NHS
Imperial College Healthcare
NHS Trust

Toolkit:

Challenging microaggressions

"But where are you *really* from?"

"You don't look like a manager…"

"Can I touch your hair?"

"You are *so* articulate!"

Equality
Diversity
Inclusion

Contents

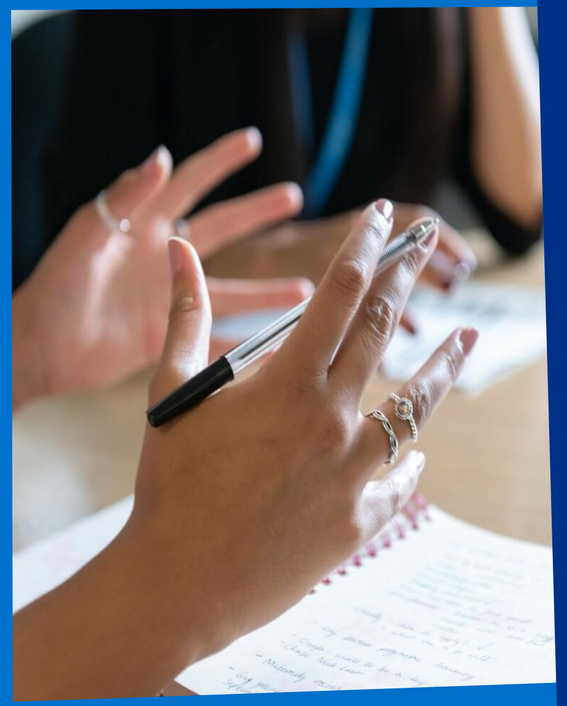
1. Introduction
2. What are microaggressions?
3. Examples of microaggressions
4. The effects of microaggressions
5. How to challenge microaggressions

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Part 1:

What are microaggressions?



We have a moral and legal responsibility to ensure that our Trust is welcoming to people of all backgrounds, including the people who work for us.

We are committed to creating an inclusive workforce where people are able to perform at their best. Our commitment is underpinned by our four values and behaviours (Kind, Expert, Collaborative and Aspirational).

This toolkit aims to help you to understand what microaggressions are and how to challenge them. It contains examples of microaggressions, with a specific focus on race, disability, sexual orientation and gender identity – plus bitesize resources and activities that you can do alone or with others.

It is designed to be accessible to everyone, so no previous knowledge of microaggressions or equality, diversity and inclusion is required.

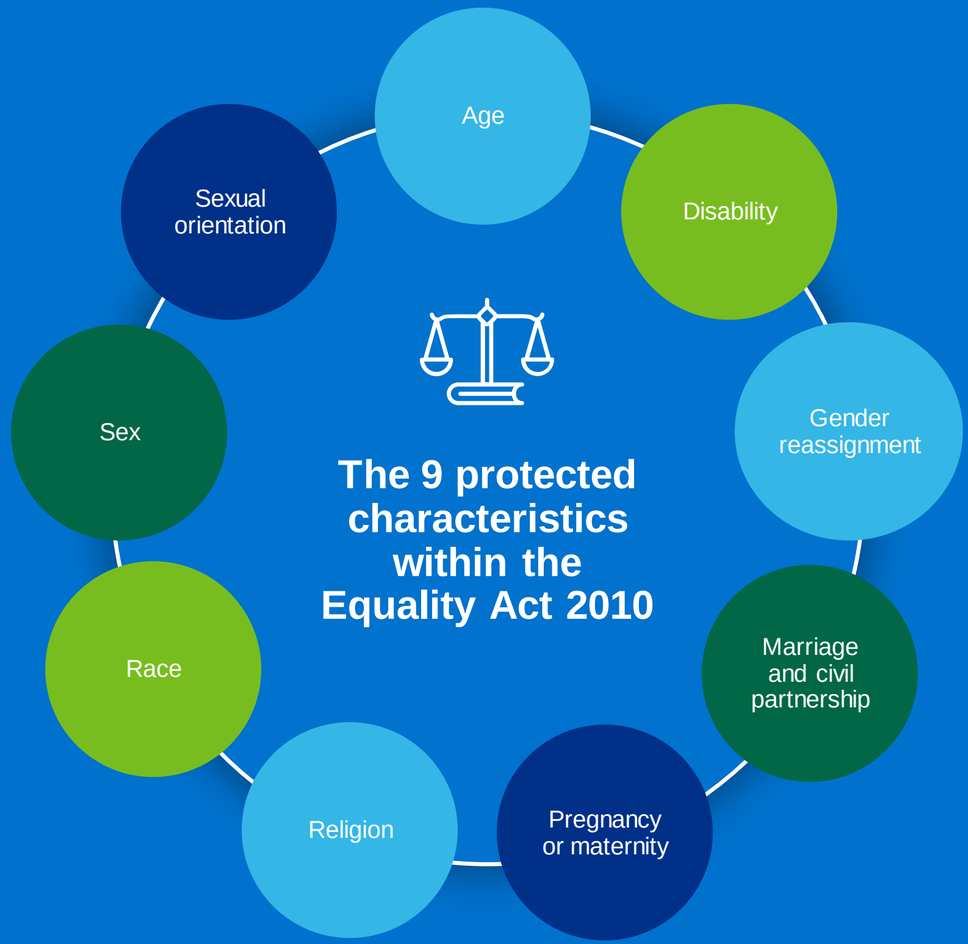
? If you have any questions, please contact the equality, diversity and inclusion Team at imperial.inclusion@nhs.net

Breach of the Equality Act 2010

Repetitive instances of microaggressions (whether intentional or not – it's the impact that matters, not the intent) can amount to harassment, which is unlawful under the Equality Act 2010.

