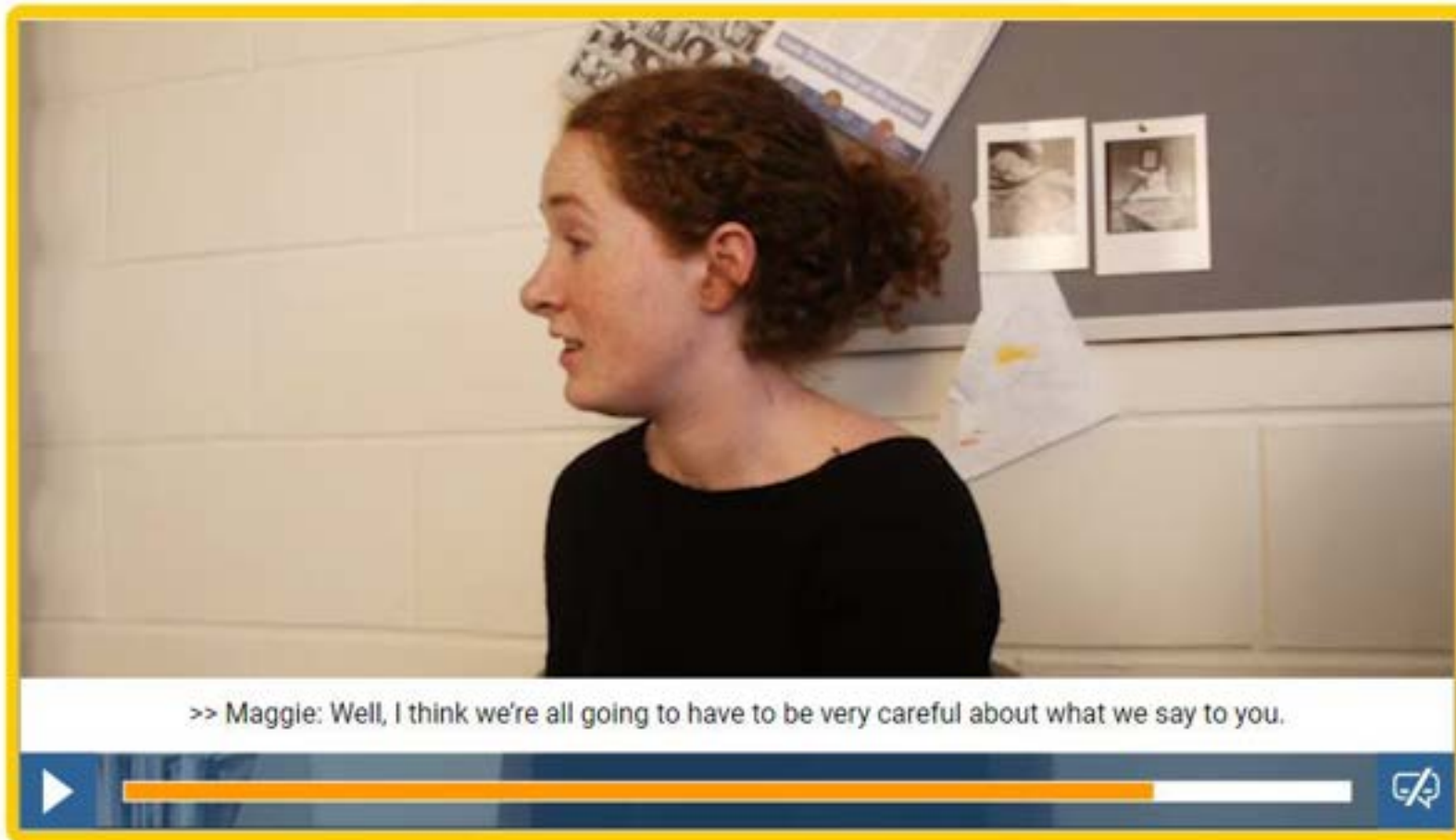
Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



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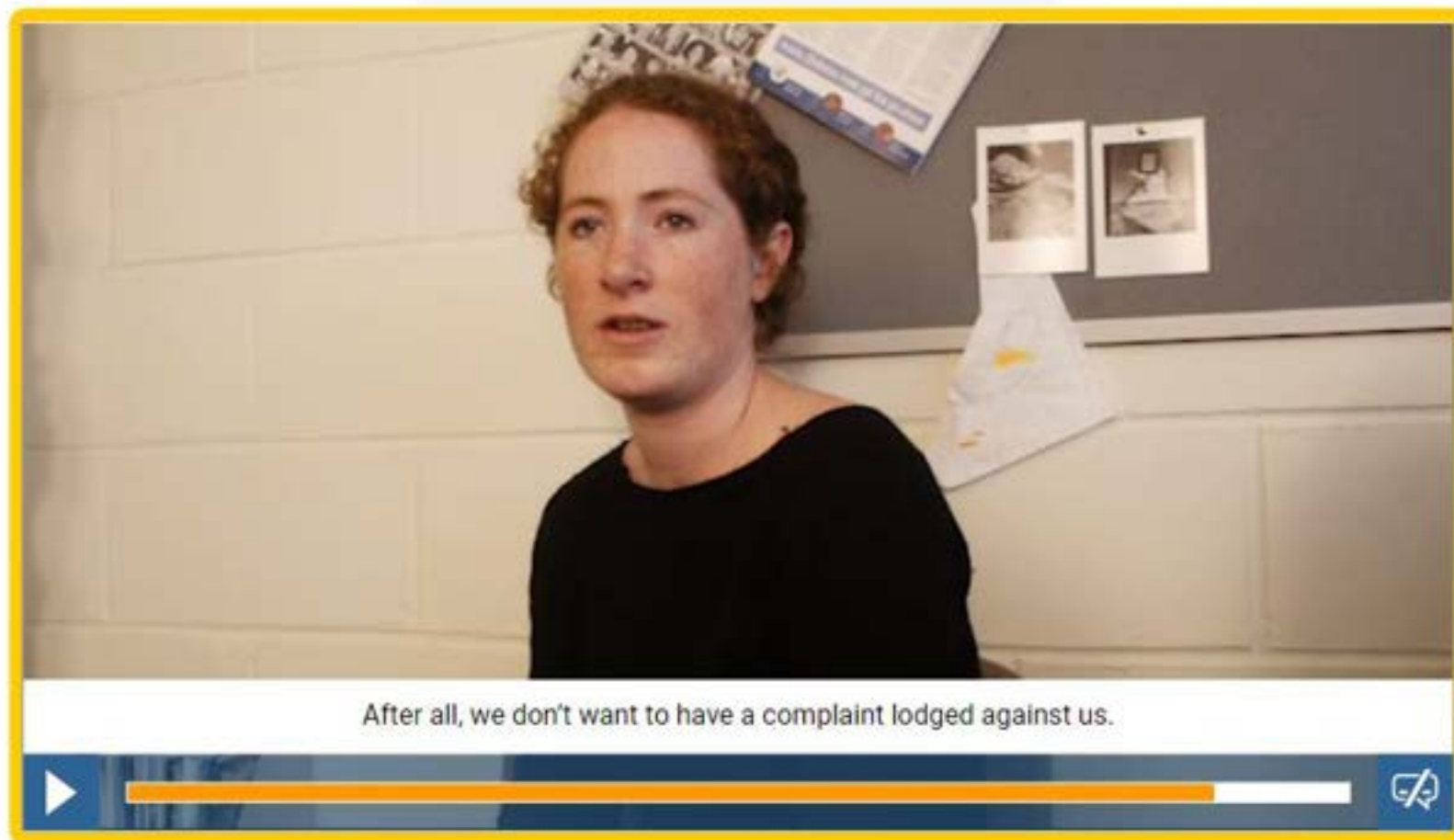






Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.





Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.

In fact, I think the safest bet is not to talk to you at all.





## Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



From a legal perspective, what would you say Maggie's behaviour amounts to?

Direct discrimination

Indirect discrimination

Harassment

Victimisation

None of the above

Choose your answer, then select **Confirm** to see how you did.

Confirm



## Can't take a joke?

Maggie and a few of her colleagues are having a coffee break, and discussing some breaking news, just as Jude arrives on the scene. Select the **Play** button to see what happens.



From a legal perspective, what would you say Maggie's behaviour amounts to?

Direct discrimination

Indirect discrimination

Harassment

Victimisation

None of the above

Yes, that's right, Maggie is victimising Jude. Victimisation is when someone receives detrimental treatment because they have made, or intend to make, a complaint about harassment or discrimination, or support such a complaint. In this case, Jude is clearly being victimised for lodging a complaint against Derek.





Use the case studies shown here to develop your understanding of equality legislation. Select each case study in turn and try to choose how the law applies in each case. Select **Continue** when you've finished.



It's nothing personal



Can you hear me?



Baby blues



Lacking drive



Hot gossip



Can't take a joke?



Working lunch



Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



>> Janice: Right, now for the fun bit:





Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

budgets for next year.





Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozlie, Tamsin and Fahim. Select the **Play** button to view the scene.

Tamsin, Fahim, thanks for sending through your figures,





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozle, Tamsin and Fahim. Select the **Play** button to view the scene.



they look fine I think.

Video player controls: play button, progress bar, mute icon



Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.





Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

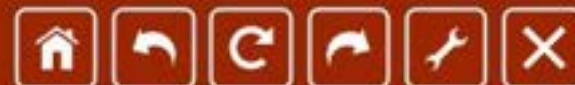


Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



Gozie, I've not had anything from you yet.

