

Equality and Diversity Guidance 2017

DOCUMENT PROFILE

Document Status	Approved 9 th March 2017
Short Title	Equality and Diversity Guidance
Document purpose	Guidance and advice to all who work with children and adults at risk.
Target audience	All SPB partners including voluntary and private sector
Author	Sheffield and Jersey SPBs
Publication Date	March 2017
Review Date	March 2018
Approval route	Performance, Procedures and Audit sub group (children), Policy and Procedures sub group (adults), Safeguarding Partnership Board
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1. Introduction - including demographic overview

This guidance and checklist has been developed to be used alongside the SPB Child Protection and Adult Safeguarding Procedures, and all associated protocols and related documents.

The SPB Child Protection and Adult Safeguarding Procedures, and associated protocols, are a large and constantly evolving body of work. Therefore this guidance and checklist has been developed to accompany the procedures and protocols, to offer practical support to professionals working with children and families, and adults at risk to help them understand some of the issues that exist for different groups of people in Jersey. It is not anticipated that professionals will read this document in its entirety but use it as a reference guide for specific equalities issues.

Each heading in the index is hyperlinked for ease of use. **Please do not print out.** The guidance is a work in progress and the latest version will be found through the SPB web site: www.safeguarding.gov.je

The guidance details what is known about the different **ethnic groups** in Jersey. It provides guidance on **disability issues**. The greatest proportion of the guidance is given over to describing **religious groups** that are known to exist here. There is an explanation of the terms included in the **LGBT** acronym (Lesbian, Gay, Bisexual and Transgender). The guidance also includes a section on **carers** and on **social cohesion**. It finishes with an alphabetical **glossary of terms** for easy reference.

Feedback on the guidance is very welcome. SPB will seek to ensure the Diversity Guidance is regularly reviewed and input from the groups represented will be sought. Please e mail safeguardingpartnershipboard@gov.je with any comment.

Thank you to **Sheffield SPB** for the core information this guidance is based upon.

2. Ethnic groups in Jersey

States of Jersey Census report and population estimates

It is estimated that the Jersey Population at the end of 2015 will be 102,700¹. The last Jersey census in 2011 measured the population of the Island to be 97,857. During 2015 the resident population increased by 1,700 persons:

- Net inward migration accounted for 1,500 of the annual increase
- Natural change (birth minus deaths) accounted for 220 of the annual increase

Jersey in common with most Western countries has an aging population.

In 2011, half (50%) of Jersey residents were born in Jersey. Nearly a third (31%) were born in the British Isles (including England, Scotland, Wales, Northern Ireland and other Channel Islands). About one in fourteen (7%) of the resident population were born in Portugal/Madeira and 3% were born in Poland.

The 2011 census reported on the place of birth in 'other European country' or 'elsewhere in the world; top ten most frequently cited countries

Place of birth	Persons
France	857
South Africa	571
Romania	463
Germany	356
India	325
Australia	303
Italy	230
Thailand	215
U.S.A	193
Canada	177

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<http://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/R%20Population%20Estimate%202015%2020160621%20SU.pdf>

The situation will have changed in the intervening 5 years and it is hoped that either administrative sources or a Census will provide an updated picture in 2021.

People born in countries which had recently joined the European Union were the largest contributor to the total net inward migration between 2001 and 2011. People born in Poland were the predominant group.

About one in twelve (8%) of Jersey residents considered their ethnicity to be Portuguese or Madeiran representing about a thousand more people than those who were actually born in Portugal or Madeira.

Religion

The Jersey Annual Social Survey takes a sample of around 3,000 islanders to be able to extrapolate findings to the whole population. In 2015 over half (54%) of adults regarded themselves as having a religion, and an additional 7% were 'not sure'. Two-fifths stated they did not have a religion. In the 16-34 age group 37% stated they had a religion as compared to 78% in the 65+ age group.

Of those with a religion 97% specified Christianity or a denomination of Christianity. Equal proportions were Catholic or Roman Catholic (43%) as were 'Anglican' or 'Church of England' (44%). The remaining eighth (13%) gave another Christian denomination. Historically the population of Jersey was predominantly Protestant but increased Portuguese and Polish populations have bolstered the number declaring themselves as Catholic. 100% of both the Portuguese and Polish respondents identified as Catholic.

The following religions: 'Buddhist, 'Hindu', 'Jewish', 'Muslim' or 'Sikh' were each specified by a small number of respondents². There are also Bahia, Quaker, Pagan, Atheist and Buddhist groups on the Island. Further information on these groups is available below.

Portuguese

Portuguese immigration began in the 1960s. Initially workers were employed seasonally in Agriculture and Tourism. Portuguese labourers continue to work in these industries but

²

<http://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/R%20JASS%202015%2020151202%20SU.pdf>

many of the Jersey born descendants work in a wide variety of industries from Finance to garages and caring/service. There is no political or senior civil service representation of the Portuguese community.

The Portuguese population is mainly concentrated in St Helier. The religion identified with the Community is Catholicism. St Thomas in St Helier is the main Catholic Church and has a Welcome centre attached.

The cost of living means that some parents may need to work several jobs in order to support their families. In addition the Catholic education available in Jersey is fee paying.

East European Community

The Jersey East European community has grown substantially since 2004 when several East European countries joined the E.U with the main settlers being from Poland, Latvia, Albania, Czech Republic, the former Yugoslavia, Romania and Slovakia. These residents are scattered across Jersey but are concentrated in the capital St Helier.

Scottish, Welsh, Northern Irish and English

The 2011 census found that 31% of the population (30,223) were born in the British Isles. This population is diverse and includes a range of skills and occupations.

Legislation

Children

The Children Act (1989) in the UK was the first piece of legislation that specifically required local authorities to consider a child's 'religion, ethnicity, culture and language' The [Children \(Jersey\) Law 2002](#) does not contain the same requirement however Jersey has extended the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) locally. Article 2 (non-discrimination) states that the Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say , whatever their family background.

Adults and children

The States of Jersey agreed the [Discrimination \(Jersey\) Law 2013](#)³. This introduces 'protected characteristics' which are legally protected from discrimination in general and in relation to employment:

- Ethnicity including colour, nationality, national origins, ethnic origins
- Sex including intersex
- Sexual orientation
- Gender reassignment: a person is a transgender person whether or not the person has or intends to have any medical intervention in order to change any attributes that are associated with a particular gender.
- Pregnancy and maternity

The [Human Rights \(Jersey\) Law 2000](#)⁴ Article 14 also prohibits discrimination in relation to the rights and freedoms in the law

Article 14

Prohibition of discrimination: The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, ethnicity, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status

States of Jersey Policy

<http://www.gov.je/working/workingforthestates/policies/pages/equalitydiversity.aspx>

The States of Jersey Equality and Diversity Policy commits to eliminating discrimination, harassment and victimisation. It makes a positive commitment to promoting the values of equality, fairness and diversity, for everyone.

The policy applies to employees, service users, customers, clients, visitors, volunteers and contractors.

³ https://www.jerseylaw.je/laws/revised/Pages/15.260.aspx#_Toc431303884

⁴ https://www.jerseylaw.je/laws/revised/Pages/15.350.aspx#_Toc157485733

National context

The MacPherson Report 1999 identified that 'institutional racism' (the significant impairment of life opportunities) is a significant experience in the lives of 'black' families.

"Research has shown that black and ethnic minority groups are more likely than the rest of the population to live in poor areas, be unemployed, have low incomes, live in poor housing, have poor health and be the victims of crime. They can all experience racial harassment, discrimination and stereotyping which has a negative impact on their lives."

These communities are therefore at greater risk of experiencing some of the stress often associated with people who need the services of social care agencies, but do not necessarily feel able to access these services. This can be seen in the higher proportion of black children in care, the lack of take up of family support services and the under-achievement of black boys and young men in our education system. The experience of many Black, Asian and Minority Ethnic communities in trying to access supportive services in the UK has not been a positive one due to barriers in terms of language or inappropriate responses that did not take ethnicity or cultural needs into account.

Working Together to Safeguard Children (DoH et al, 1999) suggests: 'The issue of ethnicity cannot simply be added to a list for separate consideration during an assessment. It is integral to the assessment process.' When undertaking assessments of black families' professionals should be mindful that:

- From referral through to assessment, intervention and planning, ethnicity and culture have to be addressed using the Assessment Framework (DoH, 1999)
- The needs of individuals vary in any given situation. In safeguarding children, ethnicity has to be considered as part of the child's whole family and situation, as it may well give rise to issues that require special attention.
- Careful assessment made in the context of the wider social environment is required. This should be based on evidence of a child's needs and a family's strengths and weaknesses. This will help to avoid any distorting effect of these influences on professional judgments.

Good Practice and Factors to Consider

Working Together 2015⁵ states:

42. Every assessment should reflect the unique characteristics of the child within their family and community context. For example, a young carer's assessment must consider the impact of the child's caring role on their health and development; and reach a view about whether, in view of the child's needs and personal circumstances, any care tasks are "inappropriate" or excessive. The UK **Children Act 1989** promotes the view that all children and their parents should be considered as individuals and that family structures, culture, religion, ethnic origins and other characteristics should be respected. Where the child has links to a foreign country, a social worker may also need to work with colleagues abroad.

Assessments

- That all children, whatever their ethnicity, culture or religion, share the same fundamental care and developmental needs as each other. Being black or from another ethnic minority is an important part of who they are, but not all of it.
- That even within specific groups and communities there is diversity, i.e. a variety of cultures, opinions & expectations, ethnic groups, socio-economic backgrounds, religions, political beliefs, sexual orientation, sexual and gender identity and work skills.
- Having as much written information as possible available in different languages and having access to translation and interpreting services, in order to communicate clearly and respectfully with children, young people and their families, rather than relying on other family members to do this.
- The experience and impact of racism on individuals, the family, and the community as a whole, in particular on the physical and mental health of children, young people and adults within a family.
- Ethnicity or culture should not be accepted as a reason for not meeting the needs of a child or adult at risk as protected by legislation and best practice in Jersey. This legislative

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

framework includes the [Human Rights \(Jersey\) law 2000](#) and the [United Nations Convention on the Rights of the Child](#).

- That racism can cause significant harm and can be a contributory factor in all types of abuse.
- Many children such as asylum seekers and refugees can suffer 'post-traumatic stress syndrome' associated with past experiences of death, violence and war.
- Black, Asian and Minority Ethnic parents with mental health problems are often reluctant to use existing services in the UK because these are often not culturally sensitive to their needs.
- There is a false, stereotype in white British society of the African-Caribbean mother figure as endlessly resourceful and essentially unsinkable.
- That many babies, children and young people live in families which contain an extended family and non-blood relatives within the household, and have very close ties with friends and relatives who are very separate geographically, even living in other parts of the world.
- That many world events can have a significant impact on different groups of people, and will require a considered and sensitive response e.g. strong feelings of nationalism brought up by sporting events, or disasters such as earthquakes, war, etc.
- The significant impact of poor social conditions and poverty and the extent that a family or community is able to access appropriate advice, support and services, for varying reasons, including lack of trust, communication barriers etc.
- Reluctance to access services may result in mental health problems becoming more severe before diagnosis, treatment and support is obtained.
- In the UK mental health problems among Black, Asian and Minority Ethnic parents, compounded by lack of treatment and support, can have enduring effects upon their children and contribute to their over-representation in the child care system.
- Racial and cultural stereotyping of Black, Asian and Minority Ethnic families can lead to inappropriate interventions in families as well as a failure to protect Black, Asian and Minority Ethnic children from abuse.