As an employer and a provider of public services, Imperial College Healthcare NHS Trust has a legal responsibility to eliminate all forms of discrimination, harassment and victimisation and other conduct prohibited under the Act, with due regards to the nine protected characteristics.

Failure to comply from individuals may result in disciplinary action. Furthermore, the Trust may face legal action (e.g. fines) and reputational damage, affecting our ability to attract talent.



See the Equality, Diversity and Inclusion policy for more information.

NHS
Imperial College Healthcare
NHS Trust

Part 2:

What are microaggressions?

Equality
Diversity
Inclusion

What are microaggressions?

Microaggressions are everyday actions that (intentionally or unintentionally) communicate hostile, derogatory or negative messages towards a person or a group, based on an aspect of their identity, e.g. race, disability, gender, etc. (Sue, 2010). They are broadly grouped into three themes:

Verbal

Behavioural

Environmental

Microaggressions are covert. This means that they are less obvious than overt forms of prejudices, such as using racist, homophobic or Islamophobic slurs.

It is no surprise then that microaggressions are one of the most common forms of discrimination in the workplace.

What percentage of ethnic minority employees have faced occasional or persistant microaggressions during their career? Click here to reveal the answer.

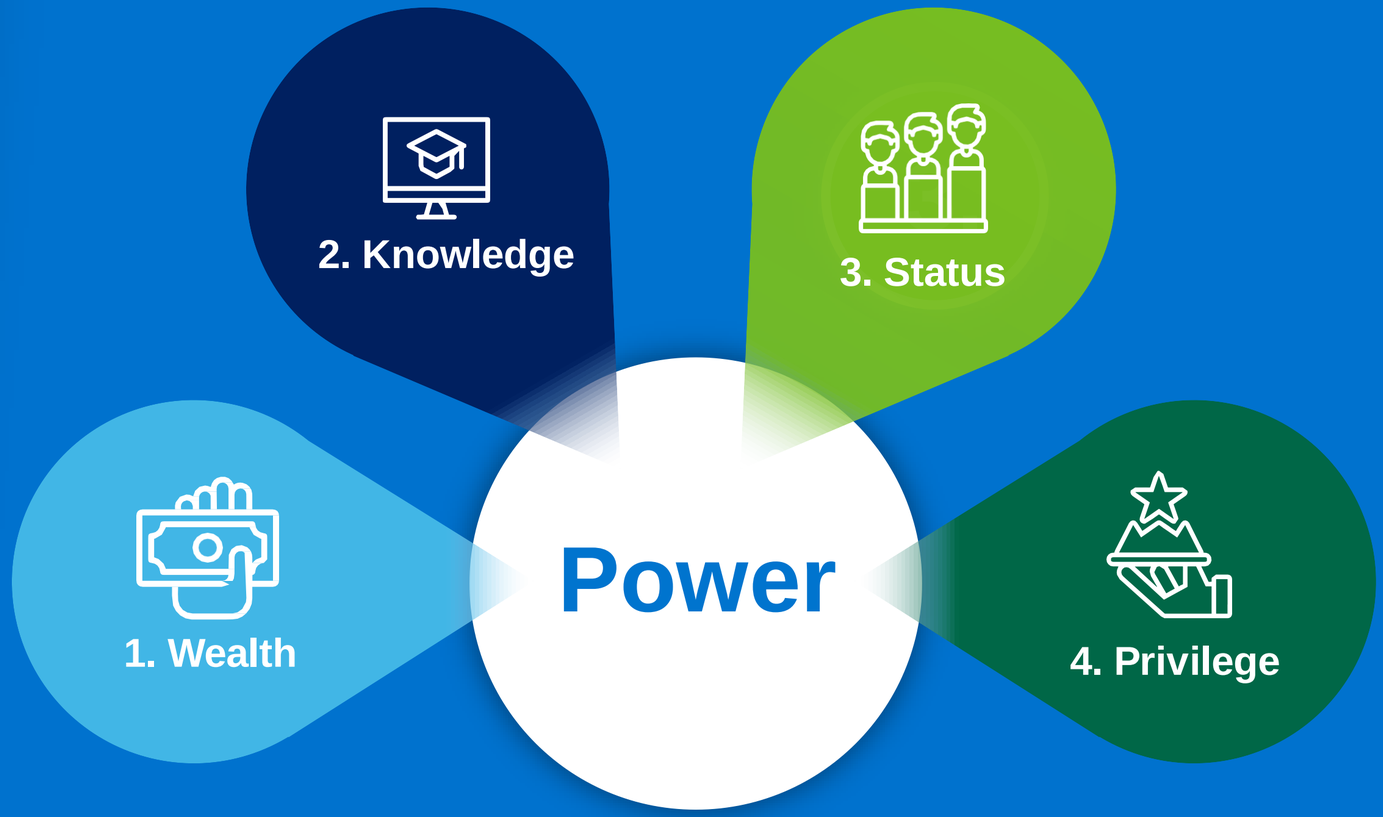
Power, privilege and microaggressions

Microaggressions are tied to social power dynamics between groups. When a person or group has significant advantages over others in an interaction, they can exert the most control and influence.

Power can be earned, for example, by moving up the career ladder or acquiring knowledge. But it can be predetermined by your race, gender, or socio-economic background, as a result of oppression of certain groups. This is known as privilege.

Not all power dynamics are bad, but understanding them is crucial to realising that our lived experiences shape how we perceive situations and the wider world, and how discrimination can persist – even unintentionally.

Click on each number below to reveal the four groups



Power dynamics: privilege

Social psychologist Henri Tajfel stated that people who are deemed to be in the societal "in-group" have privilege; those in the societal "out-group" have lower status.

Having privilege does not mean that a person or group will not face any hardship. But it does mean that they do not have to face or think about the additional barriers that are experienced by marginalised groups (Twine and Gardener, 2013).

Privilege is often invisible to people who hold it, but most of us possess some form of it even if we experience hardship or disadvantages in other ways. This is because our society is deeply unequal – there are those who benefit and those who don't.

Earned disadvantage
Punishment or hardship assigned to an individual regardless of class, race, gender, and sexual orientation, etc., but based on personal shortcomings (e.g. dishonesty and negligence)

Earned advantage
Privilege based on an individual's personal hard work, integrity and leadership, regardless of class, race, gender, and sexual orientation, etc.

Unearned disadvantage
Privilege given to some people based on their class, race, gender, and sexual orientation, etc.

Unearned advantage
Barriers in society such as discrimination against people because of their class, race, gender, and sexual orientation, etc. meaning that as a result, people of those groups have less access, fewer opportunities, or more pressure to prove their worthiness to those in power.

