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Equality Impact Assessment Toolkit

**A toolkit for Policing and Crime funded providers, services, and projects.**

February 2024



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# Introduction

The Equality Impact Assessment (EqIA) Funded providers toolkit has been designed to provide you with information that supports the completion of the Equality Impact Assessment for the services commissioned and funded by West Yorkshire Combined Authority (CA) on behalf of the Mayor to support the delivery of the Mayors Police and Crime Plan.

All Policing and Crime funded providers, services, and projects are required to complete an EqIA.

****Equality Diversity and Inclusion****

West Yorkshire is a vibrant and diverse region. It is home to many different communities within the towns, cities, and villages of our districts. Together we all share the same ambition to live in thriving, safe neighbourhoods. At the centre of this plan is the celebration of this diversity and the vision of a strong, cohesive, and welcoming West Yorkshire which is fair, just and inclusive and ensuring that the principles of equality and inclusion underpin all the work we do.

**What is equality?**

At its core, equality means fairness: we must ensure that individuals, or groups of individuals, are not treated less favourably because of their protected characteristics. Equality also means equality of opportunity: we must also ensure that those who may be disadvantaged can get the tools they need to access the same opportunities as their peers.

**What is diversity?**

Diversity is recognising, respecting, and celebrating each other’s differences. A diverse environment is one reflecting a wide range of backgrounds and mindsets, which allows for an empowered culture of creativity and innovation.

**What is inclusion?**

Inclusion means creating an environment where everyone feels welcome and valued. An inclusive environment can only be created once we are more aware of our own unconscious biases and have learned how to manage them. Inclusion also requires those in positions of power to recognise the existence of structural inequalities and institutional racism and take action to eliminate these.

****Commissioning****

In order to achieve the priorities set out in the Mayor’s Police and Crime Plan, we commission a number of different providers to help with the delivery of services which will benefit the communities of West Yorkshire, reduce crime, and help victims to cope and recover from the harm they have suffered.

## Equality Impact Assessments

****What are Equality Impact Assessments (EqIAs)?****

An EqIA helps to consider the actual or potential effects of activities, services and decisions on people and communities. EqIAs are a tool to help analyse and make more considered decisions about changes to service delivery, policy, and practice.

An EqIA will help you to identify how specific communities of interest may be affected by decisions and to consider any potential discriminatory impact on people with protected characteristics. An EqIA can also help to improve or promote equality, diversity and inclusion by encouraging you to identify ways to remove barriers and improve participation for people with a protected characteristic(s).

****Why does the Combined Authority need funded providers to undertake Equality Impact Assessments (EqIAs)?****

Equality, Diversity and Inclusion is at the heart of the Mayor’s Police and Crime Plan for a safe, just and inclusive West Yorkshire. Celebrating the diversity of

West Yorkshire and ensuring that the principles of equality and inclusion

underpin all the work we do and ensure the services and support we commission protects those who are most vulnerable.

The Public Sector Equality Duty[[1]](#footnote-2) requires the Combined Authority to undertake equality analysis of all its current and proposed functions but is not prescriptive about how this is done. It is by completing the analysis that we pay due regard to our equality duty. The EqIA tool is the way the Combined Authority provides evidence that we have considered our communities and legal responsibilities under the Equality Act and allows us to publish the rationale behind our decisions.

The assessment gives us the opportunity to do things better by:

* Taking an evidenced based approach – using facts, data, information, and feedback to inform our thinking.
* Exploring ways to improve the services we provide (positive impacts).
* Removing or reducing negative impacts by flagging up issues that would be expensive or difficult to fix later.
* Considering options, outcomes and risks alongside costs and value for money.
* Increasing transparency by showing how we make decisions.

****When to undertake an Equality Impact Assessments (EqIAs)?****

Whenever you plan to change, introduce, or remove a service, activity, or policy. At the very beginning of any process of:

* Budget setting
* Service review (including changes to employment practice)
* Planning new projects, work programmes and services
* Policy development and review

Typically, new or changing services, policies, and strategies (including commissioned services and changes to funding) require assessment if they will have an impact on people.

