



# EQUALITY, DIVERSITY AND INCLUSION POLICY

## STATEMENT OF INTENT

Kingston Grammar School (“the School”) is proud of being a diverse, co-educational day school. We pride ourselves on being tolerant, inclusive and accepting. We have over 850 students and around 200 staff, as well as thousands of alumni and parents, both current and former. We have a responsibility to reflect the society in which we live, and to allow all members of our School community to feel respected and to give their best.

For all members of the School community, we are committed to:

- Promoting **equality** and **diversity** of opportunity, ensuring **equity** where needed and treating everyone equally and with respect and dignity, regardless of age, disability, gender reassignment/gender transition, gender identity, marriage and civil partnership, race, cultural or linguistic background, ethnicity, nationality, religion or belief, sex or sexual orientation or any other distinction.
- Promoting a positive, diverse and **inclusive** culture, including Dignity at Work, in which everyone is valued and supported to fulfil their potential, and respected for their individuality and contribution.
- Eliminating discrimination, harassment, bullying, victimization and any other conduct that is prohibited under the Equality Act.

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**Equality** means fair treatment and equal opportunity whilst recognizing that everyone is different.

**Equity** is giving people what they need to ensure fairness. It means giving more to those who need it, proportionate to their circumstances, to ensure everyone has the same opportunities.

**Diversity** applies to a range of characteristics such as sexual orientation, ethnicity, gender and gender identity, religious belief, socio-economic background, physical or mental ability and age, and refers to differences that can occur within each characteristic. Recognizing the strengths that difference brings to an organization.

**Inclusion** is the result of welcoming, respecting, supporting, involving, valuing and empowering those around you equally.

## **1. Introduction**

This policy is informed by the Equality Act 2010 (“the Equality Act”), should be read in conjunction with other relevant school policies and procedures which are referred to throughout this policy and set out in paragraph 18 below.

## **2. Scope and Review**

This policy applies to all members of the School community including students, staff, parents and other visitors. “Staff” means all members of staff whether paid or unpaid and whatever their position, role or responsibilities and includes governors, casual workers, temporary and supply staff whether from agencies or engaged directly, contractors, volunteers and student placements including those undertaking initial teacher training and apprentices.

This policy will be reviewed at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organizational policy, guidance and practice.

## **3. Protected Characteristics and Types of Unfair Treatment**

### **3.1 There are nine Protected Characteristics under the Equality Act:**

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

3.2 Discrimination is when someone is treated unfairly for any of these reasons and is usually against the law.

3.3 Discrimination is one type of unfair treatment and can be direct or indirect. Other types of unfair treatment include harassment, bullying and victimization.

3.4 For further information on discrimination and other types of unfair treatment see Appendices 1 and 2.

## **4. Policy Statement**

### **4.1 General**

4.1.1 The School aims to meet all its commitments with regard to Equality, Diversity and Inclusion as outlined above.

4.1.2 The School takes a zero tolerance approach to all forms of less favourable treatment on the grounds of any Protected Characteristic under the

Equality Act.

4.1.3 All concerns will be treated seriously. Any form of discrimination, harassment or bullying at the School is unacceptable, whether it is between children, from adult to child, child to adult, or from adult to adult. It will not be tolerated, and it will be dealt with appropriately in accordance with the School's *Anti-Bullying Policy* and *Behaviour Policy* for students, or the *Grievance Policy* and *Disciplinary Policy and Procedure* for staff.

## 4.2 **Students**

4.2.1 The School aims to offer its educational opportunities to a diverse range of children (including through its fees assistance programme).

4.2.2 Wherever possible, the School will offer all students access to all areas of the curriculum and a full range of co-curricular activities.

4.2.3 The School will endeavour to meet the needs of all its students and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.

4.2.4 The following groups have been identified as key recipients of the provision of this statement, namely those who:

- are being looked after or on the edge of Care;
- have Special Educational Needs and Disabilities / Learning Difficulties and Disabilities;
- are excluded or at risk of exclusion from school;
- have English as an additional language;
- are missing in education;
- have ill health, including hospitalisation, affecting attendance at school;
- have drug or alcohol abuse issues;
- have mental health issues;
- are gifted and talented;
- are gender questioning or going through transition;
- are Lesbian, Gay or Bisexual;
- are young carers;
- are in receipt of free school meals;
- live in areas of deprivation;
- are offending or at risk of offending; and
- are from a minority ethnic group.

