

Equality, Diversity & Inclusion (ED&I) (school's model policy)



Contents:

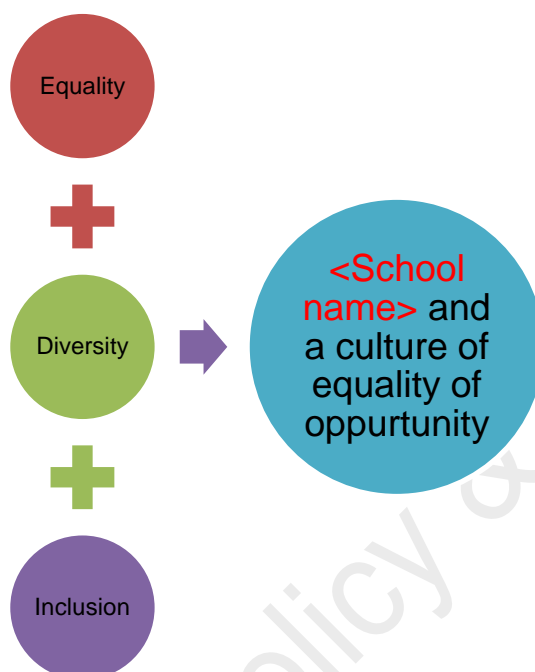
- 1.0 [Definitions and who the policy applies to](#)
- 2.0 [Zero tolerance](#)
- 3.0 [Discrimination](#)
- 4.0 [Dealing with harassment, bullying, discrimination, and inappropriate behaviour](#)
- 5.0 [Example of inappropriate behaviour](#)
- 6.0 [How an employee can address issues or raise concerns](#)
- 7.0 [Managing situations or incidents where discrimination, bullying or harassment have been experienced or observed](#)

GCC Plus (HR Policy & Guidance)

1.0 Definitions and who the policy applies to

1.1 It applies to all staff

Definitions change and develop over time to reflect legislation, current practice, and advice from representative groups. The school will use the following definitions:



1.2 A culture of equality

A culture of equality ensures that everybody has an equal opportunity and is treated fairly and equitably and not discriminated against because of their characteristics. The school will meet its obligations, under the Equality Act 2010 and the Public Sector Equality Duty.

1.3 A culture of diversity

A culture of diversity recognises, values and takes account of people's different backgrounds, knowledge, skills, and experiences, and encourages and uses those differences to create a productive and effective workforce.

This acknowledges the benefit of the workforce being reflective and representative of the diversity of the school's customer base.

Enables employees to take account of the differences between people and groups of people and places a positive value on those differences.

Encourages employees to celebrate and value how different we all are. Promoting human rights and freedoms, based on principles such as dignity and respect.

1.4 A culture of inclusion

A culture of inclusion pushes for continuous improvement, driven by senior school leaders and managers who take responsibility for ED&I across the school, and hold all employees accountable for inclusion in the workplace.

The school expects employees at all levels to play a positive role with respect to ED&I, to role model appropriate behaviours, to create a truly inclusive workplace and to be aware of the potential that they may have their own unconscious biases, and to actively seek to

