The right support, at the right time

Equality, Diversity, and Inclusion Policy

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1. Introduction

Leading Futures are dedicated to eradicating discrimination and fostering diversity within our workforce. This policy is grounded in the Equality Act 2010. As an employer, Leading Futures recognises its moral and legal obligation to provide equitable learning and employment opportunities in a non-discriminatory environment.

Our commitment to equality ensures that selection for employment, promotion, training, and all other benefits will be based solely on aptitude and ability. Furthermore, our disciplinary, grievance, harassment, and bullying procedures policies are designed to be free from discrimination. All employees, regardless of protected characteristics, will be treated fairly, with dignity, and respect.

We are committed to the following principles:

- Cultivating a work environment where individual differences and the contributions of all staff are recognised and valued.
- Providing every employee with a work environment that promotes dignity and respect, where employees feel empowered to challenge behaviours and attitudes that contravene this policy.
- Ensuring that all forms of intimidation, bullying, or harassment are not tolerated and that any such incidents will be addressed promptly and equitably. The Zero Tolerance - Discrimination, Bullying, and Harassment Policy is accessible to complainants, and the Staff Code of Conduct, Discipline, and Grievance Policy may be invoked against perpetrators.
- Guaranteeing that training, development, and progression opportunities are available to all staff.
- Conducting regular reviews of our practices, procedures, and policies to uphold fairness.

2. Roles and Responsibilities

As employers, Leading Futures are obligated to provide equitable learning and employment opportunities in a non-discriminatory environment. The Directors hold the ultimate responsibility for the daily implementation of equality practices, ensuring that all Leading Futures policies and decisions are made with consideration of their impact on equality.

Employers are ultimately responsible for any discrimination carried out by their employees, regardless of the employer's knowledge or approval, therefore the Directors are responsible for preventing employees from suffering discrimination in the workplace. The Directors must also ensure that their staff are not harassed by a third party.

It is important that the Directors ensure that all staff and volunteers are aware of this policy. It will be redistributed annually and be given to new staff as part of their induction training.

All staff and volunteers are responsible for understanding and adhering to this policy and for actively challenging and discouraging any discriminatory practices observed within the workplace. Definitions regarding distinct types of discrimination can be found in **Appendix A.**

3. Scope

This policy refers to all staff and volunteers employed By Leading Futures, including the Directors.

4. Equality Duty

As a company, Leading Futures are committed to adhering to the General Duty, as set out in the Equality Act 2010. The General Equality Duty may be described as the duty to regard three equality aims when carrying out its functions. These aims are:

- **To eliminate discrimination, harassment, victimisation,** and any other conduct that is prohibited.
- **To advance equality of opportunity** between groups/ people who share a relevant protected characteristic, and groups/ people who do not share it, by considering the need to remove or minimise disadvantage, by taking steps to meet different needs, and by encouraging participation when it is disproportionately low.
- **To foster good relations** between groups/ people who share a relevant protected characteristic and groups/people who do not share it.

Our provision will meet the General Duty of the Equality Act by actively promoting equality, eliminating discrimination, and fostering good relations among individuals. We will ensure that our policies and practices are inclusive, accessible, and fair, providing equal opportunities for all. By implementing robust procedures for addressing discrimination complaints, we will swiftly identify and resolve any incidents of unfair treatment. Additionally, we will provide ongoing training to staff to raise awareness of equality issues and encourage inclusive behaviour. Data collected from compliments, complaints and feedback will be regularly analysed to monitor progress, identify trends, and inform continuous improvements. Through these actions, we will create a safe and supportive environment where diversity is valued, and all individuals feel respected and empowered.

