

Equality, Diversity & Inclusion Policy

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Other policies referred to:	Complaints Policy, Grievance Procedure, Disciplinary Procedure, Staff Code of Conduct
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1.0 INTRODUCTION: EQUALITY, DIVERSITY AND INCLUSION AT LINGFIELD COLLEGE

- 1.1 This policy aims to realise the school aims by setting out the principles of equality, diversity, and inclusion as they are applied at Lingfield College.
- 1.2 Lingfield College recognises and celebrates the diversity of its school and their communities. There is a shared commitment to develop further a culture of respect, where discrimination is not tolerated, and individuals are treated equitably and fairly and feel a sense of belonging. Diversity and inclusion is of mutual benefit for everyone in our School. We strive for an inclusive environment where staff, and pupils are comfortable to express their own identity.
- 1.3 In simple terms, 'diversity' is the mix; 'inclusion' is getting the mix to work well together. Diversity is any dimension that can be used to differentiate groups and people from one another while inclusion is a state of being valued, respected, and supported. An inclusive workplace and school is where there is a focus on the needs of every individual and ensures the right conditions are in place for each person to achieve their potential and to feel a sense of belonging. Inclusion in an organisation's culture, practices and relationships supports a diverse workforce. Equality at Lingfield College refers to equity of opportunity and about ensuring that diversity does not disadvantage pupils.



2.0 GENERAL PRINCIPLES

- There is no place for discrimination within Lingfield College, be it in relation to employment, education, research or in its learning environment. This includes all contractual service providers and collaborating partners. Promoting equality of opportunity will better enable staff and pupils to reach their full potential.
- For the benefit of Lingfield College, employees and pupils should feel able to express their own identity without fear of abuse or discrimination.
- It is important to acknowledge and celebrate the breadth of experience and intellectual resources that people from diverse backgrounds bring to the life of the School.
- Creating an ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions, and prejudices is important.
- Monitoring, evaluating, and reviewing progress and impact of actions will create a cycle of continuous improvement to advance equality, diversity, and inclusivity.
- Regular professional development training will raise awareness and enable individuals to be equipped to recognise and challenge assumptions, stereotyping and undertake action that will support the trust to be culturally diverse.
- Equality when providing goods, facilities, or services.

3.0 POLICY AIMS

The aims of this policy and the school's ethos as a whole are to:

- Encourage equality, diversity, and inclusion in the whole School.
- Create an environment for our staff and pupils, where bullying is dealt with appropriately, free of harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all and where individual differences and contributions of all staff are recognised and valued.
- This commitment includes training all employees about their rights and responsibilities under this policy. Responsibilities include staff conducting themselves to help Lingfield College provide equal opportunities in employment and prevent bullying, harassment, victimisation, and unlawful discrimination.
- All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination in the course of their employment against fellow employees, stakeholders, and the public.
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, stakeholders, visitors, the public and any others during Lingfield College work activities.
- Such acts will be dealt with as misconduct under the Lingfield College grievance and/or disciplinary procedures, and the appropriate action will be taken in accordance with Lingfield College Staff Code of Conduct. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice. Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic is a criminal offence.
- Make opportunities for training, development, and progress available to all staff, who will be helped and encouraged to develop their full potential so their talents and resources can be fully utilised to maximise our service.
- Decisions concerning staff being based on merit (apart from in any necessary and limited exemptions allowed under the Equality Act 2010).
- Review employment practices and procedures when necessary to ensure fairness and update them and the policy to take into account changes in the law.
- Monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion and in meeting the aims and commitment set out in this policy.



4.0 LINKS

This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children 2026
- Surrey Safeguarding Children Partnership protocols, guidance, and procedures.

5.0 SCOPE

- 5.1 This policy applies to the whole School in regard to upholding the obligation and commitment to the Equality Act 2010 (including the Supreme Court Judgement of April 2025) For the purposes of this policy, reference to Lingfield College includes its employees, all who serve in governance, service providers, pupils, parents, volunteers, and visitors.
- 5.2 The Equality Act does not override health and safety legislation, nor take precedence over other statutory duties, but Lingfield College will take whatever action is necessary to ensure that it fulfils its responsibilities both under the Act and under any other legislation that applies to it. In addition, Lingfield College is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010, taking into account the Supreme Court Judgement 2025.
- 5.3 The protected characteristics are defined as:
- Age
 - Gender
 - Disability
 - Gender identity or reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race and ethnic origin, including colour
 - Religion or belief
 - Sexual orientation
- 5.4 Any behaviour, comments, or attitudes (including ‘banter’) that undermine or threaten an individual’s self-esteem on these grounds will not be tolerated.
- 5.5 The scope of this policy is to:
- Provide equality, fairness, and respect for all in our employment, whether temporary, part-time, or full-time, and for all those in our school communities.
 - Not unlawfully discriminate in relation to the Equality Act 2010 protected characteristics of 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.
 - Oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms, and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working and selection for employment, promotion, training, or other developmental opportunities.