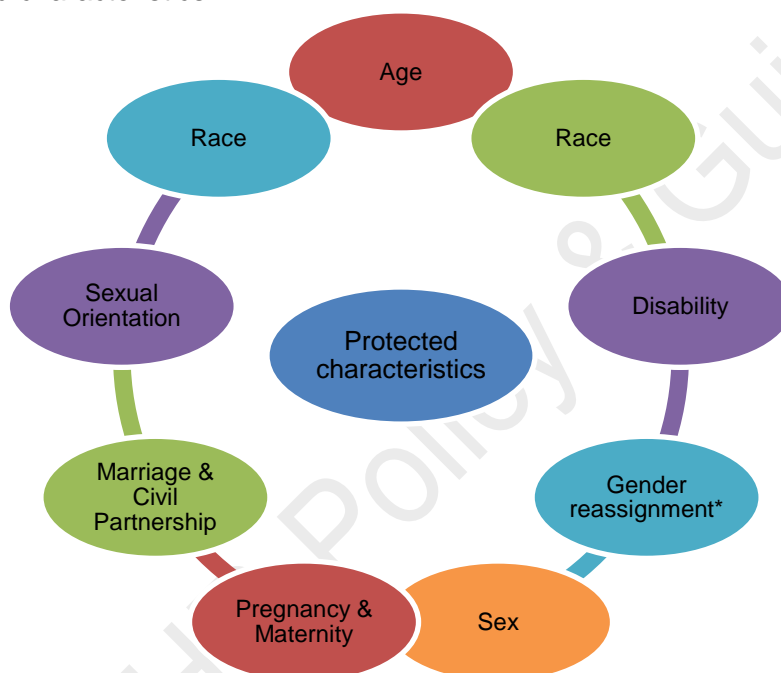
minimise the impact of any such bias, whilst also challenging the biases of others.

1.5 Equality of opportunity

Equality of opportunity means that everybody has an equal chance to take up and make full use of the opportunities on offer to fulfil their potential. This includes day-to-day working and opportunities provided for recruitment, learning, development and progression.

1.6 Protected characteristics

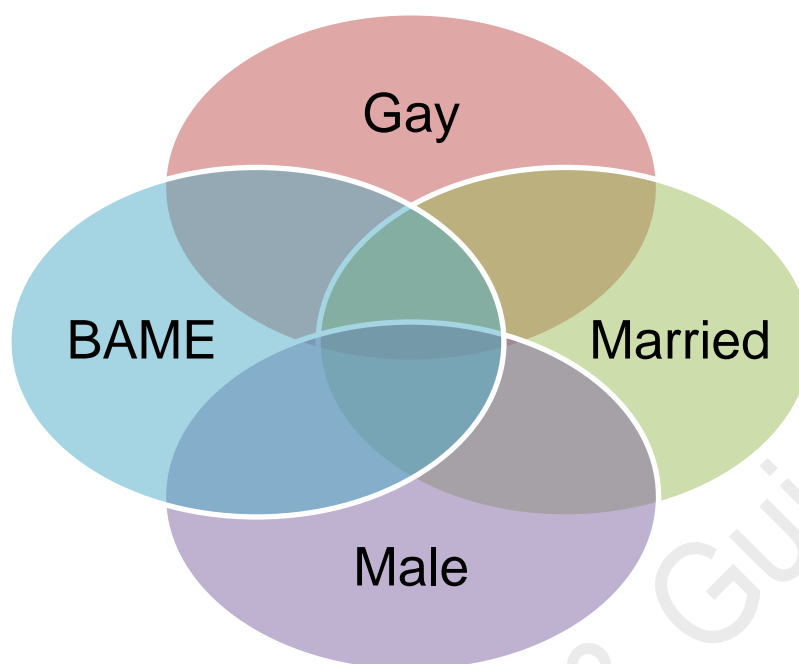
The Equality Act 2010 details nine protected characteristics. The school is committed to achieving equality for all by removing direct and indirect discrimination on the grounds of the nine protected characteristics:



*Gender reassignment includes gender identity and gender expression

1.7 Intersectionality

This term reflects the fact that individuals have several different characteristics which impact their working or personal life, and these may lead to specific discrimination on one or more grounds. Experience of discrimination, bullying and harassment for those with multiple identities are often heightened.



1.8 Support to other groups and characteristics which may not be listed above. Identities that are not protected characteristics will also be supported, for example:

1.8.1 Intersex people (A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female, or non-binary)

1.8.2 Those with caring responsibilities (children or dependent adults)

1.8.3

1.9 Data and reporting

To better understand and support our workforce, and to identify and address any issues, the school will collect data on the protected characteristics of our employees and applicants for roles and those who leave employment with us.

