



Equality, Diversity, and Inclusion Policy

Version 5

Approved by the Board of Governors

Last Amendment: September 2024

This policy sets out the School's commitment to promoting equal opportunities for all students, employees and other individuals or groups with whom it deals. This policy has been created with due regard for the Equality Act (2010); Further information on themes of equality and the 'Protected Characteristics' defined within the act can be found on the Equality and Human Rights Commission's website:

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristic>



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1. Introduction

- 1.1. The London School of Science and Technology (LSST) is committed to providing equality of opportunities and to maintaining an inclusive approach to equality which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.

2. Scope

- 2.1. This policy applies to all members of staff, students, visitors, contractors, sub-contractors, service providers, and any other persons associated with the functions of the School.

3. Policy Statement

- 3.1. The School will strive to investigate complaints under this policy in line with best practice. We are committed to providing equality for all irrespective of:
- Age
 - Disability
 - Race (including colour, nationality, and ethnic or national origin)
 - Sex
 - Gender reassignment
 - Religion or belief
 - Sexual orientation
 - Marriage and civil partnership
 - Pregnancy and maternity
- 3.2. Under the Equality Act (2010), these are known as 'protected characteristics.'
- 3.3. The School recognises that members of staff and students may have a range of aspirations and goals and wish to provide a positive working and learning environment where diverse skills and experiences are applied to learning, teaching, support services, research, consultancy, administration, and management.
- 3.4. All staff and students should have equal access to the full range of institutional facilities, and adjustments to working and learning practices are considered wherever appropriate to accommodate a more diverse School community.
- 3.5. An Equality, Diversity, and Inclusion Policy cannot succeed without the active support of the entire School community. The LSST Board of Governors has an ultimate responsibility, managers have direct day-to-day responsibility, and all members of staff and students have personal responsibility for its implementation as outlined below.



- 3.6. Equality and Diversity are integral to policy formulation, planning, and projects and programmes.
- 3.7. The School aims to foster an environment where freedom of expression and debate flourish within the parameters laid down by the School's Academic Freedom and Freedom of Speech Policy.
- 3.8. This policy takes account of the following legislation:
- The Equality Act (2010) and associated secondary legislation
 - Criminal Justice and Immigration Act (2008)
 - The Racial and Religious Hatred Act (2006)
 - The Civil Partnership Act (2004)
 - The Gender Recognition Act (2004)
 - Criminal Justice Act (2003)
 - The Human Rights Act (1998)
 - The Protection from Harassment Act (1997)
 - Special Educational Needs and Disability Act (2001)

4. Discrimination

4.1. Avoiding Discrimination

4.1.1. Any staff member, job applicant, student, prospective student, or visitor who believes they may have been the victim of discrimination, harassment, or victimisation shall have full protection under the Equality Act 2010 and the School's Student Complaints or Staff Grievance Procedures.

4.1.2. Any cases of harassment, discrimination, bullying, or victimisation will be taken very seriously by the School. Any member of staff or student found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including, where appropriate, dismissal for gross misconduct.

4.2. Specific Provisions

4.2.1. **Age:** The School will not discriminate against any staff member, job applicant, student, or prospective student because of age or perceived age. Age will not be used to justify a failure to appoint, promote or train a member of staff.

4.2.2. **Disability:** The School will not discriminate against members of staff, students, job applicants, prospective students, or visitors because of a disability or perceived disability. The School will make every effort to facilitate reasonable adjustments to enable staff to carry out their roles and support students with disabilities.



- 4.2.3. **Gender Reassignment:** The School will not discriminate against anyone because they have changed or are undergoing a change of sex (transsexual) and will support students and staff for whom gender reassignment grounds apply.
- 4.2.4. **Race:** The School does not accept any form of racial discrimination against any staff member, job applicant, student, or prospective student because of their race or perceived race, colour, nationality (including citizenship), ethnic or national background, or religious beliefs.
- 4.2.5. **Sex:** The School will not treat any staff member, job applicant, student, or prospective student less favourably because of their gender or gender identification.
- 4.2.6. **Sexual Orientation:** The School recognises that many lesbian, gay, and bisexual people perceive and sometimes experience exclusion in social, academic, and work-related activities and will continue to work towards an environment where all people feel able to be open about their sexuality should they choose.
- 4.2.7. **Religion or Beliefs:** The School will not discriminate against any staff member, job applicant, student, or prospective student because of cultural or religious beliefs or perceived beliefs. All members of the School are expected to take account of the rights and reasonable sensitivities of others in pursuing their own observance.
- 4.2.8. **Type of Contract:** The School recognises its responsibilities under the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 to ensure that part-time and fixed-term workers are in no less favourable position than staff with permanent and/or full-time contracts.