Good Practice

This often starts from treating people as individuals and not according to any stereotype that exists and being as open as possible about any concerns that may exist. Taking other factors into account can help to reduce the likelihood of misunderstandings and inappropriate interventions.

- When faced with an unfamiliar ethnicity or culture then it may be appropriate to ask the parents to explain anything that you may not understand.
- It is useful to acknowledge that some Black, Asian and Minority Ethnic families are reticent about opening up to staff as they have had negative experiences from white workers in the past. Being clear from the outset about the purpose of the visit and that removing children is often a last resort would assist in gaining co-operation from Black, Asian and Minority Ethnic families.
- Some Black, Asian and Minority Ethnic families are reluctant to speak to social workers as they fear that they will not be understood as words can be misunderstood without understanding of the cultural context. It is therefore useful to visit Black, Asian and Minority Ethnic families with a co-worker from the same or a similar background as this sometimes puts families at ease.
- Ethnicity, culture, religion, language, and family and community history are important to achieving a positive personal identity, but information about this is not always easily available, and some dual heritage children and young people also need specific support in identifying their racial and cultural origins.
- Sometimes you may have to ask difficult questions about a child's background in order to obtain the support that is needed, e.g. a dual heritage child who lives in a white family and may be described as white by his parent or carers.
- Black, Asian and Minority Ethnic families often expect to have their children taken into care regardless of their ability to cope or accept good advice.

Myths

Professionals should guard against myths and stereotypes - both positive and negative - of Black, Asian and Minority Ethnic families as they can hinder good practice. Such as:

- Social housing is being swamped with immigrants.
- Black, Asian and Minority Ethnic families do not need care homes or assisted housing.
- Physical chastisement is the preferred choice of modifying behaviour for Black, Asian and Minority Ethnic families.
- Black, Asian and Minority Ethnic people all have large families.
- African-Caribbean families are mainly headed by single females.

Ethnicity and Equality

Just as culture, religion, gender and age demand respect, so does ethnicity. Ethnicity is part of the whole picture and cannot be separated from any one individual. Some may argue that ethnicity should no longer be an issue, as everyone should be treated in the same way.

Equality does not mean treating everyone in the same way. It could be argued that equality in service provision is ensuring that everyone has the opportunity of equal access to the services for example aiming to provide an interpreting service. This is currently provided within the Health Department.

Having a diverse workforce at every level makes a vital contribution to being able to provide an effective, accessible and culturally sensitive service to diverse communities.

3. Disabled People

In January 2016 the States of Jersey reported on the prevalence and profile of disability in Jersey after surveying 4,300 households⁶. It was found that 13,900 (14% of) Jersey residents had a physical or mental condition or illness lasting or expected to last 12 months or more which impacts of their ability to carry out day to day activities a little or a lot. This is a lower rate than in UK as a whole. The percentage of residents that are disabled is likely to increase

⁶ <http://www.gov.je/government/pages/statesreports.aspx?reportid=1829>

over time given the aging population. Projections suggest that in 2020 15% and in 20130 16% of residents will be disabled.

Respondents who are most likely to be disabled, have an impairment or a diagnosed health condition are:

- Older (especially 75 and over)
- On low incomes (especially below 25K)
- Living in social housing
- Unemployed (or not actively engaged in education or as a home maker)
- Living alone

Mobility, hearing and memory impairments particularly affect older people while social and communication impairments are less related to old age.

One in ten households include a 'carer' living within a household, although it is likely that this under-estimates the figure as a number of people may not self-define as a carer. At least a fifth of carers are full time. A tenth of carers states that they never have enough emotional support and a fifth state they never have enough practical support.

Viewing Disability

There are a number of models that can be used to view and discuss disability, the most common being the 'medical model' and the 'social model'. The Office for Disability Issues uses, and encourages others to use, the social model.

The Medical Model of Disability

The medical model is sometimes also known as the 'personal model'. This is the traditional view that the inability of disabled people to fully participate in society is a direct result of having a disability, not a result of the physical features of society. The individual is 'impaired' and the impairment is the problem to be overcome. This model relies on a strong notion of what is 'normal', thereby emphasising the 'abnormality' of impaired people.

This model is more likely to lead to the targeting of special welfare benefits, and the provision of segregated services for disabled people.

The focus of the medical profession is to alleviate the effects of impairments, and disabled people need to be treated and rehabilitated to enable them to participate more fully. This model suggests that disabled people should try, wherever possible, to live in the norms and patterns of mainstream society.

The Social Model of Disability

This starts from the standpoint of all disabled adults and children have a right to belong to and be valued in their local community. Using this model, you start by looking at the strengths of the person with the impairment and at the physical and social barriers that obstruct them, whether at school, college, home or work. The 'social model' defines 'impairment' and 'disability' as very different things:

Impairment is an injury, illness, or congenital condition that causes or is likely to cause a long-term effect on appearance and/or limitation of function of the individual.

Disability is the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.

It is the actions of people and organisations that can prevent people with impairment from taking a full and active part in society. It is up to organisations to do all we can to remove the 'barriers' that disable people.

We aim to build the principles of this model into the way we deliver our services and practice. This will ensure that access in all its meanings becomes part of everyday life rather than something that is thought of later.

Service Delivery and Reasonable Adjustments

In most circumstances, service providers must make reasonable adjustments to remove any barriers - physical or otherwise - that could make it difficult or impossible for disabled customers to use their services. These features could include:

- Stairways and steps
- Kerbs
- Surfaces and paving

- Entrances and exits
- Doors and gates
- Having information available in suitable formats (being aware of sensory disabilities)
- Providing access to British Sign Language interpreters or other accessible communications (Braille, sign supported interpreters etc.).

Working with People with Disabilities

Insignificant details of behaviour and language can offend disabled people, as they often reinforce discrimination and inaccurate assumptions. The intention is not to be too prescriptive, but it helps if you can think about your actions and language. And don't be embarrassed about asking what people's needs are.

Hints and Tips

- Don't lean on their wheelchair, if they have one
- Do offer assistance, wait until it is accepted and provide the help in the way the person asks you to - and don't be offended by a refusal
- Don't make assumptions - remember that anybody may have a hidden impairment - diabetes or Myalgic Encephalomyelitis (ME) for example
- Treat people as individuals and treat adults as adults
- Talk to the disabled person - and not to their assistant or dog
- Don't worry about making mistakes - just ask
- Avoid stiff necks! - try to get at a wheelchair user's eye level
- Do look at the disabled person when they are speaking to you, even if they are using an interpreter or communication support worker
- Be patient with people with a speech impairment; don't correct them; don't finish their sentences; if you don't understand, don't pretend you do, so do ask them to repeat if necessary, and tell them what you have understood so far.

- Disabled people are no more brave, afflicted, victims, or tragic, than anyone else and they don't suffer from anything - but they do experience discrimination and other negative attitudes.
- Mental health problems can cover a wide range of conditions from mild depression to paranoid schizophrenia. Learning difficulties can cover a range of conditions to include Dyslexia, Autism, Dyspraxia, Asperger's syndrome etc.
- Don't worry about mistakes, but do be aware of the issue.

Language

Using appropriate language is polite and promotes equality; using inappropriate language causes offence. Unfortunately there are still some traps to fall into, as even some disabled people are inconsistent, or they might use language themselves that others no longer use: "crips" or "cripples" for example.

Dogs

Dogs are sometimes used to provide assistance to a disabled person. Remember that:

- They are working - do not pet working dogs
- They may need to take a break

People of all Ages

Key issues that practitioners need to be mindful of:

Age Discrimination: Age discrimination refers to the actions taken to deny or limit opportunities to people on the basis of age. These are usually actions taken as a result of ageist beliefs and attitudes. Age discrimination occurs on both a personal and institutional level.

On a personal level, an older person may be told that he or she is too old to engage in certain physical activities, like an informal game of basketball between friends and family. A younger person may be told they are too young to get a job or help move the dining room table. On an institutional level, there are policies and regulations in place that limit opportunities to people of certain ages and deny them to all others. The law, for instance,

requires that all young persons must be at least 17 years old in order to obtain a driver's license in the United Kingdom.

A 2006/2007 survey done by the Children's Rights Alliance for England and the National Children's Bureau asked 4,060 children and young people whether they have ever been treated unfairly based on a number of criteria (ethnicity, age, sex, sexual orientation, etc.). A total of 43% of British youth surveyed reported experiencing discrimination based on their age, far eclipsing other categories of discrimination like sex (27%), ethnicity (11%), or sexual orientation (6%).

60 % of older people in the UK agree that age discrimination exists in the daily lives of older people (One Voice. Age Concern and Help the Aged 2009).

Services to and for Young People and Older People

Ensuring children, young people and older people have the opportunity to express their views about services being provided and proposed care plans is vital if discrimination is to be avoided and plans are to be successful.

Consideration of the financial implications of caring should be considered in any Care Plan including those where older people are being asked to care for a child.

Abuse

Abuse may occur to children and adults. Practitioners should be mindful to explore the situation of any vulnerable person in a household where it is suspected abuse may be occurring.

5. People of Different Religions / Beliefs

Guide on Major Religions

There are many different communities living in Jersey and this guidance is not intended to cover all of them. It includes communities with either a significant population, or where an anticipated growth is expected. In addition, within any group there will be a wide diversity of backgrounds and beliefs. It is impossible to describe this diversity within this document and so the characteristics described here will not apply to everyone from a particular ethnic, religious or cultural group. It is up to individual people to choose how they wish to identify

themselves; they do not have to adhere to a certain set of characteristics to be part of a certain group. It is intended that this document provides general practical advice and increases awareness of practitioners working with some Black, Asian and Minority Ethnic communities.

The Religion section outlines the key characteristics of the main faith groups in Jersey, including core beliefs, main religious festivals, and important points when visiting the home. It is important to remember that there can be differences in the way people practise their religion, depending on their country of origin. However, religion, rituals and belief systems can often have a greater impact on the way in which people live their lives, and on their sense of identity, than their country of origin or nationality. Further information is available through the [BBC website](#).

