Eleanor Palmer School

School Equality, Dignity, Diversity and Inclusion Policy

The attached is the London Borough of Camden's Equality, Dignity, Diversity and Inclusion Policy which has been adopted in full by our Governing Body.

This policy originated from Camden in October 2017 and was reviewed by Camden in November 2023. It is due to be reviewed by Camden in September 2025.

Co-headteachers: Natalie Stevenson and Sally Hill

Date ratified by governing body: April 2024

Review date: September 2025

Camden Schools Services

London Borough of Camden

MODEL SCHOOLS EQUALITY, DIGNITY, DIVERSITY AND INCLUSION POLICY

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1. **Policy Statement**

Eleanor Palmer Primary School aims to be a place that employees want to join, enjoy working in and are proud to contribute to. The school is committed to promoting equality of opportunity in recruitment, selection, training and career progression for all staff and recognises the importance of maintaining an inclusive and diverse workforce that reflects the community it serves.

As a school, we're committed to ensuring that everyone is treated with dignity and respect. Our commitment is so everyone in Eleanor Palmer Primary School feels included and is able to be who they are, feel valued, safe and respected by each other every day.

The aim of this policy is to outline our zero-tolerance approach to any form of bullying and harassment which applies to all members of staff, governors, parents and visitors of the school regardless of age, disability, sex, gender reassignment, gender identity and expression, pregnancy, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or marital status.

This policy sets out the school's approach to creating a safe environment free from unlawful discrimination, harassment, victimisation and bullying, ensuring it is a place where everyone is valued and has an equal chance to succeed.

2. **Policy Scope**

This policy applies to all permanent and fixed-term employees of the school. It also applies to teachers of the school, although teachers should also refer to the national Teachers' Standards as part of this policy and associated procedure. Agency workers are also required to adhere to the requirements set out in this policy.

Where it is found that employees have contravened the responsibilities as set out in the Equality Policy, appropriate action may be taken under the school's Disciplinary Policy and Procedure.

Where it is found that an agency worker has contravened the Equality Policy, the school will report this to the agency and the worker will not continue to work at the school.

The school will promote and sustain an inclusive culture of equality and diversity by ensuring all employees, visitors and students are treated with dignity and respect, creating a fair and safe environment.

3. **What is bullying and harassment?**

Bullying and harassment can happen to anyone regardless of their background. However, we recognise that those with specific/protected characteristics such as, people who identify as LGBT+, neuro-divergent, disabled, women, ethnic minority and people of faith are more likely to be targeted. We also recognise that discrimination, bullying and harassment can be experienced on the grounds of multiple protected characteristics, and that the experiences of those with multiple identities are distinct and often heightened.

Bullying

Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power which is meant to undermine, humiliate or injure the person on the receiving end.

Harassment
Behaviour which affects the dignity of people in the workplace. It may be related to age, sex, race, disability, sexuality, gender reassignment, gender identity, gender expression, religion, nationality or any personal characteristics of the person, and it may be continuous or just one incident. The actions or comments are seen as unacceptable to the person on the receiving end.

Racial harassment

The Stephen Lawrence inquiry report defines racial harassment and discrimination as "any incident which is perceived to be racist by the victim or any other person." We will investigate any complaints of racial harassment and discrimination thoroughly via the School's Disciplinary Policy and Procedure.

4. **Bullying and harassment can be**

- Face to face e.g. a derogatory 'joke' at the expense of the individual's personal or protected characteristics;
- Written e.g. sending intimidating or threatening messages;
- An e-mail e.g. 'flame-mail';
- By phone e.g. making offensive remarks.

