



brap

making equality work for everyone

w h y

b o t h e r

w i t h

h u m a n

r i g h t s ?

a **brief** introduction...

brap is one of the country's most innovative, user-friendly equality and human rights charities.

With over ten years' experience in the field, we know how to make equality come alive for you and your staff.

We offer a range of bespoke services, for whatever your organisation might need:

- learning and professional development
- social innovation and community insight
- research
- community mapping
- service design
- legislative guidance and support



making equality work for **everyone**



Funded by the Equality and Human Rights Commission.
Produced in conjunction with the ISE.

contents...

Introduction		7
Part 1:	why bother with human rights?	11
Part 2:	how to use human rights: a step-by-step guide	15
Part 3:	resources	29

introduction...

The Equality Act 2010 gives legal protection to more groups than ever before.

People are protected from discrimination on the basis of:

- age
- disability
- gender reassignment
- sex
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- marital status

Yet what does this mean in practical terms for third sector organisations like yours?

How can your organisation adapt its services to make sure all of these groups are receiving an equal benefit?

Can organisations that were set up to support particular communities (e.g. disability rights organisations) ensure their services reach other excluded groups (e.g. black and minority ethnic people or lesbian, gay and bisexual people)? What's the benefit for these types of organisations to comply with legislation and how should they do this?

As we climb out of financial recession, making our resources go further will be increasingly important. Third sector organisations, particularly those delivering public sector contracts, will need to show that their services are accessible to a wider range of groups. Similarly, equality groups may need to collaborate to help prevent potentially damaging effects of public sector cuts on the UK's most vulnerable groups.

There are a number of very useful resources already out there that explain the legal details of the Equality Act 2010 and how they apply to third sector organisations like yours. See for example:

Equality and Diversity Forum:

Equality Act 2010: What do I need to know?
A Summary Guide for Voluntary and Community Sector
Service Providers (2010)

http://equalities.gov.uk/pdf/401727_GEO_EqualityLaw_Community_acc3.pdf

National Equality Partnership:

A Guide for Third Sector Organisations in Public Law and
Equality Rights (2010)

http://www.wrc.org.uk/includes/documents/cm_docs/2009/k/keeping_it_legal.pdf

This booklet doesn't intend to repeat guidance that can be found elsewhere; it has been developed to address more practical, on-the-ground challenges of responding to and balancing a range of different needs and interests of equality groups (e.g. black and minority ethnic people, disabled people, transgender people).

We believe that **human rights ideas can help in doing that.**

Helpful definitions

Equality group

Since the introduction of the Equality Act 2010, people are protected from discrimination based on nine specific characteristics. These are:

- age
- disability
- gender reassignment
- sex
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- marital status

People who have one of these protected characteristics are said to belong to an equality group.

Third sector organisation

The Coalition government has stated a preference for terms such as ‘civil society’, ‘voluntary sector’, and ‘social sector’ rather than the more traditional ‘third sector’. In the absence of a definite alternative, however, we’ve continued to talk about the third sector and third sector organisations (TSOs). This has the additional benefit of making it clear that we’re talking about a wide range of organisations, including:

- housing associations
- charities
- social enterprises
- community groups
- voluntary organisations
- equality networks

why bother with human rights?

Before we look at the nuts and bolts of using human rights in the workplace, it's worth considering the benefits they have in terms of promoting equality. Perhaps the best way of understanding this is to look at the way equality organisations have tended to view equality in the past.

A quick history lesson...

Historically, equality organisations – for example those serving black and minority ethnic communities – were set up in response to a perceived lack in the provision of services by the state or society at large. Where services did exist, many marginalised groups felt that endemic discrimination still stopped them receiving fair and equitable treatment.

Many organisations, then, were set up with a particular purpose in mind, with a particular group to protect. These organisations know there is still a lot to do. Until the people they represent receive fair and equitable treatment, organisations will continue to fight on their behalf.

However, third sector organisations like this can face challenges in terms of how they operate and how they envisage equality:

- one of the biggest challenges in today's society is responding to a diverse and ever changing citizen base. Many organisations recognise that there is a wide diversity of people within the equality group they serve. For this reason, anticipating the needs of a particular equality group can be difficult because there may be others issues (e.g. gender, disability, age, class) which also shape their customers' needs and their experiences of inequality.
- third sector organisations (including those that serve one particular equality group) are being encouraged to make their services available to a wide range of people and to ensure that they do not discriminate against protected groups in the Equality Bill 2010. As public spending is cut over

the next few years, there is a strong likelihood that funding for equality work will be expected to go further and to reach more people.