4.2.5 Along with all other members of the School community, students should respect the aims and values of the School and treat everyone with respect, equal courtesy and kindness.

4.2.6 Our students are aware of the School *Code of Conduct* which sets out the standards of conduct and behaviour expected of them.

4.2.7 Students are also aware of the *Anti-Bullying Policy*, and that bullying, harassment, victimisation and discrimination of others will not be tolerated by

the School and will be dealt with immediately, in a firm, sensitive and caring way. All forms of bullying are unacceptable at the School and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the *Behaviour Policy*.

#### 4.3 Staff

4.3.1 Dignity at Work: The School expects all staff to treat their colleagues with dignity, respect, and consideration. We are committed to promoting a working environment which is safe, welcoming, inclusive and diverse which nurtures a healthy environment and culture of mutual respect and consideration, allowing all members of the School Community to thrive without fear of any form of harassment, bullying, discrimination, or related misconduct.

4.3.2 Everyone has the right to expect fair treatment from all other work colleagues and, in turn, to expect respect from them. There are many examples of behaviours that are considered inappropriate in the workplace. See Appendices 1 and 2 for further information.

4.3.3 There are policies clearly laid down for those who feel that there are problems in the work environment, and we expect all complaints or grievances to be dealt with through these channels. Staff should refer to the School's *Grievance Policy* and *Disciplinary Policy and Procedure*. The *Whistleblowing Procedure* may also be relevant depending upon the nature of the concern.

### 5. Compliance with the Equality Act

Compliance with the Equality Act is the responsibility of all members of staff. The School takes a zero tolerance approach to any act of direct or indirect discrimination including disability discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action. See Appendix 1 for definitions of these types of discrimination and other unfair treatment.

### 6. Roles and responsibilities

#### Governors

The governors have overall responsibility for all equality, diversity and inclusion matters at the school which they delegate to the Head and Executive Team. The Governing Body has appointed one of its members to act as lead governor for equality, diversity and inclusion.

#### Head and Executive Team

The role of the Head and Executive Team is to:

- Create a culture within which all members of the community are expected to treat one another with mutual respect, dignity and tolerance;
- Ensure that the School complies with equality legislation;
- Ensure that this Policy and all policies, practices and procedures, associated with equality, diversity and inclusion, including admissions, curriculum,

recruitment and selection are implemented, monitored, evaluated and reviewed;

- Actively challenge and take appropriate action in any cases of discriminatory practice within the School;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, students and others who may have business with the School;
- Ensure that all students, parents/carers, visitors and contractors are aware of and comply with this policy;
- Ensure all staff are aware of, and follow, this policy; and receive appropriate equality, diversity and inclusion training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimization from taking place;
- Take responsibility for recording, managing and analyzing incidents of discrimination, harassment and victimization in accordance with the School's policies, procedures and guidance;
- Monitor school data to identify where bias may be playing a role in decisions or outcomes. A number of areas will be routinely monitored including: admissions data, bursary applications, examination results, school leavers destinations and staff recruitment data. This will be done within UK data protection law and confidentiality of personal information protocols and will be reported in such a way that does not identify individuals;
- Ensure transparency in assessing the impact of the School's Equality, Diversity and Inclusion Strategy and accountable for future goals;
- Take appropriate action to implement this Policy.

### **All Staff**

It is the responsibility of all staff to:

- Treat colleagues, students and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimization;
- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge;
- Support and participate in any measures introduced to promote equality, diversity and inclusion;
- Be alert to and actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimization from taking place;
- Report any issues associated with equality, diversity or inclusion in accordance with this policy;
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimize a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action under the School's *Disciplinary Policy and Procedure*.