Video player controls: Play button, progress bar, volume icon



Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

>> Gozie: Err no,

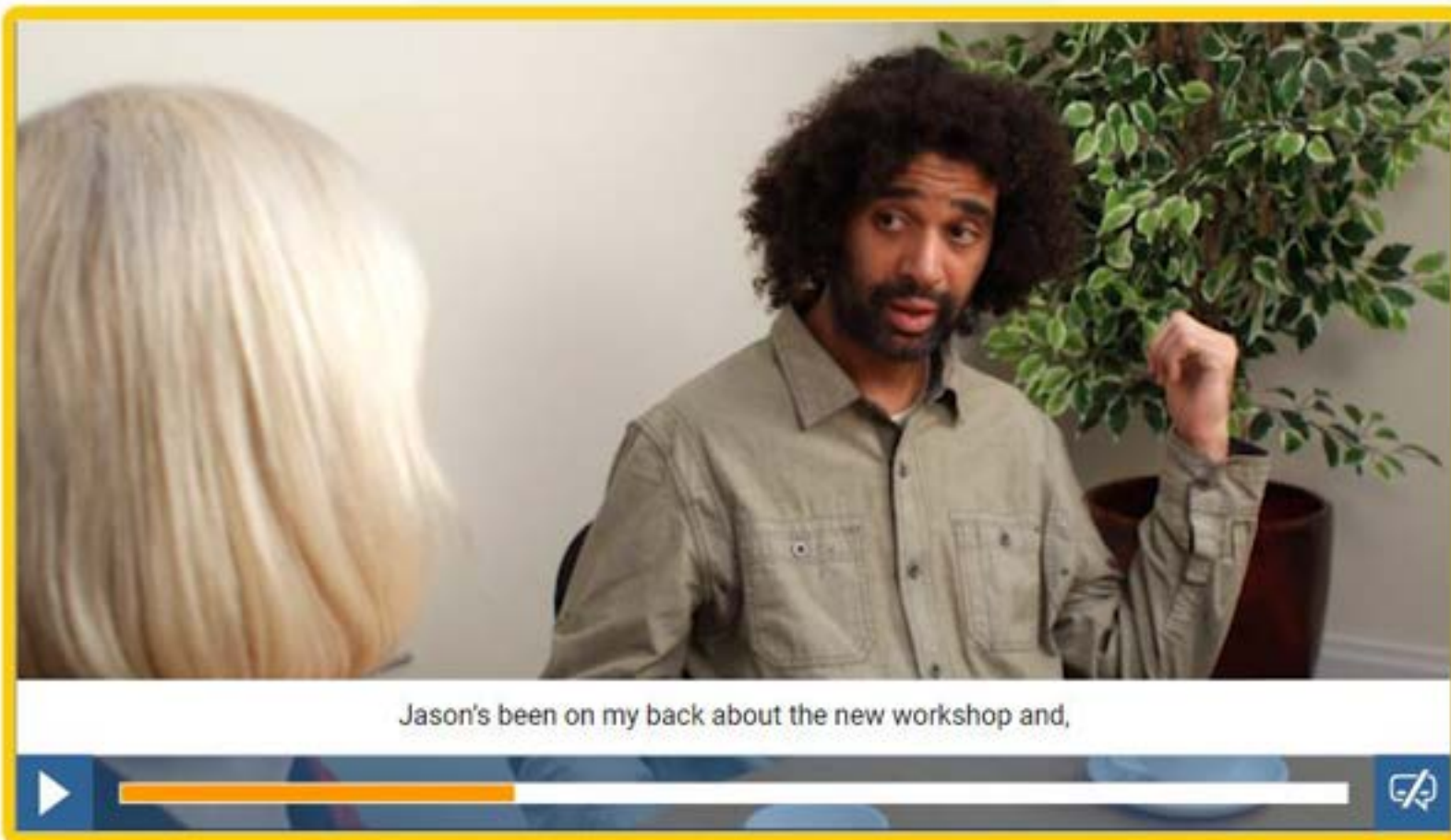
▶

🔊



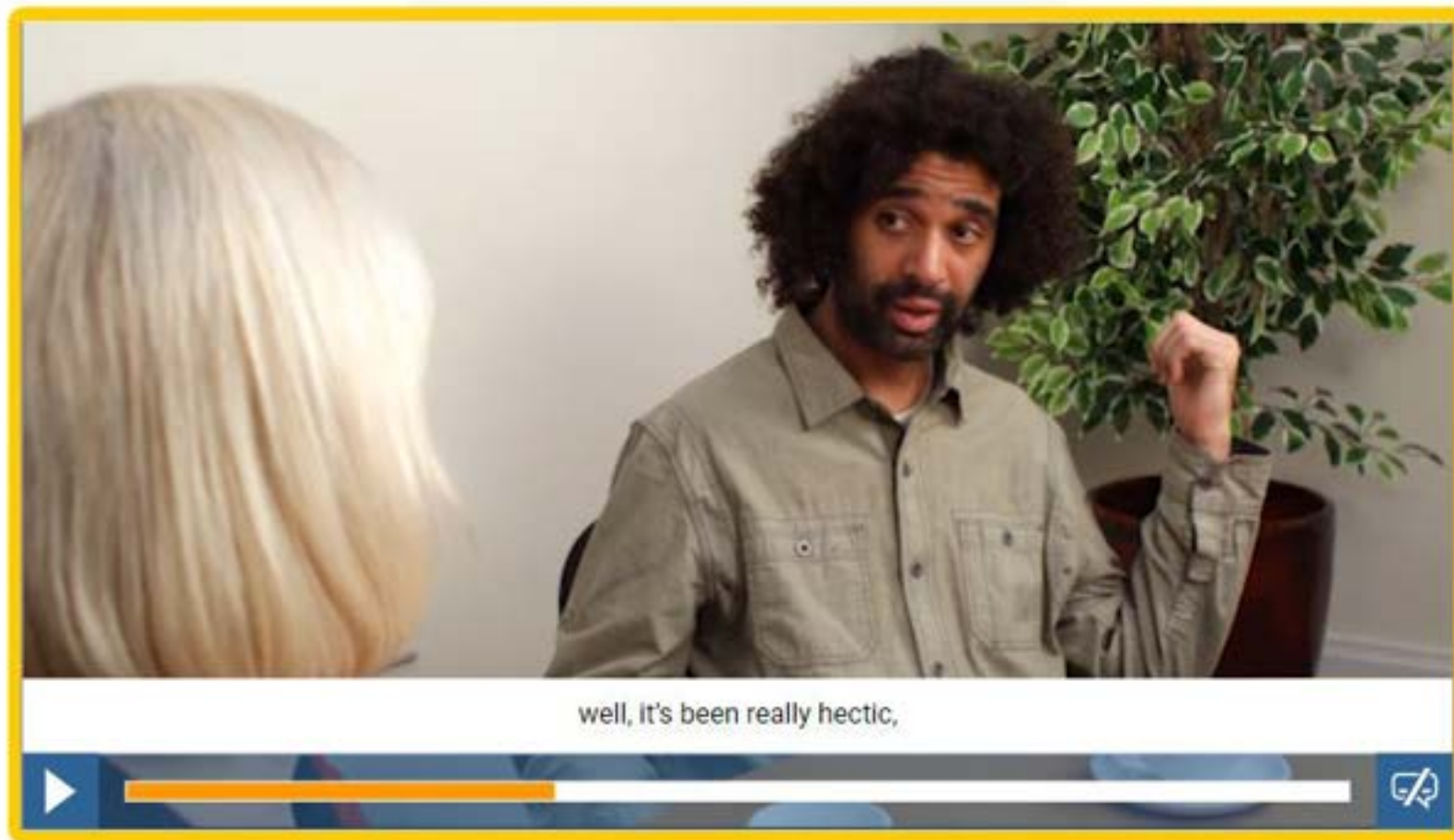


Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.






Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



just one thing after another.

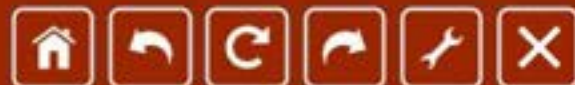
Video player controls: Play button, progress bar, and mute icon.





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

>> Janice: I see.



Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozle, Tamsin and Fahim. Select the **Play** button to view the scene.




and you seemed pretty comfortable with it then.






Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



>> Gozie: I know, I just didn't think I was going to be so busy.





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

>> Janice: Well, Selena has asked me to present the figures next Wednesday,



Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozlie, Tamsin and Fahim. Select the **Play** button to view the scene.





Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozle, Tamsin and Fahim. Select the **Play** button to view the scene.

If you'd told me you were struggling,





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.







Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.

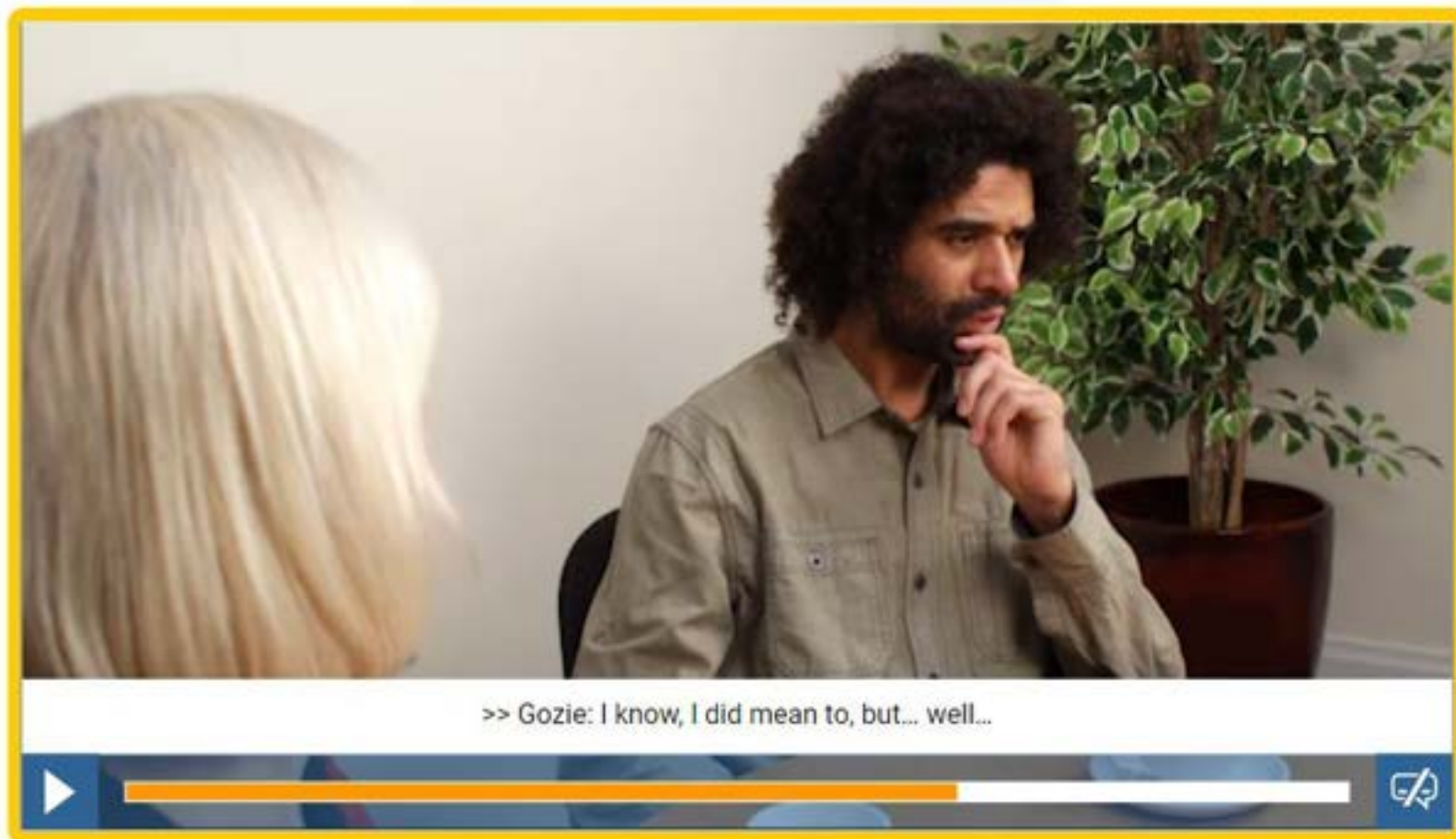


at least with fending off Jason.