Leading Futures is committed to ensuring equitable practices for both staff and learners, and recognises the nine **Protected Characteristics** which are listed below and defined in **Appendix A.**

- Age
- Disability
- Gender Reassignment (including individuals who are proposing to undergo, undergoing, or have undergone a process of transition)
- Marriage and civil partnership
- Pregnancy and maternity
- Race, including colour, nationality, or national origin
- Religion or Belief
- Sex
- Sexual Orientation

At Leading Futures, we collate information pertaining to these Protected Characteristics for both staff and learners. We will ensure due regard to the needs of all people in these groups when developing policy and strategy. When making decisions or taking action, staff will assess whether it has implications for people with a particular Protected Characteristic. Equality implications will be considered and kept under review.

In addition to the consideration of Protected Characteristics when making decisions regarding policy and practice, Leading Futures also recognise their moral obligation to evaluate the impact on additional groups, such as children in care, those with relatives in the armed forces, carers, those with neurodiverse conditions etc. Leading Futures recognises that many learners may experience barriers associated with neurodivergence, including autism, ADHD and other neurodevelopmental differences. Reasonable adjustments will be considered and implemented where appropriate to ensure equitable access to education, support and opportunities.

Additionally, we understand that it is also unlawful to discriminate on the grounds of trade union membership or non-membership, part time or fixed term contract status and past unrelated convictions.

Leading Futures Directors will identify, review and monitor equality objectives through its self-evaluation, quality assurance and strategic planning processes. These objectives will support the promotion of equality, diversity and inclusion across the provision.

5. An Inclusive Curriculum

At Leading Futures, we promote EDI to our learners in a variety of ways to foster respect, understanding, and a sense of belonging. We use the following:

- **Inclusive resources** - such as diverse texts, stories, and materials representing different cultures, backgrounds, and experiences. We incorporate lessons on historical and contemporary issues related to inequality and social justice. We promote representation in visuals, posters, and classroom displays.
- **Experiential learning and workshops** - we invite guest speakers from diverse backgrounds to share lived experiences. We organise workshops on topics like anti-racism, LGBTQ+ inclusion, and disability awareness. We encourage learners to participate in activities like cultural celebrations or awareness days.
- **Restorative and reflective practices** - We facilitate restorative conversations when incidents of discrimination occur. We encourage learners to reflect on their biases and understand different perspectives. We provide mentoring and support for learners to develop empathy and resilience. We address discriminatory behaviour through appropriate interventions.
- **Learner voice** - We involve learners in developing EDI policies and initiatives. We conduct surveys or discussions to understand learners' experiences and gather feedback.
- **Personal development/ Personal, Social, Health and Economic (PSHE) education** - We deliver lessons on topics like identity, respectful relationships, and challenging stereotypes. We provide safe spaces for learners to discuss and explore personal experiences and societal issues.

6. How to Resolve Difficulties

Internal Issue

If an employee complainant raises a grievance because they are subject to discrimination

by a member of staff, or because they have witnessed discrimination directed towards another person by a member of staff, they should be able to access, or request a copy of the Zero Tolerance - Discrimination Bullying and Harassment Policy from the Directors. The complainant will have the option of pursuing either the informal or formal route.

In cases where an employee's conduct falls short of the required standard, the disciplinary procedure may be invoked. The disciplinary procedure is the means by which rules are observed, and standards are maintained. In cases where the misconduct is minor, it may be dealt with through the informal route. However, in cases where the informal route has not had the desired effect or the misconduct is considered too serious, the formal route should be followed. Certain acts, such as a serious breach of the Equality, Diversity, and Inclusion Policy, including any form of unlawful discrimination, victimisation, bullying or harassment of learners or colleagues may constitute gross misconduct which may lead to dismissal.

External Issue

If an employee complainant raises a grievance because either they have been subject to discrimination by a third party, or because they have witnessed discrimination directed towards another person by a third party, they should be able to access the Zero Tolerance - Discrimination, Bullying and Harassment Policy.

Where a third-party complainant raises a grievance because they have been subject to discrimination by an employee, or because a third party has witnessed discrimination directed towards another person by an employee, they should access the provision's Complaint Policy which details the complaint procedures.

