



# Guidance for race equality in the workplace

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Issued by the African & Caribbean Forum

## **Purpose and scope of the guidance**

The African and Caribbean Forum (ACF) provides an outlet for those interested in the issues of Black African and Caribbean heritage to meet, discuss, educate and celebrate one another in relation to the College – as well as maintain a safe space for members who identify with this group, with a view to bringing these issues to the attention of the wider workforce.

This guidance has been developed by the African and Caribbean Forum (ACF) to supply guidance for staff on best practice on race equality in the workplace.

- **This document covers:**
- **Living out our values**
- **Definitions, language, and tone**
- **Events**
- **Recruitment – staff, workers, and posts for members**
- **Recruitment – committees, working groups, and task and finish groups**
- **Resources bank and references**

## Living out our values

Our values underpin everything we do. Below are examples of how we can work as one College to advocate for race equality within each value, and the behaviours which we expect from our staff and members involved in College work.

### Courage

- We should feel empowered to respectfully raise issues around race equality where appropriate with line-managers, HR and within teams to try to foster a culture of openness on race.
- We should uphold the dignity of those affected by mental illness, intellectual disabilities, and developmental disorders, and always consider the intersection of this and race/ethnicity when advocating for patients.

### Innovation

- We should be innovative and consider how to incorporate race equality into our work where appropriate.
- We should be open to considering any barriers to Black, Asian and Minority Ethnic staff gaining promotion and take steps where necessary to bring about change.

### Respect

- We encourage staff to raise concerns about any alleged bullying or harassment based on conscious or unconscious bias.
- Ensure all communications are sensitive to the issue of race and race equality.

### Collaboration

- ACF is happy to collaborate with staff and Forums to promote diversity, listen, and share ideas.
- The recruitment processes across the College will reflect equal opportunities best practice.
- The College will collaborate with speakers and/or members from a range of diverse backgrounds.

### Learning

- Wherever appropriate, events should be held that reflect the contribution of Black, Asian and Minority Ethnic members and staff throughout the year and not just during Black History Month and South Asian History Month.
- When appropriate, ACF to hold lunch and learns where staff members can learn more.
- The College will actively challenge racial discrimination and systemic racism.
- The College will raise awareness that racial discrimination is one of many factors which can have a significant, negative impact on a person's life chances and mental health.

### Excellence

- The College ensures that racial discrimination against staff, members and patient and carers is not accepted.
- Living out the values, mean we all oppose discrimination in all its forms.

### Definitions, language, and tone

All people should be addressed respectfully regardless of their characteristics or ethnic background. It is also important to understand that although people may identify as a part of a group e.g. Black British, the experiences within that community are not homogenous.

There is a wide range of definitions in the field of race and ethnicity.

Set out below are a few examples.

#### Definitions

**Black, Asian and Minority Ethnic** – This is the preferred term at the College for people of ethnic minority background.

**BAME** – BAME is a shorthand for Black, Asian, and Minority Ethnic. Initially used for reporting on statistics on ethnicity. The criticism of this short hand phrase is that many people are placed into one large category even though there are many differences between the people captured by this term. It can also cause misinterpretation by not breaking down information when used as a statistical identifier. The acronym should be used in full, as in Black, Asian and Minority Ethnic. It is important to note it is not a word but an abbreviation.

**BME** – BME is short for Black and Minority Ethnic. It is very similar to the phrase BAME however misses out the phrase “Asian”. The use of this term has the same problem as the phrase BAME. The acronym should be used in full. It is important to note it is not a word but an abbreviation and should be communicated as such.

**PoC** – PoC which is short for People/Person of Colour; gaining popularity in the US this has seen an increased use in the UK. Not to be mistaken for “coloured people” which should not be used in any circumstance.

**BIPoC** – BIPoC which is short for Black, Indigenous, Person of Colour. This is a new term which is considered more inclusive than POC as it highlights the specific experiences and struggles of Black and Indigenous people.

**Microaggressions** – These are statements or actions which are an instance of indirect, subtle, or sometimes unconscious discrimination against members of a marginalised group for example a racial or ethnic minority.

**Misogynoir** – The act of misogyny directed towards Black women where both race and gender are involved in the bias against them. This is a variation of racism that is specific to women experienced within and outside their community.

**Diversity** – This is a signifier of “who is in the room”, the aim should be to have as many communities reflected in the room as possible. Diversity has been known to increase creativity and innovation.