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.






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Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



>> Gozie: Uhm. Well, I did have plans for lunch,

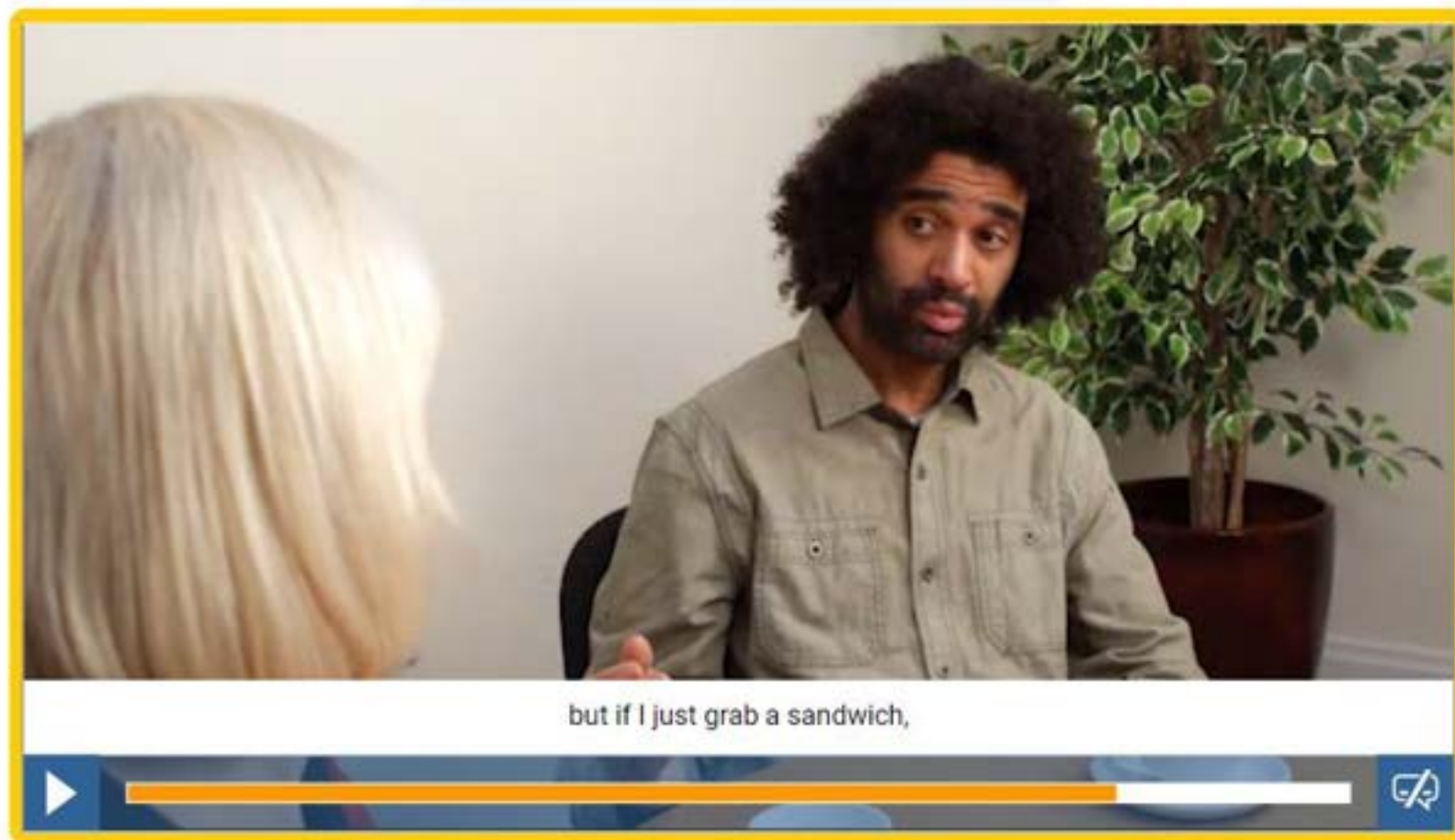
▶

⏏





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.





Working lunch

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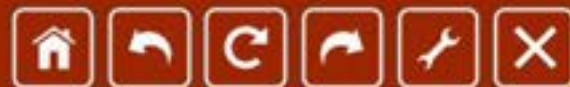
I guess I could get them to you later today.





Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.





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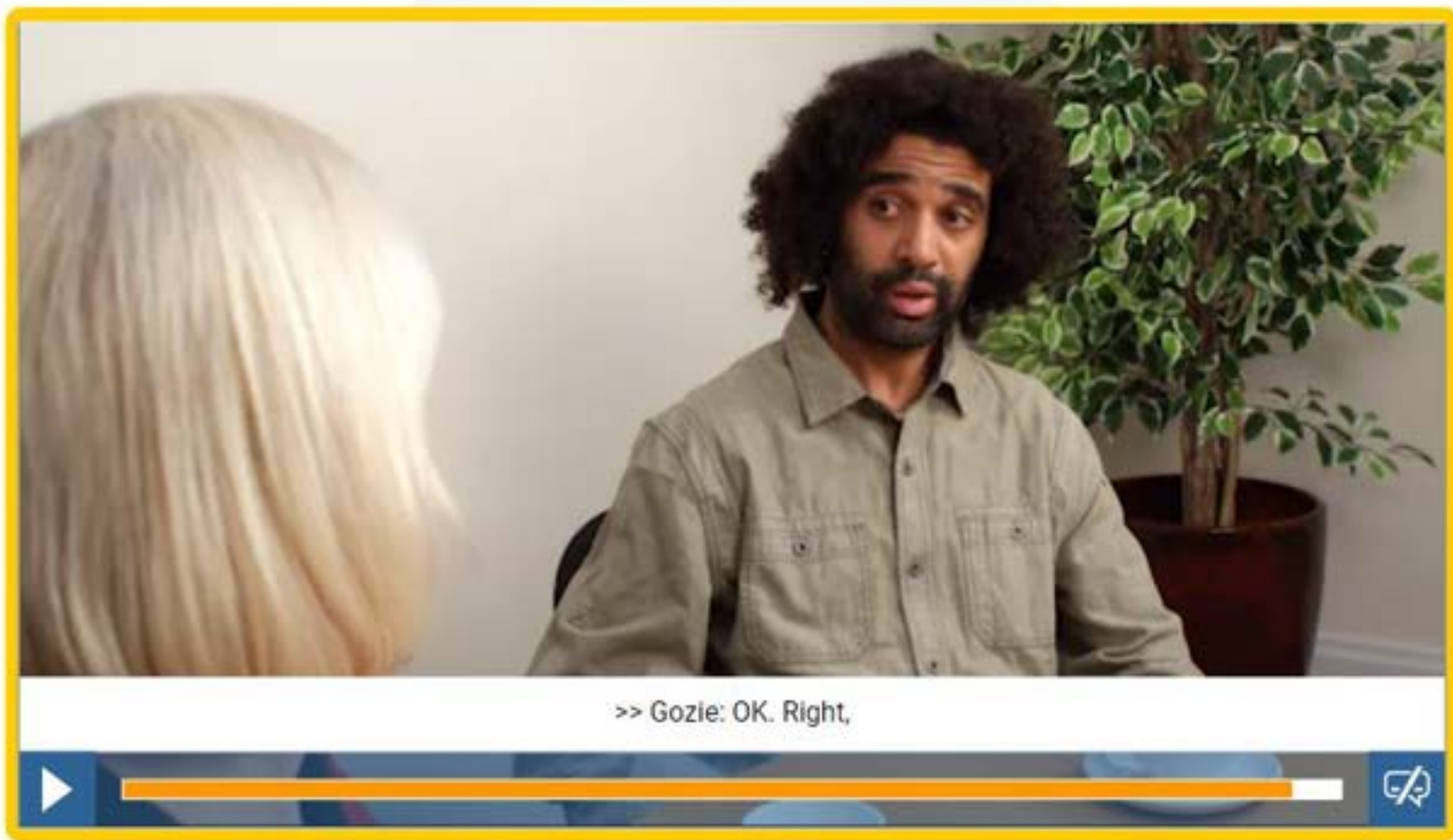
I'm around most of this afternoon.