Online Discrimination, Harassment and Hate Incidents

Leading Futures recognises that discriminatory behaviour may occur through social media, messaging applications, online forums, gaming platforms, email, or other digital technologies. Incidents involving prejudice, harassment, bullying or hate related to a protected characteristic will be treated with the same seriousness as face-to-face incidents. Reports will be investigated in accordance with the provision's safeguarding, engagement for learning, online safety, anti-bullying and complaints procedures, and appropriate action will be taken where required.

Acting on Complaints

Complaints of discrimination will be thoroughly reviewed and reflected upon to ensure that appropriate actions are taken to address any concerns. Each complaint will be assessed impartially, considering all relevant evidence and perspectives. The insights gained from these reflections will be used to identify patterns or systemic issues, facilitating continuous improvement in policies, procedures, and workplace culture. To maintain confidentiality and ensure compliance with privacy regulations, data related to discrimination complaints will be securely stored using encrypted digital systems with restricted access. Only authorised personnel will be permitted to access this information for investigation, reporting, or legal purposes. Regular audits and monitoring will further ensure that data management practices remain transparent, accountable, and aligned with organisational standards and legal requirements.

7. How to Identify and Act on Hate Crime

Hate crime is an offence committed against a person or property, motivated by the perpetrator's hostility and prejudice towards people because they are seen as being different.

We should try to meet equality and diversity obligations, particularly in seeking to eliminate discrimination, harassment, and victimisation, to encourage social inclusion and promote a resilient and caring society. Therefore, the recommended protocol to follow when dealing with reports of racist or other hate crime incidents is as follows:

The procedure
In principle, the procedure for investigating accusations of racist or other hate crime incidents should be similar to the procedure which is used for dealing with complaints. For example, all reports of incidents should be handled courteously and promptly. However, whereas it might be appropriate for some complaints to be dealt with informally, all reports of hate crime incidents should be dealt with on a formal basis.

Timescales
Timescales for responding to an incident are the same as those for complaints:

- An acknowledgement or final response is sent within 5 working days.
- A reply is sent within 20 working days, or the person reporting the incident is given an explanation of the delay.

Responsibilities
The person who sees, or is first made aware of, the incident should record the details. They should:

- Write down everything they can remember about what they saw and heard during the incident.
- If they are the victim, they should try to include any names and addresses of witnesses.
- Record as much detail as possible about the offender and any vehicle they might have used.
- Report the incident as soon as possible to the police or to the nearest organisation that offers support and advice on hate crime.
- Report the incident at once to the Directors.

The Directors will have overall responsibility for the investigation of the incident and will decide who should lead this. It is also the responsibility of the Director to inform the Police when necessary.

Referencing
In order to ensure that incidents are not double counted, the Director should allocate a reference number to the incident - incorporating:

- An incremental reference number indicating total number of incidents within the provision.
- The month and year.

For example: Leading Futures, Ref no. 1, March 2025

Complainant is unsatisfied with response
If the complainant is not satisfied with the response, then, they should take advice from Stop Hate Wolverhampton using the link below.

Stop Hate Wolverhampton

Reporting Online
A complainant can report a hate crime online using True Vision. The site gives information about hate crimes or incidents and how to report them, as well as information about the help and support available to victims of hate crime.

[Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision]

Third Party Reporting Centres
If a complainant does not wish to contact the police in the first instance, they can contact the following organisations that offer a range of support and advice and will treat their incident in strict confidence (unless child protection issues are raised).

Staff at these centres have been trained to deal with complaints and to provide appropriate support:

- Base 25
- CAB Wolverhampton
- Changing Lives
- Midland Mencap
- The Way
- Wolverhampton Homes
- Wolverhampton Refugee & Migrant Centre
- Wolverhampton University Student Union
- City of Wolverhampton Council
- Tell Mama
- Stop Hate UK
- Community Security Trust (CST)
- TLC (The Learning College) - 01902 714433
- West Midlands Police - 101 for non-emergency, 999 emergency and 111 non-medical emergencies
- Remedi - 0114 2536669
- Zebra Access - 01902 421919 or 01902 711688
- Ethnic Minority Council - 01902 313052
- Police Domestic Violence Unit - 01902 649032
- Rape & Sexual Support Service & Victim Support - 01902 572505