General Points to Remember

- It is impossible to know everything about every culture or religion though it is helpful to have an idea of the issues. We all make assumptions about other people - what is important is to ask people rather than act on your assumptions
- Simple things - like getting the person's name right and having a friendly and professional approach - are often more important than being able to demonstrate cultural or religious knowledge. For example ask how people would like to be addressed, how to pronounce their name and how to spell it.
- Don't misrepresent or disparage other people's cultures, beliefs and practices
- Recognise and guard against your own prejudices. Everyone has them. Don't assume that treating everyone in the same way is the same thing as treating everyone fairly.
- Learn to understand what others actually believe and value, and let them express this in their own terms.
- Respect convictions of others about food, dress and social etiquette and not behave in a way, which causes needless offence.
- Visit when it is convenient (if possible and relevant); avoid prayer times or religious festivals. If not sure, ask questions and find out more information.

- Be prepared to remove your footwear when entering some people's homes; so do ask what is appropriate before you go in. Always assess health and safety risks beforehand.
- Do have access to an interpreting service. Don't just rely on 'someone from the community, or a family member' to do the interpreting. This could lead to misunderstanding and sharing of confidential information, which will be in breach of the [Data Protection \(Jersey\) law](#) 2005 - see also Use of Interpreters, Signers or Others with Communication Difficulties, Underlying Principles and Values
- Understand that in some circumstances women may want a family member present.
- Do be aware of the family structures and the effects your actions may cause, for example, it is inappropriate to ask a child to interpret for his/her parents.
- Don't make assumptions about a person's ethnicity or nationality on the basis of their name.
- Do be flexible with work arrangements so cultural and religious practices can be fulfilled
- Be sure to respect other people's beliefs and principles (even if you don't agree with them).
- Check that people are able to read letters before sending them out. Remember that people may not be able to read English, or their own language.
- Some languages can sound quite aggressive and abrupt, when the conversation taking place is actually quite friendly! This can also come across when people are speaking English. Remember this is usually not rudeness, but simply the manner of speech of that culture or language.
- In some communities, women may have less understanding of English. This may be because their traditional role in the family means that women are less exposed to English in everyday life.
- Younger people in many communities are developing new ideas which may differ from traditional views. For example, younger people may feel less of a need to live close to family, and may wish to move out of "traditional" areas.

- There has often been a stereotype of Black, Asian and Minority Ethnic communities 'looking after their own'. However, changes in society mean we should not assume that support needs will be met by family members. Older and vulnerable people from Black, Asian and Minority Ethnic communities may need information and advice on how to access support services.
- There has sometimes been an assumption that issues of racism only apply to people from Black racial groups. There are White minority ethnic groups, such as the Irish, Gypsy / Roma / Travellers, and some refugee communities, who also experience discrimination. It is important to recognise that diversity and difference do not just relate to skin colour.

Christianity - The Christian Churches

There are many different traditions within Christianity, and the way that people practise their faith can vary widely. Some of these traditions are explained in more detail under subheadings within this section.

Core Beliefs

Christians believe in living according to God's will, as taught by Jesus. Christians believe that the Holy Spirit helps them in doing this.

Christians try to live according to the example set by Jesus. This includes loving others, and also keeping the Ten Commandments found in the Old Testament.

The Christian holy book is the Bible. This is made up of the Old Testament (the Hebrew scriptures) and the New Testament (which gives accounts of Jesus' life, and events in the early history of the Christian Church).

Christians may pray every day, and may attend a service on Sunday.

For some Christian traditions, Holy Communion (also called Holy Mass or Eucharist) is very important, particularly at key festivals or when a person is ill. This involves the sharing of bread and wine which has been blessed.

Key Festivals

The exact date of some Christian festivals varies from year to year, so check if you are not sure. It is preferable to avoid visiting a Christian home during a festival; check for an appropriate time to visit and stick to it.

- Christmas - a joyful festival when the birth of Jesus is celebrated (24th and 25th December).
- Lent - remembrance of when Jesus spent 40 days in the wilderness; a time which some Christians may use for reflection, prayer and fasting. February or March.
- Good Friday - follows Lent, and remembers the death of Jesus on a cross. This is often a solemn time of prayer. March or April.
- Easter - the Sunday immediately following Good Friday, when the resurrection (coming back to life) of Jesus is remembered. This is a joyful time, when cards and Easter Eggs made of chocolate may be exchanged. March or April.
- Ascension - remembers the time when Jesus ascended to heaven. Takes place on a Thursday 40 days after Easter.
- Pentecost / Whitsun - remembers when the Holy Spirit (often shown as a dove) came to Jesus' followers (disciples).

Places of Worship

These can vary widely with different Christian traditions, and may be called a church or chapel. Some Christian groups may meet to worship in someone's home.

Languages used

Christianity is practised in many countries across the world and so there are a wide range of languages which may be spoken by Christians.

Naming

Christians usually have one or more given names, referred to as "Christian names", followed by a family name, often that of their father. On marriage, a woman may often take the name of her husband.

Diet

Some Christian groups forbid tea and coffee, and alcohol and tobacco. In general there are no restrictions on diet in Christianity. Some Christians may choose to fast during Lent, or may give up certain foods during this time. Some Christians may wish to say a short prayer (“Grace”) before eating a meal

Death

Christians are usually either buried or cremated. People attending the funeral often wear black. The funeral service may take place at the place of worship attended by the person who has died.

Social Customs

Some Christians may have strong feelings about the significance of marriage, and may, for example, not feel able to live together as a couple before marriage.

Visiting a Home

Some Christian homes may have religious symbols such as crosses or religious pictures, on display. It is preferable to avoid visiting on a festival day; check for an appropriate time and stick to it.

Church of England

Core Beliefs

The roots of the Church of England go back to the time of the Roman Empire when Christianity entered the Roman province of Britain. Through the influences of St Alban, St , St Ninian, St Patrick and, later, St Augustine, St Aidan and St Cuthbert, the Church of England developed, acknowledging the authority of the Pope until the Reformation in the 16th century.

The religious settlement that eventually emerged in the reign of Elizabeth I gave the Church of England the distinctive identity that it has retained to this day. It resulted in a Church that consciously retained a large amount of continuity with the Church of the Patristic and Medieval periods in terms of its use of the catholic creeds, its pattern of ministry, its

buildings and aspects of its liturgy, but which also embodied Protestant insights in its theology and in the overall shape of its liturgical practice. The way that this is often expressed is by saying that the Church of England is both 'catholic and reformed.'

The changes that have taken place in the Church of England over the centuries have been many and various. What has remained constant, however, has been the Church's commitment to the faith 'uniquely revealed in the Holy Scriptures and set forth in the catholic creeds,' its maintenance of the traditional three fold order of ministry, and its determination to bring the grace of God to the whole nation through word and sacrament in the power of the Holy Spirit.

- Seven in ten (72%) of the population agree that Church of England schools help young people to grow into responsible members of society and 8 in 10 (80%) agree that they promote good behaviour and positive attitudes.
- Latest available statistics indicate one in four primary schools and one in 16 secondary schools in England are Church of England schools. Approaching one million pupils are educated in more than 4,800 Church of England schools.
- The Church of England provides activities outside church worship in the local community for 407,000 children and young people (aged under 16 years) and 32,900 young people (aged 16 to 25 years). More than 116,000 volunteers and an additional 4900 employed adults run children/young people activity groups sponsored by the Church of England outside church worship.

Non-Conformist

In England, after the Act of Uniformity 1662 a Nonconformist was an English subject belonging to a non-Christian religion or any non-Anglican church. A person who also advocated religious liberty may also be more narrowly considered as such. English Dissenters (such as Puritans and Presbyterians) who violated the Act of Uniformity 1559 may retrospectively be considered Nonconformists, typically by practising or advocating radical, sometimes separatist, dissent with respect to the Established Church.

Presbyterians, Congregationalists, Baptists, Quakers (founded in 1648), and those less organized were considered Nonconformists at the time of the 1662 Act of Uniformity. Later,

as other groups formed, they were also considered Nonconformists. These included Methodists, Unitarians, and members of the Salvation Army.

Methodism

Core Beliefs

The Methodist movement began in the eighteenth century when John and Charles Wesley got together with like-minded friends in Oxford to meet regularly for prayer, Bible study and Holy Communion, and to visit prisons and workhouses. It was called the Holy Club.

It is a strong feature of Methodism that ordinary lay people play a major part in the running of the Church. A recent survey of Methodist congregations revealed that three out of four individuals who responded held some sort of church role.

Local lay people called 'stewards' take responsibility for the fabric of church buildings and manses (Clergy house) and for the handling of money. They share with ordained ministers the role of setting direction for the churches in a particular area or 'circuit'.

Worship each week is not always led by an ordained minister, but often by a local preacher - a lay person who has been trained and authorized to lead worship and preach. Every ordained minister in the Methodist Church was first a local preacher.

At all levels of the Methodist Church, lay people are involved in decision making, and the vice-president of the Conference is always a lay person.

Quakers

A group of people whose official name is the Religious Society of Friends, Quakers share a way of life, not a set of beliefs.

They value individual, direct experience of the Divine. They are more concerned with the truth behind the words than the formal statements of belief.

Quakerism has its roots in Christianity, but emphasises individual experience over creeds, and embraces expressions of the spirit of love and truth in other religious traditions, in secular sources and in people's lives.

What happens in Meeting for Worship?

They meet together for worship based on silent waiting, in which we seek to come nearer to one another and to God. The Meeting for Worship begins as soon as anyone sits down in silence. Occasionally a meeting will pass in total silence. The silence may be broken by anyone who feels compelled to speak, pray or read. Such a contribution, if prompted by the spirit, enriches the gathered worship of the meeting.

No two Quaker Meetings are the same and a meeting can encompass a wide range of experience.

The Meeting for Worship lasts about an hour, then an elder closes the meeting by shaking hands with their neighbour. The clerk will then welcome visitors and newcomers, and invite them to join us for tea and coffee and read out any notices for the week.

How are Quaker meetings organised?

There is no paid minister/vicar/pastor. There are various roles within the meeting such as clerk, assistant clerk, elders and overseers. There is a committee (called the Nominations Committee) who meet to consider carefully who might be able to fulfil these roles. Then individuals are appointed to serve in that capacity for a fixed term - usually 3 years, sometimes 6 years. Then there will be a complete change. This means that Quakers will be able to serve the meeting in a variety of ways during their life.

Catholicism

The Catholic Church traces its origins to the people (the disciples or apostles) appointed by Jesus as the first leaders of the church. The line of succession from them (in particular the Apostle Peter) is known as the Apostolic Succession. It is maintained up to the present Pope who is based in Rome.

There are over a billion Catholics in the world with 5 million in the UK. Most Catholics in the UK are referred to as Roman Catholics but the Catholic Church in the UK includes Ukraine Catholics, Chaldean Catholics and other eastern and Greek rites that are in union with the Pope.

Below are highlighted issues on which Catholics have specific beliefs or customs.

Core Beliefs

As well as the Ten Commandments of God the Catholic Church also has six commandments of the Church.