## Students

It is the responsibility of all students to:

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge;
- Support any measures introduced by the School to promote equality, diversity and inclusion and report associated issues to the Form Tutor, Head of Year or other member of staff;
- Be alert to and actively challenge any forms of discrimination, victimization, harassment or bullying including banter. This includes identifying and using the School's reporting systems to challenge bias and stereotype within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, victimization, harassment or bullying from taking place.

## 7. Admissions

7.1 Admission to the School is by selection on academic merit. We treat every application for admission in a fair and equal way in accordance with this Policy and the School's *Admissions Policy*.

7.2 The School seeks to promote accessibility, regardless of background, and provides a range of scholarships and means-tested fee assistance.

7.3 Applications are welcome from all those who have the ability and aptitude to thrive in an academic environment, regardless of Special Educational Needs (SEN) and/or physical disabilities.

7.4 Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

7.5 The School must feel reasonably sure that throughout the student's time at the School, it will be able to educate and develop the prospective student to the best of their potential and in line with general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young adult.

7.6 The School's policy is to apply these criteria to all students and potential

students, regardless of any disability of which it is made aware by parents on the registration form.

7.7 For further information, see our *SEND Policy* and *Disability Policy and Accessibility Plan* available on the School's website.

## **8. Staff recruitment, selection and employment**

All employees (and prospective employees), whether part-time, full-time, temporary or permanent will be treated fairly, equally and consistently, in particular but not only, in relation to:

- Recruitment and selection
- Promotion and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Conduct at work.

### Recruitment and Selection

The aims of the School's Recruitment, Selection and Disclosure Policy are to ensure that:

- the best possible staff are recruited on the basis of their merits, abilities and suitability for the position.
- all job applicants are considered equally and consistently.
- no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender, gender identity, marital or civil partner status, pregnancy and maternity, disability or age.

The School will make provisions and adaptations to the recruitment process to open accessibility to employment, and to support and make reasonable adjustments where necessary to ensure equal opportunity and access whilst working at KGS.

Staff who are involved in shortlisting and appointing new staff, complete unconscious bias training.

Full details are set out in our *Recruitment, Selection and Disclosure Policy*.

### Part-time and fixed term work

Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

### Grievance and disciplinary procedures

The School will ensure that grievance procedures and disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

## **9. Disability and the duty to make reasonable adjustments**

- 9.1 The School will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.
- 9.2 For further details, see the School's *Disability Policy and Accessibility Plan* and *SEND Policy*.
- 9.3 More information on staff disability is set out in Appendix 3.
- 9.4 For further information, visit [www.equalityhumanrights.com](http://www.equalityhumanrights.com), the Equality and Human Rights Commission website.

## **10. Curriculum delivery and access to educational services**

- 10.1 The curriculum is crucial to tackling inequalities for students including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. The principles of equality, diversity and inclusion are embedded in our academic and wider curriculum. See our *Curriculum Policy* and *Co-Curricular Activities Policy*.
- 10.2 The curriculum will aim to:
  - Normalize diversity in the content and examples used.
  - Stress the contribution and achievements of all individuals and cultures, actively challenging bias and stereotyping.
  - Reinforce the importance of difference and of equality of opportunity as a desirable aim.
  - Provide inclusive and accessible activities, including educational trips and co-curricular provision.
- 10.3 Positive and proactive steps will be taken to prevent discrimination against, or victimization of, any student in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities. Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements. This includes AI chatbots which may contain hidden or inherent bias towards certain groups.
- 10.4 All teaching staff must be aware of the role they play in creating an atmosphere (physical and verbal) and grouping students so as to encourage those from different cultural backgrounds to work together harmoniously. Staff are encouraged to ensure that displays in curriculum areas, exhibitions and notices actively promote the positive value of our multi-ethnic society.
- 10.5 Students are made aware of the importance of EDI issues as part of their Personal, Social, Health and Economic (*PSHE*) programmes, Religion and Philosophy lessons, as well as Relationships, Health and Sex Education (*RSHE*). Schemes of work in many departments help to promote multi-cultural understanding.