5.6 To achieve our aims, we will:

- Involve, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies, and procedures
- Publish and share school policies to the whole school community.
- Collect and analyse data (such as admissions and recruitment data, examination results, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free.
- Promote openness at all stages of engagement of the admissions and recruitment processes, recognising that early awareness of need leads to better provision and arrangements.
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have.
- Offer a broad, balanced, and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda and subjects that may suggest unconscious gender bias.
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour.
- Become an equality champion and community leader in promoting equality and cohesion, challenging discrimination, and celebrating diversity.
- Actively challenge stereotyping, bias, and discrimination within all aspects of school life and literature, ensuring we learn from these experiences.
- Work in partnership with staff, families, and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of the school community.

6.0 THE LEGAL FRAMEWORK

It is against the law to discriminate based on the protected characteristics, as outlined in section 5. Discrimination can take the following forms, including:

- Direct Discrimination – Treating someone with a protected characteristic less favourably than others.
- Indirect Discrimination – Putting rules or regulations in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
- Victimisation – Treating someone unfairly because they have complained about discrimination or harassment.
- Harassment – Repeated, unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.
- Discrimination by association – Treating a person less favourably because they are linked or associated with a protected characteristic, or with a person with a protected characteristic.



7.0 ACCOUNTABILITY AND RESPONSIBILITY

7.1 It is the Governors' responsibility to:

- Ensure that the school has an Equality, Inclusion and Diversity Policy in place and provide proactive support, challenge, feedback, and guidance.
- Monitor the effectiveness of this policy by the reviewing of regular reports.
- Agreeing the strategy for Equality, Inclusion and Diversity and monitoring progress against the strategic plan
- From time to time be involved alongside the headmaster in dealing with serious breaches of this policy.

7.2 It is the Senior Management Team's and Equality, Diversity, and Inclusion Lead's responsibility to:

- Ensure effective implementation of this policy and its procedures.
- Ensure that all staff are sufficiently aware and trained within equality, diversity and inclusion.
- Actively challenge and take appropriate action in any cases of discriminatory practice within the school, be it by staff, pupils, parents, or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation, or harassment.
- Ensure that all visitors and contractors are aware of, and comply with, this policy.
- Monitor key 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, recruitment data, examination results and post 18 destinations. Focus groups will also be held to give pupils a voice. This will be done within the Data Protection Act 2018, UK GDPR and confidentiality of personal information protocols and will be reported in such a way that does not identify any individuals.
- Ensure transparency in assessing the impact of the school's Equality, Diversity, and Inclusion strategy and accountable for future goals.

7.3 It is the responsibility of all staff to:

- 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 and report any issues associated with equality and diversity in accordance with this policy.
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter.
- 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.
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils, and visitors.

7.4 The school expects staff to 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.



- 7.5 It is the responsibility of pupils (when age appropriate) 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 any issues associated with equality and diversity to their Class Teacher, Key Stage Leader, form tutor, Head of Year, Designated Safeguarding Team or the Equality, Diversity, and Inclusion Lead.
 - Be alert to and actively challenge (being the 'upstander') 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, harassment, and victimisation from taking place.
- 7.6 These responsibilities run alongside the school's behaviour expectations. The school places a high premium on:
- Instilling and nurturing a strong sense of social responsibility
 - Creating and sustaining an inclusive and contemporary school culture where diversity, difference and individuality are recognised and celebrated.
- 7.7 This is fundamental to all that goes on at Lingfield College. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively in line with our sanctions policy. We require pupils to avoid any form of unfair bias, discrimination, and unkindness to another member of the community. We also need anyone made aware of any such behaviour to report it. Incidents are recorded on our Central Incident Log and any sanctions logged on iSAMS.
- 7.8 The school's approach to wellbeing means we aim to educate, help, and support pupils to understand their responsibility towards others, feel heard and valued and learn from their experiences. Bullying and discrimination will not be tolerated. Anyone who continues to bully or discriminate against others will have their membership of the school community reviewed by the headmaster.
- 7.9 Inclusion within the life of the school
- No pupil or staff member should be made to feel uncomfortable because they differ from the majority, e.g., in ethnic or social background, in terms of academic ability, neurodiversity, being from financial disadvantage, having English as an additional language or a special educational need and/or disability.
 - Pupils with particular areas of disadvantage, Special Educational Needs and Disabilities will be given assistance to achieve their potential by differentiation of tasks, positioning in the classroom, equipment that supports academic progress and additional support where appropriate.