Examples of privilege: easy acceptance, plenty of equipment, being believed, being seen as a perfect example, getting published, and getting let off from crimes.

Power dynamics: privilege

Examples of privilege:

Non-disabled

People without disabilities have unearned advantages over people with disabilities.

For example: people without disabilities have a wide range of positive imagery and role models in employment and the media that they can aspire to. In contrast, representation of disability is usually negative and stereotypical (Scope, 2018).

Class or economic

People from higher socio-economic backgrounds have unearned advantages over people from lower socio-economic backgrounds.

For example: being able to take unpaid internships to gain work experience is something people from financially secure backgrounds can do. In contrast, this is likely to be a barrier to people who don't have the same financial support, preventing them from taking opportunities that will benefit their career.

Male

Men have unearned advantages over women.

For example: many careers (including medicine) were originally designed for a predominantly male workforce, and this hasn't evolved with changes in demographics. As a result, women are more likely to experience barriers to leadership and lower average earnings than men (Dacre and Woodhams, 2020).

Power dynamics: privilege

Examples of privilege:

Straight

Straight people have unearned advantages over gay, lesbian and other sexual orientation minorities.

For example: same-sex marriage only became legal in all parts of the United Kingdom in January 2020 (Coulter, 2020).

White

White people, as a collective group, have unearned advantages over other races or ethnicity groups.

For example: white people are treated more favourably in our society, and they're not disadvantaged purely because of their skin colour.

Quiz: What is a Microaggression?

Click the one you think is the right answer.
The correct answer is coloured green

1.

Everyday actions (intentional or unintentional) that communicate hostile, derogatory, or negative messages towards a person or a group, based on an aspect of their identity

2.

Everyday actions of overt racism that intentionally hurt a person or a group based on an aspect of their identity

3.

Everyday actions that insult a person or a group on account of their race alone

Activity: Time to reflect

Can you think of a time when you've seen microaggressive behaviour at work? Think about:

- Did you or anyone say anything to the instigator? What was said? Or what could you have said?
- Did you or anyone say anything to the target of the microaggression? What was said? Or what could have been said?
- What are the challenges / benefits of saying something to either party?
- How could you lead by example?

NHS
Imperial College Healthcare
NHS Trust

Part 3:

Examples of microaggressions

"So when are you having children?"

"Are you having the surgery?"

"That's so gay"

"All lives matter"

Equality
Diversity
Inclusion

Examples of microaggressions

This chapter gives examples of:

Verbal microaggression

Behavioural microaggression

Environmental microaggression

These examples may be triggering to people from marginalised backgrounds.

Developed by Olayinka Iwu and Olivia Cummins

Verbal microaggressions

Verbal microaggressions may be questions or comments that seem well intended but have a deeper hidden meaning that reinforces negative assumptions about a person based on their background.

This can include complimenting a British-born person from a Black, Asian or minority ethnic background on the quality of their English language, or consistently asking them where they are “really from”, thus rejecting their nationality and/or heritage and insinuating that they are perpetual foreigners.

Statements such as these can convey subtle rudeness or insensitivity that demean a person’s identity (also known as a micro- insult) or invalidate their thoughts, feelings or experiences as a marginalised person (also known as micro-invalidation) (Sue, 2010).

Watch ‘How microaggressions are like mosquito bites (clean)’ for examples of verbal microaggressions and their hidden consequences.

Click on the play button to watch the video

Verbal microaggressions

Aspect of identity

Age

For example...

Linking a person's capability or position of power to their age:

- **"You don't look old enough to be a manager"**
- **"You may have trouble learning new technology"**

Message sent:
A person's ability is determined by their age.

Aspect of identity

Disability

For example...

Suggesting that someone asking for reasonable accommodations because of their disability is 'being difficult' or asking for special treatment:

- **"If we let everyone have those accommodations, it wouldn't be fair"**
- **"I don't need that, why do you?"**

Message sent:
Providing people with disabilities with reasonable adjustments is giving them an advantage.

Developed by Olayinka Iwu and Olivia Cummins

Verbal microaggressions

Aspect of identity

Faith or religion

For example...

Assumptions about a person's lived experience based on their faith:

- **"Are you going to have an arranged marriage?"**
- **"Does your husband need to give you permission?"**

Message sent:
Religious people have no agency or are oppressed.

Aspect of identity

Gender identity

For example...

Not respecting a trans person's gender identity:

- **Always using the wrong gender pronouns or refusing to use "they" instead of "he" or "she".**

Message sent:
Trans people's needs don't have to be respected.

Trans people are not the gender that they identify with.

Developed by Olayinka Iwu and Olivia Cummins

Verbal microaggressions

Aspect of identity

Race

For example…

Complementing a Black, Asian or minority ethnic person on their ability to speak English fluently and coherently.

- **"You're so articulate!"**
- **"You're a credit to your race."**

Message sent:
People who aren't white and British can't speak English well.

Aspect of identity

Sex

For example…

Reinforcing negative gender norms:

- **Telling a person to "man up."**
- **Asking a woman "Did you not want children?"**

Message sent:
Being a man is a desirable trait associated with bravery and toughness. Men cannot show weakness.

Women should aspire to be mothers/carers.

Developed by Olayinka Iwu and Olivia Cummins

Verbal microaggressions

Aspect of identity

Sexual orientation

For example...

Jokes or remarks that perceive sexual minorities negatively:

- **“That’s so gay!”**
- **“No homo!”**

Message sent:
Homosexuality is wrong.

Friendly affection between people of the same gender is unusual.

Behavioural microaggressions

Behavioural (or nonverbal) microaggressions are a type of microaggression where a person's actions communicate a hostile, derogatory or negative message.

An example of this is ignoring or refusing to make eye contact with a person with disabilities.

Like with verbal microaggressions, through behaviour a person may intentionally or unintentionally subtly convey rudeness and insensitivity (micro-insults), display discriminatory actions (micro-assaults) or invalidate a person's feeling, thoughts and lived experiences (micro-invalidation) based on their protected characteristics (Sue, 2010).

Watch "The Look", by Proctor & Gamble, which explores common behavioural microaggressions experienced by Black men.

Click on the play button to watch the video

Behavioural microaggressions

Aspect of identity

Age

Mistaking a young person for an intern.

Message sent:
A younger person is less capable and experienced than an older person.

Aspect of identity

Disability

Communicating with the support worker or companion of a person with a disability instead of directly with them.

Message sent:
Disabled people are second class citizens.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Behavioural microaggressions

Aspect of identity

Faith or religion

Moving away or clutching your bag when a Muslim person approaches or passes.

Message sent:
A person is dangerous or untrustworthy because of their faith.

Aspect of identity

Gender identity

Staring at a trans woman using a female designated toilet.

Message sent:
Trans women are not real women.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Behavioural microaggressions

Aspect of identity

Race

Touching a Black, Asian or minority ethnic person without consent; for instance, their hair or hijab.

Message sent:
Minority ethnic people are exotic or strange and their personal boundaries don't need to be respected.

Aspect of identity

Sex

Discouraging a person from following a particular career path because of their gender. For instance, a man who wants to become a nurse, or a woman who wants to become a surgeon.

Message sent:
Certain jobs are only for men and certain jobs are only for women.

Behavioural microaggressions

Aspect of identity

Sexual orientation

Staring at a same-sex couple in disgust.

Message sent: Homosexuality or same-sex relationships are wrong

Environmental microaggressions

Environmental microaggressions are a type of microaggression that makes a person's environment feel unwelcoming and hostile.

These are more evident at an institutional and structural level, such as where institutions or wider society intentionally or unintentionally design buildings and infrastructure in a way that carries physical and psychological barriers. It also includes where aspects of the environment are exclusionary or insulting, such as not every underground station having accessibility for wheelchair users.

