



The Educational
Institute of Scotland

Disability Equality

Leon Hamilton (trainer) and Selma Augestad (EIS)

Working Together Agreement

- Be mindful of your power and airspace
- Seek to understand not agree
- Sharing is for celebrating, confidentiality is important for any workplace issues/cases
- One person speak at a time (stay on mute otherwise)
- We all have different knowledge and lived experience - we all have something to learn and to teach
- Look after yourself and take breaks as need be, keep camera on if you feel you need to, otherwise keep it on while speaking (to enable lip reading)

Fair Work

- ▶ The importance of voice - Fair Work - listening to people's individual experiences.
- ▶ Respect - respecting every part of who we are rather than just one bit.
- ▶ Fulfilment - how can you feel fulfilled if your whole self cannot be recognised?
- ▶ Opportunity - where there are barriers, for example a gender bias, an opportunity offered specifically to women may still disadvantage disabled women.
- ▶ Security - being safe at work and not discriminated against or experience harassment.

Creative performance

Sandra Alland



Welcome

Tell us...

- ▶ Your name
- ▶ Share one thing in your environment just now that helps you feel comfortable

Icebreaker: Image theatre

- ▶ Comfort
- ▶ Understanding
- ▶ Barriers
- ▶ Injustice
- ▶ Collective action
- ▶ Disability Equality

Icebreaker: Disability Equality

Mentimeter:

- ▶ How confident are you in your understanding of disability equality in the workplace?

ELIZABETH II



The legal framework

Equality Act 2010 : key anti-discrimination legislation, prohibiting discrimination, whether indirect or direct, against people on the basis of their 'protected characteristics'.

'Disability' in this context: any condition or impairment that has 'substantial' and 'long-term' negative impact on your ability to do normal daily activities.

Public Body Equality Duty - proactively anticipate and prevent discrimination against Disabled people.

Equality Act 2010
2010 CHAPTER 15

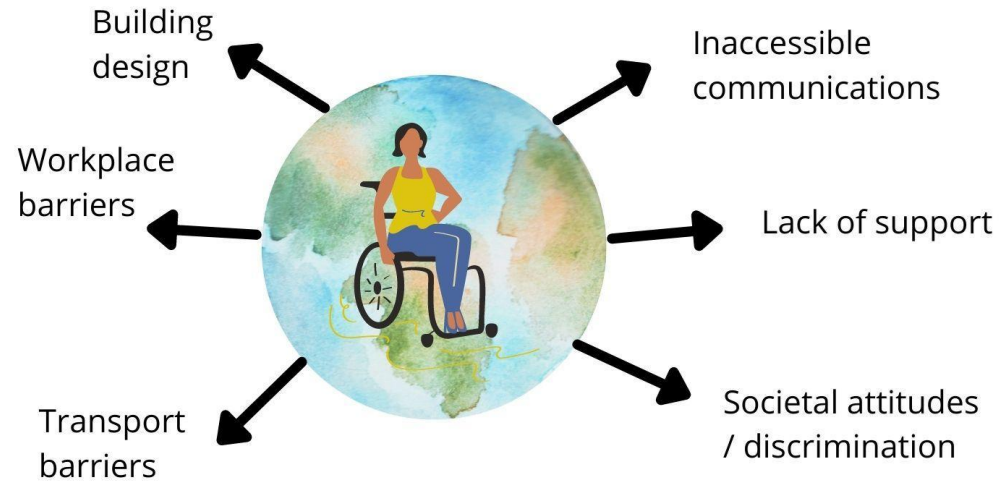
The social model of disability

identifying the individual with impairments as a 'problem'



Medical Model of Disability

Disabling barriers in the society & environment are the problem



Social Model of Disability

Reasonable adjustments

The legal duty for employers to make reasonable adjustments arises in relation to three specific areas:

- Provision, criteria or practice (PCP)
- Physical features of the workplace
- Provision of auxiliary aids

Part of workers' rights not to be discriminated against

These can relate to different dimensions of the workplace:

- ▶ Job tasks
- ▶ Space - where the work's done, physical and sensory accessibility
- ▶ Access to appropriate technology
- ▶ Instructions and guidance
- ▶ When and how the work's done
- ▶ Time off
- ▶ Work relationships
- ▶ Support and training
- ▶ Evaluation criteria

Guest Speaker

- ▶ Kate Sang

Activity: Access mapping

Being in the physical space	Information and ways of communicating
The social space	Energy and comfort



Film created by EIS
members

Case Study 1

Susie's new headteacher has decided that all staff must now stay late in school for a staff meeting, every few weeks. The headteacher says this will boost morale and bring everyone together as a staff team. However, Susie takes medication for her disability which makes her feel very sleepy in the evenings, so she isn't able to work late.

- ▶ What is your initial reactions to this situation?
- ▶ How would you respond to a union member telling you this?
- ▶ What might you do to support them ongoingly?

Case Study 2

Priya agreed with her manager when she started two years ago, that she would never have to cover classes, as the stress and unpredictability of being in different classrooms with different students makes her MS symptoms flare up. Now, there is a new manager in place who has told her that with high teacher absence due to covid, other teachers are complaining that she's not pulling her weight. The manager asks if Priya really thinks teaching is for her if she can't do the job properly.

- ▶ What is your initial reactions to this situation?
- ▶ How would you respond to a union member telling you this?
- ▶ What might you do to support them ongoingly?

Case Study 3

Iona has schizophrenia and has not disclosed this to her workplace. She frequently hears colleagues making inappropriate jokes about people with schizophrenia, which makes her feel degraded by them laughing at her condition. Iona complained of harassment to her employer, raising the offensive jokes. Her employer said she couldn't make such a complaint and that they would take disciplinary action against her for 'making up lies' unless she dropped the complaint.

- ▶ What is your initial reactions to this situation?
- ▶ How would you respond to a union member telling you this?
- ▶ What might you do to support them ongoingly?

Feedback and next steps

Mentimeter:

- ▶ How has this session been for you?
- ▶ What more support or resources do you need?

Resources

- ▶ EIS Disability Month Film - please share!
- ▶ EIS Disabled Members Network: <https://www.eis.org.uk/Networks/Disability>
- ▶ EIS guidance on Reasonable Adjustments:
[https://www.eis.org.uk/Content/images/Equality/Reas%20Adjusts%20guidance%2003%2010%202017%20\(002\).pdf](https://www.eis.org.uk/Content/images/Equality/Reas%20Adjusts%20guidance%2003%2010%202017%20(002).pdf)
- ▶ ‘Disability Inclusion: A New Narrative’ video series:
<https://inclusionscotland.org/home-page-news/3393>
- ▶ EIS Autism Appropriate Workplaces guide: forthcoming