5. Students

5.1. Admissions

- 5.1.1. Recruitment and all other marketing literature shall include a reference to the School's Equality, Diversity, and Inclusion Policy. All recruitment literature shall use appropriate language, and prospective students shall be given realistic guidance on the costs they can expect to pay and the financial support arrangements available to them.
- 5.1.2. The School shall select its students in accordance with its Admission Policy and take steps to ensure that academic admissions staff and tutors are aware of and conform to the School's Equality and Diversity Policy. The procedures followed during the process of admissions and clearing shall be regularly reviewed and, if necessary, revised to minimise the risk of inadvertent discrimination.



- 5.1.3. Where an applicant has reason to believe that their application has not been handled fairly, objectively, or in accordance with the procedures described above and/or in the Admissions Policy, the applicant should write to the School Admissions Manager setting out their reasons.

5.2. Curriculum

- 5.2.1. The School recognises the importance of individual development through the educational process and the role of the curriculum in ensuring this development is fulfilled. The School is committed to promoting equality of opportunity concerning programme content, approaches to teaching and learning, assessment methods, and the structure and timetabling of courses of study.
- 5.2.2. The School shall ensure that documents such as module study guides and programme handbooks, teaching materials, and assessments reflect the aims of this Policy and are available in alternative formats. The School shall offer a portfolio of provisions relevant and of interest to all genders and from a wide range of social and cultural backgrounds.

5.3. Teaching

- 5.3.1. All staff and students shall use appropriate language in teaching and learning. It is a fundamental principle of academic freedom that reasoned argument may be employed to test and challenge views, opinions, and assertions of all kinds. This clause must not be used to discourage or prevent the exercise of that freedom.

5.4. Assessment

- 5.4.1. The School's objective is to provide a fair method of assessment to ensure equality of opportunity for all students. Appropriate and flexible arrangements shall be made for students with known disabilities and/or specific learning difficulties in the assessment and examination process.

5.5. Services and Facilities

- 5.5.1. The School is committed to access for all students to the central services it provides and the facilities it offers. All central services within the School that offer services directly to individual students shall monitor the impact of their delivery.
- 5.5.2. The School's catering services aim to take account, as far as practicable, of the cultural, religious, and dietary needs of all students. Recreational opportunities shall be reviewed regularly to ensure they do not disadvantage any particular groups of students.

5.6. Health and Safety

- 5.6.1. The School aims to provide a healthy and safe environment for students to study and live. Detailed policies are available, and students must familiarise themselves with these and comply with relevant requirements. The School shall make every



effort to make reasonable adjustments to ensure all parts of the School are accessible and safe.

5.6.2. Please refer to the Health and Safety Policy for further information on this.

5.7. Code of Conduct

5.7.1. The School's procedures shall be reviewed regularly to ensure currency and effectiveness in promoting equality and diversity.

5.8. Training

5.8.1. All School staff normally having contact with students shall be made aware of this Policy, supplemented by basic training appropriate to their role. Specific advice and training shall be given to academic staff regarding recruitment, selection, assessment, tutoring, and student disciplinary matters.

5.9. Harassment and Bullying

5.9.1. Allegations of harassment and bullying are regarded extremely seriously and may be grounds for disciplinary action in accordance with the School's policy and procedure.

6. Staff Recruitment and Selection

6.1. Advertisements

6.1.1. The School will advertise posts outlining the relevant skills, qualifications, knowledge, competencies, and experience necessary for the job to attract the best applicants unless it is to take positive action to welcome applications from underrepresented groups.

