

Confident with difference

Facilitator guidance

How to use 'Confident with difference'

This resource is made up of four short films with a supporting activity. It's designed for leaders and managers to use with groups of employees to generate discussions to consider how well diversity is embraced within your organisation and how you could improve. We recommend that each film and related activity is covered in a separate session, for example in your team meeting.



Each activity is expected to take around 15-20 minutes.

Here is a simple check list to help plan the sessions:

Before

- Familiarise yourself with the activities and resources.
- Plan some uninterrupted time with your team.
- Make sure you have a quiet, comfortable room with access to a TV screen large enough for everyone to see and hear the films.

During

- Read the introduction to the activity out loud.
- Show the relevant film.
- Ask the follow-up questions, one at a time, allowing a few minutes for the group to discuss each question.
- Use the facilitator notes to provide extra prompts to help the discussions.
- If there are other key points the group take from the films and want to discuss, allow them some time to do this.
- Capture key points, ideas and actions you are going to commit to.

Be alert to the sensitive issues some of the films discuss.

Remind attendees that no question is silly, they may feel nervous about saying or asking the wrong thing.

After

- Ask the group for some feedback on the session so you can find out what impact it has had and how you could improve it next time.
- There is a certificate template included that you may wish to print off for your staff once you have completed the activity.

Follow up on actions and keep records as evidence for your CQC inspection.

Activity 1:

What does being confident with difference mean?



Ask the group to get into pairs with the person next to them, each person needs to finish this sentence:

‘When I’m faced with someone who is different to myself I ...’ (finish the sentence).

We’d recommend around 5 minutes working in pairs before asking each pair for some very short feedback to share with the group.

Now read the following text out loud to the group:



Sometimes, when we meet people who appear different to us, we can feel nervous about saying or doing the wrong thing or accidentally causing offence. This can create barriers that then impact the quality of care and support that person receives, perhaps we even try to ignore that difference.

We regularly hear the phrase ‘we treat everyone the same’ in care services. It’s a common belief that this is the right approach to providing good care and support. But despite the well-meant intention, treating everyone the same ignores important differences.

The film you’re about to watch introduces the concept of being ‘confident with difference’, and encourages you to consider how confident you feel supporting people who appear different to you in some way.

The film refers to ‘protected characteristics’. These are traits or qualities referred to in the Equalities Act 2010. Individuals must not be discriminated against or treated unfairly on the basis of these traits or qualities.

We often use protected characteristics within assessment or care planning to ensure we are meeting legal obligations, but you need to understand the impact or effect of someone’s protected characteristics on their needs, preferences and aspirations to deliver truly person-centred care.

Protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage/civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



Watch Film 1 'What does being confident with difference mean?'



Ask the group the following questions, allowing a few minutes to discuss each of them. Capture key points, ideas and actions:

- Having heard what being 'confident with difference' means to the people on the film, consider what it means to you.
- How confident and comfortable are you talking about difference with the people you support and with your colleagues?
- How do you know that your organisation is welcoming to people from different backgrounds? Give some examples or consider some ways that it could be more welcoming. **Facilitator note: some examples include; improving marketing materials, changing wording on care or support plans or better training and development for staff.**

Remember: The questions are there to help facilitate, not restrict, discussions. They don't have to be strictly adhered to.



Summarise your discussions and any actions you have agreed, record them to make sure you follow them up.

Notes

Activity 2:

Sexual orientation and gender identity



Read out loud to the group



The acronym LGBT* stands for lesbian, gay, bi-sexual and transgender. This activity encourages you to consider the barriers that some LGBT people might experience when accessing care or health services.

The film you're about to watch includes interviews with ambassadors (older people with real lived experience) and staff from Opening Doors London, a charity providing information and support services for older LGBT people, as well as being a Skills for Care endorsed training provider. We asked them about how it might feel to access care and support if an organisation wasn't demonstrating that they were inclusive for all.

*You might see this written as LGBTQIA or LGBT+ in some places which indicates the many different ways in which people can define their sexuality, sexual orientation or gender identity. The letters LGBTQIA refer to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.



Watch Film 2 'Sexual orientation and gender identity'

Ask the group the following questions, allowing a few minutes to discuss each of them. Capture key points, ideas and actions.