Structural and institutional barriers will also include formal and informal policies and procedures that act to exclude or discriminate against certain groups. Examples include the fact that most managerial or senior jobs are not able to be held on a part-time or job-share basis.

Watch this video to learn about the social model of disability, a model created by disabled activists and their allies to help them take action against environmental microaggressions.

Click on the play button to watch the video

Environmental microaggressions

Aspect of identity

Age

Asking for a specific number of years' worth of experience instead of a level or type of experience.

Message sent:
Younger people are not as qualified as older people.

Aspect of identity

Disability

Persistently portraying disabled people as service users as opposed to members of staff in communications and marketing materials.

Message sent:
Disabled people are consistently in need and dependent. Disabled people cannot be employed members of staff.

Environmental microaggressions

Aspect of identity

Gender identity

Insisting on binary genders, for example, not providing options for transgender people to self-describe in places like a staff survey.

Message sent:
Trans people do not matter. Gender is binary.
.

Aspect of identity

Race

Erecting statues or naming buildings after figures with a history of committing racism and genocide.

Message sent:
Minority ethnic groups do not belong. Racism can be excused.

Other examples of microaggressions

Here are some additional behaviours and actions that could be considered as microaggressions, depending on the situation or power dynamics at play:

- Only making eye contact with people without disabilities despite there being people with disabilities present in a meeting
- Interrupting a person mid-sentence
- Not listening or giving someone your full attention during a conversation
- Constantly confusing a person of a certain ethnicity with another person of the same ethnicity
- Passing over someone's idea in a meeting
- Taking more questions from men than women
- Consistently mispronouncing a person's name

Quiz: What are the three types of microaggressions covered in this toolkit?

Click the one you think is the right answer. The correct answer is coloured green.

1.

Non-verbal, personal and interpersonal microaggressions

2.

Verbal, behavioural and environmental microaggressions

3.

Verbal, non-verbal and behavioural microaggressions

Activity: Identifying microaggressions

How confident do you feel now in identifying microaggressions? Can you describe the difference between verbal, behavioural and environmental microaggressions?

NHS
Imperial College Healthcare
NHS Trust

Part 4:

The effects of microaggressions

"Man up!"

"No homo!"

"You're being oversensitive"

"You all look alike"

Equality
Diversity
Inclusion

The effects of microaggressions

The negative impact of microaggressions affects everyone. When left unchallenged, they create toxic working environments – this section explores what this can lead to.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Poor wellbeing

Imagine carrying around a rucksack. This should be light enough to help you do a particular task.

Now imagine that someone is adding items to your rucksack. At first, you may be able to cope or adapt to the additional weight. But over time, this will inevitably wear you down, affecting both your physical and mental wellbeing.

This is what experiencing microaggressions can feel like.

Microaggressions can lead to poor wellbeing and mental health, including depression, anxiety and feelings of loneliness.

Dr. Arline Geronimus of the University of Michigan established the term

"weathering"

to describe how the health of Black women may deteriorate earlier than white women as a result of the disadvantages they face (Geronimous, 1992).

According to the Mental Health Foundation,

LGBTQ+

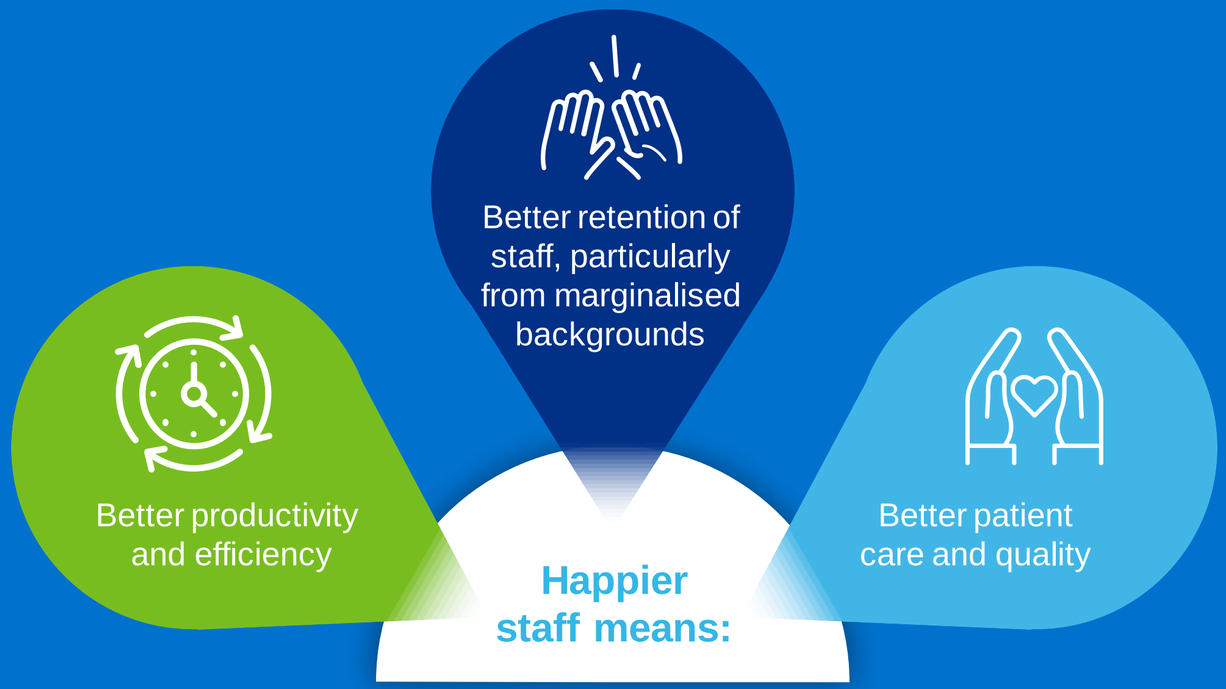
communities are at a higher risk of experiencing poor mental health than non-LGBTQ+ communities, which is attributed in part to discrimination.