▶  





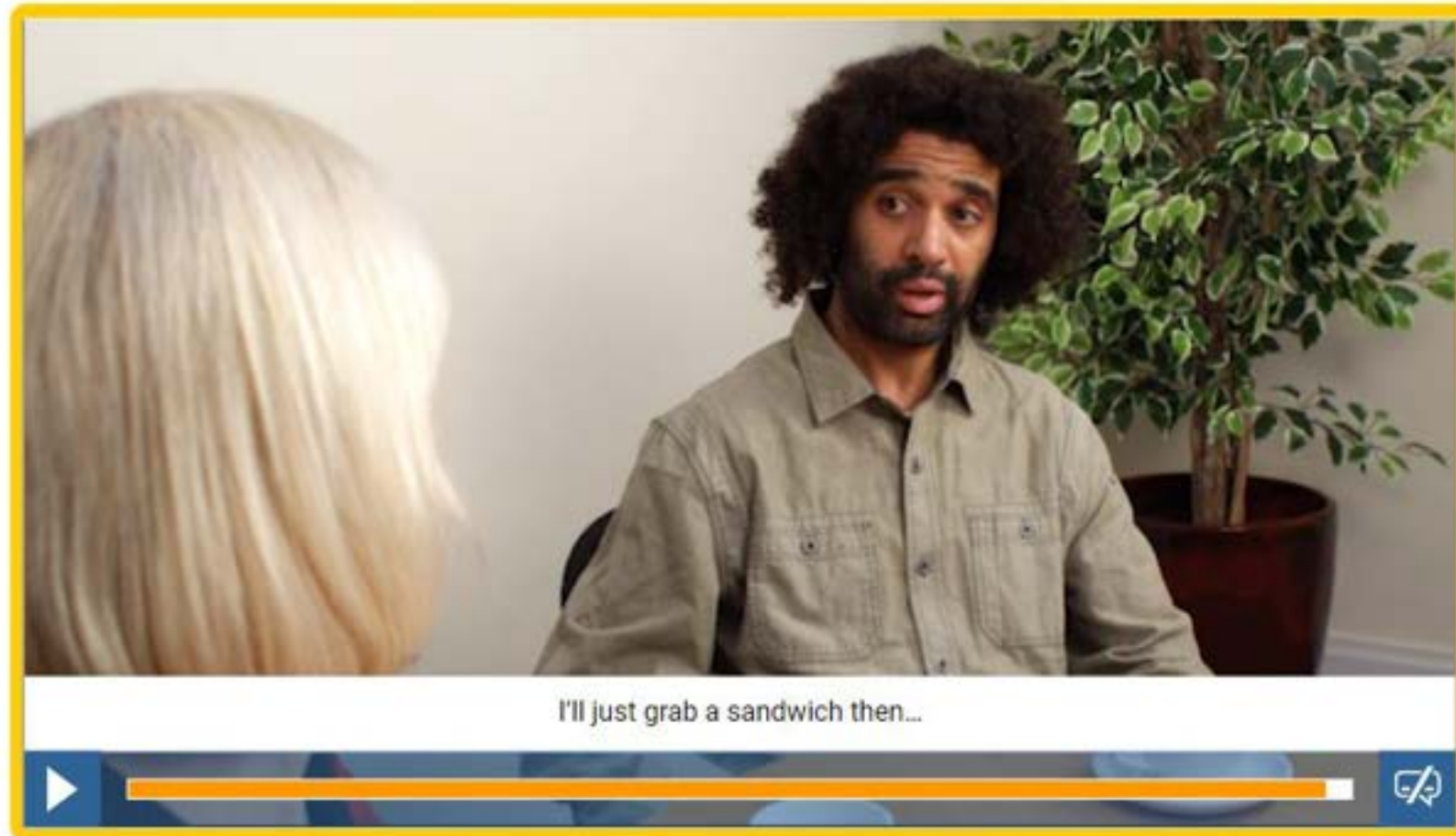
Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.





Working lunch

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Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



Well, Gozie was obviously looking forward to lunch, but is going to have to postpone his plans. So what's your view on this? Do you think Janice has crossed any lines from a legal perspective?

No, Janice is guilty of nothing more than assertive management.

Yes, Janice is clearly bullying Gozie.

Yes, Janice's behaviour amounts to racial harassment.

Yes, Janice's behaviour amounts to racial discrimination.

Yes, Janice is victimising Gozie.

Choose your answer, then select **Confirm** to see how you did.

Confirm



## Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



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Yes, Janice's behaviour amounts to racial harassment.



Yes, Janice's behaviour amounts to racial discrimination.



Yes, Janice is victimising Gozie.



Yes, we'd agree with that. On the face of it, this is purely a performance issue and Janice has done nothing more than exercise assertive management to ensure Gozie focuses on sending through the information she needs... as previously agreed.



Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



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Yes, Janice's behaviour amounts to racial discrimination.



Yes, Janice is victimising Gozie.



While there's no denying that Janice was firm with Gozie, she remained professional and calm throughout, clearly explaining what she needs and why she needs it. And it's not like she's asked for the impossible: everyone had a full month's notice, and Tamsin and Fahim had no problem hitting the deadline. Given all this, her behaviour seems perfectly reasonable.





## Working lunch

Janice heads up a training department and is in the middle of her monthly review meeting with the three team leaders who report to her: Gozie, Tamsin and Fahim. Select the **Play** button to view the scene.



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Yes, Janice is victimising Gozie.



So when could a situation like this become more serious? Well, if Janice became aggressive or insulting, or started to unfairly single Gozie out for criticism, then this could well be considered harassing or discriminatory behaviour.

Summary



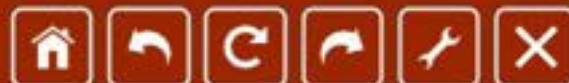
Now that you've finished this section, you should be familiar with key equality legislation, and know what sorts of behaviour can be regarded as discrimination, harassment or victimisation.

In the next section, we'll look at what you can do to break down barriers to equality, diversity and inclusion. Select **Continue** to move on to the next section now, or **Home** to return to the course menu.





If you're going to play a full role in promoting equality, diversity and inclusion, you first need to know what you're up against. And that means understanding the main barriers you're likely to face.



If you're going to play a full role in promoting equality, diversity and inclusion, you first need to know what you're up against. And that means understanding the main barriers you're likely to face.

In this section, we'll consider what these barriers are, how they form, and how they can cause unfairness. More importantly, though, we'll also look at some of the practical things you can do to break them down. Select **Continue** to get started.



## Understanding prejudice



So, why do some people treat other people unfairly? Well, at the root of most inequality is prejudice – a groundless negative attitude towards members of a particular group. A well-known example is racial prejudice.

But where do our prejudices come from? In this section, we're going to focus on what are widely seen as three key triggers: preconceptions, unconscious bias and stereotypes. Let's get started with a brainteaser...





Preconceptions brainteaser



How is this possible?

Enter your thoughts into the text box, then select **Confirm** to see how you did.

Confirm



Preconceptions brainteaser

A pilot and a nurse marry.

One day, they're out flying together in a light aircraft.

They hit heavy turbulence and he's knocked unconscious.

His wife, however, manages to control and land the plane safely.

How is this possible?

The wife is the pilot, the nurse is her husband, so of course she could land the plane!





## Preconceptions brainteaser



How is this possible?

As you've probably already realised, this brainteaser was designed to expose any preconceived ideas – or preconceptions – that you may have about gender roles in society. If you got the right answer, then this indicates you probably don't have strong preconceptions in this area, which is great. However, that doesn't mean you don't have strong preconceptions in other areas!





As we grow up, we subconsciously develop deep-rooted preconceptions about the world, based on the things we see and experience around us. Collectively, these preconceptions define our understanding of what's "normal" and underpin our values and beliefs.

While preconceptions are natural, they can be major barriers to equality. The danger is that they can remain frozen in time and prevent us from seeing or accepting how the world is changing around us. And that applies to the roles that different people fulfil in society.

Worse still, our preconceptions can trigger [unconscious bias](#) for or against particular groups of people. For example, thinking all pilots are male and all nurses are female may seem pretty harmless in itself. Trouble is, it's just a small step away from assuming that only males are capable of being pilots and only females are capable of being nurses.

It's when we take this step that our preconceptions and biases become prejudices that can cause us to make unfair and discriminatory decisions. And because we're not consciously aware of them, we don't even know we're doing it!





So what can you do to break down preconceptions and minimise the effects of unconscious bias?

Well, the first step is simply to try and become consciously aware of them. Analyse your views and expectations of particular groups of people and where these come from. To get you started, it might help to think back to situations in which you've been surprised to see a particular person fulfilling a certain role. Try to identify the reasons why you felt surprised: what do they reveal about how you view the world?

Secondly, when you're making decisions about people, always ensure these are based on concrete, objective facts, rather than vague "hunches" or "gut feelings". This should help to ensure you're not influenced by unconscious bias.

Last but not least, always try to be positive about changes within society and don't simply dismiss them out of hand. People often take a negative view of change just because they don't like things to change. Remember, history has shown that the most successful people and organisations are those that most readily grasp the opportunities presented by change.





What are stereotypes?

While preconceptions and unconscious bias can trigger prejudice, so too can stereotypes. Let's start our exploration of stereotypes with a simple exercise...



What are stereotypes?

Look at each of the objects shown here and try to group them into three categories by dragging them into the boxes.



CATEGORY 1

CATEGORY 2

CATEGORY 3

When you've finished select **Confirm**.

Confirm



What are stereotypes?

Look at each of the objects shown here and try to group them into three categories by dragging them into the boxes.



CATEGORY 1



CATEGORY 2



CATEGORY 3



That's right, while the objects are all different, they can be grouped together as aeroplanes, cars and motorcycles. But that was really easy, wasn't it?





What are stereotypes?

Look at each of the objects shown here and try to group them into three categories by dragging them into the boxes.



CATEGORY 1



CATEGORY 2



CATEGORY 3



The point of this exercise was to illustrate how good the human brain is at spotting patterns and placing things into categories. So why exactly are we so good at doing this?





What are stereotypes?

Look at each of the objects shown here and try to group them into three categories by dragging them into the boxes.



CATEGORY 1



CATEGORY 2

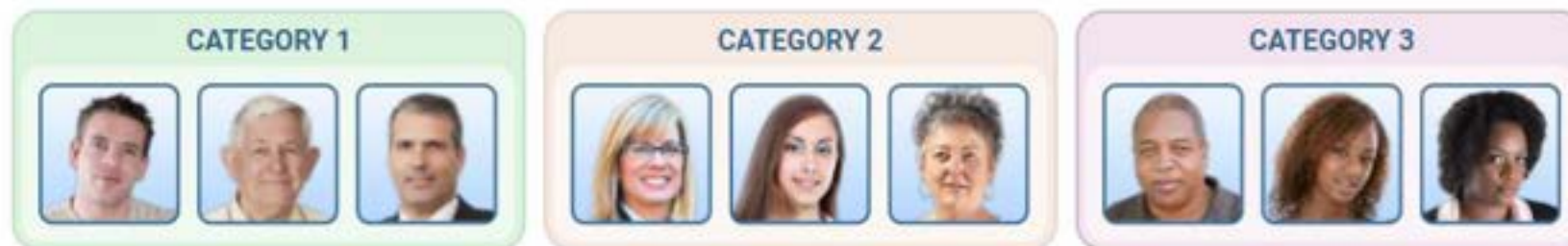


CATEGORY 3



Well, in our day-to-day lives, we're bombarded by information. If you just walk down the street looking carefully around, you'll see thousands of different things: different cars, different houses, different people, and so on. Without some way of being able to simplify the complexity of the world around us, we just wouldn't be able to rapidly take in situations and react to them. And in primeval times, speed of reaction was often the difference between life and death.

What are stereotypes?