- To hear Mass on Sundays and other special days called “holy days of obligation”.
- To fast on specified days.
- To observe the sacrament of reconciliation when conscious of having sinned gravely or at least once a year (see below).
- To receive the Eucharist at least once a year. If only received once a year this should be at Easter time.
- To support pastors.
- To observe the Church’s laws on marriage.

Reconciliation

The sacrament of reconciliation includes declaring sins to a priest who can give absolution (forgiveness).

Social Customs

The Catholic Church says that it does not have the power to dissolve a valid marriage. Only the death of one of the partners can dissolve it. This means that some Catholics may be living separately from the person they married but not want a divorce.

Sacrament of the Sick

The Catholic Church has a special sacrament for people who are ill including those who are dying. Some Catholics may refer to this sacrament as “the last rites” for terminally ill patients.

Catholics may be buried or cremated.

Jehovah's Witnesses

The Jehovah's Witness movement was founded in 1870 in America by Charles Taze Russell. The movement is characterised by members going door to door to share their beliefs. A key tool in this is the "Watchtower" magazine.

Below are highlighted issues on which Jehovah's Witnesses have specific beliefs or customs.

Core Beliefs

Jehovah's Witnesses take all their beliefs from the Bible, which they believe is historically accurate and inspired by God. Jehovah's Witnesses call the Bible New Testament the "Christian Greek scriptures" and the Old Testament the "Hebrew scriptures". They refer to God as "Jehovah".

Key Festivals

Unlike other branches of Christianity, Jehovah's Witnesses do not celebrate festivals such as Christmas and Easter. This is because they believe that these festivals have their roots in Pagan festivals and rituals.

Jehovah's Witnesses tend to meet on Sundays to worship together, but there is no special significance to this day. They may also meet on other days. Therefore it is best to check an appropriate time to visit and stick to it.

Places of Worship

This is often called "Kingdom Hall".

Diet

Jehovah's witnesses may avoid "taking on blood", i.e. may avoid unbled meat. This is similar to the Muslim requirement to eat "halaal" meat.

Social Customs

Jehovah's Witnesses do not celebrate religious holidays such as Christmas and Easter, nor do they observe birthdays, nationalistic holidays, or other celebrations they consider to honour people other than Jesus. They feel that these and many other customs have pagan origins or reflect a nationalistic or political spirit.

Mormons (Church of Jesus Christ of Latter-Day Saints)

The Church of Jesus Christ of Latter-Day Saints, of which Mormons are members, was founded in America in the 19th century. It has 180,000 members in the UK.

Below are highlighted issues on which Mormons have specific beliefs or customs.

Core Beliefs

Mormons believe that their church represents a return to the way that Jesus originally intended the Christian Church to be.

Key Festivals

Mormons only celebrate two Christian festivals; Christmas and Easter. They also celebrate “Pioneer Day”, on 24th July. This celebrates the arrival of the first Mormons to the Salt Lake Valley in 1847.

Like most other branches of Christianity, Mormons regard Sunday as a day of rest and also the main day of worship.

Monday may be set aside for spending at home with the family in religious study. Families may pray together twice a day.

Diet

Mormons may avoid tea, coffee, alcohol and tobacco, and also soft drinks which contain caffeine. Mormons may fast on the first Sunday of each month, by missing two meals. The money which is saved is given to the Church.

Social Customs

Mormons may “tithe” their income, which means giving a proportion (sometimes one tenth) to the Church. Men and women are regarded as equal in Mormonism. However, women are encouraged to give priority to their homes, husbands, family and to childbearing, alongside any career they chose. Men are expected to take an equal role in raising the children.

Islam

Islam has an estimated 1 billion followers and is practised in many regions including North Africa, the Middle East, parts of the former Soviet Union and Eastern Europe. This means

that although all Muslims (people who follow Islam) will share the same set of basic beliefs, the way that these are applied to daily life will vary widely according to the culture and tradition in the particular countries.

It is estimated that there are around 1.5 million Muslims living in the UK making it the UK's second largest religion.

There are two branches of Islam. Over 90% of the world's Muslims are "Sunni" Muslims; the remaining 10% are Shia Muslims. This branch of Islam is particularly strong in Iran, and can also be found in Iraq, Syria, Libya and Pakistan.

Both Sunni and Shia Muslims believe in the Five Pillars of Islam (see below). The differences between the two branches relate to the early history of the religion.

Core Beliefs

The core belief of Islam is to submit to the will of Allah, as set out in the Qur'an. The "Five Pillars of Islam" set out the essential aspects of the faith which are:

- A declaration of faith.
- Praying five times a day.
- Almsgiving (giving to the poor and needy).
- Fasting during the month of Ramadan, between dawn and dusk.
- Pilgrimage to Mecca at least once in a lifetime.

There are 5 sets of compulsory prayers at dawn, noon, afternoon, evening and nightfall. Prayer times are governed by the sun and daylight hours and so will vary. It is advisable to ask about prayer times to avoid these during visiting. A prayer time calculator is available on the [BBC Religion website](#).

Key Festivals

The Islamic calendar is based on lunar months (a lunar calendar is based on the cycles of the moon). The lunar year is ten days shorter than the solar year. This means that dates of festivals change each year and over time will fall in different seasons. The dates of festivals

are determined by the appearance of the moon. Below is indicated the names of the festivals:

- The First of Muharram - begins the Islamic New Year.
- Milad-un Nabi - a day of prayer to commemorate the Prophet Mohammed's life.
- Lailat-ul Bara'at - a time of fasting and all-night prayer.
- Ramadan - The ninth month of the Muslim year. Fasting takes place between sunrise and sunset
- Eid-ul-Fitr - Ending of Ramadan. A happy celebration, Eid cards may be sent.
- Eid-ul Adha - thankfulness and feasting to mark the end of the time of pilgrimage to the Holy place of Mecca.

Places of Worship

The mosque is the communal building for prayers. Women usually have a separate prayer room in the mosque. It is usual to remove shoes when entering a mosque. The leader of the mosque is called the Imam (priest) and may be a useful contact in communicating important information to the community.

Languages Used

Muslim families in the UK may use several languages other than English, for example, Bengali, Sylheti (spoken only), Arabic, Urdu, Somali, and Farsi

Arabic is widely used as it is the language of worship, and also because the Qur'an is written in Arabic.

Naming

In some Muslim cultures the naming system is complex, and is different for men and women. Names can include personal names, religious names, and sometimes family names. Muslims usually adopt their father's but not their husband's name.

It is best to ask for the family name for record keeping; if there is not a family name, ask for the most used personal name.

Usually Muslims name a baby 7 days after birth, but in some Muslim cultures a baby may not be named for up to 21 days after birth.

Diet

Pork and pork by-products are strictly forbidden. Muslims eat Halal food which includes saying a prayer before the meat is slaughtered. Halal is an Arabic word meaning allowed. Haram means forbidden. All products which contain ingredients derived from non halal animal products are strictly forbidden (e.g. fat, gelatine, rennet).

Drugs and alcohol are forbidden, and smoking may be restricted.

During Ramadan Muslims fast between sunrise and sunset. Children, older people and pregnant women are exempt; however children are encouraged to give up snacks and sweets.

Death

Muslims should bury their dead within 24 hours of death. This should be borne in mind in contacting or visiting a household where there has been a death.

Social Customs

In Islam men and women are equal, although their respective roles can be very distinct. There is a strong sense of decorum amongst Muslim women and in some Muslim communities; men should not shake hands with women or vice versa. Some Muslim women may not feel comfortable being alone with a male who is not a family member and communications may be best through a male family member. Men are technically the head of the household, although in Islam men and women are equal.

In some Muslim cultures men and women may not gather socially in the same room where there are people from outside of the family present. Some Muslims may consider making direct eye contact to be rude and therefore may avoid making direct eye contact with other people.

Islam has rules on dealing in interest (e.g. on money). This means that some Muslims may feel unable to take out conventional loans, or have a mortgage or bank account. This may have an impact on the way that Muslims manage their financial affairs.

Visiting a Home

Some Muslims may often remove their shoes when entering the home, and you may feel it is appropriate to do the same. However, as in all circumstances you need to use your judgement about matters such as health and safety depending on the situation that you are in.

When visiting Muslims, prayer times should be avoided (see above under Beliefs), these vary with the calendar so always check beforehand with the person. If you accidentally visit a Muslim home during prayers you may find that no-one answers the door even though you know someone is at home. Avoid visiting during Muslim festivals unless specifically requested to do so or in an emergency.

Women may prefer to have a male family member present during an interview, so it may be appropriate to arrange visits in advance so that this can be arranged.

Hinduism

Hinduism is the world's third largest religion. The term Hinduism covers a huge variety of different beliefs that originated in India. Over 80% of people in India class themselves as Hindus. There are a variety of different holy books, although the Vedas and the Bhagavad Gita are widely revered.

Core Beliefs

Hindus seek to learn how to be reunited with God. Hindus usually believe in the sanctity of life, and tolerance of others. Hindus believe in reincarnation and that how they live their lives in the present will affect their lives in the future.

Many Hindus perform an act of devotion every day at home where most families will have a personal shrine.

A feature of the Indian Hindu society is the caste system, which ranks people within society according to their occupation, into four main traditional classes. These are Brahmins, or priests, Kshatriyas, or warriors, Vaishyas, or merchants; and Shudras, unskilled labourers or servants. At the lowest end of society are the Untouchables. There have been attempts to reform this system, and the concept of "untouchables" has been abolished by law in India.

However caste identity may still be strong, preventing, for example, marriage between people of different castes.

Key Festivals

The exact dates of festivals vary from year to year and here months are given as a guide only:

- Holi - the death of winter (spring festival - March).
- Rama Navami - The birth of Rama, seventh incarnation of the deity Vishnu (April).
- Raksha Bandhan - sisters tie colourful threads (called a Rakhi) round their brother's wrist as a sign of love and protection (August).
- Janamashtami - the birth of Krishna, eighth incarnation of the deity Vishnu. (includes fasting until midnight).
- Navratri - A month before Diwali - To worship Durga (mother goddess). Nine nights of colourful dance and feasting.
- Diwali - Celebrates the beginning of the year in October or November. To celebrate the symbolic reunion of Rama and his wife Sita. Diwali cards are exchanged.
- Shivaratri - to honour the deity Shiva.

Not all Hindus will celebrate the same festivals. Avoid visiting Hindu homes at festival times.

Places of Worship

The Hindu place of worship is called the Mandir.

Languages Used

As Hinduism is predominant in India, Hindus may speak English, Hindi, Gujarati, Punjabi, Urdu and Tamil. However, Hinduism is practised all over the world and so Hindus may speak a variety of languages.

Naming

Hindus usually have three names, a personal name first, a complimentary name (which may be joined with their first name) and lastly a family or sub caste name.

Guajarati men use their father's personal name, plus a suffix (-chand) as their middle name. Traditionally, Hindu women take their husband's family name upon marriage and use the family name for record purposes as a surname. Many families omit the middle name when registering the birth of a child in the UK.

If you are unsure it is advisable to ask which name to use for record keeping.

