

# CHRIST'S HOSPITAL

## STAFF EQUITY, DIVERSITY AND INCLUSION POLICY

### Principal aims:

1. All members of the Christ's Hospital community are required to give due regard to the [Equality Act \(2010\)](#) and be committed to shaping and maintaining a living and working environment that is free from prejudice and discrimination.
2. Christ's Hospital is an inclusive community that actively promotes equal opportunities for all students and staff regardless of race, gender, biological sex, sexual orientation, religion, socioeconomic background, disability or any other protected characteristic. The school will ensure that the principles of equity, diversity and inclusion are embedded in all aspects of the working, learning and living environments of all students and staff.
3. Christ's Hospital welcomes and promotes the diversity of its students and staff. We recognise that a wide range of cultural, racial, socio-economic and religious backgrounds enriches the school community and helps to promote a sense of belonging and respect for different beliefs.

### Staff responsibilities

4. The successful promotion and implementation of the Equity, Diversity and Inclusion (EDI) Policy requires clear understanding and commitment throughout the staff body. A parallel policy exists with a student focus.
5. All staff have a responsibility to promote good EDI practice with regard to the principal aims above and should conduct themselves accordingly at all times, showing respect and consideration for all members of the community and in accordance with our community values of kindness, inclusion, responsibility, individuality and perseverance.
6. The Head Teacher, Chief Operating Officer, EDI Lead and Deputy Heads have overall responsibility for ensuring the consistent application of the policy and promotion of good practice in relation to equity, diversity and inclusion matters.
7. All managers and members of the pastoral team, including the Chaplain, houseparents, and Heads of Year, have a significant role in promoting these values in the course of their work at the school.
8. All staff undertake mandatory EDI training at induction. Opportunities for further EDI training are provided, and staff are encouraged to take part where this is relevant to their role to enhance their awareness of their individual contribution to shaping and maintaining a diverse and inclusive community.

### Forms of discrimination

9. **Types:** Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

**Direct discrimination:** Direct discrimination occurs where an individual:

- is treated less favourably because of one or more protected characteristics. For example, rejecting an applicant (for recruitment or progression) because of their race, gender, biological sex, sexual orientation, religion, disability, pregnancy or age:

- is treated less favourably because of their association with someone who has a protected characteristic. For example, an employee treated less favourably because they have a disabled child.
- is treated less favourably because they are perceived to have a protected characteristic. For example, an employee treated less favourably because they are believed to be (but may not actually be) homosexual.

**Indirect discrimination:** Indirect discrimination occurs where an individual is subject to a provision, criterion or practice, applied to a group of people, which puts them at a particular disadvantage because of a protected characteristic, and it cannot be objectively justified.

An example might be a minimum height requirement for a job. This is likely to eliminate proportionately more women than men. If this criterion cannot be objectively justified, because it is not a proportionate means of achieving a legitimate aim, then it will be indirectly discriminatory on the ground of sex.

**Victimisation:** Discrimination also includes victimisation and harassment.

### **Recruitment and selection**

10. Christ's Hospital is striving to create a workforce in which the composition of the staff more closely reflects the diverse backgrounds and cultures of the student body.
11. Recruitment procedures are reviewed regularly to ensure that individuals are considered based on their relevant merits and abilities and that sufficiently diverse sectors of society are reached. To achieve this, the school will undertake a variety of approaches, such as using a diverse range of advertising locations and encouraging applications from a community base reflecting our student population.
12. The school aims to ensure that no job applicant receives less favourable treatment because of a protected characteristic.
13. Job selection criteria are reviewed from time to time, to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the role.

### **Staff training and promotion and conditions of service**

14. Staff training needs are identified through regular staff appraisals and consultation with middle management. All staff are given an equal opportunity to access training to enable them to progress within the school. All promotion decisions are made on the basis of merit.
15. Terms and conditions: conditions of service, benefits and facilities are reviewed from time to time to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

### **Disability discrimination**

16. If a member of staff is disabled or becomes disabled in the course of their employment, they are encouraged to tell us about their condition. This is to enable us to support the staff member as much as possible and to ensure that they are not treated less favourably because of something related to their disability.
17. Reasonable adjustments: A member of staff with a disability or health condition may also wish to advise their line manager and/or the HR Department of any reasonable

adjustments to their working conditions or the duties of their job which they consider to be necessary or which would assist them in the performance of their duties. This may involve the provision of additional equipment or software, or other forms of assistance to enable them to work productively. The line manager and/or HR may wish to consult with the staff member and with their medical adviser(s) about possible reasonable adjustments and may seek the advice of the school's occupational health advisors.

Careful consideration will be given to any such proposals, which will be accommodated where possible and proportionate to the needs of the job. Nevertheless, there may be circumstances where it will not be reasonable for the school to accommodate the suggested adjustments. In such cases, the school will ensure that it provides the member of staff with information as to the basis of its decision not to make the adjustment(s) requested.

18. The school will monitor the physical features of its premises to consider whether it can make any changes to help remove disadvantages which these may create for disabled users.

### **Fixed-term and part-time staff**

19. The school monitors its use of fixed-term, temporary and part-time staff, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. Where relevant, progress is monitored within the school to ensure that fixed-term, temporary or part-time staff are able to access permanent vacancies. The school also ensures that requests to alter working hours are dealt with appropriately under the Flexible Working Policy.

### **Agency workers**

20. The school monitors agency workers to ensure that they are treated no less favourably than a comparable worker in relation to accessing collective facilities and amenities at the school. The school also monitors the use of temporary work agencies and, subject to the exceptions set out in the Agency Workers Regulations 2010, ensures that all agency workers have the same basic working conditions they would have been entitled to had they been recruited by the school directly into a comparable role.

### **Breaches of the policy**

21. Complaints If a staff member believes they may have been disadvantaged or harassed because of a protected characteristic, they should speak with their line manager in the first instance and if that does not resolve the matter, can raise the matter through the Staff Grievance Policy and Procedure. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. The EDI Lead and HR team are also available to support staff with concerns.
22. False allegations These procedures apply during and after termination of employment. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations of a breach in this policy which are found to have been made in bad faith will, however, be dealt with under the Disciplinary Procedure.
23. Disciplinary action If, after investigation, a staff member is proven to have engaged in any unwanted conduct in relation to protected characteristic, to have made false allegations or otherwise acted in breach of this policy, they will be subject to disciplinary action. In serious cases, such behaviour may constitute gross misconduct and, as such,

may result in summary dismissal. The school will always take a strict approach to serious breaches of this policy.

**Further advice**

24. The HR Director, EDI Lead and Deputy Heads are available to discuss any questions staff may have in relation to this policy.

Author: LWGW/LLH/MDE

Date of last review: January 2025

Date of next review: January 2027