Additionally, promoting equality goals within third sector equality-led organisations has often not been seen as a priority. This is strange given the sector's roots in the struggle for fair treatment and more equal outcomes. Whatever the reasons for this, however, it is clear that with public resources becoming increasingly scarce, there will be a need for the sector to once again protect the most vulnerable.

Reducing social inequalities will once again become a real, pressing, and urgent fight for community organisations, and whatever they demand from government and the public sector, they must show that they are beyond reproach themselves.

So, third sector organisation have to be accountable, as well as challenging the accountability of others.

The next step...

Increasingly, people are seeing the benefits of a new type of approach to equalities that draws on human rights. This approach attempts to identify the basic entitlements we all have and that we all share as members of society. The key features of this approach are:

- it can help to ensure all can benefit by making the services relevant and accessible to a diverse customer base
- by ensuring these entitlements are protected for everybody, third sector organisations can take steps to ensure people are being treated well, irrespective of any aspect of their identity
- human rights provide the benchmark or minimum standard against which provision of services to a range of people can be judged.

The table below summarises the differences between our traditional equalities approach and a human rights based approach.

Equality Approach	Activity	Consequences
meeting needs	understanding different groups	plethora of different approaches to address individual/group needs
assuring entitlement	creating benchmarks of quality	enabling all to have equal benefit

How does this new concept answer some of challenges to the traditional approach to equality we identified on the last page? Well, progressing equality means...

...more than schemes: having policies and procedures in place can demonstrate your commitment to helping certain disadvantaged groups. However, really delivering fair and equitable services requires you thinking about your behaviours and actions on day-to-day basis. As you'll see further on, translating equality aims into practical action is central to a human rights approach

...more than the three 'S's (*saris, samosas, and steel bands*): rather than worrying about certain 'rights' associated with cultural identity or stereotypes, human rights emphasise the respect and dignity we all deserve and are entitled to

...increasing confidence: equalities law and policies are quite often punitive, so staff can get so worried about doing the 'wrong thing' that it seems safer to do nothing at all. As you'll see in this booklet, a refreshed approach to equality is more positive. Not only is it focused more on encouraging people to do the right thing, but it's clearer about what the right thing is!

However, taking this new approach won't always be easy. Some organisations may even disagree with the need to take a broader human rights approach to equality. This is for a number of reasons:

- **passion:** most organisations were set up with a particular purpose in mind, with a particular group to protect. This is written into the organisation's constitution; it's the staff's burning passion; and it's what the organisation has a reputation for.
- **completing the mission:** despite all the progress we've made in promoting equality over the last few years, discrimination still exists. Until the people they represent receive fair and equitable treatment, organisations will continue to fight on behalf of particular groups of people.
- **trustees, members, and affiliates:** often, organisations are governed and supported by people with a lifelong passion and commitment to promoting fairness for particular people. Given the influence these people have through governance structures, changing the focus of an organisation can be difficult. Sometimes, given the length of time people have been campaigning for, inertia can set in
- **funding:** organisations often receive funding to support specific marginalised groups. On top of that, the funding is usually given because of specialised knowledge and understanding those organisations have about the people they represent
- **confusion:** many organisations simply don't know how to move from an identity-based equality approach to a human rights-based approach, even if they wanted to. Luckily, this booklet explains how!

This booklet recognises that adopting a human rights based approach to equality may not be popular, and may not be right for everybody. It is designed to provide the reader with information to help them make up their own mind - to consider the practical use of human rights in their own work.

how to use human rights...

The rest of this short booklet explains what human rights are and describes how other third sector organisations have used human rights to reinvigorate their work on equality.

This section contains a five-step guide to implementing human rights in your organisation. Here's a brief summary of the stages we'll be looking at:

- 1. Consultation:** consult with your users and staff to find out what is most important to them in the way they are treated by your organisation. Identify how customers expect to be treated; what are the most fundamental and basic things your organisation needs to be doing if it is treating people with dignity and respect; what prevents staff from acting fairly?
- 2. Identifying the rights you should be protecting:** move from the general to the specific – translate your list of customer and staff views from consultation into a list of specific rights that are important to people. This will be a list of rights your organisation can commit to protecting and promoting. Compare this with any legal duties you may have to protect human rights if you are delivering public services (in the Human Rights Act).
- 3. Creating a quality standard:** agree a set of staff behaviours that protect human rights and can be used to judge the effectiveness of your organisation (as an indicator of service quality). Identify the change you need to see in staff behaviour to ensure these rights are protected and that this level of quality is achieved in provision of services.