Diet

Hindus generally do not eat beef but other dietary requirements vary. Many Hindus are vegetarian, and may avoid all animal products including cheese made with animal rennet, and eggs.

Death

Hindus generally prefer to die at home as death in hospital causes great distress. Hindus are then cremated.

Social Customs

Families are usually extended (this include grandparents, aunt and uncles and even neighbours as well as "immediate" family) and the male is often head of the family. Marriages are usually only allowed within castes and divorce is viewed unfavourably. Many Hindus have arranged marriages.

Women may be uncomfortable if alone with a male visitor and they may not wish to shake the hand of a man. This should be borne in mind in arranging home visits. Women usually accompany men in social functions.

Visiting a Home

It may be appropriate to remove your shoes when visiting a Hindu home. However, you should use your judgement about matters such as health and safety.

If you are offered food or drink during a visit, it is seen as polite to accept a little. However, you should use your judgement and if you do not wish to do so, refuse politely.

Some Hindu homes may have a shrine in them. This should be respected.

Hindus prefer to pray after bathing in the morning and possibly around midday. Any visits should take regard of this and of any festivals. Always ask for suitable times for visits and stick to them.

Judaism

Judaism is unusual in that it has some of the characteristics of an ethnicity as well as a religion. In order to be Jewish, a person must have a Jewish mother, and not be practising any other religion. It is possible for a non-practising Jew to experience racism because of their Jewish origins. It is possible for a non-Jew to convert to Judaism.

Core Beliefs

Jews believe that God has made an eternal covenant with them that requires them to live according to the Torah (law). The aim of life is to live according to God's Law as revealed by Moses. Orthodox Jews practise their religion on a daily basis.

Jews have lived in Britain since the 11th century. Throughout their history the Jewish community have often experienced persecution, which in Britain resulted in them being expelled from the country in 1290.

The Jewish community began to return to Britain in the 17th century. Numbers increased as Jews fled from persecution in Russia in the 1880s, and then from the Nazis in the 1930s and 1940s.

Key Festivals

The Jewish calendar differs from the Western Gregorian calendar. This means that the dates of festivals vary from year to year.

- Rosh Hashanah - New Year - a time for spiritual reflection and penitence. An autumn festival.
- Yom Kippur (Day of Atonement) - a day of fasting and penitence. An autumn festival.
- Sukkot (Tabernacles) - commemorating the wanderings of the children of Israel
- Simchas Torah - rejoicing in the Law.

- Chanukah (Hanukkah) - Festival of Light. An eight day festival, which is usually in late December.
- Purim - commemorating the story of Esther.
- Pesach (Passover) - commemorating the exodus from Egypt. A spring festival.
- Shavuot (Feast of Weeks) - commemorating the receiving of the Law.
- Tishah B'Av - commemorating the historical destruction of the Temple.

The main Jewish holy day is the Sabbath which extends from dusk on a Friday to nightfall on a Saturday. On this day orthodox Jews will not use the telephone, write, use electric lights or equipment or travel by car or public transport unless these acts are necessary to save life. These prohibitions also apply to Festival days.

Orthodox Jews pray three times a day (morning, afternoon, evening) and prayers should not be disturbed unless it is medically essential.

Places of Worship

The Jewish place of worship is called a synagogue. The religious leader is called the Rabbi. The Rabbi may be a useful contact in conveying information to the Jewish community.

Languages Used

English is the main language used in the UK. Yiddish (a spoke Language) can be used in the home. Biblical Hebrew is only used for worship in the UK. Israelis speak Modern Hebrew

Naming

Jewish names usually consist of one or more given names followed by a family name.

Diet

Orthodox Jews observe the laws of Kashrut. This means that they may not eat meat and dairy foods together, nor do they eat products that contain non-kosher ingredients. Milk and meat foods are stored and cooked separately and this necessitates two sets of cooking utensils. Only kosher meat (killed and prepared according to the laws of Kashrut) is eaten.

Pork and pork products are strictly forbidden. The consumption of shellfish and fish without scales or fins is also forbidden.

During the eight days of Passover, Jews refrain from eating bread and wheat products.

Death

Jewish burials usually take place immediately, either on the same day or the next. The body will not be moved or buried on the Sabbath. The period of mourning lasts for seven days.

Social Customs

Many Jewish people feel a close bond with Jews from around the world, seeing themselves as part of a global Jewish community. The events of Holocaust have had a profound effect on Jewish identity.

Visiting a Home

No specific requirements on visiting the home have been identified.

Buddhism

Core Beliefs

The religion is based on the teachings of Buddha and aims to achieve enlightenment. There are different traditions within Buddhism. Many members of the Chinese, Vietnamese and Sri Lankan communities are Buddhists.

Buddhists may meditate daily, and use the home shrine or visit a Buddhist centre as a focus for devotion.

Key Festivals

Buddhist festivals vary with different traditions. However commonly shared festivals are:

- Wesak, remembering the birth of Buddha, when cards are exchanged
- Full Moon Days, when the teachings of Buddha are remembered and Buddhists may spend some time meditating.

Places of Worship

The Buddhist place of worship is called the “Vihara.”. Buddhist can worship both at home or at a temple. It is not considered essential to go to a temple to worship others. Buddhist will often set aside a room as a shrine. There will be a statue of Buddha, candles and incense burner

Languages Used

There are Buddhists all over the world and so a variety of languages may be spoken.

Naming

Buddhists tend to have two or more names. The first name may be the family name, followed by the given names.

Diet

Many Buddhists are vegetarian. Strict Buddhists may also avoid eggs and other animal products such as cheese made with rennet. Some Buddhists may prefer to avoid onions and garlic. It is best to ask about special dietary requirements when arranging refreshments for meetings and events.

Buddhists may fast as part of their religious practices, for example on some festival days and on Full Moon and New Moon days.

Social Customs

Many Buddhists do not like shaking hands.

Visiting a Home

In some Buddhists homes you may find a shrine with a statue of Buddha.

[Sikhism](#)

Core Beliefs

Sikhs aim to enable the soul to re-unite with God, by remembering God in daily life, living truthfully and serving others. The religion was founded by Guru Namak Dev Ji, and the holy book, the “Guru Granth Sahib”, is accorded great honour. Sikhs reject the caste system of Hinduism believing that people should be treated equally. (See section on Hinduism for more information about the caste system).

Religious Sikhs follow the 5 Ks as an outward sign of their religious devotion. These are:

- Kesh - long hair which is never cut.
- Kanga - a comb.
- Kacha - short pants.
- Kara - metal bethnicitylet.
- Kirpan - a ceremonial dagger.

These 5 items are sacred and should not be disturbed.

Key Festivals

These are mainly based on the lunar calendar and so change each year:

Guru Nanak's Birthday - three day celebration of the birth of the founder of Sikhism.
(October / November).

- The martyrdom of Guru Tegh Bahadur - A commemoration of the Guru executed for his belief in religious freedom. (December / January).
- Guru Gobind Singh's Birthday - to celebrate the birth of an important Guru. (January/ February).
- The Martyrdom of Guru Arjan Dev - commemoration of the Guru who completed the Golden Temple at Amritsar. (May / June).
- Diwali - commemoration of a spiritual victory. (October).

Places of Worship

The Sikh place of worship is called the Gurdwara. It is also sometimes called a Sikh temple. Collective worship usually takes place on a Sunday.

Languages Used

Sikh families in the UK may speak several languages. Punjabi (main spoken language). Gurmukhi (the written form of Punjabi) and English.

Naming

Sikhs usually have three names. There will be a personal name, and a title (Singh, meaning “lion” for a man, and Kaur, meaning “princess” for a woman), followed by a family name. Sometimes Sikhs are reluctant to reveal their family name as a consequence of their rejection of the Caste system.

A baby may not be named for several weeks after birth.

Diet

Beef is forbidden but dairy products are important. Many Sikhs are vegetarians.

Some Sikhs eat meat slaughtered to a special rite (Chakard or Chattka) but they will not eat Halal meat.

Death

A dying Sikh may require a relative or reader from the local temple or another practising Sikh to recite hymns from the Guru Granth Sahib for them. If there are no family members to tend the person after death then the local Sikh temple must be consulted before any further action is taken. Sikhs are always cremated and their ashes scattered in running water, such as a river or sea or even a lake.

Funeral rites, with a procession to the crematorium, are of great social significance.

After the funeral, the adults of the family may gather together to read the whole of the Guru Granth Sahib, which may take up to two weeks.

Social Customs

Sikh women may feel more comfortable if spoken to in the presence of a family member, as modesty is important.

Sikh men may be gravely embarrassed if asked to remove their Kachia or turban and baptised Sikhs may refuse to accept work which requires them to remove their turban or cut off their hair. Similarly, girls may not be permitted to wear skirts, and if skirts are part of a uniform they should be allowed to wear Shalwar (loose fitting trousers) underneath.

Visiting the Home

Some homes may have a shrine to the Guru Granth Sahib and shoes should be removed when entering this room and heads should be covered. Keep in mind health and safety considerations in the removal of shoes.

Rastafarianism

Core Principles

The term 'principles' is used rather than 'beliefs'. Rastafarianism emerged from Jamaica. It is mainly based on the teachings of Marcus Garvey, which state that Black people had been oppressed by generations of slavery and must return to Africa. Ethiopia is seen as "the Promised Land" and it is believed that Emperor Hailie Sellasie was the incarnation of God (Jah).

One of the Rastafarian principles is the "Nazarite Vow of Separation" which involves not cutting hair, not eating certain foods and shunning the dead, emphasising life not death. However, in practice some Rastafarians may cut their hair.

Key Festivals

- Ethiopian New Year's Day - (September)
- Crowning of Emperor Haile Selassie (November)
- Ethiopian Christmas - (January)
- Ethiopian Constitution Day - commemorating the first Ethiopian constitution in 1931 - (July).
- Birthday of Emperor Haile Selassie I - A holy day commemorated with drumming, hymns and prayers - July 23rd
- Marcus Garvey's birthday - commemorates the birthday of the Jamaican prophet - 17th August

Places of Worship

Some Rastafarians may be members of the Ethiopian Orthodox Church.

Languages Used

English, Creole and Jamaican Patois - a mixture of English, African and other European languages.

Naming

English names are often used.

Diet

Rastafarians are likely to be vegetarians, and will usually avoid pork, alcohol, milk and coffee. Herbal preparations, such as tea may be drunk. Rastafarians may prefer to eat 'I-tal' food prepared without chemicals. Some will not eat grapes, currants or raisins.

Death

Rastafarians emphasise life over death; this means that they may not speak about death, and may not attend funerals.

Social Customs

There is no formal marriage in Rastafarianism. Couples who live together are viewed as married.

Visiting the Home

No specific needs have been identified.

Community Groups and Organisations

No information is available on local groups.

Bahá'í

Bahá'í originated in the Shi'ite sect of Islam in the 19th century, in Iran. Its history is complex and the subject of some dispute. There are now 5 million Bahá'ís worldwide.

Core Beliefs

Bahá'ís believe that God is unknowable. The major figures in Bahá'í are "manifestations" of God; they reflect the characteristics of God and act as teachers. There have been nine manifestations in the last 500,000 years, including Moses, Buddha, Jesus and Mohammed.

Bahá'ís believe that the human soul is essentially good, and that separation from God is caused by ignorance.

There are hundreds of volumes which seek to describe the Bahá'í faith.

Key Festivals

- Naw-rúz - New Year - which coincides with Equinox (March).
- Feast of Ridván -celebrates Baha'u'llah's declaration of his revelation to his followers.

There are three holy days within this festival, the first day, the ninth day and the twelfth day (April/ May).

- Declaration of the Bab - declaration by the Bab that he is the messenger from God. (May)
- Ascension of Baha'u'llah (his death) - (end May).
- Martyrdom of the Bab - who was executed in 1850. Prayers. (July)
- Birth of the Bab - Commemorates the Bab's birth in Iran in 1819. (October).
- Birth of Baha'u'llah - A day of prayer and a communal meal. (November.)

Bahá'ís try not to work on holy days, and children do not go to school if possible.

Places of Worship

Bahá'ís have no clergy or rituals, although they do meet together for communal prayers.

Bahá'ís may pray every day, and also meditate. Prayers must be said facing the direction of the shrine of Baha'u'llah.

Languages Used

Bahá'is is a worldwide religion and so followers may speak a variety of languages.

Naming

There is no specific information available.

Diet

Bahá'ís may avoid alcohol. Bahá'ís may fast for nineteen days before the Bahá'í New Year

Death

There are no specific rituals associated with death apart from a prayer for the dead recited at funerals.

Social Customs

The Bahá'í religion teaches equality for men and women. The family is seen as very important. Decision making within the family is shared by a process of consensus, called "consultation".

Visiting the Home

It may be helpful to arrange visits in advance if possible, and stick to the time arranged in order to avoid disturbing prayers or meditations, or festivals.

Paganism

There are a lot of misconceptions about Paganism. For instance, Pagans are not Satanists, do not practice black magic and do not harm animals or people.

It is estimated that there are between 50,000 and 200,000 Pagans in the UK.

Core Beliefs

Paganism, or neo-Paganism, is a term which covers a diverse range of beliefs which are often associated with nature and on the traditional religions of indigenous people.

Key Festivals

Most Pagans celebrate eight festivals during the year. The Pagan seasonal cycle is called the Wheel of the Year. These festival dates vary.

- Yule / Winter Solstice - December 20/21st.
- Imbolc - 1st / 2nd February - from the Celt festival where rituals were performed as food stores were running low, to ensure a supply of food until the harvest. Now involves making candles, storytelling and planting spring flowers.
- Spring Equinox - March 20 / 21st - Celebration of the spring renewal of the earth. Egg hunting and egg painting may take place.

- Beltane - April 30th / May 1st - A fire festival celebrating the coming of summer and fertility. Festivals are held in involving the lighting of fires.
- Summer Solstice - 21st or 24th of June - The longest day of the year. Celebrates the power of the sun.
- Lughnasadh - 2nd - 4th August - A harvest festival.
- Autumn Equinox - 20th / 21st September.
- Samhain - 31st October / 1st November - Marks the beginning of the year for most Pagans. Remembrance of people who have died.

Pagan rituals take place outside. There are ancient places which have a special significance, such as Stonehenge.

Languages Used

Paganism is a western religion so Pagans may speak a variety of languages depending upon their country of origin.

Diet

Many Pagans are vegetarian, and will often seek to eat a healthy and natural diet.

Death

In Paganism death is not something to be feared. Funerals may be conventional depending on the wishes of the family, and there may be a conventional cremation or burial. There may also be a memorial service.

Social Customs

Pagans are likely to try to live in a way which respects the environment. Paganism places emphasis on equality of men and women, and women often play a central role.

Visiting a Home

Pagan homes may contain altars for use in rituals, and pagan symbols.

Women, Men & Transgender

Society divides us into categories at birth - boy or girl - depending on our male or female appearance. Our reproductive organs, but not our brains, have distinctly different male and female characteristics. These physical differences define our sex, whereas gender identity describes the inner sense of knowing that we are men or women, and gender role describes how we behave in society. Usually our sex appearance, gender identity and gender role are consistent with each other, so, as soon as the sex of a baby is apparent at birth, it is assumed that the gender identity matches. Gender dysphoria is a condition where a person experiences discomfort or distress because there is a mismatch between their biological sex, gender identity and/or internal sense of sex.

Below the commonly accepted terms 'trans' will be used to cover individuals identifying as transgender, non-binary, androgynous and bi gender. It also covers individuals who feel that they do not fall into these categories but exist outside of the gender binary (male and female). Not all trans people identify with an established sex or gender label.

Legislation

Gender reassignment is a protected characteristic under the [Discrimination \(Jersey\) Law 2013](#)

Women

Outcomes and experiences for men and women differ in many key ways:

- Women are still the primary carers of children and make up around 90% of all lone parents. UK Household Labour Force Survey 2010. Jersey has a high level of female participation in the work force. This is necessitated by the high cost of housing.
- Many of us struggle to balance work and family life: 62% of fathers surveyed thought that fathers should spend more time caring for their children. Working better 2009 UK;
- The gap between full-time men and women's hourly rates of pay is 9.4%.The gap when part-time employees are included is 19.2%. ONS Annual Survey on Hours and Earnings 2015

- 8.2% of women and 4% of men were estimated to have experienced domestic abuse in 2014/15 (UK), equivalent to an estimated 1.3 million female and 600,000 male victims
- 27.1% of women and 13.2% of men had experienced any domestic abuse since the age of 16 (UK). These figures were equivalent to an estimated 4.5 million female victims of domestic abuse and 2.2 million male victims between the ages of 16 and 59⁷

Men and women are not homogenous groups; experiences also differ according to factors such as age, disability, sexual orientation or ethnicity. For example, the employment rate for ethnic minority females is 49.8%, significantly lower than white females at 67.5%. Pakistani and Bangladeshi women have the lowest employment rate of all ethnic groups at 26.5%. Labour Force Survey April 2009.

Men

Enormous debate in Western societies has focused on perceived social, intellectual, or emotional differences between women and men. Throughout history, the roles of men have changed greatly. As societies have moved away from agriculture as a primary source of jobs, the emphasis on male physical ability has waned. Mens role within society and family settings continues to evolve and change. The past ten years have seen much progress in determining and publicising what works with fathers and how to get them involved in broad areas of health and social welfare. However, when it comes to child protection, routine engagement with fathers and father-figures has seemed a distant ideal: safeguarding policy has repeatedly failed to identify this as an issue despite the fact that Serious Case Reviews over a twenty year period (most recently the Ofsted Serious Case Review summary of 46 cases, as well as both of the Baby Peter Serious Case Reviews) have found failure by practitioners to engage with the men in children's lives to be a major factor in child abuse and deaths.

⁷ <http://www.crimesurvey.co.uk/HomeReadMore.html>

Transgender

Gender dysphoria is when a girl or woman, boy or man, feels that their gender does not fit the body they were born with. This is different from being a transvestite, where a person likes dressing up in clothes of the opposite sex but does not feel that they are in the wrong body. It is also different from sexual orientation; that is whether a person is sexually attracted to men, women, both, or neither. Tavistock and Portman Gender Identity Development Services has in 2016 seen a doubling in referrals⁸. The clinic states that there appears to be a real shift in how gender is talked about and a move to a less binary world; 14 is the average age of referral and there is an emerging trend towards more natal females presenting to the service. Individuals may choose to identify as gender fluid or without gender and not pursue medical intervention. A detailed explanation of terms is available on the [Liberate Guernsey website](#).

To be 'officially' diagnosed as having gender identity disorder, a person must strongly want to be, or believe they already belong to the opposite sex. Some children and young people who experience gender dysphoria find that their feelings change as they reach adulthood, and they no longer feel they are the wrong gender.

Trans individuals can seek referral to UK services from Jersey including the [Gender Identity Development Service for children](#). The funding of any treatment is discretionary. Individuals may choose to be treated privately. Those who seek treatment may choose to have a combination of hormone medication and surgery to bring the body more closely in line with the underlying gender identity. This is called gender confirmation treatment (or gender reassignment). These treatments can be successful in giving people the sense of harmony and authenticity that they seek. Others may be able to achieve sufficient comfort through hormone treatment alone or not require biological intervention. Any treatment will be preceded by a period of counselling and confirmation of a sustained gender identity.

It is now quite common for those experiencing and/or expressing gender variance to describe themselves as trans men (female to male) and trans women (male to female). However, many of those who live full time in the new gender role wish to be regarded as

⁸ <https://tavistockandportman.nhs.uk/about-us/news/stories/what-does-a-doubling-in-referrals-to-our-gender-identity-development-service-mean-about-how-societys-view-of-gender-is-shifting/>

ordinary men and women. Having established a sense of their own wholeness, they are then better equipped to make a valuable contribution to society, in all walks of life.

Trans people can be vulnerable to verbal and physical abuse, discrimination and bullying, in their working life or in their community.

Trans people may also be victims of hate crime - a criminal offence that is motivated by hostility or prejudice based upon their gender identity. The police and other partner agencies will act to protect trans individuals and groups from being victimised. The States of Jersey Police have a proactive and supportive approach to Lesbian, Gay, Bisexual and Transgender issues. The details of the named lead and Facebook page are here:

[http://www.jersey.police.uk/my-community/community-engagement/lgbtq-\(lesbian,-gay,-bisexual-and-transgender\)/](http://www.jersey.police.uk/my-community/community-engagement/lgbtq-(lesbian,-gay,-bisexual-and-transgender)/)

Ten top tips for workers on how to make your service inclusive and welcoming for trans people:

1. Treat trans people as individuals and with respect - trans people are as unique and diverse as everyone else.
2. Display information about trans support groups - this gives a clear visual statement that your service/practice is welcoming of trans people.
3. Always use the name and title (e.g. Mr, Mrs, Miss, Ms, Mx or none of these) that the trans person deems correct and make sure that medical notes/ registers are clearly marked with this name and preferred title.
4. Remember that being trans is not a mental illness or psychological condition; though being trans may be a contributory factor for other psychiatric conditions e.g. depression.
5. Include trans people in screening programmes on the basis of organs present rather than their perceived gender. Some trans men will need to be included in breast screening programmes and some trans women in prostate screening etc.
6. Do not comment on a trans person's general appearance or 'passability' unless they ask for your opinion.