This data will be stored securely and processed/used in line with the provisions of the Data Protection Act (see section 7, Additional Information, below).

Employees are encouraged to ensure that the information held by the School is both accurate and up to date.

The School will publish reports and will act to address any strategic or operational issues identified, through the creation of action plans.

As appropriate, policies and practices will be subject to equality impact assessments.

The School may actively promote opportunities and provide support to employees from under represented backgrounds where this is supported by the data.

2.0 Zero tolerance

2.1 The School is determined that no employee should suffer any form of harassment, bullying or unjustifiable discrimination. The School will take allegations of this type of behaviour

seriously.

The School will create a positive and inclusive culture, one where discrimination and/or inappropriate behavior (examples below) are recognised as being unacceptable and in this context, are addressed or challenged appropriately, as, and when they occur.

Our approach to ED&I places expectations and responsibilities on workers, employees and managers.

2.2 Head teacher and Manager responsibilities:

- 2.2.1 Support employees who have experienced or observed discriminatory behaviour, whether from members of staff or staff of other providers
- 2.2.2 Build actions into their team and individual goals – for example through appraisals that contribute to the delivery of ED&I
- 2.2.3 Role model behaviour that supports ED&I and challenge those they manage to do the same
- 2.2.4 Ensure that time is allocated to training and development in this area
- 2.2.5 Communicate regularly with employees about equality issues in a way that keeps ED&I and its action plan live and central to the school's vision and strategies

2.3 Employee and worker responsibilities:

- 2.3.1 Role model the School's values;
- 2.3.2 Recognise the Code of Conduct and standards of behaviour required
- 2.3.3 Treat others with dignity and respect
- 2.3.4 Report discrimination, bullying, unfair treatment or harassment that they experience or witness
- 2.3.5 Attend mandatory staff training and development events
- 2.3.6 Express opinions constructively with sensitivity and respect
- 2.3.7 Understand how their role contributes to the School's commitment to ED&I

2.4 Our service providers, contractors and consultants also have a responsibility to operate within the requirements of the Equality Act 2010 and will be asked to provide information which confirms their commitment to ED&I, enabling the School to assess this as part of any formal tendering process.

3.0 Discrimination

- 3.1 Anti-discriminatory practice is where the School aims to counteract the negative effects of discrimination on employees, students or clients and to combat discrimination in all its forms.
- 3.2 Direct discrimination is where someone is treated less favourably than others as a direct result of any of the protected characteristics.
- 3.3 Indirect discrimination is a provision, criterion or practice applied in the same way for all but disadvantages people with a protected characteristic. Indirect discrimination can be justified if the employer can show the action as being a proportionate means of achieving a legitimate aim.
- 3.4 The statutory provisions regarding indirect discrimination are rather complex, so please contact the HR Advice Line for further guidance on employment related matters.

3.5 Discrimination by association can occur where someone is treated less favourably than another because they associate with someone who has a protected characteristic. For example, someone who is a carer of a disabled person may be treated less favourably than others not because they themselves are disabled but for reasons connected with the disability of the person for whom they care for.

3.6 Perceived (or perceptive) discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

4.0 Dealing with harassment, bullying, discrimination, and inappropriate behaviour

4.1 The School is committed to providing a safe, healthy and inclusive working environment, as enshrined in legislation and reflected in our values.

4.2 The School expects the highest standards from our employees with respect to ED&I, their behaviour and the fact that they are representatives of the School. In this context:

4.3 **Harassment** is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Harassment perpetrated by people who are not employed by the School (members of the public, contractors or other third parties, parents) should be reported to the Headteacher/Manager, to enable them to address the issue and to offer and provide support to any employee who has been affected.