- 10.6 Assemblies in the School aim to celebrate achievements by individuals, groups and the whole School, and to celebrate special occasions and community events, as well as to allow students to experience forms of religious worship or the equivalent (see paragraph 11 below). Assemblies also focus on common values, such as respect for others and tolerance, all in accordance with the Aims and Values of the School.
- 10.7 The content of the School's curriculum, including the RSHE and PSHE programmes will be reviewed periodically by the School's Education and Safeguarding Committee.
- 10.8 For further provisions regarding access to the curriculum, see the School's *Disability Policy and Accessibility Plan* and *SEND Policy*.

## **11. Religious Belief and Observance**

- 11.1 KGS is inclusive and welcomes and respects the rights and freedoms of individuals of all religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.
- 11.2 The school recognizes that religious observance has an important part to play in valuing the spiritual development of all members of our community, strengthening social cohesion, developing a strong sense of self and celebrating shared values.
- 11.3 Student absence from school for religious observance is allowed and should be marked for students as authorized where the School is satisfied that the day has been set aside by the religious body and the parents of the child are members of that religious community.
- 11.4 Staff wishing absence from school for religious observance should submit a request to the Head. Where possible such absences will be approved but due to operational reasons this may not always be possible.
- 11.5 Where possible, religious observance will be otherwise facilitated, for example by providing space to pray during the school day; provision for resting whilst fasting; and considering requests for variations to the uniform on religious grounds as set out in paragraph 12 below.

## **12. Requests for variation in the school uniform**

- 12.1 All students are required to wear a uniform until the Fifth Year and a strict "business dress" code operates for the Sixth Form. The Head will consider requests from parents and students for variations to the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the School's policy on health and safety and that such request(s) are reasonable in all the circumstances including in light of the school's obligations under the Equality Act 2010.
- 12.2 Where there is uncertainty as to whether an item may be worn to school,

parents are encouraged to discuss the matter with the Head in advance.

### **13. Exclusions Policy**

- 13.1 The decision to exclude a student for a fixed period or permanently is a last resort.
- 13.2 Types of behaviour that may merit exclusion are set out in our *Exclusions Policy* which is applied consistently to every young person, irrespective of any Protected Characteristic whilst also understanding and taking into account any special educational needs, disabilities and cultural differences that may be relevant to the case.

### **14. Raising Concerns and Reporting incidents**

#### **Students:**

- 14.1 If a student experiences bullying, harassment, discrimination, prejudice or other inappropriate behaviour, or if they witness such behaviour towards others, they should inform their Form Tutor, Head of Year or any other member of staff.
- 14.2 We guarantee that students who report bullying (or other conduct mentioned above) in good faith will not be punished and will be supported.
- 14.3 Teachers who are aware of incidents of bullying, harassment, discrimination, prejudice or other inappropriate behaviour towards a student should address the issue immediately with the students concerned and, if necessary, contact the Form Tutor and/or Head of Year to keep them informed as appropriate.
- 14.4 Individual incidents will be investigated, and the Form Tutor and Head of Year will monitor the situation. Any repeated incident will be fully investigated, and appropriate action taken.
- 14.5 All bullying-related incidents involving students (confirmed or otherwise), will be addressed in accordance with our *Anti-Bullying Policy* and *Behaviour Policy*. Bullying on the basis of any of the protected characteristics under the Equality Act is taken particularly seriously.
- 14.6 Contact details of further useful external resources are available in Appendix 4.

#### **Staff:**

- 14.7 If a member of staff feels they are being bullied, harassed, experiencing discrimination or being treated in an inappropriate manner by a colleague, they should follow the School's *Grievance Procedure*.
- 14.8 This includes an initial informal procedure which the School would encourage staff to follow where appropriate as this is often the most effective way of dealing with unacceptable behaviour.
- 14.9 If informal action does not work, or if the member of staff feels that the matter is too serious to allow for informal action, then a formal grievance should be made.

14.10 We want staff to feel they can raise issues relating to these types of inappropriate conduct and know that they will be taken seriously and dealt with in a supportive environment.

14.11 Any form of discrimination, harassment or bullying at the School is unacceptable, and may be treated as a disciplinary offence under the School's *Disciplinary Policy and Procedure* for staff.