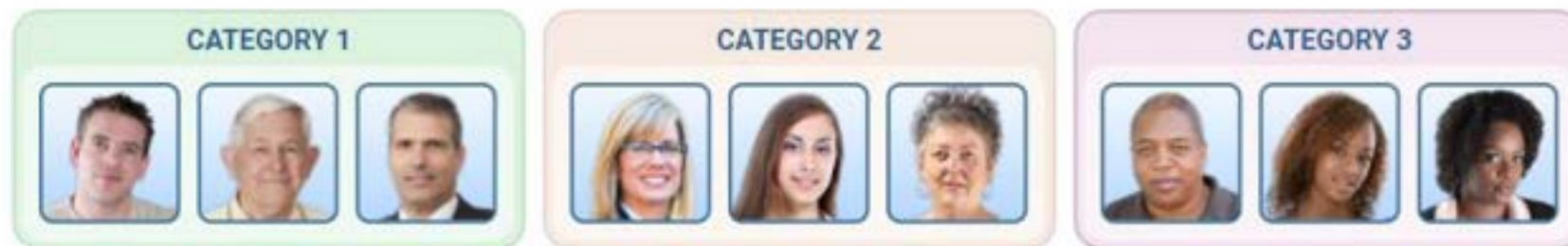


So how does all of this apply to stereotypes? Well, in the same way as we place objects around us into categories, we do the same with people. This could be on the basis of any number of characteristics: age, sex, race, colour and so on.





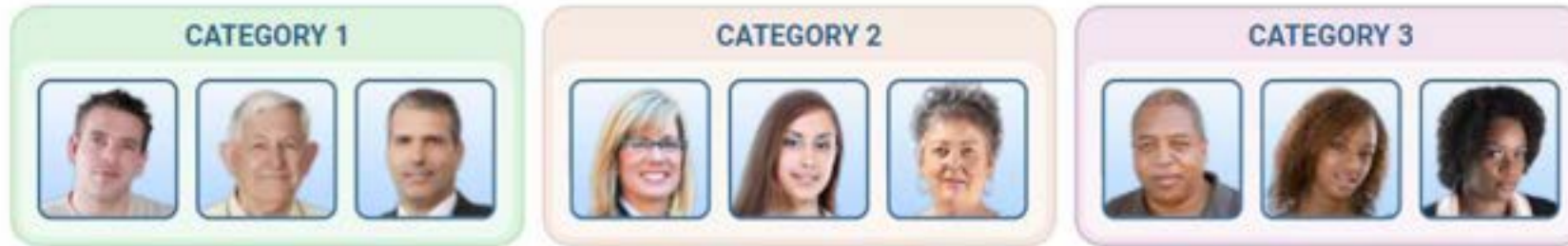
What are stereotypes?



Now there's nothing wrong with this in itself. In fact, in certain situations it can be useful to group people by certain characteristics – people with specific medical conditions, for example.



What are stereotypes?



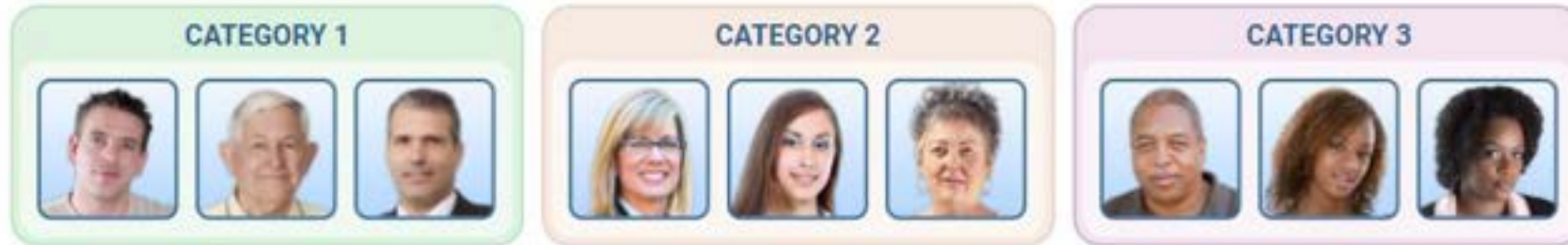
It only becomes a problem when we take things a step further and not only place people into groups, but also make generalisations about the behaviour, skills and capabilities of these groups. For example: "Old people aren't very good with computers", "Women aren't assertive enough for senior roles", and so on.







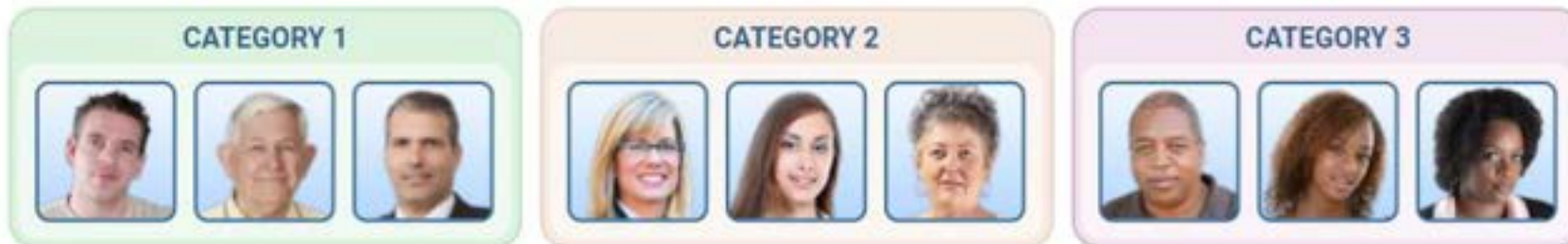
What are stereotypes?



A generalisation about a particular group of people is what's known as a "stereotype" and all too often forms the basis of prejudice. Like our preconceptions, we often pick up stereotypes during our formative years. However, we're often more consciously aware of them. So how exactly do stereotypes create barriers to equality?



What are stereotypes?

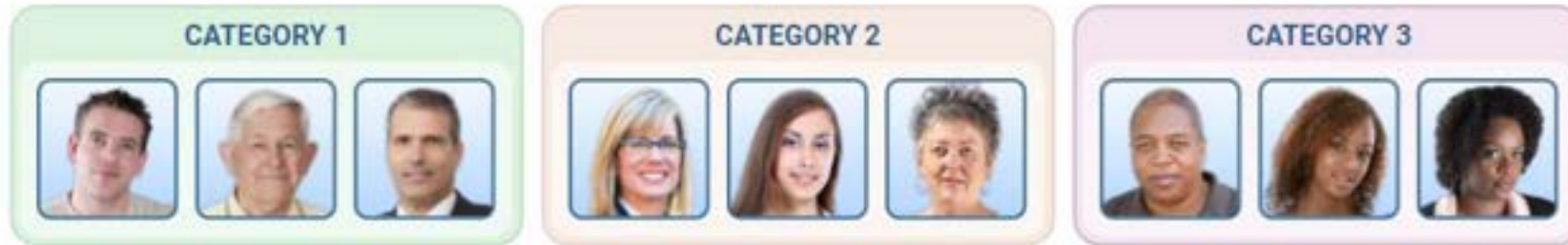


The answer is when we start treating people on the basis of a stereotype, rather than their merits as an individual. So, for example, thinking that older people aren't very good with computers is one thing; going beyond this by, say, rejecting all older people for roles involving computers is quite another.





What are stereotypes?



In fact, it's nothing less than direct discrimination, which is unlawful.





Self-fulfilling prophecies?



What makes stereotypes particularly damaging is that they can become what's known as "self-fulfilling prophecies". Let's take a look at how this can happen...





Self-fulfilling prophecies?



Meet Amisha, who manages an administration department. As in the rest of the organisation, IT is playing an increasingly important role in Amisha's department.





Self-fulfilling prophecies?



Mike is one of the people on Amisha's team. He's worked at the organisation for a long time, in a wide range of roles. He's now in his fifties.





Self-fulfilling prophecies?



Because of Mike's age, Amisha believes that he's not very interested or capable when it comes to using computers and IT systems. This belief isn't initially based on anything Mike's said or done – it's just derived from Amisha's stereotyped view of older people.





Self-fulfilling prophecies?



Amisha therefore doesn't give Mike many opportunities to go on IT training courses and tends to steer him away from work involving computers. In other words, she discriminates against him.







Self-fulfilling prophecies?



Not surprisingly, Mike's IT skills start to fall behind those of his younger colleagues.



Self-fulfilling prophecies?



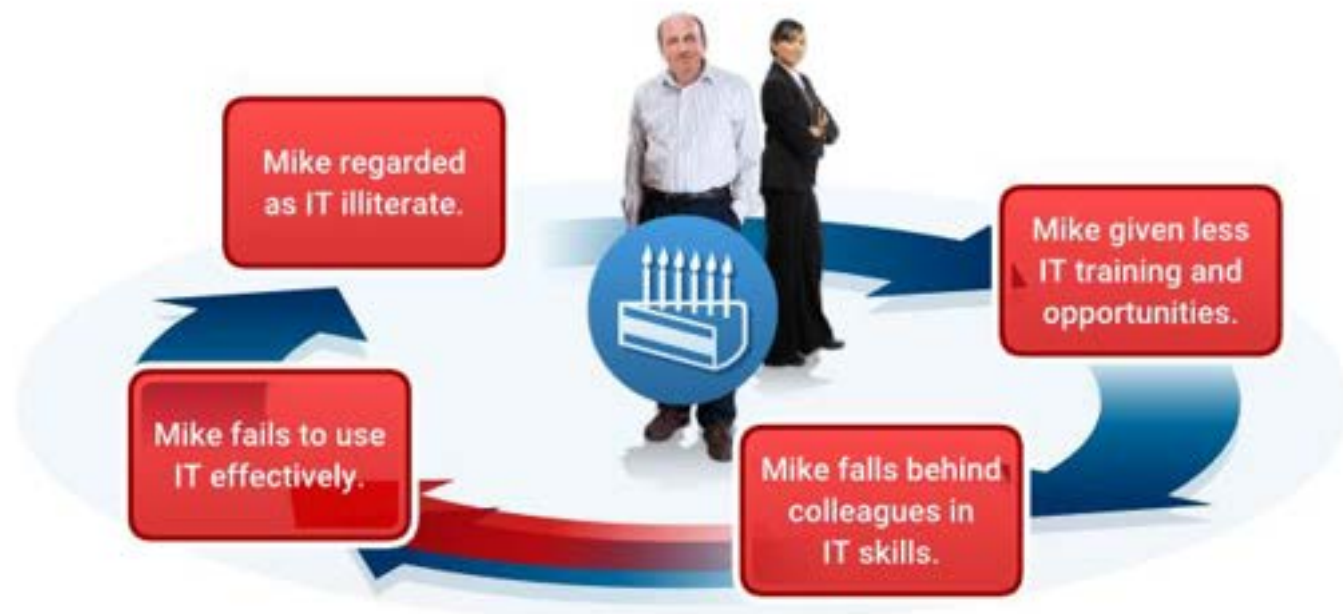
As a result, when Mike does need to use a computer, he invariably needs lots of help and takes a long time to get anything done.

Self-fulfilling prophecies?