This data is similar for other marginalised groups, including people with disabilities and ethnic minorities.

Low job satisfaction and engagement

The experience of bullying and harassment from microaggressions can lead to low job satisfaction and disengagement among staff.

Employee engagement is important



These are at risk when NHS trusts allow experiences of bullying and harassment (which constant microaggressions fall under) to persist.

According to Kline & Lewis sickness absence, diminished productivity and employees leaving to seek other posts, as well as costs associated with grievances, employment tribunals and litigation are direct outcomes of bullying. Adding these up, they conservatively estimate that the cost of bullying and harassment in the NHS is

£2.28 billion per year.

This means that urgent action is required by trusts – like Imperial College Healthcare – to deal with microaggressions that result in these experiences for staff.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Activity: The effects of microaggressions

Reflect on your learning from this module by describing some of the effects microaggressions may have on a victim in and outside of work.

NHS
Imperial College Healthcare
NHS Trust

Part 5:
How to challenge microaggressions

Equality
Diversity
Inclusion

How to challenge microaggressions

We all have a role and a responsibility to challenge all forms of discrimination – including microaggressions – whether we are victims, instigators or bystanders.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

Adopt a growth mindset

Be open to learning by increasing your awareness and understanding of microaggressions. By doing so, you will develop better working relationships and inclusive behaviours.

Awareness and understanding tips

1. Be brave.

Do not be afraid of getting things wrong. We are all on this journey together.

2. Listen to the lived experiences of others.

You could attend an event, read a book, follow more people from different backgrounds on social media or watch a video online.

3. Do not be defensive.

If someone tells you that your behaviour is hurtful or inappropriate, listen and commit to learning from the experience.

Click on the play button to listen to the audio

How can *you* avoid being microaggressive?

Our Trust's values and behaviours are a useful framework to make sure we treat all our colleagues and patients with respect and dignity. Our four core values are:

Collaborative

We actively seek others' views and ideas, so we achieve more together.

Aspirational

We are receptive and responsive to new thinking, so we never stop learning, discovering and improving.

Kind

We are considerate and thoughtful, so people feel respected and included.

Expert

We draw on our diverse skills, knowledge and experience, so we provide the best possible care.

Search values, team and culture on the intranet to learn more.

Developed by Olayinka Iwu and Olivia Cummins

Equality Diversity Inclusion

How can *you* avoid being microaggressive?

You wouldn't...

- **comment on the way a white British person speaks**
- **ask a cis (non-trans) person invasive questions about their body**

...so don't do it to anyone.

We all have biases, but one easy way to make sure that we do not intentionally or unintentionally discriminate against someone is to do a quick **"flip it to test it"** check.

Just mentally swap who you're dealing with to someone who has distinctly different characteristics and ask yourself if your actions or words would still be the same.

Watch "Are you biased? I am" by Kristen Pressner to learn more about bias and the "flip it to test it" rule.

Click on the play button to watch the video

How can *you* challenge microaggressions?

If you witness or experience microaggressions, it is good to call it out BUT only when you feel safe to do so.
Use the following steps as a guide:

1. **Be solution focused.** Before challenging, think about what outcome you want to achieve. For example, do you hope you will educate the person? Remind them of their expected behaviour?
2. **Try asking "What do/did you mean by that?" or "I don't understand, please explain".** This will help to reduce misunderstandings by giving the person the opportunity to explain themselves. This will also help to inform your next steps.
3. **Explain to them why their words or actions are harmful or inappropriate.** Adding context, such as the historical context of a stereotype, can help people to understand why something is not appropriate. Try starting your sentence with "I'm sure no harm was intended, but...."
4. **Refer to the Trust's values and policies within your challenge.** This will also give you support, so that your critique is not viewed as a personal attack.
5. **Finally, remain calm and consistent in your approach.** Challenging any form of behaviour can be daunting, but this will help to reduce escalation.

IF YOU FEEL UNSAFE to call it out, report it or seek advice support (see "How can you seek further advice and support?" for more information).

How can *you* help someone experiencing microaggressions?