Although most of us would be able to spot extreme cases of bullying and harassment, there are 'grey' areas which require further exploration. For example, one person may feel certain behaviour is bullying while another may feel it is firm management. However, we will not tolerate the following behaviour:

- Spreading malicious rumours, or insulting someone.
- Copying written material that is critical about someone to others who do not need to know.
- Ridiculing or humiliating someone – picking on them or setting them up to fail.
- Excluding or victimising anyone.
- Overbearing supervision or misusing power or your position which goes against our expectations of managers.
- Unwelcome sexual advances – touching, standing too close or displaying offensive materials.
- Making threats or comments about someone's job security without good reason.
- Deliberately undermining a competent worker by overloading them and constantly criticising them.
- Preventing individuals from making progress by deliberately blocking any promotion or training opportunities.
- Making derogatory comments about someone's protected characteristics for example; sending biphobic/transphobic/homophobic, sexist or racist messages to someone. Please see section 7 for examples of what this could look like.

5. **Key principals**

The school is committed to eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. It will also advance equality of opportunity and foster good relations between employees regardless of their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

In accordance with the specific Public Sector Equality Duty, the school will annually publish information to demonstrate how it is complying with the equality duties and review its specific, measurable Equality Objective/s a minimum of once every four years.

5.1. Eleanor Palmer Primary School will actively work towards fulfilling its Equality Objectives for 2024-29 which state that we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment;

5.2. all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;

5.3. we are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community;

5.4. we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;

5.5. we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;

5.6. we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams;

5.7. records are kept for each post advertised of the proportion of applicants/short-listed and successful candidates on equalities grounds; and

5.8. we take every opportunity to increase the number of adult male role models in school for example, dads running 8am football clubs; interviewing male candidates for posts as positive discrimination and requesting male workshop leaders wherever possible.

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The school will promote an environment where individual differences and the contributions of all employees are recognised and valued.

Eleanor Palmer Primary School welcomes contributions from Trade Unions and staff representatives in supporting the school to meet the requirements of an inclusive culture of equality and diversity.

The school is committed to fair treatment and application of all policy, procedure and practices. Where complaints are raised of inappropriate behaviour or discrimination that contravene the principles set out within this policy, the school will address these consistently, promptly and effectively.

6. **Responsibilities**

The school expects all employees, governors, visitors and students to adhere to the principles set out within this policy, however with particular emphasis on the following:

Governing Body's Responsibilities:

- To ensure the school is complying with all duties set out in the Equality Act 2010.
- To monitor and review the fair and consistent application of the school's policies, procedures and practices.
- To provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.
- To work in partnership with the Head Teachers and Leadership team to implement and evaluate strategies and initiatives, ensuring they do not adversely impact against any group of staff based on their protected characteristic or otherwise. The Governing Body will also consider EIA and DPIA data where relevant.
- To work in consultation with Trade Unions and staff representatives to ensure that strategies and initiatives developed in the school comply with all the relevant equalities legislation.

School Senior Leadership/Management Team Responsibilities:

- To create and promote an inclusive and collaborative working environment inside and outside of the classroom.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To ensure relevant training on Equality, Diversity and Inclusion issues are available to all employees within the school.
- To keep up to date on equalities legislation relevant to their work.
- To ensure fair and objective application of all employment and recruitment practices, so that selection is based on individual merit alone.
- To ensure reasonable adjustments are made where legally required.
- To complete thorough Equality Impact Assessments (EIA) at required stages when undergoing a restructure or significant change to a service, this is to ensure the change does not unlawfully discriminate against any group of staff based on their protected characteristic and that any potential negative impact is minimised.
- To carry out Data Protection Impact Assessments (DPIA) before implementing a new technology which is likely to result in a high risk to the rights and freedoms of individuals[1].
- To deal with any form of discrimination, harassment, victimisation or bullying immediately, taking appropriate action under the school's Disciplinary Policy and Procedure.
- To adhere to, and have due regard for the Public Sector Equality Duty.

Employee's Responsibilities:

- To understand and apply the principles set out in this policy at all times when working with colleagues, students and visitors of the school.
- To treat all colleagues, students and visitors of the school with dignity and respect.
- Not to induce or attempt to induce colleagues to practice discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To be aware and understand that legal action could be taken against them personally for acts of bullying, harassment, victimisation and unlawful discrimination.
- To take appropriate action if there are breaches of this policy by either reporting incidents to management or via the school's Whistleblowing Policy.