7. Trans people can be heterosexual, lesbian, gay, bisexual or asexual - don't make assumptions about sexual orientation or sexuality.
8. Don't use terms like disorder (e.g. gender disorder) or choice. People who are transitioning are bringing their biological sex in line with their gender. It is not a choice, they are not changing to the gender they want to be, but to the gender they are.
9. Get informed. Invite trans people in to talk with your staff team about their experiences and how your service could be more inclusive of and welcoming to trans people. Training is available from Liberate Jersey <https://liberate.je/>. Information on trans terminology is available here: <http://liberate.gg/trans-guernsey/>
10. Receiving a smile and a 'hello' on arrival makes everyone feel welcome - this will make trans people feel much more comfortable too.

Lesbian, Gay and Bisexual (LGB) People

You cannot necessarily tell whether someone is lesbian, gay or bisexual (LGB) from just their appearance. As with hetero-sexual people, LGB people come from all walks of life: they could be old or young, Black, Asian and Minority Ethnic people, women, disabled, from any class, or any faith group. They may be in a civil partnership with a person of the same sex, or still be married to a person of the opposite sex, and they may have children.

Young LGB people and adults can be vulnerable due to people's reactions to their identity, particularly if their parents or other family members are not supportive. Many young people know they are lesbian, gay or bisexual by the age of 11 or 12, or have feelings of being different. However, some young people do not come out until they are 15 or 16, or even in later adulthood. The period of 11 to 16 years old has been described the isolation years; therefore it is a crucial time for providing support and information wherever possible.

Homophobic bullying is a problem in schools and in communities. Evidence suggests that LGB young people, and those perceived to be so, may be more at risk of bullying. Between 30% and 50% of young people in secondary schools attracted to people of the same sex will have directly experienced homophobic bullying, compared with 10-20% of young people who have experienced general bullying.

Approximately 2,700 young people access ChildLine services each year to talk about sexual orientation, homophobia and homophobic bullying. Young people with LGB parents sometimes experience bullying. Such problems can be exacerbated if an adult dismisses their sexual orientation. Some young people report that adults, including professionals, state that the young person is too young to know whether or not they are LGB. Many people are reluctant to disclose their sexual orientation to their healthcare worker because they fear discrimination or poor treatment.

In comparison with their heterosexual peers, young LGB people are 4 times more likely to suffer major depression and 3 times more likely to be assessed with generalised anxiety disorder.

In comparison with their heterosexual peers, young gay and bisexual men are 7 times more likely to have attempted suicide and 3 times more likely to have suicidal intent.

In comparison with heterosexual young women, lesbian and bisexual girls are almost 10 times more likely to smoke at least weekly and twice as likely to have consumed alcohol in the past month.

In comparison with their heterosexual peers, young gay and bisexual men may be more likely to use recreational drugs.

In comparison with their heterosexual peers, LGB young people are at increased risk of verbal and physical abuse.

Legislation

Sexual orientation is a protected characteristic under the Discrimination (Jersey) Law 2013.

Sources of further information

The YES project in Jersey <http://www.yes.je/> provides a confidential youth group for LGBT young people. Liberate Jersey is a source of information and training: <https://liberate.je/>

Carers or any other People who are likely to be adversely affected

Carers look after a relative, friend or neighbour, who cannot manage without help because of illness, age or disability.

Carers come from all walks of life, cultural backgrounds and age groups. Being a carer is often something people don't plan to do; we don't plan for the birth of a disabled child, a partner's serious accident or a parent's chronic illness.

Those under the age of 16 are classed as young carers who are looking after a parent or member of their family who needs support. This may be because they have a mental health problem, misuse drugs or alcohol or have a disability or other health problem.

Many people have to give up a paid job to care for someone. Often they face financial hardship because they have no chance to build up savings or a pension. Carers often have to cash in insurance policies or eat into their savings to help meet the extra costs of caring.

A carer may provide help with shopping, or once a week cleaning. But for many carers it is a 24 hour job that is emotionally, physically and financially stressful. Feeding, bathing, dressing, toileting, medicating, supervising and giving emotional support can leave little personal time for the carer, let alone time for paid work. The demands of caring can also lead to health problems for the carer themselves.

The positive side can be the knowledge that the person being cared for is in a loving and familiar environment. Some carers also feel a sense of satisfaction by repaying the care they received. Some feel it is a privilege to care for someone close to them.

All carers are entitled to an assessment of their needs, separate to the assessment for the person they are caring for.

Cohesion and Social Inclusion

Community cohesion means:

‘working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community’ (DCSF, 2007).

Social exclusion is when an individual is prevented from participating in any of the key economic, social and political activities, in the society in which they live. Therefore, social inclusion is where everyone would have:

- An income of minimum standard
- Access to appropriate employment
- Access to good quality health care and services
- Affordable housing of a decent standard, which allows independent living
- Appropriate and timely support as needed
- Access to good quality and appropriate learning opportunities
- The ability to contribute to society and their contributions are valued
- Have the opportunity to have an appropriate work / life balance
- Live in a safe community, free of fear
- Live free from discrimination and prejudice on any grounds
- Access to a clean environment and equal protection from possible environmental harm.

Research by the Home Office (Wedlock 2006) has shown that cohesive communities have five key attributes:

1. A sense of community: for example whether people enjoy living in their neighbourhood and are proud of it, whether people look out for each other and pull together
2. Similar life opportunities: the extent to which people feel they are treated equally by a range of public services
3. Respecting diversity: whether people feel that ethnic differences are respected within their neighbourhood
4. Political trust: do people feel they can trust local politicians and councillors and do they feel that their views are represented?

5. Sense of belonging: whether people identify with their local neighbourhood and know people in the local area.

Schools are at the heart of our communities, and have a responsibility to teach their students about valuing and engaging others; equality and diversity and human rights. However, at times they also face tensions and problems stemming from societal factors outside of their control. In addition, external factors shape the lives of pupils, including their parents or carers, families and the wider community, and responsibility for community cohesion lies with them too. Any approach to community cohesion needs to take into account these factors and requires the involvement of local partners and other organisations.

Glossary of Terms

(Source: SCC Corporate Equality Scheme 2005-8, updated by SSCB EIA Group 2010)

Accessible venue

A building designed and / or altered to ensure that people, including disabled people, can enter and move round freely and access its events and facilities.

Ageism

Discrimination against people based on assumptions and stereotypes about age.

Alternative format

Media formats which are accessible to disabled people with specific impairments, for example Braille, audio description, subtitles and Easy Read.

Anticipatory duty

For service providers, the duty to make reasonable adjustments is anticipatory; within reason, it is owed to all potential disabled customers and not just to those who are known to the service provider.

Anti-Semitism

Hostility and hatred towards the Jewish faith and people.

Asylum Seeker

Someone who has fled to another country in order to make an asylum claim i.e. a request for refugee status.

Bias

An inclination or preference that influences one's judgement from being balanced or even-handed.

Bi sexual

An attraction to both sexes and engaging in both heterosexual and homosexual practices.

Black, Asian and Minority Ethnic people

This term needs to be explained in two parts. The term Black is used by some African-Caribbean and Asian people as a conscious and political expression of racist oppression and/or to denote unity of origin. The term minority ethnic people refers to groups of people who share historical, cultural, or national origins and who are numerically a minority in this society. There are seven characteristics that a group must have to fall within the meaning 'ethnic group' under legislation. In summary these are a long history, their own cultural tradition, a common language, a literature, religion, a common geographical origin and being a minority within a larger community. It does not matter if the size of a particular ethnic group has diminished due to lapsed observance or intermarriage provided they remain a distinct minority.

BAME

Black, Asian and Minority Ethnic (BAME) is the emerging term to refer to Black and Minority Ethnic people. These phrases have been challenged on the basis that they may serve to mask the disadvantages experienced by specific ethnic and cultural groups.

Bullying

Offensive, intimidating, malicious, insulting or humiliating behaviour, abuse of power or authority which attempts to undermine an individual or group and causes them to suffer stress

Citizenship

The Immigration and Asylum Act 2000 decreed any Foreign National wishing to obtain British Citizenship and met the Criteria, on being granted British Citizenship had to attend such a Ceremony before they could obtain British Citizenship.

Civil Partnership

The Civil Partnership Act 2004 created a legal relationship of civil partnership, which two people of the same-sex can form by signing a registration document. It also provides same-

sex couples who form a civil partnership with parity of treatment in a wide range of legal matters with those opposite-sex couples who enter into a civil marriage.

'Coming out'

This is a term used by lesbians and gay men and trans people when they tell other people about their sexuality or gender status.

Community or Social Cohesion

In essence, community cohesion is about recognising, supporting and celebrating diversity. It is about creating an environment where there is mutual respect and appreciation of the similarities and differences that make people unique.

Culture

Culture could be defined as the total of the inherited ideas, beliefs, and knowledge, which constitute the shared bases of social action or the total range of activities and ideas of a community.

Cyber bullying

Cyberbullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, using the internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is cyber-harassment or cyberstalking.

Disability Discrimination Act (DDA)

This was the main UK anti-discrimination legislation for disabled people. It came into being in 1995. It provided rights for disabled people in the areas of Employment, access to goods and services and transport.

Disabled person

A disabled person is an individual who has an impairment and whose experiences are continually affected by contemporary social, educational, environmental or economic trends which take little or no account of her/his 'rights' as a person to reach her/his

maximum potential and, consequently, to participate fully in society. This view of disabled people is known as the Social Model of Disability.

Discrimination

This term is used here in the sense of unfair discrimination i.e. using information, which is unfair, or irrelevant to influence a decision on the way someone is treated.

Diversity

The term diversity refers to the presence in one population of a wide variety of cultures, opinions, ethnic groups, socio-economic backgrounds, and so on.

With regard to the workplace, diversity is about the culture within the organisation. Many organisations recognise the business benefits of diversity and developing a culture in which all individuals. Diversity is often defined as something like 'A culture in which all individuals are enabled to give their best and make the best of themselves, which benefits both the individual and the organisation'

Domestic Abuse

Domestic Abuse is any abuse which takes place in a personal or family relationship. In reality, it overwhelmingly concern's men's abuse of power over their female partners or ex partners, and the children of those women. The abuse may be physical, sexual, emotional / psychological, financial or more likely, a combination of these. Domestic Abuse describes all forms of violent, controlling behaviour, and is inclusive of the experiences of children and young people living in fear of that behaviour. Domestic abuse can occur in a range of intimate or family relationships - for example a son being violent to his mother, a woman acting abusively to her male partner, abuse in same sex relationships.

Dual heritage

The term dual heritage is the current way to describe people whose ancestors are not of a single Ethnicity.

Equality

Equality is the current term for 'Equal Opportunities'. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from being discriminated against on the grounds of group membership for example sex and ethnicity

Equal Opportunities

This is a term used for identifying ways of being disadvantaged either because of, for example, gender, ethnicity, age, disability, sexuality, religion. 'Equal Opportunities' is an attempt to provide concrete ways to take action on the inequalities revealed by analysis of the differences and barriers that exist for people in the above groups.

Ethnocentrism

Ethnocentrism is the tendency to look at the world primarily from the perspective of your own ethnicity.

Gay Man

This term refers to a man who is sexually and emotionally attracted to other men.