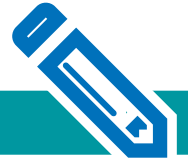


- Why do you think it is important that we know about the sexual orientation of the people we support? **Facilitator note: at this point staff often say that it shouldn't be important, because we treat everyone the same. Make the group aware that the film highlights that this isn't a helpful viewpoint. People from the LGBT community may need additional support or a different approach and if you don't know, you can't support them properly.**
- Why do you think some LGBT people might not feel confident in being open about their sexual orientation and/or gender identity when accessing care services?
- If you feel nervous/uncomfortable about saying the wrong thing to people from the LGBT community, what could you do to change that?
- Does your training ensure you are confident to support people from the LGBT community?
- What can you do to make yourself and your organisation more inclusive and welcoming? **Facilitator note: some examples include; including the rainbow on marketing materials, changing questions on care or support plans, hosting a PRIDE event.**

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Activity 3:

Engaging with your community



Read out loud to the group



This activity asks you to think about the diversity of your local community, how well you think your organisation represents your local community, and where improvements could be made. It will also ask you to think about how confident you are in providing care and support to people from different parts of your community.

In this film, members of the Horizon Project talk about their experiences working more closely with their local South Asian Muslim community. After recognising this part of their community were not accessing end of life care services, or facing barriers and challenges when they did, colleagues from a hospice, the local authority and the NHS Trust decided to work together to improve their offer and make services more inclusive and accessible.

The film focuses on one project, engaging with one cultural group. You are encouraged to think about all the different cultures and communities within your area when watching and responding to this film. Your organisation will be very different to the ones on the film however you can use their project to generate ideas that will suit you, the people you support, and those yet to access your services.



Watch Film 3 'Engaging with your community'

Ask the group the following questions, allowing a few minutes to discuss each of them. Capture key points, ideas and actions:

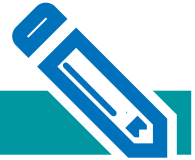


- Considering the area in which your organisation provides services, how does the client group accessing your services compare to the wider community?
- Are there groups within your community you feel your organisation could work with and support better? Why?
- What actions did the Horizon Project take to work more closely with the South Asian Muslim community, and make their services more welcoming and accessible?
- Which of these actions could you or your organisation replicate? Can you think of different actions you could take? **Facilitator note: some examples include; improving marketing materials, better training and development for staff or inviting in guest speakers / hosting themed events.**
- How confident are you in supporting people from communities or cultures different to your own?

Remember: The questions are there to help facilitate, not restrict, discussions. They don't have to be strictly adhered to.

Activity 4:

Beyond the label



Read out loud to the group



This activity helps you to bring together the thoughts and ideas you have shared whilst discussing films 1, 2 and 3. It asks you to look beyond the labels that we often, easily and unconsciously, assign to people and base our assumptions on. Instead, it encourages you to think about how you can really get to know individuals and offer care and support around their unique personalities and preferences.

‘Co-production’ is referred to in the film and in the guidance questions. This means that workers and those accessing care services, their families and carers, are all equal partners in decision-making and planning care and support. **Facilitator note: you can find out more about co-production by visiting www.thinklocalactpersonal.org.uk**



Watch Film 4 ‘Beyond the label’

Ask the group the following questions, allowing a few minutes to discuss each of them. Capture key points, ideas and actions:



- How do the people you provide support for know you’re an inclusive organisation?
- How do you or could you work with people to co-produce their care and support? **Facilitator note: some examples include; better training and development for staff and providing about training about co-production for people accessing your services**
- How do you get to know someone’s background/life, what’s important to them, and what’s unique about them?
- How could you and your team avoid making assumptions based on someone’s ‘label’?
- How could you incorporate ‘Ask, Listen, Do – what matters most’ into your everyday practice? **Facilitator note: some examples include; life story work, including it as part of care & support planning or providing better training and development for the staff.**

Remember: The questions are there to help facilitate, not restrict, discussions. They don’t have to be strictly adhered to.

Confident with difference

Certificate of Attendance

_____ has successfully participated in the
'Confident with difference' learning session(s):

Date:

What does being confident with difference mean?

Sexual orientation and gender identity

Cultural and religious diversity

Beyond the label

Signed by:

Name:

Job title:

