



EQUALITY, DIVERSITY AND INCLUSION RESOURCE BANK

Characteristic:
Class

About

The [Equality Act 2010](#) legally protects individuals from discrimination within and outside of the workplace. The Equality Act outlines the following “protected characteristics”:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [Disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation.

This document consists of various external links, tools and guidance relating to **CLASS**. The tools here have been collated to help the reader learn more about this area. Please refer to the [Psychological Professions Network South East \(PPN SE\) website](#) for further Equality, Diversity and Inclusion resources.



Disclaimer

The information provided by this resource bank is for general informational purposes only. All resources presented here are provided in good faith, however, the Psychological Professions Network cannot take responsibility for the accuracy and validity of the information provided within these resources. The Psychological Professions Network cannot endorse any paid services provided by these resources.

The resources have been credited where possible.

This resource bank is also by no means exhaustive. Feel free to suggest any additional resource by contacting Psychological Professions Network South East:

Email: spnt.ppnse@nhs.net

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Class

‘Systematic disadvantage can accumulate over time and prevent access to the profession’.

A range of factors need to be explored to understand this statement, such as differences in educational attainment (e.g. the expectations of a Masters degree and the financial implications of this). Aspiring psychologists may have limited access to networks. Furthermore, the expectation of free work continues to limit individuals in the ‘relevant work experience’ they can gain (Rhodes, 2020).

It is important to consider how difficult individuals may find it to disclose their socioeconomic status. Individuals may have been told repeatedly to conceal this information growing up (Hayden-Watts, 2021).



Class

[kla:s] • noun

a group of people within a society who possess the same socioeconomic status.

Source: <https://www.britannica.com/topic/social-class>

Online Resources: Class



[Being Working Class in Psychology](#)

A webinar facilitated by clinical psychologists and trainees who have come from working-class backgrounds



[Reflections of being Working Class in a Middle Class profession](#)

Kerrie Lissack: An educational psychologist sharing her reflections of working in psychology



[Conversations on Class](#)

Ella Rhodes and Annie Brookman-Byrne: An article on the impact of class in psychology and how to start conversations about class



[Reflections of an Aspiring Clinical Psychologist](#)

Kirsty Hayden-Watts shares her reflections as an aspiring clinical psychologist from a working class background



[The Impact of Class in Clinical Psychology](#)

@Classclin: A position statement to highlight the impact of being working class.

Online Resources: Class



[Talking about class in psychology: the seen and the unseen](#)

A BPS Webinar about being from a working class background within clinical psychology



[Social Mobility in the Workplace: An Employer's Guide](#)

The Sutton Trust: Report with guidance and practical tips on improving social-economic diversity within the workplace



[BPS launches #Makeit10 campaign to make class a protected characteristic](#)

The British Psychological Society: Report released highlighting class based inequalities



[How can psychology tackle class-based inequalities](#)

The Psychologist: Special issue on tackling class based inequalities



[Understanding social diversity at work](#)

Inclusive Employers: Understanding the importance of social diversity and inclusion in the workplace and where to begin

Prompts for having meaningful conversations (Sensoy & DiAngelo, 2014):

- I'm really nervous/scared/uncomfortable to say [X], but . . .
- From my experience/perspective as [identity], . . .
- I'm afraid I may offend someone, and please let me know if I do, but . . .
- It feels risky to say [X], but . . .
- I'm not sure if this will make any sense, but . . .
- I just felt something shift in the room. I'm wondering if anyone else did . . .
- It seems like some people may have had a reaction to that. Can you help me understand why?
- Can you help me understand whether what I'm thinking right now might be problematic?
- This is what I understand you to be saying:. . . . Is that accurate?
- I've been wondering about how we are using [term] in this discussion . . .
- I have always heard that [X]. What are your thoughts on that?
- The author is arguing that only [e.g., men can be sexist]. Can you help me understand that?
- Is [X] a good example of what the author was saying?
- How would you respond to [X] from a social justice framework?
- I am having a "yeah, but" moment. Can you help me work through it?
- Given the reality of inequitable power, would it be better if . . . ?
- How does [X] effect relationships between [Y] and [Z]?
- What is another example of [X]?
- This perspective is new to me, but I'm wondering if it is accurate to say that . . . ?

Key References/Articles

- Buchanan, N. C. T. (2020). Salient circles diagrams: Making intersectional identities, privilege, power, and marginalization visible. *Women & Therapy*, 43(3-4), 400–404. <https://doi.org/10.1080/02703149.2020.1729468>
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- Hayden-Watts, K. (2021). Working class in psychology. *The Psychologist*. <https://thepsychologist.bps.org.uk/working-class-psychology>
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