Gender

Gender is a term used to identify the expected social roles attached to being a man or a woman. Taking a 'gender perspective' means looking separately at the different needs and experiences of men and boys and women and girls.

Gender Dysphoria

This is where a person experiences conflict between their physical sex and their mental gender. It is a recognised medical condition that responds well to appropriate medical interventions.

Gender Recognition Certificate

A certificate issued under the Gender Recognition Act to a gender non-conforming person who has, or has had gender dysphoria, has lived in the acquired gender throughout the preceding two years, and intends to continue to live in the acquired gender until death.

Gender Reassignment

Gender reassignment is a process of medical treatment to enable gender non-conforming people to alter their bodies to match their gender identity.

Harassment

Unwanted conduct which negatively affects the dignity of people. It may be related to age, sex, ethnicity, disability, religion, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.

Harassment can also have a specific meaning under certain laws (for instance if harassment is related to sex, ethnicity or disability, it may be unlawful discrimination).

Hate crime

A Hate Crime is 'Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate'.

Hate incident

A Hate Incident is 'Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate'.

Hermaphrodite

The term "hermaphrodite" has historically been used to describe people with ambiguous genitalia or biological sex. The broader term **intersex** is often used and is preferred by many such individuals and medical professionals.

Heterosexism

This is a system of ideas, an ideology and set of practices based on a set of beliefs about heterosexuality being the 'natural' form of sexuality for both women and men, and all other sexualities, in particular, homosexuality being deviant. This ideology provides the rationale for and facilitates ongoing institutional and personal discrimination against lesbians and gay men.

Heterosexual

This term refers to a person, male or female, who is sexually and emotionally attracted to people of the opposite sex.

Homophobia

Homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT).

Homosexual

This term refers to a person, male or female, who is sexually and emotionally attracted to people of the same sex. It is both a legalistic and medical term and so, its use is often seen to be oppressive.

Impact Assessment/Analysis

An Impact Assessment/Analysis (also known as an EIA/ EqIA) is a way of systematically and thoroughly assessing the effects that a proposed policy or project is likely to have on different groups. Policies will affect different people in different ways. It is possible that they have the potential to discriminate against certain groups, even if this is not an intention. An Impact Assessment/Analysis will ensure that equality is considered as a core part of project planning, rather than after the policy or project.

Institutional racism

Institutional racism is concerned with racial discrimination which has been incorporated into structures, processes and procedures of organisations, either because of racial prejudice or because of a failure to take into account the particular needs of Black and minority ethnic people.

Institutional sexism

This refers to structures, procedures or practices that have been established on the basis of a belief that women can only undertake certain roles. It is concerned with sexual discrimination, which has been incorporated into structures, processes and procedures of

organisations, either because of sexual prejudice or because of a failure to take into account the particular needs of women.

Interpretation

Interpretation, or interpreting, is an activity that consists of establishing communication between people who use different languages made up of words, gestures or other symbols. For example, an interpreter who understands both English and Urdu could help an English-speaker and an Urdu-speaker understand what each other is saying by listening to each person speak then relaying what each one is saying to the other person in the language they understand.

A distinction is made between translation, which consists of transferring ideas expressed in writing from one language to another, from interpreting, which consists of transferring ideas expressed orally, or by the use of gestures (as in the case of sign language), from one language to another.

In gestural interpreting a spoken language (for example, English) is interpreted into a visual one like, for example, British Sign Language (BSL) which is used by Deaf or hearing-impaired people, or vice versa.

People may need interpreters at conferences, in meetings, interviews or any other situation where people need to understand each other but do not communicate using the same symbols or words.

Intersex

An intersexual or intersex person is one who is born with genitalia and/or secondary sexual characteristics of indeterminate sex, or which combine features of both sexes. (The terms hermaphrodite and pseudo hermaphrodite, which have been used in the past, are now considered pejorative and inaccurate and are no longer used to refer to an intersex person.) Sometimes the phrase "ambiguous genitalia" is used.

Islamophobia

Islamophobia is the fear and or hatred of Islam, Muslims or Islamic culture.

Lesbian

This term refers to a woman who is sexually and emotionally attracted to other women.

Lesbian/Gay

Lesbians and gay men prefer these terms rather than “homosexual”. Lesbians also prefer the term lesbian rather than “gay woman” because it reflects their separate identities and experiences. The order of reference is also important: the term “lesbians and gay men” is preferred as it seeks to challenge the false assumption that male behaviour is defining and female behaviour is diminutive.

Mainstreaming

'Mainstreaming' equality is essentially concerned with the integration of equal opportunities principles, strategies and practices into the everyday work of Government and other public bodies from the outset, involving 'every day' policy actors in addition to equality specialists. In other words, it entails rethinking mainstream provision to accommodate gender, ethnicity, disability and other dimensions of discrimination and disadvantage, including class, sexuality and religion.

It is a long-term strategy to frame policies in terms of the realities of people's daily lives, and to change organisation cultures and structures accordingly. It puts people, and their diverse needs and experiences, at the heart of policy-making.

Mixed ethnicity or multi-racial

The terms mixed ethnicity and multiracial describe people whose ancestors are not of a single ethnicity. Multiracial also describes a society or group that is composed of people from more than one racial or ethnic group. See also multicultural.

Monitoring

The term is used here to refer to the process of collecting information to use in evaluating services.

Multi-cultural

Of, or relating to many cultures; including people who have many different customs and beliefs. For example, Britain is increasingly a multicultural society.

Multiple Discrimination

Multiple discrimination occurs when a person is subjected to discrimination on more than one ground.

Nationality

Relates to the country of which the person is a citizen by birth, by naturalization or by other legal right.

National origin

Relates to the country where someone was born, regardless of where they are now living and their current citizenship.

Needs

The term is used here to refer to the type and level of services people require.

Occupational requirement

Where having a protected characteristic is an occupational requirement, certain jobs can be reserved for people with that protected characteristic (e.g. women support workers in women's refuges; Ministers of Religion)

Positive Action

Is a range of lawful actions which seek to address an imbalance in employment opportunities among targeted groups which have previously experienced disadvantage, or which have been subject to discriminatory policies and practices, or which are under-represented in the workforce.

Positive Discrimination

Positive discrimination consists of redressing the balance of representation of previously disadvantaged groups in the workforce by preferential recruitment or promotion, largely

regardless of competencies, skills and experience. Such practices are illegal in the United Kingdom.

Prejudice

Means to pre-judge someone, knowing next to nothing about them but jumping to conclusions because of some characteristics, like their appearance.

Protected characteristics

These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, ethnicity, religion or belief, sex and sexual orientation.

Racism

This term is used to describe a whole range of myths, ideas and attitudes that are used to justify placing (a) particular racial group(s) in an inferior position to another. Legislation states that “a racial group” means a group of persons defined by colour, ethnicity, nationality, or ethnic or national origins. These negative attitudes often lead to discriminatory or oppressive behaviour. Black, Asian and Minority Ethnic people can experience racism in all aspects of their lives. On an institutional level, racism takes many forms. Essentially it encourages the design and support of systems and procedures that exclude or limit services, jobs and opportunities to Black Asian and Minority Ethnic people.

Racial discrimination

Racial discrimination is unlawful in employment, training and related matters, in education, in the provision of goods, facilities and services, and in the disposal and management of premises. Individuals have a right of direct access to the civil courts and industrial tribunals for legal remedies for unlawful discrimination.

Racial group

A racial group means a group of persons defined by colour, ethnicity, nationality or ethnic or national origins.

Racial harassment

Racial harassment is a harmful and distressing form of discrimination. It is used to mean all those racially motivated actions and practices by a person or group of people which are directed at one or more individuals and which are unwanted cause humiliation, offence or distress, focus on a person's ethnicity, colour, nationality, ethnic or national origin. It may range from an extreme event such as physical assault to the more common forms of behaviour and attitudes, which create an intimidating and negative working environment for those it is directed against.

Reasonable Adjustment

Reasonable adjustments are changes to physical premises or working practices that remove the disadvantage they present to a person with a disability. There are no strict rules about what qualifies as a reasonable adjustment as every case is different and must be assessed on its merits.

Refugee

Those who have been awarded refugee status (which allows the individual to remain in the UK). Also, those asylum seekers who have been given the right to work in the UK (and claim Job Seekers Allowance) where their asylum claims were made prior to April 2000.

Sex

Sex is determined by whether we are born male or female. In most contexts it is preferable to use the term gender as the term sex has for some people connotations of sexual acts per se. Gender roles are the expected social roles attached to being women or men.

Sexism

Sexism is a term that is used to describe a whole range of myths, ideas and attitudes that are used to justify placing women in an inferior position to men. These negative attitudes often lead to discriminatory or oppressive behaviour.

Women can experience the effects of sexism in all aspects of their lives. On an institutional level sexism takes many forms. Institutionally it encourages the design and support of systems and procedures that exclude or limit services, jobs and opportunities to women.

Sexual harassment

Sexual harassment is a harmful and distressing form of discrimination almost exclusively directed at women although gay men also experience it. It covers a wide range of offensive behaviour which focuses on a person's gender, by one person or a group - it involves actions or practices which are unwanted, objectionable, and which cause offence or distress. It may range from an extreme event such as sexual assault to the more common forms of behaviour and attitudes which create an intimidating working environment for those it is directed against.

Sexual discrimination

Legislation defines 2 types of sex discrimination: Direct or Indirect.

Sexuality

This term refers to the general sexual preferences of people i.e. both lesbian and gay and heterosexual. It is often a preferable term to use to that of sexual orientation.

Sexual Orientation

This term is often used to define the sexual preferences of people.

Social Exclusion

Where individuals or groups are not able to participate fully in society because of unemployment, low skill levels, poverty, bad health, poor housing or other factors. Social Inclusion is about removing the barriers and factors which lead to exclusion so people can participate.

Stereotyping

This is the process of assigning a person to a particular group (e.g. on the basis of physical appearance) then generalising based on a belief that all members of the group share certain characteristics (the stereotype), then finally inferring that the individual must share these characteristics. Stereotyping underestimates variation within groups and stereotypes can be used to justify hostility, discrimination, and oppression.

Transgender

Transgender is a term for when the gender of an individual does not fit the sex they were assigned at birth.

Being transgender is having a desire to live and be accepted as a member of the opposite sex. This is usually accompanied by a, sense of discomfort or inappropriateness of, one's anatomic sex and a wish to have hormonal treatment and surgery to make the body as congruent as possible with the preferred sex.

Translation

The act or process of changing the written word (text), from one language to another. This is distinct from Interpretation, which is defined above.

Victimisation

This term is used here to refer to a situation where a person is given less favourable treatment than others because he or she has exercised his or her rights under this policy or the relevant legislation.

Xenophobia

Xenophobia is the fear of that which is perceived to be foreign or strange. It comes from the Greek words ξένος (xenos), meaning "stranger," "foreigner" and φόβος (phobos), meaning "fear."

End