**Others:**

14.12 If a parent or other visitor feels that this policy has been breached, they should raise their concern with the Head, Deputy Head or any member of the School Executive in the first instance. Parents of current students may also use the School's *Complaints Policy*.

14.13 Contact details of further useful external resources are available in Appendix 4.

**15. Recording incidents**

15.1 The School will record all student incidents and sanctions in accordance with the School's *Behaviour Policy* and the *Anti-Bullying Policy*.

15.2 Incidents relating to staff will be recorded by the HR Team.

**16. Staff Training & Leadership**

16.1 The School has an Executive Lead for Equality, Diversity and Inclusion who works alongside teaching and support staff to raise awareness of issues, and to provide guidance and support to those working in this area.

16.2 All staff receive regular training on equality, diversity and inclusion topics.

16.3 New members of staff receive training on equality, diversity and inclusion as part of their induction.

16.4 At least one member of staff involved in shortlisting candidates will complete unconscious bias training.

**17. Policies and Procedures related to this policy**

This policy and all associated procedures should be read in conjunction with the following policies:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy including Missing and/or Lost Child Policy
- Behaviour Policy
- Code of Conduct for Staff
- Code of Conduct for Students
- Complaints Policy
- Curriculum Policy
- Co-Curricular Activities Policy
- Disability Policy and Accessibility Plan

- Exclusions Policy
- Family Friendly Policy
- Flexible Working Policy
- PSHE Policy
- RSHE Policy
- Recruitment, Selection and Disclosure Policy
- Safeguarding & Child Protection Policy
- Educational Visits Policy
- SEND Policy
- Whistleblowing Policy and Procedure

Failure to comply with these policies and procedures may result in disciplinary action.

## Appendix 1

### Discrimination and other types of unfair treatment

**Direct discrimination** is where a person is treated less favourably than another because of a their (or a family member's) actual or perceived protected characteristic.

**Discrimination by association** is where an individual is directly discriminated against or harassed for being connected or associated with another individual who has a protected characteristic.

**Discrimination by perception** is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic.

**Indirect discrimination** is where there are rules or arrangements that apply to everyone or a certain group of people but in practice are less fair to people who share a protected characteristic and this cannot be justified as a proportionate means of achieving a legitimate aim.

**Disability discrimination** includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

**Bullying** is unwanted behaviour by a person or group that is either offensive, intimidating, malicious or insulting, or an abuse or misuse of power that undermines, humiliates, or causes physical or emotional harm to someone. The bullying might be a regular pattern of behaviour or a one-off incident; it might happen face-to-face, on social media, in emails or calls; it might happen at work or in other work-related situations; and not always be obvious or noticed by others.

*See Appendix 2 for examples of bullying at work.*

**Harassment** is when bullying or unwanted conduct relates to a relevant Protected Characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

*See Appendix 2 for examples of harassment.*

**Victimization** is where an employee is unfairly treated because they made or supported a complaint to do with a Protected Characteristic, or because they are suspected of doing so. However, an employee is not protected from victimization if they acted maliciously or made or supported an untrue complaint.

**Failure to make reasonable adjustments** is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

## Appendix 2

### Examples of Bullying at work

Bullying at work could include:

- displays of rage at a colleague in public and/or in private
- personal insults and name-calling
- persistent unjust criticism and public humiliation
- setting objectives with impossible deadlines
- removing areas of responsibility and inflicting menial tasks instead
- ignoring or excluding an individual, or talking only to a third party to isolate another
- spreading malicious rumours
- insulting someone
- copying critical memos about someone to others who do not need to know
- ridiculing or demeaning someone
- overbearing supervision
- unwelcome sexual advances, touching or standing too close
- displaying offensive materials
- making threats or comments about job security without foundation
- deliberately undermining a competent worker by overlooking and constant criticism
- preventing individuals progressing by intentionally blocking promotion or training opportunities
- “Upward bullying” for example showing continued disrespect or undermining of a more senior person.

### Examples of Harassment

It does not matter whether or not the person responsible for the conduct intended the effect to be harassment.

Harassment can include a serious one-off incident or repeated behaviour. It may verbal or written and can include phone calls, text or other online messaging, emails or face to face contact.