6.2. Shortlisting and Interviews

6.2.1. The School will produce a shortlist of job applicants who, from the evidence available, appear to have the necessary skills and abilities in relation to criteria stipulated in the job description/person specification. All staff involved in shortlisting, interviewing, or other selection processes are trained in line with the School's equality and diversity policies.

6.3. Monitoring

6.3.1. Job applications, shortlisting, interviewees, and appointments are monitored for both permanent and temporary positions regarding age, ethnic origin, disability, and gender. If monitoring reveals any evidence of discrimination, remedial action will be taken.



7. Employment

7.1. Equal Pay

- 7.1.1. The School supports the principle of equality of opportunity in employment and believes that staff should receive equal pay for the same or broadly similar work, for work rated as equivalent, and for work of equal value regardless of gender (including staff who have undergone gender reassignment).

7.2. Staff Recruitment and Promotion

- 7.2.1. All staff members have a job description outlining the main duties of their role within the School. If an employee changes roles during their employment, they will be given a new job description. The School operates an annual performance review process in which all staff are encouraged to participate. Managers will use this process to give feedback and provide clear guidance on their area of work.

7.3. Training, Development, and Promotion

- 7.3.1. All staff are encouraged to participate in staff development activities, including mandatory EDI training as part of their induction. EDI-focused development opportunities are regularly communicated to ensure staff stay informed on best practices. The appraisal process offers a consistent opportunity to agree on development activities and review progress. This ensures that staff not only meet the mandatory EDI training requirements but also reflect on how EDI practices can be integrated into their roles and responsibilities.

7.4. Work-life Balance

- 7.4.1. The School recognises, accepts, and values staff members' different needs, including care responsibilities and personal development.

8. Confidentiality

- 8.1. The School will protect the confidentiality of any equal opportunities monitoring data on staff or students and will safeguard any information disclosed voluntarily within the regulations set by the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). The information will be used for statistical purposes only, and the School will safeguard the confidentiality of personal information disclosed.

9. Responsibilities for Implementing the Policy

9.1. Members of Staff



9.1.1. All members of staff have the responsibility to comply with this Policy, cooperate with their Line Managers, treat others with respect, actively discourage discriminatory behaviour/practice, and engage in training and wider learning opportunities to eliminate prejudice and extend good practice.

9.2. Students

9.2.1. All students are expected to be aware of the Equality, Diversity, and Inclusion Policy and abide by its principles. In particular, they should:

- Treat everyone with respect and dignity, avoiding degrading and stereotypical images and/or derogatory references to minority groups.
- Refrain from discriminatory or harassing behaviour related to current or historical conflict between people of different racial and/or cultural groups.

10. Monitoring and Review

10.1. All policies will be reviewed on a rolling basis to ensure their effectiveness in achieving equality of opportunity. Although overall responsibility lies with the Board of Governors, it is the responsibility of School managers to initiate these reviews in their area of operation.

10.2. The School will maintain a statistical record in terms of sex, age, and race from the application stage through recruitment and career progression of staff, and recruitment and academic achievement of students, providing regular management reports with recommendations as appropriate.

11. Communication and Consultation

11.1. An Annual Report will be made to the Board of Governors and made available to staff and students on request. Based on this report, necessary recommendations will be made for improvements.

12. Breach of Policy

12.1. Complaints of discrimination on the grounds covered by this policy should be addressed using the appropriate Grievance Procedures for staff or the Complaints procedure for students. Staff should speak to their line manager informally initially. If a formal complaint is desired, they should refer to the Employee Handbook.

13. Contact Details



13.1. For further information or guidance regarding any issues covered in the policy, please contact:

- Mr Ali Jafar Zaidi, Deputy CEO (ali.jafar@lsst.ac)

14. Accessible Format Information

14.1. This document can be made available in large print and electronically upon request. If you require another alternative format, please contact us to discuss your requirements.



Version History

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Version	5	
Revised by:	Quality Unit Principal	
Revision summary:	<i>Annual review, policy rewritten and up-to-date, term 'management board' used throughout the policy replaced with 'Board of Governors', section 7.3 rewritten to better reflect EDI training opportunities for staff at LSST, reference made to the Health and Safety policy for further information in 5.6, subheading 7.2 changed to Staff Recruitment and Promotion, minor grammatical corrections, document formatting applied, version control applied.</i>	
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