All of which reinforces Amisha's stereotyped view that Mike – like all older people – isn't very good with computers.

## Self-fulfilling prophecies?



As you can see, the cycle now starts again. It's called a self-fulfilling prophecy because Amisha's initial belief has created a chain of events that inevitably validates this belief. Once a cycle like this starts, it's very difficult for anyone to break out of it.



So how can you break down stereotypes and avoid the self-fulfilling prophecy trap? Select each of the buttons shown here for some tips. Select **Continue** when you've finished.





So how can you break down stereotypes and avoid the self-fulfilling prophecy trap? Select each of the buttons shown here for some tips. Select **Continue** when you've finished.



The most important thing is to always focus on the individual. Take time to get to know and understand people, so that you can see beyond any superficial characteristics. And don't look for characteristics that enable you to pigeonhole people, instead look for the things that make each person unique.



So how can you break down stereotypes and avoid the self-fulfilling prophecy trap? Select each of the buttons shown here for some tips. Select **Continue** when you've finished.



Be aware of the stereotypes you've been exposed to and think through how they might interfere with the way you perceive and interact with other people. This will help you spot when you're starting to treat someone as a stereotype, rather than a person.



So how can you break down stereotypes and avoid the self-fulfilling prophecy trap? Select each of the buttons shown here for some tips. Select **Continue** when you've finished.



Recognise that we all belong to many different groups, none of which can come close to explaining or defining who we are as individuals. To think that everyone within a particular group is the same, is as misguided as thinking all the non-fiction books in a library are the same!







## Summary



In this section, you explored some of the main barriers to equality, diversity and inclusion: prejudice, preconceptions, unconscious bias and stereotypes. You looked at how these barriers form and what you can do to break them down.

In the next section, we'll look at what you should do if you encounter unacceptable behaviour at work. Select **Continue** to move on to the next section now, or **Home** to return to the course menu.

Introduction



As you've already seen, comprehensive equality legislation has been put in place to help ensure people are treated fairly. However, the fact is that without action from you and everyone else who works here, all of this amounts to nothing more than words on paper.

In this section, we'll explore why it's so important for you to challenge unacceptable behaviour, and the steps you should take if you feel that you, or anyone else, is being treated unfairly.





If you see – or are subject to – any forms of harassment or discrimination, you have a responsibility to take action. But what exactly should you do? Let's find out...





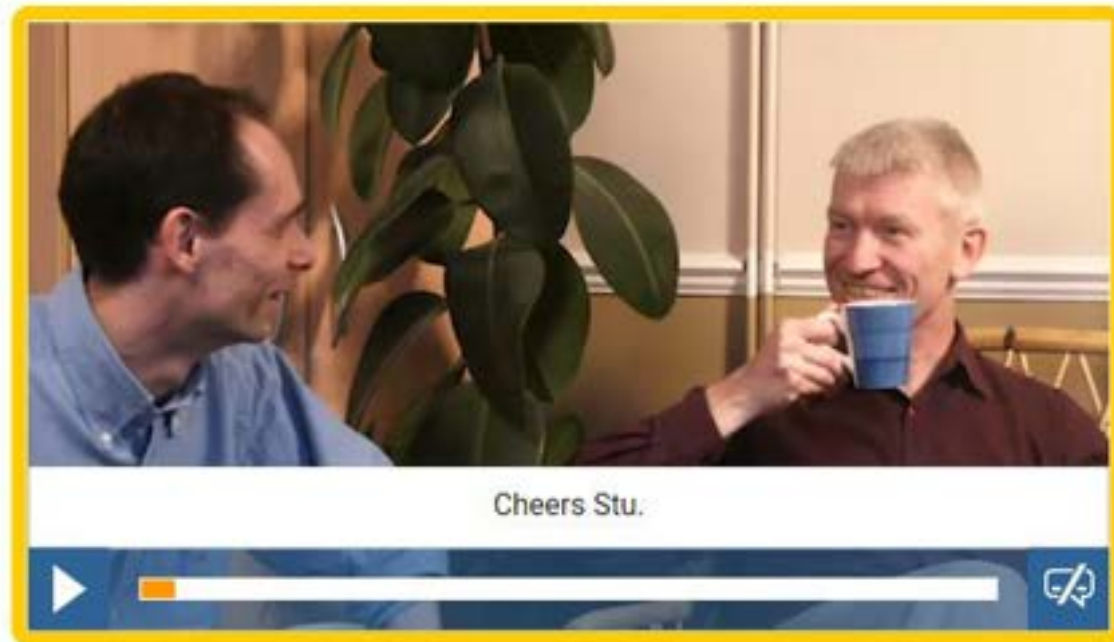
It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.





Challenging unacceptable behaviour

It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.



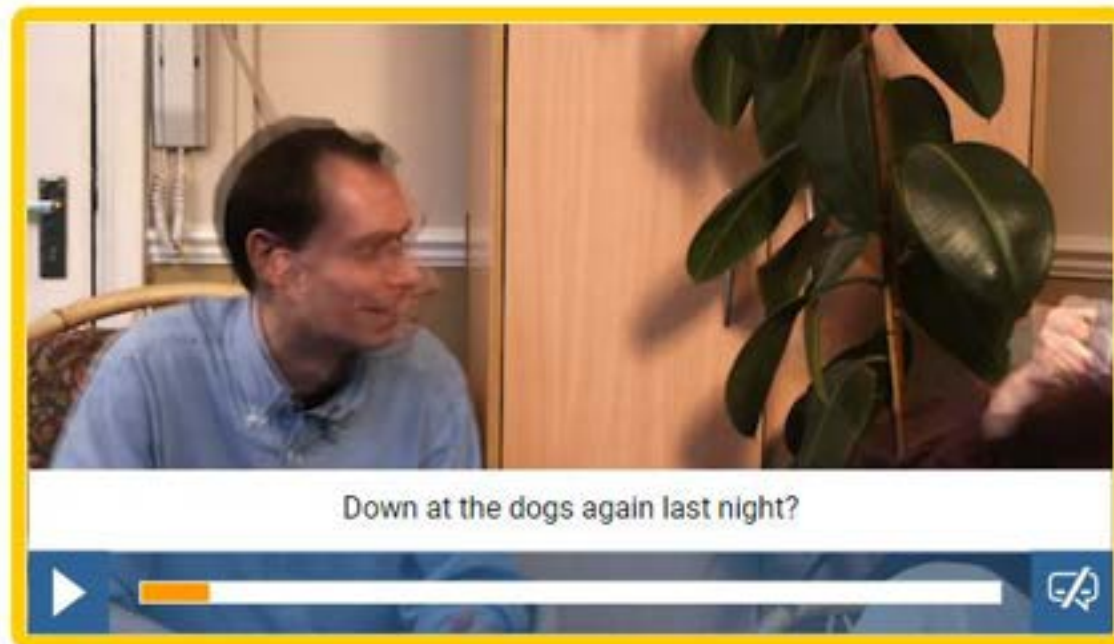


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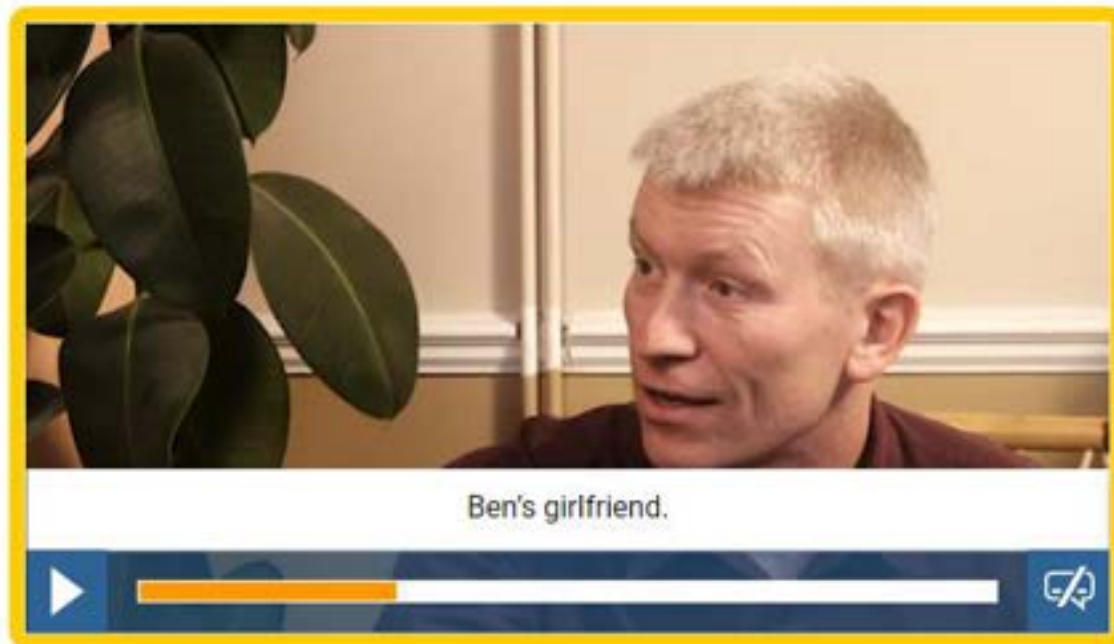
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Challenging unacceptable behaviour

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Hair gel, after shave, the lot.







It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.

Spends half his life in the bathroom preening himself.

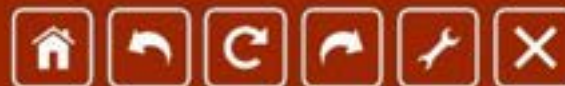
The video player shows a man with short grey hair in a dark red shirt. A speech bubble is overlaid on the video, containing the text "Spends half his life in the bathroom preening himself." Below the video frame is a blue progress bar with a white play button icon on the left and a mute icon on the right.





It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.





It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.





It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.



So has Ben brought Melissa home to meet you and Marge, or is the whole parent thing a bit old hat now?





It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.





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Challenging unacceptable behaviour

It's lunchtime and Stuart, Peter and Harry are having a chat over a coffee. Select the **Play** button to view the scene.

Oh, nice enough - very pretty, Ben's got a good eye!

▶ [Progress bar] [Mute]

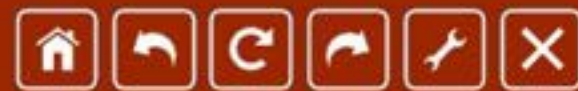




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Challenging unacceptable behaviour



So, what did you make of that? People sometimes try to excuse so-called "low level" forms of harassment – like casual sexist or homophobic remarks – as harmless jokes or banter. But the fact is, they can have a damaging impact and need to be treated seriously.