8.0 CURRICULUM

- 8.1 The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying, and raising attainment for traditionally and newly disadvantaged groups. The principles of equality and diversity are embedded in our academic and wider curriculum.
- 8.2 The curriculum will aim to:
- Normalise diversity in the content and examples utilised.
 - Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias, and stereotyping.
 - Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim.
 - Provide inclusive and accessible activities, including educational trips and co-curricular provision.
 - Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.



9.0 PASTORAL CARE

- 9.1 The school's pastoral care system promotes respect and understanding of ourselves and others, acknowledging that our community is strengthened by diversity. Wellbeing, social cohesion, and academic resilience underpin the sense of belonging and acceptance our pupils need to overcome challenges effectively and develop a strong sense of self.
- 9.2 Whilst all staff are responsible for the pastoral care of our pupils, Pastoral leaders, and Form Tutors/Class Teachers have a duty to ensure equality, diversity and inclusive practice are upheld.
- 9.3 Pastoral Leaders and Form Tutors/Class Teachers should aim to:
- Acknowledge and celebrate the positive impact of diversity within year groups, tutor groups and Houses.
 - Deliver dedicated assemblies and tutor time activities stressing the School's shared values of inclusion, tolerance, kindness, care, and unconditional respect for members of the school and wider community.
 - Actively challenge and report bias and stereotyping during tutor time and pupil interaction outside the classroom.
 - Encourage pupils to celebrate their unique contribution to the school through pupil voice, leadership roles and participation in initiatives that shape the future of the school, such as School Council.
 - Understand the impact of discrimination on pupil wellbeing and mental health, remaining alert to our own bias and the impact of power dynamics between dominant and minority groups. This includes having an awareness of how intersectionality (understanding how aspects of a person's social and political identities combine) can create different modes of discrimination and privilege.
 - Use data from attendance records, reporting, rewards and sanctions and pastoral systems to ensure that pupils are not disadvantaged or discriminated against on the grounds of protected characteristics.
 - Provide inclusive and accessible support systems, ensuring that access to counselling, mentoring and external agencies reflect the diversity within our community.
 - Work with parents regarding factors such as caring responsibilities, disability, gender reassignment and family relationships to reduce barriers to learning and support equality of opportunity.
 - In Senior School, encourage pupils to develop their own voice through initiatives such as through Lingfield Pride

10.0 TRAINING AND DEVELOPMENT

- 10.1 The success of the Equality, Diversity and Inclusion Policy is closely linked to the provision of relevant training. Professional development involves a continuous process of learning involving self-development, encouragement, and motivation.
- 10.2 The school will endeavour to:
- Enhance and develop the skills, knowledge, and abilities of existing employees to realise their full potential, irrespective of background or employment status.
 - Promote greater awareness of equal opportunities and the contribution made by our staff, trustees, parents, pupils, and wider community.
 - Equip employees with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally.
 - Ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of our Equality, Diversity, and Inclusion strategy.



- Respond to changing and emerging training needs, providing opportunities for reflection, feedback, and shared learning.

10.3 The Look and Feel of the School

- Ensure that the everyday look and feel of the school reflects our diverse pupil body.
- Ensure that our caterers are celebrating our diverse culture regularly and the types of food offered reflect global tastes and trends.
- Ensure that our behaviour code, staff dress code and uniform code takes into account issues of diversity and inclusion.
- Ensure that school events, visiting speakers and whole school initiatives reflect our diverse society.

11.0 LINKS WITH THE WIDER COMMUNITY

Community links are at the heart of what makes this a strong and safe environment. All visitors to the school whether in a teaching role or as visitors, contractors or casual users of school premises will be expected to act following the principles of the Equality, Diversity, and Inclusion Policy. All members of the school community will be expected to act in accordance with the principles of this policy when in contact with others, outside the school. Staff supervising visitors or on educational visits may need to support pupils with bias encountered in the wider society, reporting this through our pastoral system.