### West Yorkshire Equality and Diversity

**When completing EqIAs it is important to consider research and intelligence that reflects the area your service covers and the region and brings to life the richness of West Yorkshire. Also, to bring links to the breadth of the protected characteristics and wider. The data is anticipated to evolve following the release of the Census 2021**[[2]](#footnote-3)**, however here are a number of helpful insights:**

* At the time of the last Census (2011) more than 406k (18.2%) of West Yorkshires population identified as Black, Asian, Minority Ethnic.
* Around 10.7% of West Yorkshire Ethnic minorities were born in the UK (recent annual population surveys) and West Yorkshire has a greater share of younger ethnic minorities than the England average.
* In Bradford, twice as many people identify as Asian/British Asian (26.8%) than the England average.
* 44% of West Yorkshire ethnic minorities live in the most deprived neighbourhoods.
* Locally, people identifying as Black, Asian or Minority Ethnic are 1.5x more likely to have no qualifications and 30% less likely to have higher level qualifications than the England average
* West Yorkshire’s gender pay gap (12%) is smaller than the national average and for full-time workers its closing faster than the England average.
* In West Yorkshire, women working in routine occupations 4x more likely to report ‘Not Good’ health than those working in higher managerial and professional occupations.
* More than 1 in 5 working age West Yorkshire residents are disabled (under the Equality Act) or have a work-limiting disability, with numbers significantly higher for women than men (locally and nationally).
* Females, ethnic minorities and people who are disabled are less likely to be in employment.
* Nationally, disabled people aged 21-64, are almost 3 times more likely to have no qualifications and are 40% less likely to have a degree or equivalent.
* 92% of people in West Yorkshire speak English or another UK language as their main language. Of those who don’t, Panjabi, Urdu and Polish are the most commonly spoken.

Protected characteristics

The Equality Act 2010 offers protection from numerous types of discrimination, harassment, and victimisation on the grounds of a range of people’s characteristics. These protected characteristics are:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and maternity
* Race
* Religion or belief (or lack of)
* Sex
* Sexual orientation

The above protected characteristics will include everyone, with people belonging to more than one protected characteristic. Moving beyond compliance to consider further characteristics and recognise intersectionality. The toolkit contains an EDI Terms **(Appendix 1)** to support knowledge and understanding of any unfamiliar concepts. The Act also offers protection on the grounds of discrimination by

association. This provision relates to people who do not necessarily have a protected characteristics themselves, but who may face discrimination because they are associated with individuals who do have protected characteristics. For example, a carer (unpaid or paid) of a disabled person.

****Additional resources, research, and intelligence nationally****

**Equality and Human Rights Commission research[[3]](#footnote-4)**

Research that investigates equality and human rights across Great Britain and an evidence base to influence policy, inform our strategic priorities and improve people's lives.

**Government Statistical Service UK equalities data[[4]](#footnote-5)**

Government statistics accessible to everyone. This database covers all official

statistics that includes data on the protected characteristics as codified under the Equality Act. While race is the protected characteristic defined in the Act, ethnicity is the primary source of data collection in the UK and is used in monitoring equality. Data sources have only been included where they cover from 1 August 2013.

**Equalities data audit[[5]](#footnote-6)**

An audit of UK data on the protected characteristics specified in the Equality Act 2010. First published the audit in 2018, to look at the availability of data across the protected characteristics in the Equality Act (2010)**[[6]](#footnote-7)** and other characteristics of relevance to equalities.

**Government Equalities Office[[7]](#footnote-8)**

The Centre is supporting the Government Equalities Office (GEO) to deliver the Equality Data Programme[[8]](#footnote-9), announced in December 2020.

**Office for National Statistics, Centre for Equalities and Inclusion[[9]](#footnote-10)**

The Centre for Equalities and Inclusion comprises a team of statisticians,

qualitative and social researchers and operational delivery professionals

working flexibility to respond quickly to emerging priorities. They are a

multi-disciplinary convening centre, bringing together people interested

in equalities data and analysis from across central and local government,

academia, business and the third sector.