The key thing to remember is that if you don't do anything, the behaviour is likely to happen again and may well get worse. And that applies even if it isn't aimed at you. We all have a responsibility to look out for each other and take action when someone is out of order. It's called being an [active bystander](#).





The first thing you should consider doing is challenging the person's behaviour directly. However, you should only do this if you feel safe and comfortable doing so. If not, you should report their behaviour instead – more on that later.





When it comes to challenging unacceptable behaviour, the golden rule is to remain calm and resist the temptation to react angrily or defensively. You stand a much better chance of achieving a positive outcome if you're constructive, rather than confrontational. And an excellent way of doing this is to use a model known as [Nonviolent Communication](#), or NVC.





NVC is a conflict resolution model first developed by Marshall Rosenberg. It's not complicated or involved – in fact, it all comes down to the four simple steps shown here. Select each step in turn to find out more. Select **Continue** when you've finished.







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The first step is "Observation without evaluation". You need to explain to the person what you object to, in a non-judgemental way. Stick to the facts and focus on the behaviour, not the person. That's because, if you simply criticise someone, they're likely to become defensive and resist what you're saying.

NVC is a conflict resolution model first developed by Marshall Rosenberg. It's not complicated or involved – in fact, it all comes down to the four simple steps shown here. Select each step in turn to find out more. Select **Continue** when you've finished.



The second step is "Express feelings". You need to make it clear how you feel about the behaviour, in a non-emotive way. The trick here is to enable the person to understand where you're coming from and recognise the impact of their behaviour on others.

NVC is a conflict resolution model first developed by Marshall Rosenberg. It's not complicated or involved – in fact, it all comes down to the four simple steps shown here. Select each step in turn to find out more. Select **Continue** when you've finished.



The third step is to "Express needs". This is where you explain what you need the other person to start or stop doing.



NVC is a conflict resolution model first developed by Marshall Rosenberg. It's not complicated or involved – in fact, it all comes down to the four simple steps shown here. Select each step in turn to find out more. Select **Continue** when you've finished.




The fourth step is "Make a request". This should be based on your needs and, if all goes well, the person will agree to the request. If they decline, it does at least open up a new line of discussion, so that you can find out what's preventing the person from agreeing.



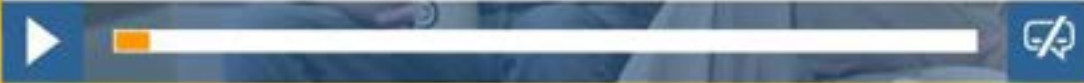
Now let's revisit the scene we looked at earlier to see how all of this can work in practice...



Back at lunch, Harry has decided it's time to be an active bystander and challenge Pete's behaviour. Select **Play** to see what happens.



So has Ben brought Melissa home to meet you and Marge, or is the whole parent thing a bit old hat now?





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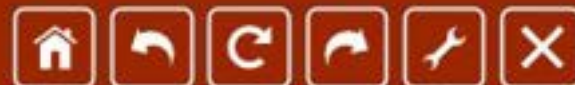
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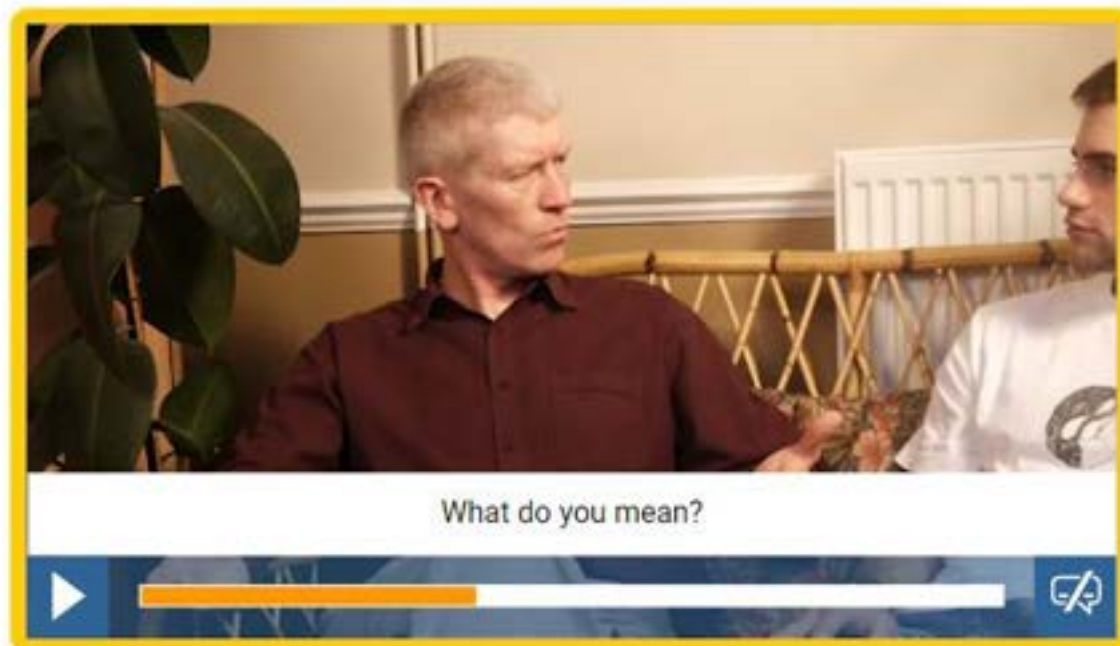




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Well, talking about women like they're objects and saying things like "dumb blonde".





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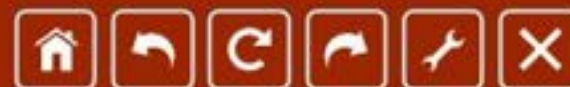
How would you feel if someone talked about your wife like that?





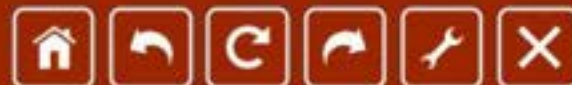
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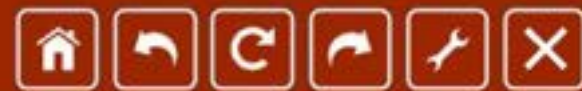


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Well, to be honest Pete, I don't like to hear that sort of talk either.

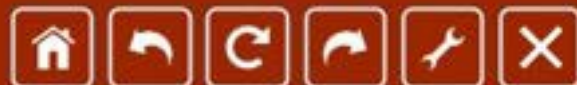




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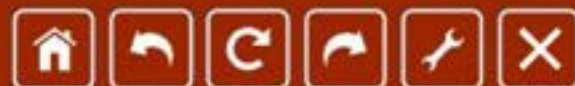
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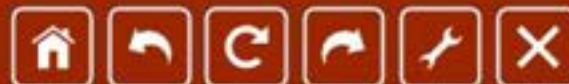


Back at lunch, Harry has decided it's time to be an active bystander and challenge Pete's behaviour.  
Select **Play** to see what happens.



Well, that seems to have done the trick on this occasion! The secret was Harry's Nonviolent Communication approach...





Of course, only time will tell whether Peter has really taken on board what Harry said, but at the very least, it's a good start.





## Escalating the problem

As you've just seen, challenging unacceptable behaviour calmly and constructively can be highly effective. But what happens if it doesn't work, or if you just don't feel safe or comfortable doing it?

Well, in this case, you should follow the guidelines shown here:

You should first consider speaking to your line manager, who'll be able to provide you with advice and talk you through your options. If this isn't appropriate, or fails to resolve matters satisfactorily, then you can contact a member of the Office of Human Resources or a Contact Officer.

Whatever you do, don't suffer in silence. If you feel that you, or anyone else, is being treated unfairly, we'll provide you with the support you need to resolve the matter satisfactorily.



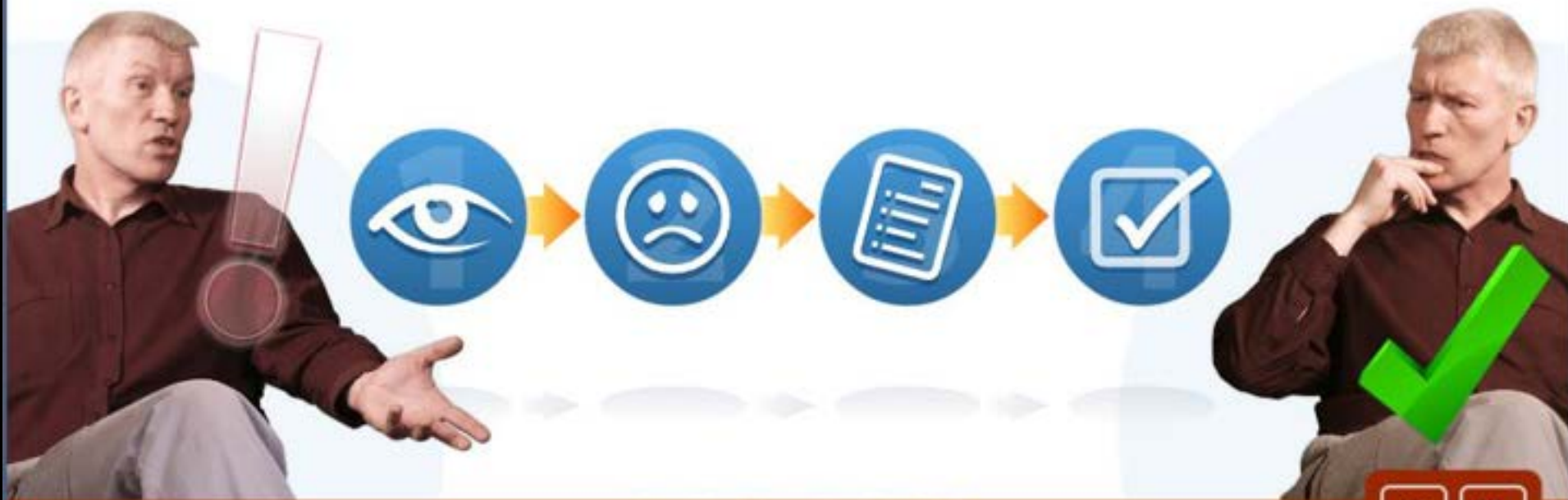




## Summary

In this section we looked at why it's so important for you to challenge unacceptable behaviour, and the steps you should take if you feel you, or anyone else, is being treated unfairly.

In the next section, we'll look at the policies and guidelines we've put in place to promote equality, diversity and inclusion. Select **Continue** to move on to the next section now, or **Home** to return to the course menu.





**Isle of Man  
Government**

*Reiltey Ellaa Vannin*



In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed our own policies and guidelines.