8. Recruiting and Employing People Fairly

Leading Futures will ensure that we provide equality of opportunity to all in pre-employment and employment. We:

- Will demonstrate an open and transparent approach to recruitment.
- Will ensure that recruitment decisions are made using pre-agreed objective criteria.
- Will seek to appoint the most suitable applicant for the job based on merit.
- Will ensure the recruitment and selection process conveys a positive image of the provision and portrays the provision as an employer of choice.
- Will ensure that staff involved in recruitment and selection processes will receive appropriate training to support fair, unbiased and inclusive recruitment practices.
- Will demonstrate our commitment to employ, retain and develop the abilities of disabled people.
- Will ensure that the recruitment and selection of staff is conducted in a professional, timely and responsive manner and in compliance with current employment legislation.
- Will provide appropriate training, development and support to those involved in recruitment and selection activities in order to ensure the recruitment of employing people is fair and legally compliant.
- Will treat all applicants fairly, equitably, and efficiently, with respect and courtesy, aiming

to ensure that the applicant experience is positive, irrespective of the outcome.

- Will ensure that if any member of staff involved in the recruitment process is related to or has a close personal relationship with an applicant then they are not involved in the recruitment process at any point. Including, but not restricted to, restructures, ring-fencing, decisions about post-creation and job description content.
- Will ensure that all documentation relating to applicants will be treated confidentially and kept securely in accordance with the provisions Data Protection Policy.
- We do not require job applicants to complete a medical questionnaire as part of the application procedure. Health related questions should only be asked if they are intrinsic to a function of their work, i.e. ensuring applicants for a PE teaching post have the physical capability to carry out the duties. Additionally, candidates should not be asked about their sickness record until they have been made a conditional offer.

9. Training and Development

Leading Futures is committed to fostering an inclusive and equitable environment by providing comprehensive training on equality, diversity, inclusion, discrimination, harassment, and victimisation. This training will be regularly updated to reflect the latest developments, ensuring staff remain informed about emerging best practices, legislation, and societal shifts. Through identifying good equality practice in our own setting, hosting workshops, and continuous professional development opportunities, we will equip our team with the knowledge and skills necessary to create a supportive and respectful environment for all staff and learners, including those with protected characteristics. By staying abreast of current equality, diversity, and inclusion advancements, we will promote a culture of understanding and inclusivity, encouraging positive interactions and equitable opportunities for everyone within our provision. We ensure staff understand unconscious bias, trauma-informed approaches, and inclusive teaching strategies so that they can model inclusive behaviour and language to our learners.

When selecting candidates to attend training, we will ensure that the selection is free from discrimination.

10. Promotion and Determining Pay

All promotion and pay decisions must be open, transparent, and fair. All decisions must be objectively justified. We follow the Department for Education advice regarding equalities consideration as part of the appraisal and pay determination process. Refer to the Staff Appraisal and Capability Procedures Policy and Pay Policy.

Teacher Appraisal - guidance for schools

School teachers' pay and conditions - GOV.UK

11. Monitoring and Review Arrangements

Leading Futures will monitor the outcomes and impact of this policy on an annual basis.

12. Linked Policies

Zero Tolerance - Discrimination, Bullying and Harassment Policy	Transitioning at Work Policy
Staff Appraisal and Capability Procedures Policy	Staff Code of Conduct, Discipline, and Grievance Policy
Procedures for Dealing with Allegations of Abuse Towards Staff Policy	Management of Allegations Against Staff Policy
Service Complaints Policy	Pay Policy
Whistleblowing Policy	SEND Policy
Children with Health Needs who Cannot Attend School Policy	KCSiE; DBS Guidance for schools
Supporting Learners with Medical Conditions and Administering Medicines Policy	KCSiE: Code of Conduct for staff in schools
Online Safety Policy	KCSIE: Safer Recruitment and Selection Code of Practice
Engagement for Learning Policy	Safeguarding and Child Protection Policy
Anti-bullying Policy	

13. Appendices

Appendix A: Definitions (Protected Characteristics/ Examples of Discrimination)
Appendix B: Further References

Appendix A

DEFINITIONS

The Protected Characteristics are as follows:

AGE
Discrimination directed at either ‘young’ or ‘old’ is likely to be unfair.