[1] DPIA is effective from 25th May 2018.

- To understand that behaviours that are deemed to be unacceptable and a contravention of the Equality policy will be dealt with as a disciplinary matter under the scope of the school's Disciplinary Policy and Procedure.

7. **How can we recognise bullying and harassment?**

Sometimes bullying and harassment is clear-cut. At other times it is not so obvious. Victims of bullying and harassment may think they will be perceived as being 'weak', accused of 'overreacting' or fear they will make the situation worse or won't be believed if they speak up.

It's important to look out for any of the following indicators and come forward if you notice someone is being victimised or feel you are experiencing any of this yourself:

- Someone being constantly criticised, having duties and responsibility taken away without good reason
- Someone being put down or made to feel like the butt of the jokes
- Someone being persistently picked on in front of others or in private
- Someone being constantly ignored, mocked and excluded regularly
- Someone feeling distressed and scared of another person due to their behaviour online, via the phone or face to face.

Below are some examples of different forms of bullying and harassment. This list is not exhaustive and it's important to note that it doesn't cover every type of protected or personal characteristic but helps provide an understanding of unacceptable behaviour in the workplace:

Example 1:
Steve has recently 'come out' at work and is continually being called homophobic names by a group of colleagues specifically attacking his faith as a Jewish man. Steve was recently physically pushed to the floor by one member of the group but is too scared to take action. This is bullying and harassment related to sexual orientation and faith.

Example 2:
Derogatory comments have been posted on the staff noticeboard about Jane. The comments include sexist 'jokes' and tease Jane about her caring nature as a woman and her Dyslexia leaving her unable to complete certain jobs. This is bullying and harassment related to sex and disability.

Example 3:
Paul wants to avoid contact with his line manager as the manager has made regular offensive remarks about his shy nature in front of the team. Paul's manager has given him a derogatory nickname and continually puts Paul down for not getting involved in conversations. Colleagues have noticed that Paul is uncomfortable with this but just goes along with it to avoid clashing with the manager. This is bullying related to personal characteristics.

Example 4:
Sam is a trans man (Sam was assigned female at birth but now identifies as a man) so expects people to refer to him as he/him. A colleague repeatedly misgenders Sam and refers to him as a woman. This is bullying and harassment related to gender identity and expression.

8. **What should I do if I think I am being bullied or if I am being harassed?**

We understand that it may be difficult to raise the issue of bullying or harassment but we encourage you to speak up so we can ensure there is a positive and safe working environment for everyone.

It may be possible to resolve matters informally in the first instance. For example, the person may simply not know that their behaviour is unwelcome or upsetting. An informal discussion can help them understand the effects of their behaviour and agree to change it. You may choose to do this yourself, or you may want to seek support from your line manager/head teacher, trade union representative or another employee.

You may want to consider mediation as a way of dealing with the problem. This is an opportunity for you and the other person to talk about the issue. An independent person - the mediator – helps you both explore the issue and how things might be improved. If you want more information regarding mediation, please contact the head teacher.

If you feel you cannot sort the issue out informally, we can investigate the matter via our formal Grievance Procedure. We will deal with any complaints of bullying or harassment fairly, confidentially and sensitively. If we feel that there has been bullying or harassment, we will take action under our Disciplinary Procedure.

9. Supporting Documents

This policy is supported by the school's Grievance/Disciplinary Procedure which outlines the process to be followed in practice. Further documents such as guidelines, forms, templates, letters and FAQs are listed alongside the Disciplinary Procedure and are available on the School Services website.

The school will support managers, to ensure the safety of all employees and hold those who breach the Employee Code of Conduct to account. If an employee is experiencing bullying and harassment or is accused of this, we encourage managers to consider the following:

Sickness Absence Management – if there is a noticeable rise in absenteeism, try to understand the underlying reason behind this before taking further action.