The law on harassment also protects a person being harassed because they are thought to have a certain protected characteristic when they do not, or because they are linked to someone with a certain protected characteristic, or a person who witnesses harassment, if what they've seen has violated their dignity or created an intimidating, hostile, degrading, humiliating or offensive working environment for them.

## Examples of harassment:

1. Sexual harassment may take many forms, from what some may see as relatively mild sexual banter to physical violence. Employees may not always realise that their behaviour constitutes sexual harassment but they must recognise that what is acceptable to one person may not be acceptable to another. Sexual harassment may be physical, verbal or non-verbal. Examples include:
  - Insensitive/inappropriate jokes and pranks that contain a sexual element
  - remarks or banter that have a sexual content
  - lewd comments about appearance
  - unnecessary and unwelcome body contact
  - displays of sexually offensive material, eg pin-ups, emails with offensive attachments
  - requests for sexual favours
  - speculation or gossip about a person's private life and sexual activities
  - threatened or actual sexual violence
  - threat of dismissal, loss of promotion, etc for refusal of sexual favours
  - emails of a sexual nature.
2. Gender-based harassment, i.e. harassment on grounds of gender, can take many forms. Examples include:
  - demeaning jokes, remarks or 'banter' about gender in the workplace
  - pranks played particularly where women or men form a minority in the workforce
  - deliberate exclusion of women or men from conversations based on gender
  - abusive, threatening or insulting words or behaviours aimed at women or men.
3. Racial harassment can also take many forms, from relatively minor abuse to physical violence. Examples of harassment include:
  - Insensitive/inappropriate jokes related to race, colour or nationality
  - remarks or banter that have a racial content or are racist in nature
  - calling someone a nickname linked to their nationality or skin colour
  - deliberate exclusion from conversations on racial grounds
  - abusive, threatening or insulting words and behaviour on racial grounds
  - emails of a racist nature
4. Harassment relating to disability could take many forms, including:
  - Insensitive/inappropriate jokes relating to disability or disabled people

- remarks or banter about disabled people
  - abusive or insulting remarks or gestures on the grounds of a person's disability
  - emails with unnecessary references to a person's disability
  - mimicking a disabled person's mannerisms.
5. Harassment relating to sexual orientation or gender identity could take many forms, including:
- Insensitive/inappropriate jokes relating to sexual orientation or gender identity
  - remarks, banter or gossip about gay, lesbian, bi or other sexual orientation, or gender identity
  - displays of sexually offensive material relating to sexual orientation or gender identity, e.g. e-mails with offensive attachments
  - speculation about a person's private life and sexual activities.
6. Harassment relating to religion or belief could take many forms, including:
- Insensitive/inappropriate jokes or pranks linked to religion or belief or to absence of religion or belief
  - remarks or banter about religious beliefs or practices
  - abusive, threatening or insulting words or behaviour on the grounds of religion or belief or absence of religion or belief
  - emails making unnecessary reference to a person's religion or belief
  - foisting religious beliefs on others
7. Harassment relating to age could take many forms, including:
- Insensitive/inappropriate jokes that make fun of younger or older people
  - remarks or 'banter' about older or younger people
  - a refusal to co-operate with someone on grounds of a perception that he or she is "too young" or "too old"
  - treating someone's ideas as inferior or worthless on account of youth or age.



### **Appendix3 Staff Disability**

If a member of staff is or becomes disabled, they are encouraged to tell the School about their condition so that the School can support them as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application process shall be made as are required to ensure that applicants are not disadvantaged due to their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If a member of staff experiences difficulties at work because of their disability, they may wish to contact their Head of Department to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Head of Department may wish to consult with the member of staff and their medical adviser about possible adjustments and the member of staff may be required to give their consent to a report being produced about their state of health and ability to perform their duties. The School will consider the matter carefully and try to accommodate the member of staff's needs within reason. If we consider a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution where possible. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or school premises as are reasonable to enable a disabled staff member to carry out their duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign and/or flexible hours. The School recognises the importance of taking proactive measures to remove barriers to disabled people in the working environment.

Where, during the course of their employment, a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or school premises, they should discuss this requirement with the Director of HR.

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