[Fairness at Work Policy](#)

[Equality Policy](#)

It's important you understand and follow these at all times. Please confirm you will do this by accepting the following statement.

*"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."*

Accept



REQUIRED PASS MARK

80%



This test will give you a chance to check your understanding of what we've covered in this course, so you can feel confident that you're up to speed with everything.

During the test, you'll need to answer a series of questions, each of which will have a number of marks, based on its difficulty. You won't receive any detailed feedback on what you got right and wrong as you answer the questions, but you will be given a running score, so you can see how well you're doing.

At the end of the test you'll be given an overall score – here's what you'll need to score in order to pass. If you don't manage to pass the test, don't worry: simply re-study the areas of the course you had difficulty with and then re-take the test to try and improve your score. When you're ready, select **Continue** to make a start. Good luck!





What are some of the main benefits that embracing equality, diversity and inclusion can offer us as an organisation?

4 marks

It enables us to attract and retain the best employees.

Yes

No

It enables us to provide a better service to the people we deal with.

Yes

No

It helps streamline the recruitment and selection process.

Yes

No

It helps us be more creative and innovative.

Yes

No

Choose your answers, then select **Confirm**.

Confirm



What is diversity?

2 marks

Ensuring that there is a fair representation of minority groups at all levels within organisations.

Taking positive action to attract employees from the widest possible range of sources.

Developing policies and procedures to mainstream equality issues within organisations and protect the rights of minority groups.

Recognising, valuing and respecting all forms of difference in individuals.

Choose your answer, then select **Confirm**.

Confirm





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Taking positive action to attract employees from the widest possible range of sources.

Developing policies and procedures to mainstream equality issues within organisations and protect the rights of minority groups.

Recognising, valuing and respecting all forms of difference in individuals.



Score this question: 2 / 2

Score so far: 2 / 2





How do you think the following sentence should be completed?  
Equality of opportunity...

2 marks

- ...is primarily about ensuring that black and minority ethnic people are treated fairly and are given the same opportunities as other people.
- ...is about treating people fairly, and is backed up by legislation that protects people from being treated less favourably on the basis of a range of specific factors.
- ...is about ensuring that there is a fair representation of minority groups at all levels within organisations.
- ...is about ensuring women have equality of opportunity at work and are paid the same as their male counterparts.

Choose your answer, then select **Confirm**. Confirm



How do you think the following sentence should be completed?  
Equality of opportunity...

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...is about ensuring that there is a fair representation of minority groups at all levels within organisations.

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Score this question: 2 / 2

Score so far: 4 / 4







Question 3 of 10



Davinder is producing a job advertisement for a part-time admin role. The role doesn't require any specific qualifications, but she includes a requirement for a degree, as she does on most job ads, because she thinks it's a useful way of ensuring a better standard of applicants.

From a legal perspective, what is this an example of and why?

3 marks

It's an example of...

Indirect discrimination

Victimisation

Direct discrimination

Harassment

Because...

It unnecessarily excludes people who are likely to have been disadvantaged educationally because of a protected characteristic.

It excludes people on the basis of their education or qualifications, which is always unlawful.

It creates a hostile, degrading or offensive environment for anyone who doesn't have a degree.

Choose your answers, then select **Confirm**.

Confirm



Rashid has recently joined a finance department. To begin with he settled in very well, but things have taken a turn for the worse since the department's Christmas party...

The party was for all staff in the finance department and was open to spouses, partners or friends. Rashid is heterosexual, but shares a house with Ian, who's gay. Having recently split up with his girlfriend, Rashid decided to invite Ian along to the party. As a result, most people in the department now think Rashid is gay or bisexual.

Since the party, Rashid's noticed that several people who had previously been very friendly have become much more distant and stand-offish. Some don't even seem to be prepared to speak to him at all, including his line manager. On top of this, he no longer gets invited out to social events organised by people within the department.

From a legal perspective, do you think Rashid might have a case to bring against the organisation?

2 marks

Yes, he could make a case for being victimised on grounds of sexual orientation.

No, since Rashid isn't actually gay, the law doesn't protect him.

Yes, he could make a case for discrimination on grounds of sexual orientation.

Yes, he could make a case for being harassed.

Choose your answer, then select **Confirm** to see how you did.

**Confirm**



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Tim works for Roger in purchasing. While they've always had a good working relationship, Roger likes to tease Tim about his strong Birmingham accent. He's even taken to impersonating Tim's accent in team meetings, which Tim finds irritating and offensive.

Tim's spoken to Roger about how he feels, but Roger hasn't taken any notice. In fact, if anything, things have got worse, with Roger now joking with colleagues that they should watch what they say around Tim, as he's "unusually sensitive for a brummie".

From a legal perspective, do you think Roger is doing anything wrong?

2 marks

Yes, his behaviour amounts to harassment.

Yes, he's victimising Tim.

Yes, he's discriminating against Tim.

No, while this is poor management, Roger hasn't done anything unlawful as his behaviour isn't linked to a protected characteristic.

Choose your answer, then select **Confirm**.

Confirm





## Question 5 of 10

Tim works for Roger in purchasing. While they've always had a good working relationship, Roger likes to tease Tim about his strong Birmingham accent. He's even taken to impersonating Tim's accent in team meetings, which Tim finds irritating and offensive.

Tim's spoken to Roger about how he feels, but Roger hasn't taken any notice. In fact, if anything, things have got worse, with Roger now joking with colleagues that they should watch what they say around Tim, as he's "unusually sensitive for a brummie".

From a legal perspective, do you think Roger is doing anything wrong?

2 marks

Yes, his behaviour amounts to harassment.

Yes, he's victimising Tim.

Yes, he's discriminating against Tim.

No, while this is poor management, Roger hasn't done anything unlawful as his behaviour isn't linked to a protected characteristic.





Suzanne has worked in a small supplies department for the past three years. She's an atheist, but many of her immediate colleagues are devout Christians. They've always been a bit of a clique, socialising together both in and outside work, but this has never bothered Suzanne.

Recently, however, one of the Christian group was promoted to team leader and Suzanne has started to feel excluded from team decisions. Most team meetings are dominated by members of the group and she finds that even when she does get an opportunity to express her own thoughts and ideas, these are politely ignored.

The group certainly seem to be treating Suzanne unfairly, but do you think their behaviour is unlawful?

2 marks

Yes, this is direct discrimination on the grounds of sex.

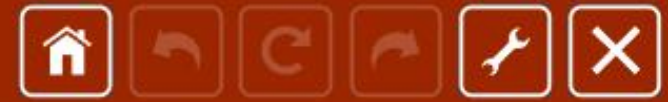
Yes, this is direct discrimination on the grounds of religion/belief.

No, Suzanne doesn't have a religious belief, so isn't protected by equality legislation.

Yes, this is harassment on the grounds of religion/belief

Choose your answer, then select **Confirm**.

Confirm



Suzanne has worked in a small supplies department for the past three years. She's an atheist, but many of her immediate colleagues are devout Christians. They've always been a bit of a clique, socialising together both in and outside work, but this has never bothered Suzanne.

Recently, however, one of the Christian group was promoted to team leader and Suzanne has started to feel excluded from team decisions. Most team meetings are dominated by members of the group and she finds that even when she does get an opportunity to express her own thoughts and ideas, these are politely ignored.

The group certainly seem to be treating Suzanne unfairly, but do you think their behaviour is unlawful?

2 marks

Yes, this is direct discrimination on the grounds of sex.

Yes, this is direct discrimination on the grounds of religion/belief.

No, Suzanne doesn't have a religious belief, so isn't protected by equality legislation.

Yes, this is harassment on the grounds of religion/belief



## Question 7 of 10

Jane started work two years ago. Six months ago, she provided evidence to support a colleague who was being sexually harassed at work. As a result, a manager was dismissed and several senior staff reprimanded for not having taken any action to stop the harassment.

Prior to this incident, Jane was highly regarded and had been promoted on two occasions. However, over the past six months, this has all changed: she no longer seems to receive any positive feedback and tends to be given all the mundane and routine work. What's more, some colleagues and managers barely speak to her anymore.

From a legal perspective, what is this an example of?

2 marks

Direct discrimination

Indirect discrimination

Harassment

Victimisation

None of the above

Choose your answer, then select **Confirm**.

Confirm







## Question 7 of 10

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From a legal perspective, what is this an example of?

2 marks

Direct discrimination

Indirect discrimination

Harassment

Victimisation

None of the above





## Question 8 of 10

James is organising the summer do for his team at a local horse racing track. Normally, everyone on the team is invited to attend with their partners.

However, James knows that one of his new starters, Lily, is a lesbian and is concerned that if her partner attends, this might embarrass or offend some of the other team members. He therefore doesn't invite Lily's partner to the do.

Do you think James has unlawfully discriminated against Lily on grounds of her sexual orientation?

1 mark

Possibly, but only if the do will be taking place during normal working hours.

Yes, this is a work-related event so equality legislation applies.

No, the do will be taking place outside the workplace, so equality legislation doesn't apply.

Choose your answer, then select **Confirm**.

Confirm





## Question 8 of 10

James is organising the summer do for his team at a local horse racing track. Normally, everyone on the team is invited to attend with their partners.

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Which of the following are examples of stereotypes?

5 marks

Bob thinks women aren't assertive enough to make good managers.

Yes

No

Lydia thinks that better facilities are needed for wheelchair users.

Yes

No

Mariama thinks disabled people have mobility difficulties.

Yes

No

Craig thinks men should be legally entitled to more paternity leave.

Yes

No

Jaspal thinks that gay men are more communicative and creative.

Yes

No

Choose your answers, then select **Confirm** to see how you did.

Confirm



Which of the following are examples of stereotypes?

5 marks

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Yes

No

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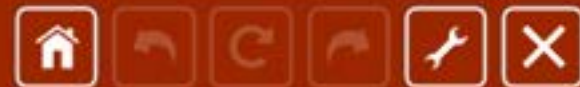
Yes

No

Jaspal thinks that gay men are more communicative and creative.

Yes

No



5 marks

When it comes to challenging unacceptable behaviour, the Nonviolent Communication model can be a great way of achieving a positive outcome. Which of these options are steps in the NVC model?

Observation without evaluation: explain to the person what you object to, in a non-judgemental way.

 Yes No

Express feelings: make it clear how you feel about the behaviour, in a non-emotive way.

 Yes No

Express needs: clearly explain what you need the person to start or stop doing.

 Yes No

Make a request: tell the person how you'd like them to change their behaviour going forward.

 Yes No

Criticise the person, not their behaviour: make it clear what personal traits you find unacceptable.

 Yes No

Choose your answers, then select **Confirm**.