4. **Support your staff:** what support do staff need to improve relationships with customers? How could managers and leaders help to create an environment in which staff aren't afraid of trying out new approaches to equality and human rights?
5. **Monitor your success:** Your organisation can begin to demonstrate its progress and to emphasise its reputation as a 'human rights' friendly organisation. Develop indicators that can be used to demonstrate your staff are behaving in a particular way in their relationships with customers. Share these with customers and use this reputation to attract new customers and funders.

Consultation

Equality means different things to different people. Part of the problem in the past is that we've assumed we know what people want without really taking the time to ask them what it is that would make their lives better, fuller, and happier. In our experience, when organisations do ask their users how they can provide a better, fairer service, they're surprised at the answers. There are often similar things that all customers expect from a service (irrespective of their identity). Similarly, staff often also agree with customers – they can see that particular aspects of their service need to change, but they just haven't felt they had the time or the power to make those changes.

What to do

- hold a meeting with your clients, customers, or residents. The aim is to identify:
 - what users expect from your staff in terms of fair treatment
 - the values and principles that are important to your service users (e.g., to be treated with respect, to have their independence protected wherever possible)
 - the kinds of things that customers and clients (from a wide variety of backgrounds) would like to see happen on a day-to-day basis (e.g., being referred to by their correct title; being encouraged to do things on their own if they're able to; having their privacy respected; and so on)

Human rights in action

- there are many ways to get people discussing the values and rights that are important to them. Here are some suggestions:
 - ask people to identify (in pairs or in groups) three things that your organisation does well and perhaps one thing that they would like to see improved. Use this as springboard to discuss what values and behaviours are important to them
 - photocopy and cut out the words in **Group 1 in Resource 1**. Ask people, in small groups, to pick out words that complete the sentence "I have received treatment that has made me feel..." (some cards are blank so people can write their own words). Get people to discuss the treatment they received, why it made them feel that way, and what could have been done differently/what can be duplicated
 - photocopy and cut out the words in **Group 2 in Resource 1**. Ask people, in small groups, to choose the two/three things that they value the most and would most like to see protected by your organisation. Discuss how these values might play out in terms of the day-to-day delivery of your services

- consulting with customers and clients about the rights they want protected not only identifies those things that are actually important to them, but it's also a great way of encouraging buy-in amongst staff – who can see that the rights are grounded in people's real-life experience – and service users, who feel listened to and involved in the process. However, there are additional benefits you may want to be aware of when you're running the meeting:

- **competing claims:** a consequence of the way we've done equality in the past is that people have got used to 'fighting' and lobbying for the particular group they represent, without always taking the time to consider the effect their actions may have on the rights of others. Be aware that people may have conflicting ideas of what is important and, therefore, how resources should be allocated.

To pre-empt this, it might be useful to agree certain ground rules with participants before the discussion starts. You might like to ask the group what they think are important conditions to ensure a good discussion, and you can write these up as a Working Together Agreement. We've included a sample version in **Resource 2** that you can photocopy and use.

- **managing expectations:** the aim of this exercise is to identify how your organisation can help people realise their full potential. Obviously, there are lots of things that people will want you to do differently, but many of them just won't be practical (perhaps the suggestions are too expensive to implement, are outside your area of influence, they may infringe the rights of another group, or contradict existing legislation, policies, and processes). The consultation meeting is a good time to flag-up these concerns and ensure people have a realistic expectation of what can be achieved.

Identifying the rights

Now you've got a good idea about the values, issues, and principles that are important to people, the next step is to align these with specific human rights.

As a way of conferring responsibility onto staff, experience has shown that human rights have a great deal of resonance with people and can really motivate them to act equitably and fairly.

Often this is one of the things that attracted people to work in the third sector in the first place! In this stage, then, you will be identifying the rights that will hopefully anchor the changes you want to see in their behaviour.