It is important to emphasise that employers are highly vulnerable if they decide not to interview any job candidates who have reached an age which they regard as an appropriate age for retirement. Employers should therefore interview all suitable candidates irrespective of age focusing on their skills and ability to do the job rather than age alone.

Retiring from work

Dismissal
Unless it can be objectively justified, it is not permissible to dismiss someone on the grounds of retirement. Older workers (age 55 plus) can voluntarily retire at a time they choose and draw any occupational pension to which they are entitled. Older workers may also request flexible retirement from age 55. Employers cannot force employees to retire or set a retirement age. It is advisable for the employee to contact their pension provider for further information regarding pension benefits.

Workplace discussions
Whatever the age of an employee, discussing their future aims and aspirations can help an employer to identify their training or development needs and provide an opportunity to discuss their future work requirements.

For all employees, these discussions may involve the question of how they see themselves progressing within the next few years and how they view their contribution to the provision. A useful exercise is to ask open questions regarding an employee's aims and plans for the short, medium, and long term. Employers may find it useful to hold these discussions as part of their formal appraisal processes.

The outcome of any workplace discussions should be recorded and held for as long as there is a business need for doing so. A copy of the discussion should be given to the employee.

Poor performance
If an employee is performing poorly the employer should discuss this with them to establish a cause. Failure to address any poor performance with an employee because there is an expectation they will retire soon may be discriminatory. Employers should establish a reason for poor performance, setting improvement periods and agreeing what training, development and support would help the employee meet the required expectation.

If levels are not improved and an employer has followed the provision's performance procedure, they then may decide to dismiss the employee on capability grounds.

DISABILITY
It is unlawful to discriminate against workers because of a physical or mental disability or fail to make reasonable adjustments to accommodate a worker with a disability. Under the Equality Act 2010, a person is classified as disabled if they have a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities.

Day-to-day activities include things such as using a telephone, reading a book, or using public transport.

If an employee has a disability that is making it difficult to work, employers should consider what reasonable adjustments they can make in the workplace to help or schedule an interview with the employee to discuss what can be done to support them. This could be as simple as supplying an adequate, ergonomic chair or power-assisted piece of equipment. Reasonable adjustments also include re-deployment to a different type of work if necessary. Further advice may be obtained from the Health and Safety Policy and Occupational Health.

GENDER IDENTITY AND GENDER REASSIGNMENT

Gender identity refers to an individual's self-conception as a man, woman, boy, girl, or some combination thereof. It is distinguished from actual biological sex. It is someone's internal experience of gender and how they choose to express themselves externally. Gender identity can correlate with a person's assigned sex or differ from it.

The term transgender, or more commonly now trans, is an umbrella term used to describe a person whose gender identity is not the same as the sex they were assigned at birth.

Non-binary people are people who do not fall into the binary categories of man/woman or male/female. Non-binary people may feel they are not exclusively male or female and may embody elements of both.

Being transgender does not imply any specific sexual orientation. A trans person can be gay, straight, bisexual, lesbian, or any other sexual orientation. You cannot tell if a person is trans just by looking at them; trans people do not look a certain way or come from any one background.

The word 'transition' describes the steps a trans person may take to live in the gender with which they identify. Every person's transition is unique and will involve different things. There is focus on medical transitions, but not all trans people want or can access hormone therapy and surgeries.