**Inclusion** – This is “who has influence in the room”, it is important to ensure that diversity is not solely for numbers (this would be considered tokenism) but ensuring that those who do have different life experiences or perspectives are given the space and respect to be heard and hold influence.

**Anti-racism** – This is a proactive approach to tackling racism wherever it is found as opposed to being non-racist where one may ignore instances of racism.

**Intersectionality** – The interconnected nature of social categorisations 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.

## Language and tone

The College has provided a style guide document and social media guidance document to all staff covering language, tone, and behaviour online. These are key areas to follow to uphold the values, however when discussing race and ethnicity it is important to ensure that the respectful terminology is used.

When discussing Black, Asian and Minority Ethnic people ensure that groups are clearly distinguished when necessary. For example, if a topic is specific to Black people avoid using BAME to discuss the topic.

## Recommendations

- **Try to break down statistics or reporting when discussing Black, Asian and Minority Ethnic groups.**
- **Avoid using abbreviations.** Acronyms should be used in full. It is important to note they are not words but abbreviations and should be communicated as such.
- **Avoid using Afro-Caribbean and variations of the term.** It is important to add 'and' when discussing both African and Caribbean communities. It is important to note that not all Black people are identifiable as African and/or Caribbean. As with our stance on BAME, it is important to help people understand there is a range to people of black origin.
- **Be inclusive in our language** in our communications via email, social media and writing for the web. Use language which is appropriate to the audience and conveys respect to all.

## Events

### Choosing speakers and themes

When creating and approving the programme for the event, staff members, committees, advisory boards and working groups should ensure it features a diverse range of speakers that reflect the membership of the College and the patients it advocates for, in line with the College's Speaker Diversity Policy. All staff members are encouraged to challenge an event programme, if it does not reflect the College's commitment to diversity and inclusion.

Race equality should be considered as a valid theme or topic for College events, where appropriate.

### Catering

When organising events at external venues where catering will be served, staff members should query as to what dietary requirements can be catered for. If certain dietary requirements cannot be catered for *e.g. halal or kosher*, this may become a barrier to attendance for some people of black and minority ethnicities. In this case, it is recommended that this information is provided as part of the booking process to enable suitable alternatives to be considered. Additionally, if there is a drinks reception at an event, staff members should ensure that non-alcoholic drinks are available.

### Recruitment – staff, workers, and posts for members

To continue being a progressive organisation, the College needs to retain a diverse workforce. A diverse and inclusive workforce is proven to increase performance in creativity, decision making and innovation. Other benefits are higher staff engagement and strong brand and reputation.

#### Recommendations

##### Job Descriptions

The wording of job descriptions and application forms should avoid unnecessary jargon. Be clear and concise about the level of experience and skills required. Also, the wording needs to be inclusive.

##### Advertising

An inclusive approach to recruitment will improve diversity in the workplace. Ways of achieving this would be placing job adverts where there is a high Black, Asian and Minority Ethnic audience.

Photos of College staff representing a diverse workforce e.g. Black, Asian and Minority Ethnic staff can be added to the College's website vacancies page with accompanying quotes of their positive workplace experience.

Keep track of the demographics of applicants coming through each of the advertising sources.

##### Shortlisting

Shortlisting needs to be done in line with equal opportunities best practice, with candidates selected base on their skills, knowledge and experience regardless of their background and characteristics.

##### Interviewing

All candidates should be asked the same questions. Construct questions that are not discriminatory. Provide fair and constructive feedback to all shortlisted candidates.

Diversity should be considered when forming your interview panel, and when sitting on the panel, one should be aware of potential bias in the way one is assessing candidates. Interview scoring should be transparent and available in the Recruitment and Selection Policy. The Policy should be uploaded on COLIN for all staff to understand.

## Resources bank and references

### Resources on COLIN

The College has on its intranet a variety of relevant policies and guidance documents on race equality in the workplace. The policies and guidance documents contain information aimed at promoting excellent staff and member experience, equality of opportunity for all staff and other job applicants, and inclusiveness in the way staff treat fellow colleagues. The following are links to these policies and guidance documents:

- **College Values**
- **Equality Diversity and Inclusion Policy**
- **Mental Health Policy**
- **Guidance for sexuality and gender equality and inclusion in the workplace**
- **Allyship and combatting systemic racism**
- **Speaker Diversity Policy**

The following are policies and guidelines dealing specifically with issues at work. The information contained in these policies and guidance documents will aid staff in dealing with any incidents of discrimination in the workplace.

