



ST BENEDICT'S SCHOOL
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Equality, Diversity and Inclusion Policy for the St Benedict's Community

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1. Introduction

Promoting equality, diversity and inclusion within our Community is fundamental to the aims and ethos of St Benedict's School. As it says in The Rule of St Benedict, 'We are all one in Christ...for God shows no partiality among persons.' We welcome applications to St Benedict's for either school places or employment from Roman Catholic, other Christian denominations, other faiths and indeed those with no faith. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

St Benedict's school is committed to equal treatment for all our students and staff in line with the 2010 Equality Act. The Protected Characteristics under this act are:

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

This policy sets out St Benedict's commitment to inclusivity and equality in our diverse community. It provides guidance on everyone's right to equal and fair treatment and protection from discrimination and harassment. It also explains the responsibility we all have to create a culture of inclusivity and the possible consequences of discriminatory behaviour.

Our student *behaviour*, *anti-bullying* and *PSHE* policies and staff *Code of Conduct* are also important elements of what we do as a school to promote equality and inclusion and support the diversity of our community.

2. Code of Conduct

We expect everyone involved in the St Benedict's School Community to:

1. respect and promote equal opportunities for all members of our school community
2. recognise and oppose all forms of prejudice and discrimination
3. support the understanding that differences can be positive and enriching so that we can challenge unconscious biases that exist in society
4. particularly to help our students learn acceptance and tolerance
5. enable anyone to be part of our community confidently and without fear or prejudice.

For our students, use is made of Assemblies, PSHE, Religious Education, Drama, English, and other lessons to:

- Promote tolerance of each other and respect for each other's position within the St Benedict's School community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues
- Encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we will deal with offensive language and behaviour

- Understand why we will deal with incidents promptly and in a sensitive manner.
- Challenge inappropriate attitudes and practices. The School uses our MyConcern and Trackit light systems to monitor instances of discrimination that occur.

For our staff, training on Equality, Diversity and Inclusion is a regular part of our staff training programme, including annual online training.

In the way we act, our policies, and the development plan for our estate St Benedict's will always make reasonable adjustments to overcome barriers to being part of our school that might be caused by a disability.

3. Types of Discrimination

Direct discrimination is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ someone because they are pregnant.

In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination is where a school policy or practice is applied that is discriminatory in relation to individuals who have a relevant protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim. So, for instance, a minimum height requirement for a job where height is not relevant to that role would discriminate disproportionately against women who, on average, are shorter than men.

Harassment is where there is unwanted conduct, related to one of the protected characteristics that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

Associative discrimination is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

Perceptive discrimination 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.

Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic, by third parties such as contractors on site or parents. For an employer to be liable:

- the harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of harassment);
- it must be aware that the previous harassment has taken place; and
- it must have failed to take reasonable steps to prevent harassment from happening again.

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under the Equality Act 2010, or because they are suspected of doing so. However, an employee is not protected from victimisation 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.

Discrimination arising from disability protects an individual from being treated badly because of something connected to your disability, such as having an assistance dog or needing time off for medical appointments. This does not apply unless the person who discriminated against that person knew that they had a disability or ought to have known. Discrimination arising from disability is unlawful unless able to show that there is a good reason for the treatment and it is proportionate. The legal definition of 'disability' excludes certain conditions: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism. This means that a student with a disability is not protected by the Equality Act in relation to these specific behaviours except where a tendency to physical abuse of others is part of a disability (eg, an autistic child who lashes out at care staff), this is not excluded; such a pupil has the usual degree of protection afforded by the Equality Act

Tattoos, piercings and addictions to alcohol, nicotine and other substances are also expressly excluded from the protection of the Equality Act.

4. Equal opportunities in employment

St Benedict's is committed to ensuring that individuals will be treated fairly and we require all members of staff, volunteers, contractors and visitors to act in accordance with the values set out in this policy.

St Benedict's does not allow unlawful discrimination in any aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and person specifications are limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion are assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments do not form the basis of employment decisions except where necessary.

St Benedict's will consider any possible indirectly discriminatory effect of its standard working practices when considering requests for variations to these standard working practices and will refuse such requests only if the school considers it has good reasons, unrelated to any protected characteristic, for doing so. St Benedict's complies with its obligations in relation to statutory requests for contract variations. The College will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.

Dignity at work

The Staff Code of Conduct deals with issues of bullying and harassment and how complaints of this type will be dealt with.

Staff responsibilities

All members of staff have a duty to support and uphold the principles of our equal opportunities policy and its supporting policies. Employees can be held personally liable as well as, or instead of, St Benedict's for any act of unlawful discrimination. Employees who commit serious acts of

harassment may be guilty of a criminal offence. Acts of discrimination, harassment, bullying or victimisation against employees or other members of the school community are disciplinary offences and will be dealt with under the School's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

Grievances

If a member of staff consider that they have been unlawfully discriminated against, they may use the School's complaints procedure to make a complaint. St Benedict's will take any complaint seriously and will seek to resolve any complaint that it upholds. Members of staff will not be penalised for raising a complaint, even if that complaint is not upheld, unless the complaint is both untrue and made in bad faith.

5. Monitoring

With regard to students, the Senior Executive Team review the implementation of St Benedict's School Policy on Equality, Diversity and Inclusion with the Senior Deputy Head of the senior school taking a lead on student EDI. In the Early Years Foundation Stage (EFYS), Head of EYFS takes the lead responsibility for reviewing the implementation of this policy. The Governors review the effective implementation of this policy each term through the safeguarding committee as well as occasional full board meetings to ensure its effectiveness.

With regard to staff, this is reviewed and implemented in the first instance by the HR team, overseen by the Head which in turn has oversight from the full governing board.