If you witness a microaggression, how can you intervene, and what impact could your intervention have on the person who experienced the microaggression?

Here are some examples of micro-interventions, and the difference that they can make:

1. Validate their experience

This has the opposite effect of gaslighting and shows the person that you saw/heard it, too, and that they did not imagine the microaggression.

"I also noticed that comment/ look/body language etc."

2. Show them they have value as a person

This shows that you care about their experiences, and that you will not allow them to suffer the impact of microaggressions or that things should just be allowed to 'slide'.

Speaking up makes the person feel valued

3. Affirm their group identity

This shows that you, as an ally, are willing to speak out against microaggressions and injustices because you know their group is just as important as any other group.

This puts less pressure on the person to cover or distance themselves from their identity

These interventions provide **support and encouragement**, and provide **reassurances to those experiencing microaggressive behaviour that they are not alone**, and thus consciously creating and supporting an inclusive environment and culture.

Strategies for micro-interventions

Make the invisible VISIBLE

Call out exactly what you have noticed, or how what has happened has a negative impact or discriminatory message. If someone assumes the only person who is from an ethnic minority background is the most junior person in the room and asks them to take the minutes or make the teas and coffees, you can call it out.

For example…

"Don't assume she is a junior staff member because of the way she looks."

Disarm

Making the invisible visible disarms the microaggression by showing that you do not agree with the microaggression that occurred.

For example…

"I don't agree with what you just said/did"

"That's not how I feel". This makes it known that you do not stand for this.

Educate

Most microaggressions are unintentional, and aggressors may not even be aware of the microaggression they committed or of the impact it has on the receiver. Educating them about it is necessary and is especially important if you are a bystander or ally. Use your privilege to educate the offender about the subtext.

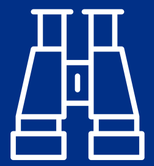
For example…

"I know you didn't realise this, but that comment you made was demeaning because it assumes Black staff are not consultants".

Strategies for micro-interventions

Accept

If you can see that someone is trying to intervene or give you feedback, pause, tune into your emotions, don't speak, listen and then ask for details of the behaviour that caused the negative impact. Because behaviour is objective, both parties can often agree about the behaviour even though they may have very different perceptions of the intent and the impact. Focus on changing the behaviour in question. **Decentre yourself – it is not about you.**



Seek

Where you can, seek external support when needed. Whether you are the receiver of the microaggression, a bystander or the ally standing up for the receiver, you can suggest…

…"Picking this up again later when we do not have an audience, so we can discuss what has happened and why what you said/did had a negative impact – even if you did not intend it in that way".

Activity: Think. Pair. Share

Using the three R's of microaggressions, and everything that you have learnt about micro-interventions, how would you resolve these situations?

The three Rs of microaggression

Recognise
Why and how is it a microaggression?

Respond
What do you say/do?

Rectify
How can this behavior be avoided in the future?

Scenario A

A Black woman is working as a senior consultant in your team. Every day when she comes into work, your white male colleague calls her by the name of a different Black employee who looks nothing like her (one is short, one is tall; one has a darker complexion, the other has a lighter complexion; one wears their hair in long braids, the other has an afro, etc.). When she corrects him, he makes an excuse and laughs it off, saying "I just always get you guys mixed up. I might as well just call you by each other's names." To avoid an awkward situation, she says nothing, but you can see that she is visibly frustrated and stressed. You awkwardly laugh and say to her "That guy is always joking around, he's so funny." When she mentions that she does not find it funny and finds it odd that he only does it to Black colleagues, you respond "He didn't mean it offensively, stop looking into it. Not everything is about race."

Scenario B

In the office, a Muslim woman with a disability feels isolated, as she always eats her lunch alone in the staff room. Colleagues often keep the conversation with her at minimal level – usually conversations about work, the office and, occasionally, the weather. When other colleagues are planning an activity for Fridays after work, she is rarely invited along, and when she is, it is to someplace that is either not accessible for her, or somewhere she cannot attend due to her religious beliefs. She expresses her feelings to you, her non-Muslim, male line manager without disabilities. You avoid eye contact with her, chuckle, and ask what she has done to make herself feel included/not isolated. You say she's exaggerating, but you will have a word with the staff. You tell the staff "Stop isolating her; start including her." The staff now feel awkward around her and avoid her even more.

Activity by Equity, Diversity & Inclusion Consultant Norma Molla

How can *you* seek further advice and support?

If you experience or witness microaggressions and you're unsure of what to do, or maybe you just want to learn more, there are many avenues available within the Trust.

Click on the link button to access the link

Access:

- The Equality, Diversity and Inclusion Policy
- The Resolution Policy
- Our EDI resources
- Information about our Trust's values and culture

Do:

- Attend our active bystander workshops

Talk to:

- Your line manager or a senior member of staff that you trust
- An HR representative
- A freedom to speak up guardian
- A Trade Union representative
- One of our staff networks
- A BAME ambassador
- A member of the EDI team at imperial.inclusion@nhs.net
- CONTACT – our staff counselling, stress management and conflict resolution service.

