



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 1000 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, victimisation and any other conduct that is prohibited under the Equality Act.

Equality means fair treatment and equal opportunity whilst recognising 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. Recognising the strengths that difference brings to an organisation.

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”) and should be read in conjunction with other relevant school policies and procedures which are referred to throughout this policy and listed in section 18 below.

2. Scope and Review

This policy applies to all members of the School community including students, staff, parents and other visitors including alumni. “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 organisational 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 victimisation.

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

3.5 See also the School’s *Prevention of Sexual Harassment in the Workplace Policy*.

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. The School recognises that discrimination may be direct, indirect or arising from disability whether or not it was intentional. Any form of discrimination, harassment or bullying in all its forms (including cyberbullying) 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 *Prevention of Sexual Harassment in the Workplace Policy*, *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, Learning Difficulties and/or 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
- 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, and the *Prevention of Sexual Harassment in the Workplace Policy*.

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* and/or the *Prevention of Sexual Harassment in the Workplace Policy* 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. See also the *Prevention of Sexual Harassment in the Workplace Policy*.

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 (including alumni) 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 victimisation from taking place
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation 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 victimisation

- 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 victimisation 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 victimise 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, victimisation, 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, victimisation, harassment or bullying from taking place.

7. Admissions

7.1 We treat every application for admission in a fair, open-minded and equal way in accordance with this Policy and the School's *Admissions Policy*.

7.2 Although an academically selective School, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude.

7.3 The School's aim is to encourage applications from prospective students with as diverse a range of backgrounds as possible.

7.4 The School is committed to equal treatment for all and as such accepts applications from, and admits, all prospective students irrespective of their sex, disability, gender reassignment, marital status, sexual orientation, pregnancy and maternity, race, ethnicity, religion or belief (or lack of religion or belief) social background or special educational needs ("SEN").

7.5 The School does not unlawfully discriminate in any way regarding entry. Applications are welcome from all those who have the ability and aptitude to thrive in an academic environment. We welcome students with disabilities and/or Special Educational Needs (SEN), provided we can reasonably offer them the support that they require, cater for any additional needs and that our site can accommodate them.

7.6 Parents must inform the School when submitting the Registration Form of any disabilities, special educational needs and/or other relevant information about their child (educational, health or otherwise) which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. This is 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.

7.7 The School will not be able to offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School feels that they cannot adequately cater or meet their needs, that the prospective student would not be able to meaningfully access the education offered, or that their health and safety or that of other students and staff may be put at risk.

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

7.9 For further information, see our *Admissions Policy*, *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
- Termination of employment including redundancies
- 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.

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

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

Training and Promotion

Staff should discuss their training needs with their line manager. Access to professional development will not be influenced by any Protected Characteristics that staff may have. Staff will be given appropriate access to training to enable them to progress within the School and all promotion decisions will be made based on merit.

For further information refer to the *Personal and Professional Development Policy*.

Termination of Employment

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

We will also ensure that a disciplinary sanction of termination is applied without discrimination.

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, or other disciplinary action.

9. Disability and the duty to make reasonable adjustments

9.1 In accordance with its obligations under the Equality Act, the School will make reasonable adjustments to ensure that a disabled person is not put at a substantial disadvantage compared to a non-disabled person.

- 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, the Equality and Human Rights Commission website.

10. Curriculum delivery and access to educational services

10.1 The School affords all students access to educational provision including all benefits, services, and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

10.2 The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all students and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that students with English as an additional language and students with an Education Health Care Plan receive necessary educational and welfare support
- Monitor the admission and progress of students from different backgrounds
- Challenge inappropriate and unacceptable discriminatory behaviour by students and staff
- Encourage students to work and play freely and have respect for all other students irrespective of any protected characteristic
- Offer all students access to all areas of the curriculum and a full range of extra-curricular activities where possible in line with legislation and guidance
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies and PSHE to:
 - o Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - o Promote positive images and role models to avoid prejudice and raise awareness of related issues
 - o Encourage students to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.

10.3 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.

- 10.4 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 section 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.
- 10.5 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.
- 10.6 For further provisions regarding access to the curriculum and educational services, see the School's *Curriculum Policy*, *Co-Curricular Policy*, *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 actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 11.3 The School recognises 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.
- 11.4 Student absence from school for religious observance is allowed and should be marked for students as authorised 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.
- 11.5 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.
- 11.6 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 section 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 dress code operates for the Sixth Form. Students are given the choice of approved items (including sports kit) as outlined in the Uniform and Sixth Form

Dress Codes. 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 of Year for approval by 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 all students, 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.
- 13.3 For further details, see the School's *Exclusions Policy*.

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* and/or the *Prevention of Sexual Harassment in the Workplace Policy* where applicable.
- 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. Gender Pay Gap Reporting and Compliance

- 16.1 The School is committed to transparency, fairness and compliance with all statutory obligations relating to Gender Pay Gap Reporting. Under current legislation, employers with 250 or more employees are required to publish annual statutory calculations showing the pay gap between male and female employees.
- 16.2 The School will comply where applicable by publishing an annual report containing data on our gender pay gap. The report is published on our website.

17. Staff Training & Leadership

- 17.1 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.
- 17.2 All staff receive regular training on equality, diversity and inclusion topics, to ensure that everyone is aware of and understands the contents of this policy, the Dignity at Work provisions in the *Staff Code of Conduct* and the *Prevention of Sexual Harassment Policy*.
- 17.3 Managers will also be given appropriate training on recognising and avoiding discrimination, harassment, victimisation, and promoting equality of opportunity and diversity in the areas of recruitment, development and promotion.
- 17.4 New members of staff receive training on equality, diversity and inclusion as part of their induction.

18. Policies and Procedures related to this policy

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

- Admissions Policy
- Aims & Values
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Code of Conduct for Staff
- Code of Conduct for Students
- Complaints Policy
- Curriculum Policy
- Co-Curricular Policy
- Disability Policy and Accessibility Plan
- Educational Visits, Trips and Tours Policy
- Exclusions Policy
- Family Friendly Policy
- Flexible Working Policy
- PSHE Policy
- Prevention of Sexual Harassment in the Workplace Policy
- RSHE Policy
- Recruitment, Selection and Disclosure Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- SMSC 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 treating someone less favourably because of a Protected Characteristic. Direct discrimination can include associative discrimination, where a person is treated less favourably because of their association with an individual with a Protected Characteristic, and perception discrimination, where a person is treated less favourably because of the mistaken belief that they possess a Protected Characteristic.

Indirect discrimination is where a provision, criterion or practice applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified. Such a requirement would be discriminatory unless it can be justified.

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.

Harassment includes sexual harassment and other unwanted conduct related 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.

For further detail relating to sexual harassment, see the School's Prevention of Sexual Harassment in the Workplace Policy.

See also Appendix 2 to this policy for other examples of bullying and other types of harassment.

Victimisation is retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment. This includes where someone mistakenly believes that the person victimised has done so.

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 be 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. For further detail, see the *Prevention of Sexual Harassment in the Workplace Policy*.
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.