**Inclusive Data Taskforce (IDTF)[[10]](#footnote-11)**

An independent group of senior academics and civil society leaders tasked by the National Statistician with developing recommendations on how to make a step-change in the inclusivity of UK data.

**District based information**

* Bradford Joint Strategic Needs Assessment[[11]](#footnote-12)
* Calderdale Data Works[[12]](#footnote-13)
* Kirklees Observatory[[13]](#footnote-14)
* Leeds Observatory[[14]](#footnote-15)
* Wakefield Joint Strategic Needs Assessment[[15]](#footnote-16)

The National Council for Voluntary Organisations (NVCO)[[16]](#footnote-17) provides advice and guidance for voluntary organisations’ approach to equity, diversity and inclusion. It explains some key terms, why voluntary organisations should act and where to get further guidance.

This toolkit has 2 stages and an action plan

* Stage 1 – initial screening assessment
* Stage 2 – further assessment and evidence
* EqIA action plan

**Stage 1 – initial screening assessment**

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| --- | --- |
| **Organisation**  |  |
| **Service**  |  |
| **Lead / Manager responsible for the assessment**  |  |
| **Date completed**  |  | **Date of sign off**  |  |
| **Are you****proposing to** (please select) | ☐ Introduce a service ☐ Increase a service ☐ Change a service ☐ Remove a service ☐ Charge for a service ☐ Reduce a service☐ Other – please provide information below  |
| Other information  |

**Purpose of the Assessment**

The purpose of this assessment is to analyse the information gathered, to test it for potential relevance to equality, diversity, and inclusion. A relevance ranking of high, moderate, or low will be applied.

**General Principles**

* Consideration is given to all protected characteristic groups
* Consideration and ‘due regard’ is given to the three needs of the general duty which are broadly: advancing equality of opportunity; eliminating discrimination & harassment; fostering good relations
* Decisions are primarily focused on high level intentions and direction to be mapped against and mainstreamed into related areas of organisational strategy, policy, and practice
* Those involved in the EqIA process have read this guidance, use the EqIA toolkit in conjunction with the template and have sufficient existing knowledge of the legal background, principles, and intent of EqIA.

**Other key considerations**

* Prepare in advance, review timescales and allow sufficient time
* Select and gather a representative team of key internal and external partners as required
* Gather all relevant data and evidence
* Identify and map the relevant organisational strategies, impact assessments (including the environment) and policies that
* link to all areas of related equality, diversity, and inclusion activity, including the organisation’s EDI strategy, EDI outcomes and reporting
* Ensure that decisions, rationale, and accountability for action are clear and recorded
* Ensure there is a clear process in place to support ongoing monitoring, evaluation, and review.

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| **About** Briefly describe your proposal, including aims, strategic EDI priorities, delivery outcomes, main beneficiaries / stakeholders, and its desired outcomes |
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| **Evidence and Intelligence**What evidence and/or intelligence have you considered to assess the scheme and its relevance to equality?Please include data, research, engagement, and can be national, regional, local or project specific. |
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| **Assessing impacts and relevance** |
| **Protected Characteristic** | **Details of impact –** consider if the relevance of the scheme to that group is high, moderate or none. |
| **Age**  |  |
| **Disability** |  |
| **Gender reassignment** |  |
| **Race** |  |
| **Religion or belief (or lack of religion or belief)** |  |
| **Sex** |  |
| **Sexual orientation** |  |
| **Marriage and civil partnership** |  |
| **Pregnancy and maternity** |  |
| **Does the scheme allow us to meet any of our Equality Duty aims? (Please select)** |
| **☐** Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act (i.e., the scheme removes or minimises disadvantages suffered by people due to their protected characteristics). **☐** Advance equality of opportunity between those who share a protected characteristic and those who do not (i.e., the scheme takes steps to meet the needs of people from protected groups where these are different from the needs of other people). **☐** Foster good relations between people who share a protected characteristic and those who do not (i.e., the scheme encourages people from protected groups to participate in public life or in other activities where their participation is disproportionately low). |
| **If no relevance to equality is identified using the information at point 3 above, detail your rationale and how the information supports this conclusion:** |
|  |
| **Conclusions and next steps - Ranking description (please select)** |
| **☐ High** – The scheme is highly relevant to one or more protected characteristic and/or one or more aim of the general equality duty**In consideration of the evidence above, the scheme is highly relevant to our equality objectives 🡪 Continue to complete Stage 2.** |
| **☐ Moderate** – The scheme is moderately relevant to one or more protected characteristic and/or one or more aim of the general equality duty.**In consideration of the evidence above, the scheme is moderately relevant to our equality objectives 🡪 Continue to complete Stage 2.** |
| **☐ None** – The scheme is not relevant to any protected characteristic and/or any aim of the general equality duty.**In consideration of the evidence above, the scheme has little relevance to our equality objectives. Completion of Stage 2 is not required.** |