Disciplinary Policy and Procedure – if employees display unacceptable behaviour towards another employee, report this to the head teacher who will deal with the matter.

Code of Conduct – discrimination, bullying, harassment or victimisation are a breach of our Employee Code of Conduct. Any issues should be managed under the Disciplinary Policy and Procedure.

My Performance – bullying and harassment can affect performance. Managers should discuss any issues in regular 1-1 meetings and review workload or duties where possible.

Health and Safety – report any violence or aggression towards employees to the head teacher.

10. Relevant Legislation

Equality Act 2010
Employment Act 2008
Employment Rights Act 1996
Employment Relations Act 2004
Data Protection Act 1998 (amended 2018)

Protection from Harassment Act 1997

11. School Relevant Policies, Procedures and Guidelines

School's Code of Conduct
School's Disciplinary Policy and Procedure
School's Grievance Policy and Procedure
School's Model Pay Policy
School's Whistleblowing Policy
School's Data Protection Policy

12. Document Control

Policy Owner	Camden Schools HR
Approving Body	Elenor Palmer Primary School's Governing Body
Date approved	April 2024
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Version	V2.0

13. Glossary

Equality		Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, pregnancy, disability, religion or belief, sexual orientation and age.
Diversity		A term used when recognising and valuing peoples different background, knowledge, skills, experiences and encouraging and using those differences positively in the workplace.
Protected Characteristics		The term used to refer to the nine characteristics that are protected from discrimination by legislation under the Equality Act 2010. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Discrimination	Direct discrimination	This occurs when someone is treated less favourably than another person because of a protected characteristic they have, or thought to have, or because they associate with someone who has a protected characteristic.
	Indirect discrimination	This occurs when there is a rule or policy or practice that applies to everyone but disadvantages a person with a particular protected characteristic and cannot be objectively justified.

	Discrimination by association	Direct discrimination experienced by someone because they are linked to or associated with a person who has a protected characteristic. This could be a friend, spouse, partner, parent or another person with who they are associated.
	Discrimination by perception	Discrimination by perception happens when a person is discriminated against because they are thought to have a particular characteristic when in fact they do not. If you discriminate against people because you think they are transgender, for example, then they will be protected even if they are not transgender.
Harassment		Unwelcome and unacceptable behaviours which create a stressful or intimidating environment for the victim. Examples of harassment can include verbal abuse, racist/sexist jokes, unwanted physical contact and sexual advances, ridicule or isolation.
Victimisation		When an individual is treated less favourably or subjected to a detriment because they either make a complaint about being discriminated against or assist someone else who is being discriminated against.
Stereotype		Having inaccurate or simplistic generalisations about a group that allows others to categorise them and treat them accordingly.
Bias		To have a preference to treat a person or a particular group favourably/unfavourably.
Reasonable Adjustments		Where a provision/ criterion/ practice/ physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, the employer has the duty to take such steps as reasonable to avoid the disadvantage/ provide auxiliary aid (if the information is provided by the disabled person).
Due Regard		In relation to the equality duties, whenever significant decisions are being made or policies developed, relevant and proportionate consideration must be given to the equality implications.
Equality Impact Assessments (EIA)		The method used for identifying the effect our policies, practices or activities might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services

		are as effective as they can be for everyone Eleanor Palmer Primary School serves. They also help to prevent us from taking action that might have outcomes we did not intend.
Data Protection Impact Assessments (DPIA / PIA)		The DPIA says what the data process is, why it is necessary to process the data and the proportionality of the processing to help to manage any risks which it poses to the rights and freedoms of people's information. The DPIA process is important because it helps the Eleanor Palmer Primary School to make sure it is complying with the GDPR and is a method to record and demonstrate compliance. For example, if a new technology will process data concerning vulnerable subjects such as children or employees, a DPIA would need to be completed.