Someone's transition may involve purely social aspects, such as telling friends, family, and colleagues; dressing differently; and changing names, pronouns, and official documents. There is no 'right' or 'wrong' way to transition. With more young people exploring their gender identity, the need for knowledge, experience and guidance in schools and colleges is crucial. Gender reassignment is a personal, social, and sometimes medical process by which a person's gender presentation (the way they appear to others) is changed. Anyone who proposes to, starts or has completed a process to change his or her gender is protected from discrimination under the Equality Act. An individual does not need to be undergoing medical supervision to be protected. So, for example, a woman who decides to live as a man without undergoing any medical procedures would be covered.

It is discrimination to treat transgender or gender fluid people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured, or if they were absent for some other reason.

- **Support for individuals undergoing gender transitions** - Discuss with the transgender person how they would prefer information about their transition to be communicated to colleagues. Some transgender people may feel comfortable talking about their transition

with colleagues, but others may prefer not to.
- **Confidentiality** - At a point agreed with the individual, all personal records should be changed to reflect the acquired name and gender. Access to personal records which indicate a person's previous gender should be retained only if necessary and otherwise deleted or destroyed.

Employees should make sure that they consider the following:

- **Telling people about your situation** - Make a list of the people who need to be informed. You may wish to speak to them personally or may prefer to ask your line manager to communicate with them.
- **Medical appointment and absences** - Make sure the employer knows when you will need to take time off work. It is discrimination for your employer to treat you less favourably if you are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason.
- **Changing everything into your new identity -** You will need to change your name on your email address, company directories, records, and work pass. Speak to the Directors at an early stage about how this should be managed.

MARRIAGE AND CIVIL PARTNERSHIPS
Gay and lesbian couples are able to get married or register their civil partnership in England, Scotland and Wales, which gives many of the same rights as other married couples. Same sex couples who marry or register as civil partners have the same rights as other married couples in respect of employment rights.

The Equality Act protects employees who are married or in a civil partnership or marriage against discrimination.

PREGNANCY AND MATERNITY
It is unlawful to discriminate, or treat employees unfavourably because of their pregnancy, or because they have given birth recently, are breastfeeding or on maternity leave. Discrimination happens when a woman is treated unfavourably because of her pregnancy, pregnancy-related illness or she exercises the right to statutory maternity leave. Leading Futures will ensure that an employee absent from work is notified of any important information, such as restructures, changes to terms and conditions and organisational/management changes within the school.

RACE
It is unlawful for an employer to discriminate against employees because of race which includes colour, nationality, ethnic or national origin.

In limited circumstances, there are some jobs which can require that the jobholder is of a particular racial group. This is known as an 'occupational requirement'. One example is where the jobholder provides personal welfare services to a limited number of people and those services can most effectively be provided by a person of a particular racial group because of cultural needs and sensitivities.

RELIGION OR BELIEF AND LACK OF RELIGION OR BELIEF
There is no specific list that sets out what religion or belief discrimination is. The law defines it as any religion, religious or philosophical belief. This includes all major religions, as well as less widely practised ones.

To be protected under the Equality Act, a philosophical belief must:

- be genuinely held.
- be a belief and not an opinion or viewpoint, based on the present state of information available.
- be a belief as to a weighty and substantial aspect of human life and behaviour.
- attain a certain level of cogency, seriousness, cohesion, and importance.
- be worthy of respect in a democratic society, compatible with human dignity and not conflict with the fundamental rights of others.

Humanism and atheism are examples of philosophical beliefs.

Workers are also protected against discrimination if they do not hold a particular (or any) religion or belief.

Employers do not have to give workers time off or facilities for religious observance, but they should try to accommodate them whenever possible. For example, if a worker needs a prayer room and there is a suitable room available then a worker could be allowed to use it, provided it does not disrupt others or affect their ability to conduct their work properly.

Many employers find that being sensitive to the cultural and religious needs of their employees makes good business sense. This can mean making provisions for:

- flexible working.
- religious holidays and time off to observe festivals and ceremonies.
- prayer rooms with appropriate hygiene facilities.
- dietary requirements in staff canteens and restaurants.
- dress requirements.