12.0 ADMISSIONS

The school treats every application for admission in a fair and equal way in accordance with this policy and the Admissions Policy. The school accepts applications from, and admits, pupils irrespective of any protected characteristic. Parents must inform the school when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the school.

13.0 RELIGIOUS BELIEF

- 13.1 Although the School's religious ethos is broadly based on Christian values and tradition, the school welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).
- 13.2 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.
- 13.3 Adaptations will be made to the school's uniform code for religious observance.
- 13.4 Religious observance will be facilitated through allocation of prayer space or provision for resting whilst fasting.

14.0 REASONABLE ADJUSTMENTS

- 14.1 The school acknowledges its responsibility to make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. For example, taking positive action to support pupils if there is evidence that they are being disproportionately subjected to sexual harassment or stricter behaviour or effort expectations for a particular gender.
- 14.2 The school will inform and consult with pupils and parents about what reasonable adjustments, if any, the school are able to make for their child. The school will carefully consider any proposals for additional resources or changes to provision that support full access to school life.
- 14.3 The school has a duty make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.
- 14.4 The school is not legally required to make alterations to the school's physical environment as part of the reasonable adjustments' duty. However, the School monitors and reviews the physical environment to consider



what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to pupils or staff with disabilities and neurodiverse pupils or staff.

- 14.5 A school policy that bans certain hairstyles adopted by specific racial or religious groups, without the possibility of any exceptions on racial or religious grounds, is likely to constitute unlawful indirect race or religion or belief discrimination. This includes hairstyles such as (but not limited to): head coverings, including religious based head coverings and African heritage head wraps, braids, locks, twists, cornrows, plaits, skin fades and natural Afro hairstyles. We recognise that hairstyles worn because of cultural, family and social customs can be part of a pupil's ethnic origin and therefore fall under the protected characteristic of race.

15.0 RAISING CONCERNS

- 15.1 The school will seek to provide a supportive environment for those who believe they have been subjected to discrimination and/or harassment. Pupils should report discrimination through the pastoral system or directly to the Equality, Diversity, and Inclusion Lead. Staff should report discrimination in line with the Low-Level Concern policy.
- 15.2 Any member of the school community who harasses another on the grounds of any protected characteristic will be subject to the school's disciplinary measures in accordance with the School's Behaviour Policy and Staff Code of Conduct.
- 15.3 If parents or visitors feel this policy has been breached, they should raise their concern with the Deputy Head (Pastoral) or Head of Prep School.
- 15.4 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the School's Senior Management Team. We recognise that pupils need to learn from mistakes to develop a strong sense of self and an awareness of how their behaviour impacts others. Ill-considered, rather than deliberate, incidents should therefore be dealt with at once and informally, where possible taking the opportunity for a teaching or tutor discussion. These should all be reported through the pastoral systems.
- 15.5 Intentional and/or sustained incidents should be reported directly to the Head of Year, Key Stage Leader, Equality Diversity and Inclusion Lead, and Deputy Head (Pastoral) or Head of Prep School within 24 hours of the incident.
- 15.6 Pupil infringements of this policy will be recorded on the school's Central Incident Log. Staff and visitor infringements of this policy will be reported to HR and the Headmaster.

16.0 MONITORING AND REVIEW

- 16.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate discrimination.
- 16.2 This policy document will be reviewed and publicised, 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.

17.0 STAFF RECRUITMENT

- 17.1 The school is committed to:
- Ensuring that the best possible staff are recruited based on their merits, abilities, and suitability for the position.
 - Increasing the ethnic diversity of the teaching staff, and increasing the diversity of all staff, with a focus on underrepresented groups – such as the ethnic diversity of staff.
 - Recognising that diversity broadens people's range of role models, helps others overcome unconscious bias and improves organisational change.
 - Application and recruitment processes will be monitored to actively target a more diverse applicant pool.



18.0 COMPETITIVE SPORT AND SEX DISCRIMINATION:

The Act includes an exception for sex discrimination in relation to a competitive sport, game, or other competitive activity. It will therefore be for the school to determine, considering governing guidance whether for sporting competitions in which physical strength, stamina or physique are significant factors in determining success or failure that separate events for boys and girls are held. However, the school must not preclude participation in each sport on the grounds of sex.