What to do

- review the issues that were raised by your clients and customers in the meeting
- familiarise yourself with the rights contained in the Human Rights Act (these have been reproduced as **Resource 3** for ease of reference)
- see how the issues people raised align with these rights

Human rights in action

- it is in this stage that you will really begin to see how human rights are relevant to your organisation and the work it carries out. Listed below are some suggestions of how rights listed in the Human Rights Act might be protected in practice

(see over for examples)

Human Rights...

Right to life

Right to a fair trial

The right to respect for private life, home and correspondence

Peaceful enjoyment of possessions

Right to freedom of thought and religion

Right to dignity and freedom from inhumane treatment

...In Practice

How might your services impinge on people's right to life? Do you work with people whose right to life is particularly relevant or at risk (e.g., asylum seekers, old people)? Do you work with persecuted groups who need to be protected (e.g., victims of domestic violence)? Do you represent groups that are at risk of losing their life if public authorities do not intervene (e.g. gay people who are victims of hatred and violence)?

Do you give people a fair hearing when they're accessing your services? Do you make assumptions about people based on their appearance and not give them an opportunity to share their views?

What steps do you take to ensure people's information and data remains confidential? Do you discuss sensitive information with clients in a secure and private space?

Perhaps you provide housing support to people at risk. What steps can you take to ensure they can safely and peacefully enjoy their home lives? Are infringements of this right (e.g. entering somebody's home) proportionate and reasonable given the circumstances?

Do you allow people to practise their religion as fully as possible (bearing in mind financial constraints and the impact on other people)? Are people with different viewpoints made to feel welcome and included in your organisation?

Upholding people's dignity is perhaps the right that will crop up the most in your discussions. It's relevant in many ways. If you work with physically impaired people, do you respect their independence and autonomy or do you find yourself making decisions for them? If you work with vulnerable people, are you mindful of the concerns and apprehensions they might have? How does this affect the way you interact with them?

Creating a quality standard

As we've said, traditional equalities practice has tended to affect the policies and processes of organisations; but has had much less impact on the way staff behave when dealing with customers. However, focusing on behaviour can provide real clarity for staff about what is expected of them in terms of promoting people's life chances. In this stage of the process you will be working with your staff to create a set of behaviours or 'standards' that, if adhered to, will ensure people are treated fairly and equitably.

What to do

- having identified the rights that are relevant to your organisation, decide on three or four actions or behaviours that, if carried out, will uphold those rights. You may wish to do this in conjunction with staff (see the next step below)
- hold a meeting with your staff. The aim is to:
- review the issues that are important to your service users
- identify the rights that underpin these concerns
- identify what, practically, your staff will have to do to uphold these rights
- let your clients, customers, and residents know what they can expect from staff. Communicate this as three or four standards

Human rights in action

- during the meeting you will be attempting to commit staff to certain behaviours. It's useful to explain that in doing so, they are upholding fundamental human rights. This underlines the importance of what they're doing and emphasises that they have a responsibility to uphold these rights.
- the behaviours you identify should have the following features:
 - **specific:** "we will uphold people's dignity" is too vague to be useful. "We will ensure that customers have the opportunity to bring a carer with them if they need support to make decisions" is clear, direct, and actionable
 - **personal:** because the behaviours are specific, you may find you identify different behaviours for different members of staff, depending on their individual roles and responsibilities

- **feasible:** the behaviour should take into account relevant constraints on performing the action (these might be budgetary constraints, limits on your staff's expertise, or the design of your policies and procedures). For example, you might like to uphold people's right to privacy by specifying that all personal conversations should take place in a quiet room. However, this may simply not be possible if you don't have the office space, so you may decide to modify the action

Support your staff

Having identified the kinds of things staff need to do to protect different kinds of people, the next step is to identify the support your staff need to improve their behaviour.

What to do

- identify where you currently are in terms of equalities: how many of the actions and behaviours you've identified are you already doing?
- identify where you need to be – what new actions and behaviours are staff going to have to get accustomed to?

Human rights in action

The support your staff need will probably fall into one of two broad categories: changes to your organisation's policies and procedures, and support with their own learning and personal development.