- **Anti-bullying and harassment policy**
- **Whistleblowing policy**
- **College anti-bullying and harassment line**
- **Managers briefing – having difficult conversations**
- **Social Media Staff and Members Policy**

### Other online resources

The College has also been involved in various initiatives aimed at promoting race and gender equality and diversity for its members and staff. The following are links to information relating to these initiatives:

- **Equal Opportunities Statement**
- **Gender Equality – Statement of Intent**
- **Ethnicity/Race Equality**
- **Race Equality Scheme**
- **New Members Declaration**
- **Ethnic Monitoring**
- **Race Equality Action Plan – Guidance to authors of College reports**
- **Access to Information and Services**
- **College Report 92: Report of the Ethnic Project Group**
- **The College and Race Relations**

### Books

The College Library has the following books on race relations which can be borrowed by staff and College members:

1. *Barbara Tizard and Anne Phoenix – Black, White, or mixed race? Race and racism in the lives of young people of mixed parentage, Routledge, London (2010).*  
Library Ref: HM 270 TIZ
2. *Elaine Arnold – Working with families of African and Caribbean origin: understanding issues around immigration and attachment. Jessica Kingsley Publishers, London (2019).* Library Ref: WA 90 ARN
3. *Aliens and alienists: ethnic minorities and psychiatry, Littlewood, Roland, Lipsedge, Maurice, 1997, Brunner-Routledge*

4. *An investigation into the effectiveness of organisational change management processes for implementing race equality post the Race Relations (Amendment) Act 2000 – 2008*, Bashford, Jonathan James University of Central Lancashire
5. *Brit(ish): on race identity and belonging* – Hirsch, Afua, 2018, Vintage
6. *Clinical topics in cultural psychiatry*, Bhattacharya, Rahul, Cross, Sean, Bhugra, Dinesh, 2010, RCPsych Publications
7. *The Costs of Race Inequality* – Sainsbury Centre For Mental Health, 2006
8. *Cultural Diversity, Mental Health and Psychiatry – the struggle Against Racism* – Fernando, Suman, 2003, Brunner – Routledge
9. *Meeting the Needs of Ethnic Minority Children: A Handbook for Professionals* – Dwivedi, Kedar Nath, Varma, Ved Prakash, 1996, Jessica Kingsley Publishers
10. *Meeting the needs of ethnic minority children: including refugee, Black and mixed parentage children* – Dwivedi, Kedar Nath, 2002, Jessica Kingsley Publishers
11. *Mental health, race, and culture* – Fernando, Suman, 2010, Palgrave Macmillan
12. *Mental health of ethnic minorities: an annotated bibliography* – Bhugra, Dinesh, 1999, Gaskell
13. *Mental health services for minority ethnic children and adolescents* – Malek, Mhemooda, Joughin, Carol, 2004, Jessica Kingsley Publishers
14. *Model values: race, values, and models in mental health* – Mental Health Foundation, 2009, University of Warwick
15. *Moving forward: independent review of race equality issues in the Royal College of Psychiatrists (Phase one report)* University of Central Lancashire Faculty of Health Centre for Ethnicity & Health, 2002, University of Central Lancashire
16. *Natives: race and class in the ruins of empire* – Akala, 2019, Two Roads
17. *Positive steps: supporting race equality in mental healthcare* – Department of Health, 2007
18. *Psychiatry in multicultural Britain* – Bhugra, Dinesh, Cochrane, Ray, 2001, Gaskell
19. *Race and excellence: my dialogue with Chester Pierce* – Griffith, Ezra E. H., 1991, University of Iowa Press
20. *Race, culture, and community care: an agenda for action* – Commission for Racial Equality, 1997, Commission for Racial Equality
21. *Safe haven: residential mental health services for people from black and minority ethnic communities* – CVS Consultants, Commissioned By Ujima Housing Association, English Churches Housing Group, 1998, CVS

## External Resources

- [Harvard University Implicit Association Test](#)
- [What is mysogynoir?](#)
- [National Mapping of BAME Mental Health Services](#)
- [Anti-racism: How to be an ally](#)
- [NHS \(National Health Service\) employers' resources to tackle racism and discrimination](#)
- [BMJ Opinion: Diversifying and decolonising the medical curriculum](#)
- [The Lance Perspectives: Stereotype Threat](#)
- [Use of language: race and ethnicity](#)