19.0 PUPILS WITH A DECLARED DISABILITY:

The school understands that the definition of disability is not the same as the definition of special education needs in section 20 of the Children and Families Act 2014 and recognises the importance of the need to treat pupils with a disability differently where it would put the pupils on more level footing with pupils without a disability. The school will consider providing auxiliary aids and services as a reasonable adjustment for pupils where these are not supplied through Education, Health and Care Plans (EHCPs) or from other sources online.

20.0 REPORTING ALLEGATIONS

- 20.1 Individuals should feel able to inform an appropriate person wherever inappropriate or discriminatory practice occurs without fear of retribution and in the knowledge that the matter will be handled effectively under the school's policies and procedures. The contact person will be detailed within the appropriate policy. The school will treat any contravention or breach of this policy very seriously and take appropriate action wherever it is justified.
- 20.2 Where a staff member or child/student who in bad faith gives false information or evidence (that is information or evidence that he or she knew to be false) or alleges that information was false and given in bad faith, would not be protected against victimisation. The original complaint or claim would not be affected provided it was not made in bad faith.

21.0 RESOLVING DISPUTES:

- 21.1 Whilst the School would encourage, in the best interests of everyone to attempt to resolve any disputes informally. Where this is not possible the following policies should be referred to:

Related to pupils	Complaints Policy (LP-MW-023)	Available from the School website and the SharePoint Policies site.
Related to Employees	Grievance Procedure (SP-RW-013) Disciplinary Procedure (SP-RW-009) Staff Code of Conduct (LP-RW-008)	Available from the SharePoint Policies site.

- 21.2 If the dispute relates to alleged discrimination, it must be reported within six months of the alleged discrimination. Where there has been a continuing process of discrimination taking place over a period of time, the six months will begin at the date of the last discriminatory act. The Government Equalities Office has issued a good practice guide on asking and responding and to questions about discrimination in the provision of services and public functions including education services and can be found at: GEO GFS Guidance January 2014 v1 02 PDF publishing service.gov.uk Parents can make a complaint to ISI if the complaint affects the school as a whole rather than an individual student. ISI will not deal with complaints where there is an alternative legal remedy.



APPENDIX I

Terminology

Affinity Bias The tendency to connect with people who look and seem most like ourselves, and avoid those who are different.

Ally Ally is a term used for people who support a social group other than their own, by acknowledging disadvantage and oppression, taking action on the behalf of others.

Allyship Allyship is using your position of privilege to make a more inclusive culture.

Anti-Gay A strong dislike or fear of gay people.

Anti-Muslim refers to prejudice or discrimination against Muslims and incorporates the perceptions that Islam has no values in common with other cultures, is inferior to western beliefs and is a violent political ideology rather than a religion.

Anti-Trans The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.

Asian Refers to a huge group – including Indian, South-East Asian and Chinese

BAME (Black, Asian & Minority Ethnic) first used in the 1970's during the anti-racist movement/ fighting discrimination. Definition includes anyone who isn't white British – including travellers, etc. Useful when making comparisons to the majority group but should not be used to talk about one group.

Black (or Black, African & Caribbean) Used to specifically refer to Black heritage.

Black Lives Matter The International human rights movement - began in 2013 by a Californian woman Alicia Garza who wrote a Facebook post in response to the man who shot dead teenager - Trayvon Martin

Cisgender or Cis Refers to a person whose gender identity is the same as the sex they were assigned at birth. Often used by the allies, who by using this term recognize that trans people exist and matter.

Culture Fit Individual attitudes, values, behaviours, and beliefs being in line with the core values and culture of an organization.

Discrimination by association Direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Direct discrimination Occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination Is the act of making unjustified distinctions between people on the basis of race, gender, age, religion, or sexual orientation, as well as other categories listed as protected characteristics.

Discrimination arising from disability Occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

Diversity Applies to a range of characteristics such as sexual orientation, ethnicity, gender and identity, religious belief, socio-economic background, physical or mental ability and age, and refers to the differences that can occur within each characteristic. Recognising the strengths that difference brings to an organisation.

Equality Treating all people the same, assuming they will all benefit from the same support.

Equity Treating people differently, in accordance with what support they need to achieve equality of opportunity or address unique barriers.

Gay Someone who is sexually attracted to people of the same sex.