4.4 **Bullying** – (as defined by ACAS) *Bullying is behaviour from a person or group that's unwanted and makes you feel uncomfortable, including feeling:*

4.4.1 frightened ('intimidated')

4.4.2 less respected or put down ('degraded')

4.4.3 you're made fun of and it makes you feel uncomfortable ('humiliated')

4.4.4 upset (insulted or offended')

The bullying might:

4.4.5 be a regular pattern of behaviour or a one-off incident

4.4.6 happen face-to-face, on social media, in emails or phone calls

4.4.7 happen in the workplace or at work social events

4.4.8 not always be obvious or noticed by others

4.5 Though not an exhaustive list, examples of bullying can include:

4.5.1 Verbal attacks – name calling

4.5.2 Micro aggressions based on protected characteristics

4.5.3 Undermining of individuals

4.5.4 Cyber bullying and trolling – social media and other written forms

4.5.5 Relational aggressions – damaging or manipulating the relationships of others

4.5.6 Deliberate exclusion from activities or lack of contact

4.5.7 Threats of harm or other forms of intimidation

4.5.8 Physical attacks or intimidation

5.0 Example of inappropriate behaviour

- 5.1 Refusing to invite a person of faith to an LGBT event
- 5.2 Offensive jokes or inappropriate language
- 5.3 Intended exclusion or isolation from team working
- 5.4 Bullying and harassment based around a protected characteristic
- 5.5 Creating hostile working environments
- 5.6 Discrimination on the grounds of any protected characteristic
- 5.7 Refusing to use the chosen pronoun for a trans employee
- 5.8 Discrimination on the grounds of multiple characteristics
- 5.9 Denying a trans person access to appropriate facilities
- 5.10 Behaviour/body language which demonstrates prejudice
- 5.11 Inappropriate behaviours are often described in the following ways:
 - 5.11.1 Sexual harassment/sexism
 - 5.11.2 Ageism
 - 5.11.3 Homophobia, transphobia, bi-phobia
 - 5.11.4 Anti-Semitism, Islamophobia
 - 5.11.5 Racism
 - 5.11.6 Ableism

6.0 How an employee can address issues or raise concerns

- 6.1 Employees who feel that they have been subjected to (or have observed) inappropriate behaviour, discrimination, bullying or harassment will have a range of options to take matters forward, under School policies and as described below.
- 6.2 The expectation, hope and intention, is that where such issues are brought to the attention of the individual informally, they will hear and understand and modify their behavior appropriately.
- 6.3 These include both formal and informal approaches to resolve matters, and the decision will depend on the nature of the incident or situation, the seriousness and impact.
- 6.4 The decision on how to resolve a situation will normally rest with the employee, but the School has duty of care to all parties to address issues, and may need to take action where the issue reported is a potentially serious matter (for example, a safeguarding issue or an allegation which may constitute gross misconduct).

- 6.5 Concerns raised by employees who feel that they have been impacted by or have observed discrimination or unacceptable behaviour will be heard and treated sensitively and supportively by the School.
- 6.6 Employees may wish to access the following sources of advice, support or School policy:
- 6.6.1 Grievance process to resolve matters either informally or formally
 - 6.6.2 Speak to the Headteacher/line manager (or more senior manager/Chair of Governors as appropriate)
 - 6.6.3 School whistleblowing policy
 - 6.6.4 Speak to the individuals informally
 - 6.6.5 Mediation and disputes resolution
 - 6.6.6 Contact a trade union if you are a member
 - 6.6.7 Employee Assistance Programme (if purchased via GCC)

7.0 Managing situations or incidents where discrimination, bullying or harassment have been experienced or observed

- 7.1 Headteacher/Managers and employees should:
- 7.1.1 make a note of what happened, where and when and whether there were witnesses and what action they took (if any) at the time;
 - 7.1.2 report this to their Headteacher/Manager
 - 7.1.3 Seek support and advice from the sources listed above
- 7.2 Reports of discrimination, bullying or harassment by an employee will be regarded as potential misconduct and, through proper investigation, may be dealt with under the school's conduct procedure.
- 7.3 Whilst the intention is to seek to address and resolve issues in as low key and informal way as possible, a finding of gross misconduct (or repeated offences) can lead to dismissal.