SEX

It is unlawful to discriminate against workers because of their sex, e.g. paying women less than men for conducting the same role. In limited circumstances, there are some jobs which can require that the jobholder is a man or a woman. This is known as an 'occupational requirement'. The list of occupational requirements is restricted and rare.

SEXUAL ORIENTATION

An employer should protect employees from discrimination on grounds of sexual orientation. Sexual orientation is defined as:

- orientation towards people of the same sex.
- orientation towards people of a different sex.
- orientation towards people of the same sex and a different sex.

ADDITIONAL PROTECTIONS APPLY TO THE FOLLOWING:

Equal Pay. An employer must give equal treatment in the terms and conditions of their employment contract if staff are employed on:

- Like work – which is the same or broadly similar.
- Work rated as equivalent under job evaluation.
- Work found to be of equal value.

Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. Employers must aim to ensure employees on a fixed term contract are treated no less favourable than compared to permanent employees.

Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000. Part-time workers should receive the same rate of pay as an equivalent full-time member of staff,

they should not be excluded from training and should receive holiday pay pro rata to an equivalent full-time employee.

Rehabilitation of Offenders Act 1974. Many ex-offenders are given certain employment rights if their convictions become 'spent'. The DBS Code of Practice and the Rehabilitation of Offenders Act states that employers are not allowed to discriminate against employees with a criminal background and must treat applicants fairly. Recruitment decisions should therefore be based on if the criminal information presented is relevant to the job the applicant will be carrying out.

Trade Union Membership. In accordance with the Trade Union and Labour Relations (Consolidation) Act 1992 protection from discrimination either because of membership or non-membership of a trade union.

TYPES OF DISCRIMINATION

Direct Discrimination
Direct discrimination occurs if an employer treats a person less favourably on the grounds of a person's protected characteristic compared to a person who does not have that protected characteristic. There may be exceedingly rare instances during recruitment where a genuine occupational requirement is acceptable, but this will be clearly justified.

Direct Discrimination - Associative Discrimination
Associative discrimination is direct discrimination against someone because of their association with another person who possesses a protected characteristic.

Direct Discrimination - Perceived Discrimination
Perceived discrimination is direct discrimination against a person because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic but is perceived by others to do so.

Indirect Discrimination
Indirect discrimination is where a criterion or practice is applied to everyone, but particularly disadvantages people who share a protected characteristic.

Harassment
Harassment is a behaviour deemed offensive by the recipient and occurs when, for a reason which relates to a protected characteristic another person engages in unwanted conduct which may be physical, verbal or non-verbal and which violates the person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. It is the effect of the conduct rather than the perpetrators intentions that define whether it constitutes harassment. Employees can raise a complaint against behaviour that they find offensive even if it is not directed at them. Complainants need not possess the relevant protected characteristics themselves. Employees are also protected from harassment because of perception and association.

Victimisation
Victimisation has a specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than others because they made or supported a discrimination complaint or raised a discrimination grievance or because they are suspected of doing so.

An employee is not protected if they have maliciously made or supported an untrue complaint.

However, it is sufficient if the employee believes that the victim has done or intends to do any of the things listed above.

Appendix B

FURTHER REFERENCES

Wolverhampton Council
Equalities and diversity | City Of Wolverhampton Council

equality-diversity-inclusion-policy.pdf

Gov.uk
*https://www.**gov.uk**/guidance/**equality-act**-2010-guidance*

Equality and Human Rights Commission EHRC
*www.**equalityhumanrights**.com/*

The Equality Act 2010 and Schools
*https://www.gov.uk/government/.../**equality-act-2010**-advice-for-**schools***

Equality and Social Inclusion Analysis
Equality Analysis | City Of Wolverhampton Council

Hate Crime
Report a hate crime | City Of Wolverhampton Council

Stop Hate Wolverhampton

Stop Homophobic, Transphobic, Racial, Religious & Disability Hate Crime - True Vision