**Lead / Manager sign off**

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| --- | --- |
| **Name**  |  |
| **Role** |  |
| **Date** |  |
| **Sign**  |  |

**Stage 2 – Completing the Assessment**

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| **Project / Service / Change**  |  |
| **Responsible staff lead**  |  |
| **Date Stage 1 completed**  |  | **Date Stage 2 completed** |  |
| **Date of sign off** |  | **Signed by** |  |
| **Other information**  |

**Purpose of the Assessment**

* Using the evidence that you have gathered, you should now be able to interrogate it to answer the question, “If I take action X, what will the actual or potential outcomes of this activity be on equality?”
* It is important that your EqIA specifically identifies disproportionate impacts on equality; an impact that affects all users in the same way, regardless of whether they have a protected characteristic or not, would not be a disproportionate impact. The test is, “Does this scheme affect different groups of people differently?”
* Where your EqIA identifies a disproportionate impact, it will be important for you to state the nature of this impact and identify any actions to be taken in response; this might mean adjusting some aspects of the scheme or could involve signposting to other services.

**Following your analysis, your EqIA will be able to identify:**

* Which characteristics will be impacted and how, including an analysis of cumulative/cross-characteristic impacts where applicable.
* Which aims of the equality duty relate to your scheme and how they are affected.
* How any disproportionate impacts can be mitigated as required.

**Monitor and evaluate**

It is important to monitor the impacts that your EqIA has highlighted and to evaluate whether the actions in your EqIA Action Plan have been implemented and are effective. Where actions have not been effective, they should be revisited and revised accordingly.

It is recommended that your EqIA review takes place 12 months after the scheme that was originally being assessed has become implemented. Your EqIA Action Plan should timetable this review in.

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| **Briefly describe the key delivery objectives of the project / service /change being assessed** |
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| **What are the desired outcomes?** |
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| **Existing data and information and gaps** Do you have details of any current existing data, completed consultations and engagements about in relation to each protected characteristic? **Yes** – add details below**No –** add details of why and if there is a gap how are you planning to consult/engage with them? |
| **Protected Characteristic** | **Details** |
| **Age**  |  |
| **Disability** |  |
| **Gender reassignment** |  |
| **Race** |  |
| **Religion or belief (or lack of religion or belief)** |  |
| **Sex** |  |
| **Sexual orientation** |  |
| **Marriage and civil partnership** |  |
| **Pregnancy and maternity** |  |
| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Age?**  |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Disability?**  |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Gender reassignment?**  |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Race?**  |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Religion or belief (or lack of)?**  |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Sex?** |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Sexual orientation?** |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Marriage and civil partnership?** |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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| **Analysis of the evidence****Does your analysis indicate a disproportionate impact relating to Pregnancy and maternity?** |
| **☐** Yes - Describe the nature of any disproportionate impact/s or potential impacts as indicated by the data. **☐** No - If no impact is identified, please explain your rationale based on the data |
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| **Negative impacts – what can you do** What are the potential actions you can take to avoid, reduce or mitigate any negative impacts/potential negative impacts? **Are there opportunities to:** • Advance equality of opportunity • Foster good relations between people in any protected group and those who are not? |
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| **What are your next steps?**Please indicate what actions will be taken to address these impacts. |
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**Lead / Manager sign off**

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| **Name**  |  |
| **Role** |  |
| **Date** |  |
| **Sign**  |  |