Gender Gender is a social and cultural construct of “female” and “male”. Although our sense of gender can align with our assigned sex, it goes well beyond chromosomes.



Gender dysphoria Gender dysphoria often occurs in transgender or genderqueer people. Gender dysphoria is often used to describe when a person feels uncomfortable identifying as the gender they were born with and feeling distress with their gender identity.

Gender expression How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender Identity Gender identity is personal: it's how we see and define ourselves.

Genderqueer Someone who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

Harassment Occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Hate Crime A criminal act directed at an individual because of their real or perceived religion, ethnicity, nationality, gender, sexual orientation, or disability. Hate crimes can also be committed against property.

Identity The qualities of a person or group that make them different from others.

Inclusion Inclusion is the result of welcoming, respecting, supporting, involving, valuing, and empowering those around you equally.

Intersectionality The inter-connected nature of social categorisations; recognising that demographic groups (e.g., Black, women, Asian) are not homogenous, and that individuals may identify within many different groups.

Intersex The term used to describe a person who may have the biological attributes of both sexes or whose biological characteristics do not fit within traditional societal assumptions about what it means to be male or female.

Indirect Discrimination Occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic.

LGBTQ+/LGBTQI The acronym for lesbian, gay, bi, trans, questioning (or queer), intersex + other gender variants. This is the most inclusive, all-encompassing term for the gay community, including those with non-cis gender identities.

LGBTQIA LGBTQIA is an acronym and refers to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.

Mansplain Mansplain is a combination of two words – “man” and “explain”. Mansplaining refers to a man explaining something to someone, typically a woman, in a manner regarded as condescending or patronizing.

Microadvantages Microadvantages are facial expressions, gestures, tone of voice and choice of words that are even more subtle than micro-affirmations, but equally as important in making a person feel appreciated and valued.

Microaffirmations Microaffirmations are subtle acknowledgments of a person’s importance and accomplishments, which creates a feeling of being valued and a sense of belonging.

Microaggression Microaggressions are seemingly harmless but impactful everyday slights and exclusions that negatively highlight an individual’s Otherness.

Multiracial, mixed heritage, dual heritage, mixed-race, mixed-ethnicity – or simply “mixed” Terms describing a person who has parentage or ancestors from more than one ethnic and/or racial group. Some people can get confused between interracial and biracial. An individual can be described as biracial if their heritage is mixed; interracial, on the other hand, is used to describe relationships or interactions between individuals from different racial groups.

Neurodiverse Neurodiversity describes a spread of neurological differences (learning and developmental difficulties, ADHD and Autism are examples).

Non-Binary Refers to a person who doesn’t identify as only male or only female, or who identifies as both.

Pan Refers to a person who's romantic and/or sexual attraction towards others is not limited by sex or gender.



Person of Colour The term "person of colour" is primarily used to describe any person who is not considered "white"

Direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Prejudice Preconceived opinion that is not based on reason or actual experience

Privilege Unearned benefits given to people owing to membership of a specific social group relating to aspects of their identity. Those aspects can include race, gender, sexual orientation, ability and religion, as well as privilege related to wealth and class.

Pronoun Words used to refer to people's gender – for example, 'he' or 'she'. Some people prefer gender-neutral language and use pronouns such as they/their and ze/zir.

Protected Characteristic Grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Psychological Safety Psychological safety is a belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.

Racism Refers to the discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of their cultural, linguistic, or religious identity.

Scapegoating Unfairly blaming an individual or group of people for circumstances that have a variety of causes
Stereotyping A set idea that people have about what someone or something is like, especially an idea that is wrong.

Systemic Racism Where (intentional or unintentional) prejudice, bias and barriers based on ethnicity are embedded into the thinking, systems and structures of organisations or society. What works for white people is the 'default' in society.

Third-party harassment Occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.

Tokenism The practice of doing something only to prevent criticism and give the appearance that people are treated fairly.

Trans or transgender Refers to a person whose gender is not the same as the sex they were assigned at birth.

Transitioning The steps a trans person takes to live in the gender with which they identify. For some it could involve medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.

Unconscious Bias Deep-seated assumptions we make about people who are different than us without even realising it – usually called implicit bias or unconscious bias.

White In the UK this refers primarily to people from native English, Welsh, Scottish or Irish backgrounds, but also includes native European backgrounds such as German or French.

White Privilege The benefits unconsciously enjoyed and consciously perpetrated from being or being perceived as white.