Developed by Olayinka Iwu and Olivia Cummins

Quiz: How can you help someone who is experiencing a microaggression?

Click the one you think is the right answer. The correct answer is coloured green.

1.

Accuse the perpetrator in front of a large audience

2.

Ignore the microaggression as the person on the receiving end might not want to draw attention to themselves or the situation

3.

Make the invisible microaggression visible; disarm the microaggression; educate the perpetrator about their behaviour; accept feedback if you are the one being educated about your own microaggressions and seek support after.

References

- **Asif, F., Kelly-Dean, O., Boswell, K. and Kail, A., (2020).** A rebalancing act: How funders can address power dynamics. [ebook] NPC. Available at: <https://www.thinknpc.org/resource-hub/power-dynamics/> [Accessed 5 November 2021].
- **Blakemore. E., (2019).** What is colonialism? National Geographic [online] Available at: <https://www.nationalgeographic.com/culture/article/colonialism> [Accessed 5 November 2021].
- **Churchill, F., (2021)** News Ethnic minority HRs subject to racism and barriers to progression, poll finds. People Management, [online] Available at: <https://www.peoplemanagement.co.uk/news/articles/ethnic-minority-hrs-subject-to-racism-and-barriers-to-progression> [Accessed 5 November 2021].
- **Coulter. P.,** (2sex marriage now legal in Northern Ireland. BBC News, [online] Available at: <https://www.bbc.co.uk/news/uk-northern-ireland-51086276>[Accessed 5 November 2021].
- **Dacre, J. and Woodhams, C., 2020.** Mend the Gap: Independent review into gender pay gaps in medicine in England. [online] Department of Health and Social Care, pp.2-3. Available at: <https://www.gov.uk/government/publications/independent-review-into-gender-pay-gaps-in-medicine-in-england> [Accessed 5 November 2021].
- **Foels, R., & Pratto, F. (2015).** The hidden dynamics of discrimination: How ideologies organize power and influence intergroup relations. In M. Mikulincer, P. R. Shaver, J. F. Dovidio, & J. A. Simpson (Eds.), APA handbook of personality and social psychology, Vol. 2. Group processes (pp. 341–369). American Psychological Association. https://doi.org/10.1037/14342-013
- **Geronimus A. T. (1992).** The weathering hypothesis and the health of African-American women and infants: evidence and speculations. Ethnicity & disease, 2(3), 207–221.
- **Kline & Lewis (2018)** Tackling bullying and harassment in the NHS: the critical roles played by managers. Plymouth Business School [online]. Available at:<https://pearl.plymouth.ac.uk/bitstream/handle/10026.1/13116/Tackling%20Bullying%20and%20Harassment%20in%20the%20NHS%20FINAL.pdf [Accessed 5 November 2021].
- **McLeod, S., (2019).** Social Identity Theory. Simple Psychology, [online] Available at: <https://www.simplypsychology.org/social-identity-theory.html> [Accessed 5 November 2021].
- **Mental health statistics: LGBTIQ+ people. [online]** Mental Health. Available at: <https://www.mentalhealth.org.uk/statistics/mental-health-statistics-lgbt-people> [Accessed 22 February 2021].
- **Molla, N (2021).** Think. Pair. Share activity.
- **NHS Digital, (2020).** NHS Workforce Statistics - June 2020 [online]. NHS digital. Available at https://digital.nhs.uk/data-and-information/publications/statistical/nhs-workforce-statistics/june-2020> [Accessed 5 November 2021].
- **Social Policy Team,. (2018).** Disabled people still face negative attitudes. Scope [online]. Available at: https://www.scope.org.uk/news-and-stories/disabled-people-still-face-negative-attitudes/ [Accessed 5 November 2021].
- **Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019).** Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. American Psychologist, 74(1), 128.
- **Sue, D., (2017).** Microaggressions: More Than Just Race. Psychology today, [online] Available at: <https://www.psychologytoday.com/gb/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race> [Accessed 5 November 2021].
- **Sue, D., 2010.** Racial Microaggressions in Everyday Life. [online] Psychology Today. Available at: <https://www.psychologytoday.com/gb/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life> [Accessed 5 November 2021].
- **Twine, F. and 020). Same-Gardener, B.,(2013)** Geographies of privilege. Oxfordshire: Routledge, pp.8-10.
- **University of Minnesota, (2021).** Sample Lesson: The Race - Inequalities That Promote Success or Get in the Way of Success – Expanding the Circle. University of Minnesota. [online]. Available at: <https://etc.umn.edu/curriculum/sample-lesson-the-race> [Accessed 30 November 2021].

Credits

Created by

Olayinka Iwu
Head of equality, diversity and inclusion

Olivia Cummins
EDI manager

Dorothy Heydecker
EDI manager

Imperial College Healthcare NHS Trust
www.imperial.nhs.uk/about-us/how-we-work/equality-diversity-and-inclusion

With support from

Tinu Cornish CPsychol
SEA-Change Consultancy
www.sea-changeconsultancy.com

Funded by the London EDI Innovation Fund, NHS England and Improvement