**EqIA Action Plan**

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| **Actions identified from EqIA and group(s) affected** | **Target completion date** | **Responsible member of staff** | **Notes**  |
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**Appendix 1 - EDI Terms**

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| **Agender**  | A person who feels that they do not have a gender. |
| **Allyship**  | Allyship is an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person with privilege seeks to operate in solidarity with a marginalised group of people. For example, you may not define as a member of the LGBTQIA+ communities, but you celebrate Pride in support of LGBTQIA+ citizens and their rights. Allyship is not an identity – it is a lifelong process of building relationships based on trust, consistency and accountability with marginalised individuals and/or groups of people. Allyship is not self-defined – our work and our efforts must be recognised by the people we seek to ally ourselves with. |
| **Authenticity**  | Being authentic means coming from a real place within. It is when our actions and words are congruent with our beliefs and values. It is being ourselves, not an imitation of what we think we should be or have been told we should be. |
| **BAME**  | An abbreviation for Black, Asian and minority ethnic. This term is sometimes used to refer to non-white communities but can also include white non-British communities. Though it is important to note among EDI developments including language interrogation, the notion BAME is contested and recognising diverse marginalised racial and ethnic backgrounds in their own right is critical. |
| **Belonging**  | Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an ‘inherent’ desire to belong and be an important part of something greater than themselves. |
| **Bi-racial or mixed-race**  | For representing or including members of two races, such as Black background and White. |
| **Black**  | A person with African ancestral origins, who self identifies, or is identified as Black, African or Afro-Caribbean. |
| **Black Lives Matter**  | A political and social movement originating among African Americans, emphasising basic human rights and racial equality and inclusion for black communities and campaigning against various forms of racism. |
| **Bullying** | This is defined as malicious, undermining, humiliating or intimidating behaviours which attacks a person’s personal or professional performance, and which demonstrates and abuse of misuse of power or position on part of the perpetrator. |
| **Calling in and** **restorative practice** | Much like calling out, calling in aims to get the person to change their problematic behaviour. The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience. Sometimes people – especially people who may have less exposure to the EDI space, including social movements – receive messages better when they are navigated in a restorative manner. |
| **Calling out and** **challenge** | Calling someone out serves two primary purposes: It lets that person know they’re being oppressive, and it lets others know that the person was being oppressive. By letting others know about this person’s oppressive behaviour, more people can hold them accountable for their actions. While staying silent about injustice often means being complicit in oppression, calling out lets someone know that what they are doing will not be condoned. |
| **Cis(gender)** | A person who feels like their gender is the same as the one given to them when they were born. |
| **Culture** | The ideas, customs and human behaviour of a particular group, workplace or society. |
| **Direct discrimination** | This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people’s memories get worse as they get older so doesn’t tell one of his older employees about it, because he thinks the employee wouldn’t be able to do the job. |
| **Diversity** | Diversity essentially means difference, specifically in this context it is about representation and participation of people with different social identities. This diverse representation should take place in every area of public like e.g. education, politics, workplaces. |
| **Diversification**  | The action of diversifying something or the fact of becoming more diverse. |
| **Employee reference group** | Employee resource groups (also known as ERGs, staff network groups, group affinity groups, or business network groups) are groups of employees who join together in their workplace based on shared characteristics or life experiences. |
| **Equality** | Everyone is treated equally under policies, practices and have the same rights as everyone else. Everyone is provided with equal access to opportunities, and there is parity between the outcomes everyone can achieve from those opportunities. Diversity is needed to ensure equality of representation. |
| **Equity** | This is the recognition and understanding that some groups are disadvantaged, and others are advantaged and in order to achieve equal outcomes for all, specific action needs to be taken to level this out. |
| **Ethnicity** | Ethnicity refers to the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on. A large group of people who have the same national, racial, or cultural origins, or the state of belonging to such a group. |
| **Ethnic minority group** | Usually, but not always, this phrase is used to refer to a non-white population. |