Systems and processes

- sometimes, what gets in the way of staff treating people more fairly is an organisation's own procedures. Here's a flavour of how other organisations have implemented changes to ensure staff are better able to protect people's core rights:

Situation	Behaviour	Change
people come to a drop-in centre for advice. To protect people's right to privacy, the centre decides...	→ to discuss people's personal issues in a private space, wherever possible. To do this it...	→ clears out a small side room, currently used to store odd bits and bobs
a social care charity provides accommodation for people referred by the local authority. To protect their right to dignified treatment the charity decides...	→ staff should learn clients' (preferred) names. To do this it...	→ updates its current systems for recording and transferring client records. In the past staff had said that these weren't effective and this meant they often didn't know a person's name for a certain period of time
a housing association carries out repairs through a contractor. To uphold its residents' right to dignified treatment, the association decides...	→ repairs affecting people's dignity should be prioritised (e.g. when people are left without access to a toilet or hot water). To do this it...	→ comes to an agreement with its contractors, and notifies its call centre staff of the change in policy

- as you can see from these examples, communication is vital to ensure people are aware both of what is expected of them and the resources that have been made available to help them deliver equality. In the first example, for instance, staff not only needed to know the particular behaviour that was being used to protect people's privacy, but they also needed to know that the side room had been made available.
- similarly staff may require leaders of the organisation to make much clearer and forceful noises about equality and human rights. Creating an environment in which staff are not afraid to innovate and try out new approaches to equality and human rights is critical to success. Leaders and managers play an important role here in helping staff to develop that confidence, in not blaming staff for mistakes, but encouraging them to learn from them for next time. Being clear about the support you're offering is particularly important for the next area of help: **personal development**

Staff development

- to ensure your staff are delivering a service that is fair and equitable, they may need help to develop their skills and understanding of equality practice. This may involve a knowledge of:
 - what unfair treatment is, what it looks like
 - what assumptions we have of other people and how we can recognise those assumptions
 - how to analyse monitoring evidence and data to identify patterns of inequality – and how to act on those analyses
 - what, practically, people can do differently in their day-to-day roles to promote equality
 - how existing legislation impacts on people's day-to-day roles
- if you would like to refresh your own understanding of these issues visit the **brap** website, www.brap.org.uk, for helpful resources and briefings. Guidance from other organisations are also mentioned in the Introduction to this guide.
- to help you offer this support, Resource 4 is part of a learning journal we've developed after working with a range of third sector organisations. The Learning Cycle offers staff an opportunity to reflect, in a structured way, on a particular experience or an incident that has equality/human rights implications. Since equality and human rights issues crop up all the time, you may want to make the Learning Cycle a regular part of personal development meetings. Not only is it a good foundation for discussing an individual's progress in implementing equalities, but it also

acts as a useful barometer for managers of the kinds of issues that are occurring in the workplace. To get the best out of the tool it is strongly recommended that managers and staff undergo **brap's** human rights training programme, which includes a session on how to get the most from the learning journal

- following the above, remember that **brap** are always here to help your staff get to grips with equalities issues. Services include:
 - equalities and human rights training
 - management mentoring and coaching
 - personal development tools, such as personal metrics and learning journals

Monitor your impact

Using human rights to drive up standards of service delivery can transform the way clients, customers, and residents feel about your organisation. It is important you capitalise on your new reputation as a promoter of human rights by capturing your impact and communicating it to funders.

What to do

- for each right you have chosen to uphold, you will also have a series of underpinning actions or behaviours that staff will have to perform
- for each of these actions/behaviour develop a set of corresponding indicators that can be easily assessed, perhaps through customer surveys.
Organisations should be able to identify when people from some equality groups are not having their rights protected (compared to others).
- convey this information to your funders and any other stakeholders you think relevant. Talk to funders about adding these outcomes to your monitoring form or start reporting on these outcomes in your annual report or on your website for example.

Human rights in action

- A number of organisations are already using human rights as a tool for improving their service. Below is an example of how one local third sector organisation capitalised on the improved outcomes that arose from their new quality standard:

A community group which runs day-care activities for older people from black and minority ethnic backgrounds ran a session to discuss what was most significant about the services they offer.

During the session it was agreed that in their sector, protection of people's dignity is of utmost importance.

The group developed a set of indicators that would be assessed through customer surveys. This would help to show whether people's dignity is being protected. This included: clients feeling they are listened to; clients being treated respectfully (e.g. taking time to talk to them); clients receiving additional support if they need it (e.g. with mobility issues).

The community group conducted a survey and were able to show that 92% of clients felt they were treated with dignity. They produced an 'impact report' which includes details of the group's work to ensure clients' dignity is protected.

This was extremely well received by the Local Authority and the community group is discussing how their indicators might be written into future contracts in their sector.

There are a number of social enterprises running similar programmes, so the unique selling point the community group has identified really helps it stand out from the crowd.

resources...

