Thinking about improving equality across protected characteristics

When considering how to improve equality for different groups of people, you may find it useful to consider the following questions. **This list is not exhaustive and all the questions may not be appropriate or relevant to your project / service, they should be seen as prompts that can enhance the quality of your equality analysis and project.**

Protected characteristic	Some questions to ask when considering how to improve equality
Age	- Do you use inclusive imagery and language? - Is your service / project / policy accessible and welcoming to different age groups, including in terms of location and also time? - Do you promote your service using methods that are likely to reach people of different ages, including young people and older people? - Does / will the workforce reflect the age profile of the area where the service is delivered and /or of people using the service? - How have / will you engage with and involve different age groups: what different process and communication methods can you use?
Disability	- How have / will you engage with and involve disabled people: what different process and communication methods can you use? - Are staff members trained on disability awareness, including learning disability and mental health? - Is information about your service and the

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	service itself accessible to people who have a range of different impairments e.g. physical, sensory, mental health problems and learning disabilities? For example, are pre visits available? • Does the service / project meet the requirements of the Accessible Information Standard? • Do you communicate a zero tolerance approach to disability related harassment among staff, patients, carers and the local community? • Do you engage with disabled staff to make sure you have made reasonable adjustments for any disabled staff member who needs this?
Gender reassignment	• Are staff aware of the legal requirements affecting the provision of confidential services to trans people? • Do your records reflect the gender of a trans patient/ service user/employee in line with their wishes? • Are staff confident to communicate appropriately with trans people? • Do your services meet the needs of trans people and are they appropriate to the gender which they identify? • Do you communicate a zero tolerance approach to transphobia and trans related harassment among staff, patients, carers and the local community?
Pregnancy and maternity	• How have / will you engage with and involve pregnant women and parents of young

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	children: what different process and communication methods can you use? • Does your service / project support breastfeeding mothers or parents with children? • Do you support pregnant women and parents with children in the workplace through flexible working and job-sharing? • Do your policies and procedures give rights to staff adopting?
Religion or belief	• How have / will you engage with and involve people with different religious beliefs: what different process and communication methods can you use? • Do you communicate a zero tolerance approach to Islamophobia and Anti-Semitism among staff, patients, carers and the local community? • Is your service / project / policy sensitive to different religious requirements e.g. the times people may wish to access a service, religious days and festivals, dietary requirements, prayer space etc?
Race	• How have / will you engage with and involve people from different ethnic backgrounds: what different process and communication methods can you use? • Do you build positive relationships with ethnic minority community organisations and community advocates to facilitate the involvement of different ethnic groups? • Do you have a way of flagging that a service user needs interpretation and /or translation

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	services to access your service and then meeting those needs? • Do you communicate a zero tolerance approach to racism among staff, patients, carers and the local community; and challenge negative myths and stereotypes about different ethnic groups and new arrivals to the UK? • Is your workforce representative of the communities where you work in terms of race / ethnicity, particularly at senior levels?
Sex	• Does your service / project / policy consider that men and women may articulate different needs and aspirations? • Are your services accessible to men and women in terms of location but also time? • Do you consider gender equality in the workplace at all levels? • How have / will you engage with and involve both men and women: what different process and communication methods can you use?
Sexual orientation	• How have / will you engage with lesbian, gay, bisexual (LGB) people: what different process and communication methods can you use? • Have you considered recording the sexual orientation of your service users so that you can identify any inequalities? The [Sexual Orientation Monitoring Standard](#) can help. • Are publicity and information, policies and procedures inclusive of LGB and

Protected characteristic	Some questions to ask when considering how to improve equality
	heterosexual people? • Do you communicate a zero tolerance approach to homophobia and biphobia among staff, patients, carers and the local community? • Do you build positive relationships with LGB community advocates and the LGB community?
Carers	• How have / will you engage with and involve unpaid carers: what different process and communication methods can you use? • Do you flag any specific needs that any of your service users who are also unpaid carers may have and make sure that you meet those needs? For example, appointments at certain times of the day. • Do you involve carers in the care of the person they are caring for if appropriate? • Do you recognise that unpaid carers have health and wellbeing needs themselves and respond appropriately?
Socio-economic deprivation	• How have / will you engage with and involve people living in deprived communities: what different process and communication methods can you use? • Do you consider the wider societal determinants of health and how you can influence them? • Do you communicate a zero tolerance approach to prejudice against people form deprived communities among staff, patients, carers and the local community; and

Protected characteristic	Some questions to ask when considering how to improve equality
	challenge the myth that the responsibility for poor health in deprived communities lies solely with individual people themselves?