| **Fostering good relations** | Tackling prejudice and promoting understanding between different protected groups as well as between members of protected groups and other people. |
| **Gay** | A person who is attracted to people of the same gender as themselves. |
| **Genderfluid** | A person who experiences their gender as shifting or changing over long and/or short periods of time. |
| **Gender expression** | The way in which a person expresses their gender identity, typically through their appearance, dress, and behaviour. |
| **Harassment** | This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. The conduct can either be a serious one-off event or be a ‘course of conduct’, i.e., it happens on a number of occasions. |
| **Heteronormativity** | The normalising of heterosexual relationships and the assumption that everyone is attracted to the ‘opposite’ gender. |
| **Identity** | Identity is a social and historical construct. We learn about our own identity and the identity of others through interactions with family, peers, organisations, institutions, media and other connections we make in our everyday life. Key groups of identity are often categorised - like ethnicities, ages, gender identities, faiths, beliefs, sexualities, economic backgrounds and those with any kind of health condition or impairment. |
| **Inclusion** | Inclusion moves beyond representation in participation that comes from diversity. It is where the differences of each individual and/or group ins acknowledged, respected and valued and action is taken to ensure that practices work for everyone and there are no barriers that prevent anyone from fully participating. |
| **Inclusive allyship** | Allyship is the practice of emphasising inclusion, and human rights by members of an ingroup, to advance the interests of an oppressed or marginalised outgroup. |
| **Indirect discrimination** | Indirect discrimination happens when there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and you are disadvantaged as part of this group. If this happens, the person or organisations applying the policy must show that there is a good reason for it. |
| **Intersectionality** | The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. People who represent more than one minority group and therefore define into more than one of the nine protected characteristics. |
| **Intersex** | A person who is born with biological characteristics that cannot be easily categorised as “female” or “male”. |
| **Lesbian** | A woman who is attracted to other women. |
| **LGBTQIA+** | An initialism for lesbian, gay, bi, trans, queer or questioning, intersex and asexual. The ‘+’ is used to symbolize and explain a number of different gender identities and sexual orientations that are not already present in the initialism. It is an umbrella term that is often used to refer to the community as a whole. |
| **Liberation** | Freedom from all forms of oppression in every aspect and level of society. |
| **Microaggressions** | Microaggressions are indirect, subtle, or unintentional discrimination against members of a marginalized group and protected characteristics. Coined in the 1970s and more recently used by Derald Wing Sue, a Columbia University professor. |
| **Multicultural** | Including people who have many different customs and beliefs. The cultural term often refers to behaviour and customs of people from different societies. |
| **Neurodiversity** | The term neurodiversity refers to variation in the human brain regarding sociability, learning, attention, mood and other mental functions in a non-pathological sense. |
| **Oppression** | The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called “target groups”) and benefits other groups (often called “dominant groups”). Examples of these systems are racism, sexism, ableism, classism, ageism, and antisemitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing. |
| **Pansexual** | A person who is attracted to people typically on a personality led level and of many genders. |
| **Positive action**  | Lawful actions that seek to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (e.g. providing mentoring to encourage staff from under-represented groups to apply for promotion). |
| **Positive** **discrimination**  | Treating someone with a protected characteristic more favourably to counteract the effects of past discrimination. It is generally not lawful although the duty to make reasonable adjustments is an exception where treating a disabled person more favourably may be required by law, so it is legitimate to provide reasonable adjustments which favour of a disabled person. |
| **Power** | The capacity to exercise control over others. The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. |
| **Prejudice** | A judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned. |
| **Privilege** | Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favours, and benefits to members of dominant groups at the expense of members of target groups. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent. |
| **Pronouns**  | A pronoun is a word you use to refer to someone instead of their name. The most common pronouns are he, she or they. Pronouns are important because how someone looks (their presentation) and their gender identity are not always the same. You should not assume what pronoun or name to use for anyone. It’s good practice to refer to everyone as ‘they’ until you know what their pronouns are, and to make a habit of asking everyone how they would like to be addressed. |