The following pages contain the resources listed in the step-by-step guide.

They are:

- Resource 1:** key word cards to generate discussion in consultation
- Resource 2:** sample Working Together Agreement
- Resource 3:** Human Rights Act 1998 – complete list of rights
- Resource 4:** Learning Cycle to be used with staff to help them reflect on equality/human rights incidents

resource 1 group 1....

like I was being
listened to

frustrated

independent

belittled

like I was being
listened to

frustrated

independent

belittled

like I was being
listened to

frustrated

independent

belittled

supported

safe

discriminated
against

accepted

respected

marginalised

supported

safe

discriminated
against

accepted

respected

marginalised

supported

safe

discriminated
against

accepted

respected

marginalised

resource 1 group 2....

a fair trial (people listening to your point of view)

living with dignity, independence and self respect

having a say in decisions affecting my life

not being discriminated against

caring for friends and relatives

being able to under-take paid work

being free from degrading treatment

privacy

enjoying family life in peace

freedom of thought and religion

being free from domestic violence

a healthy life

a good standard of education

a comfortable standard of living

a safe and healthy environment

physical security

freedom of expression

access to information

being free from
domestic violence

a fair trial (people listening
to your point of view)

being able to
under-take paid work

a healthy life

living with dignity,
independence and self respect

being free from
degrading treatment

a good standard of education

having a say
in decisions affecting my life

privacy

a comfortable
standard of living

not being
discriminated against

enjoying family life in peace

a safe and
healthy environment

caring for friends
and relatives

freedom of thought and religion

access to information

physical security

freedom of expression

resource 2

Working together agreement

Working together today, we agree to:

1. Confidentiality

We may share some personal and private information today.

To make sure we all feel comfortable doing so, nothing that's said in this meeting will be repeated or acted upon, unless this is agreed by everyone.

What's said in the room stays in the room!

2. Participate

As well as taking part in the discussions, we'll challenge others' opinions and ideas constructively and welcome having our own views questioned, without feeling personally attacked.

3. Actively listen

We will listen to understand, rather than to respond!

4. See other people's point of view

Today we'll be discussing what we want and expect in terms of fair and equal treatment. We will recognise that everyone has different ideas of what equality is and different needs that they need fulfilled. As much as possible, we will try to understand other people's perspectives.

5. Turn off our mobile phones

Or, if we're expecting a really urgent message, put it on silent.

resource 3

The Human Rights Act 1998

1. The right to life (Article 2)
2. The right not to be tortured or treated in an inhuman or degrading way (Article 3)
3. The right to be free from slavery or forced labour (Article 4)
4. The right to liberty (Article 5)
5. The right to a fair trial (Article 6)
6. The right to no punishment without law (Article 7)

- 7.** The right to respect for private and family life, home and correspondence (Article 8)
- 8.** The right to freedom of thought, conscience and religion (Article 9)
- 9.** The right to freedom of expression (Article 10)
- 10.** The right to freedom of assembly and association (Article 11)
- 11.** The right to marry and found a family (Article 12)
- 12.** The right not to be discriminated against in relation to any of the rights contained in the European Convention (Article 14)
- 13.** The right to peaceful enjoyment of possessions (Article 1 of Protocol 1)
- 14.** The right to education (Article 2 of Protocol 1)
- 15.** The right to free elections (Article 3 of Protocol 1)

resource 4...

what happened: **the experience**

Describe the particular experience you wish to focus on.

In your description include the 'where, who, what, how and when' of your experience.

what would happen if...? **action**

What can you try that is new to respond to this issue or others like it?

What specific learning have you gained or would you need to gain in the future to respond to experiences like this? This is a good place to produce an action plan.

how it made me feel: **reflective observation**

How did it make you feel? What did you notice, get shocked by, not get shocked by, what made you angry, frustrated, sad...?

(Focus on the consequences of the experience for you, customers, and others in your organisation)

what does this mean for my **future actions**?

By reflecting on this incident/ issue, what equality or human right issues does it raise?

What are the professional issues and challenges raised through this for you and your colleagues?

how we can help

If you would like to discuss any of the issues in this booklet, or would like more support to consider these issues please get in touch.



brap
3 Duchess Place, Hagley Road,
Birmingham, B16 8NH
Telephone: 0121 456 7400
E-mail: brap@brap.org.uk
Fax: 0121 456 7419