| **Protected** **characteristics**  | Protected characteristics are specific aspects of a person’s identity defined by the Equality Act 2010. The ‘protection’ relates to protection from discrimination. These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. |
| **Psychological safety** | Psychological safety is the belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes. |
| **Queer** | Historically used as an insult, however some people feel they have reclaimed the word and it has a positive meaning. Some still feel it’s an insulting term. Some people use it as a collective term for LGBTQIA+ people, and some to explain their gender, sexual or political identity. |
| **Questioning** | A person who is currently re-assessing or exploring their thoughts about their sexual orientation and/or gender identity. |
| **Race** | A group, especially of people with a particular similar physical characteristic, who are considered as belonging to the same type, or the fact of belonging to such a group. |
| **Racism/institutional racism** | A belief that some races are superior to others, used to devise and justify individual and collective actions that create and sustain inequality among racial and ethnic groups. Individual racism is usually manifested in decisions and behaviours that may disadvantage small numbers of people. Institutional racism, whereby policies and traditions, sometimes unconsciously, favour a particular racial or ethnic group, may be less obvious but may disadvantage large populations. |
| **Reasonable adjustment** | The duty on organisations to make reasonable adjustments requires employers to take positive steps to ensure that disabled employees/users can fully participate in the workplace/service provided by the organisation, and that they can enjoy the other benefits, such as facilities. This duty goes beyond simply avoiding discrimination and requires organisations to anticipate the needs of potential employees/users for reasonable adjustments, as well as recognising that a person’s access needs may change over time. |
| **Religion or belief (or lack of religion or belief)** | Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. |
| **Representation** | The action of speaking or acting on behalf of someone or the state of being so represented. |
| **Sex** | A biological characteristic assigned to a person on the basis of primary sex characteristics (genitalia). Sex does not automatically determine gender identity. |
| **Sexual orientation** | Sexual orientation is a combination of emotional, romantic, sexual or affectionate attraction to another person. In other words it is about who you are attracted to, fall in love with and want to live your life with. |
| **Stereotypes** | This refers to having a fixed mental impression about particular groups of people. Stereotypes have developed whereby large groups of people are labelled as having the same limited, usually negative, characteristics. Even though most of the people in the group are nothing like the stereotype, the characteristics of a tiny minority are used to maintain the stereotype. |
| **Straight** | The word straight is often used to mean heterosexual. It can also mean heteroromantic. Heterosexual means you’re sexually attracted to the opposite sex only. Generally, straight means you’re attracted to the opposite sex, whether it’s in a sexual or romantic way. |
| **Trans(gender)** | An umbrella term for people whose gender identity and / or gender expression differs from their assigned sex at birth. They may or may not seek to undergo gender reassignment, including hormonal treatment and/or surgery. |
| **Transphobia** | Transphobia is a collection of ideas and phenomena that encompass a range of negative attitudes, feelings or actions towards transgender people or transness in general. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations. |
| **Unconscious bias** | Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. It is important that we try to recognise these biases and actively challenge them. |
| **Victimisation** | This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence. |
| **White** | The term usually used to describe people with European ancestral origins who identify, or are identified as white (sometimes called European, or in terms of racial classifications, the group known as Caucasian or Caucasoid). The word is capitalised to highlight its specific use. The term has served to distinguish these groups from those with skin of other colours and hence derives from the concept of race but is used as an indicator of ethnicity. |
| **Xenophobia** | An irrational fear of hatred of foreigners or strangers or of their politics or culture. |
| **Zero Sum Game** | The mindset relating to or denoting a situation in which whatever is gained by one side is lost by the other. We need to challenge this to emphasise that by ensuring someone is included does not mean someone else is excluded. |



## Find out more

westyorks-ca.gov.uk

**West Yorkshire Combined Authority**

Wellington House

40-50 Wellington Street

Leeds

LS1 2DE

All information correct at time of writing

1. <https://www.gov.uk/government/publications/public-sector-equality-duty> [↑](#footnote-ref-2)
2. <https://census.gov.uk/> [↑](#footnote-ref-3)
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5. <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/datasets/inequalitiesdataaudit> [↑](#footnote-ref-6)
6. <https://www.legislation.gov.uk/ukpga/2010/15/contents> [↑](#footnote-ref-7)
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