



Equality and Diversity Handbook (STUDENTS)

This is a working document written in consultation with the SU, The GSA, Christian Union and the E&D Committee. Accessible formats will be made available upon request.

1 Introduction

The aim of this handbook is to provide information for staff on the College's continuing commitment to equality and diversity, and the responsibilities that they hold as members of the college community. It should be read in conjunction with:

- the **Equality and Diversity Policy** which outlines the broader equality and diversity goals of the college.
- the latest **Equality and Diversity Self-Assessment Report** for annually set down targets (that relate to the Policy Goals)
- our published **annual evidence of compliance to the Public Sector Equality Duty (see website)**

Whilst the handbook focuses on the staff/student relationship, it should be noted that much of the guidance set down is also applicable to staff treatment of colleagues, visitors and other relevant stakeholders.

2 Equality and Diversity Goals

At Esher our Equality and Diversity Policy goals are:

GOAL 1: To promote a culture of respect: upholding the rights of individuals and groups to hold their own values and views, whilst ensuring these rights are not presented in a way that intimidates, degrades or impacts negatively on the rights of others.

GOAL 2: To value the differences between us and actively celebrate the diverse backgrounds of students and staff.

GOAL 3: To challenge expressions of prejudice and seek to rectify any discriminatory practices or behaviour.

GOAL 4: To ensure that we meet our legal obligations. We will publish our objectives outlining our goals in relation to our legal obligations, focusing on the Equality and Diversity Act 2010, and the Public Sector Equality Duty.

3 Legislative context

The equality and diversity policy and handbook are written with reference to two central pieces of legislation:

- Equality Act 2010
- Public Sector Equality Duty 2011

4 OFSTED

From the OFSTED Equality Objectives:

https://www.gov.uk/.../Ofsted_s_equality_objectives_2016-2020.doc

In all its inspections, Ofsted will assess the extent to which providers demonstrate due regard to the equality duty.

1.1. In education inspections, inspectors will assess the extent to which the provider inspected gives due regard to relevant legal duties as set out in the Equality Act 2010. Inspectors will assess how the provider promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.

1.2. In education inspections, inspectors will take into account the extent to which gaps in achievement between different groups of children and learners, including those with protected characteristics, are being narrowed when evaluating the effectiveness of a provider's leadership and management.

1.3. In inspections of children's social care services, inspectors will assess the extent to which help, care and protection are sensitive and responsive to those with protected characteristics.

5 Protected characteristics

The Equality Act 2010 introduces nine protected characteristics. These refer to the elements of an individual's identity which are explicitly protected from discrimination:

- race
- disability
- sex
- gender reassignment
- age
- sexual orientation
- religion and belief
- pregnancy and maternity
- marriage and civil partnerships

All nine protected characteristics are covered in the employment duties of the Act. The protected characteristic of marriage and civil partnerships is not included in the education duties of the Act. Only the first 'aim' of the new duty, to eliminate discrimination, harassment and victimisation, will apply to the ninth protected characteristic of marriage and civil partnerships. It should also be noted that as an institution we do reflect upon practices and procedures in relation to socio-economic status, despite the fact that this is not a 'protected characteristic' under the law.

The Act introduces a Public Sector Equality Duty, which requires organisations to give due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations amongst all groups

Clearly inequalities can be interrelated, and therefore our approaches to equality and diversity must take into account the intersections of these protected characteristics.

6 Guidance for the Protected Characteristics

Whilst the general practices as outlined above, apply to all of the protected characteristics, it is important to recognise that there are specific legal duties and practices that apply to each of the specific groups.

The term '**essential**' below, refers to that which must be adhered to in order to ensure that we are meeting our Public Sector Duties (bound in law) and complying with our Equality and Diversity Policy.

The '**best practice**' will not apply to all staff in all situations but demonstrates the way that we expect equality and diversity to be advanced at Esher.

Both areas of guidance will be adapted over time and in accordance with legal change, societal change, and/or any changes to OFSTED criteria. We will also reflect upon recommendations by staff, students and other relevant stakeholders; this might be in relation to changes to wording, practice or procedure. Any recommendations should be passed to the staff Equality and Diversity Officer.

NB the pronoun 'their' has been used below as a deliberate attempt to avoid gendered assumptions or binary classifications.

6.1 Race and ethnicity

According to the Equality and Human Rights Commission,

In the Equality Act race can mean your colour, or your nationality (including citizenship). It can also mean ethnic or national origins, which may not be the same as current nationality. For example, X may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.

A racial group can be made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.

6.1.1. Essential practice

We shall:

- Actively challenge expressions of prejudice and racism, be they direct or indirect; and take action to stop discriminatory practices or behaviour
- Ensure that we deal with any accusations of prejudicial behaviour, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Educate students on what we mean by prejudicial language/behaviour through educational practices e.g. PDP sessions, and through subject areas (where topics provide 'opportunity' for such a discussion).
- Promote and celebrate racial and ethnic diversity through the curriculum and PDP sessions i.e. actively use opportunities offered in specifications etc
- Set clear expectations that where issues related to race/ethnicity are included in the curriculum, that these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observations and learning walks
- Avoid making assumptions about race, ethnicity, nationality or religion, based upon appearances or prior perceptions of a group
- Monitor, by reference to those racial groups, the application, admission and progress of students. We shall also monitor trends regarding recruitment of BAME students and develop actions as appropriate
- Departments will report on race/ethnicity issues as part of their SAR and develop action plans to tackle any statistically significant inequalities
- Ensure that where any statistically significant difference is found in any of the achievement data, this will be investigated by the Equality and Diversity Officer in collaboration with the Senior Leadership Team and specific action will be taken where appropriate

6.1.2. Best practice

We shall:

- Promote and celebrate racial and ethnic diversity through wall displays, resources; guest speakers; trips and visits etc.
- Include students' own experience (where they are happy to share) when discussing diversity and identity, in order to avoid stereotyping
- Recognise the contribution of diverse racial/ethnic groups to the British way of life when considering and promoting British Values e.g. through the opportunity provided by Black History Month etc.
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact

6.2 Disability

A person has the protected characteristic of disability if he or she has, or has had, a physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for his or her impairment; what matters is the effect of the impairment, not the cause.

6.2.1. Essential practice

We shall:

- Actively challenge expressions of prejudice against those with disabilities, be they direct or indirect, and take action to stop discriminatory practices or behaviour
- Ensure that we deal with any accusations of prejudicial behaviour, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Educate students on what we mean by prejudicial language/behaviour through educational practices e.g. PDP sessions, and through subject areas (where topics provide 'opportunity' for such a discussion)

- Promote and celebrate diversity, in relation to disability, through the curriculum and PDP sessions i.e. actively use opportunities offered in specifications etc.
- Set clear expectations that where issues related to disability are included in the curriculum, these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observation and learning walks.
- Avoid making assumptions about the disability or the learning needs of an individual or group, based upon appearances or prior perceptions of people with disabilities
- Monitor the application, admission and progress of students with declared disabilities
- Departments will report on learning needs issues as part of their SAR and develop action plans to tackle any statistically significant inequalities, where appropriate. Students with disabilities will be monitored centrally.

6.2.1.1. Admissions

We shall:

- Ensure that, with regard to admissions, students are invited to disclose any physical disabilities, medical conditions or learning needs on their application
- Ensure that those students, indicating a need, are interviewed by an appropriate member of staff, where their particular requirements can be discussed
- Ensure that eligible students with high level needs are invited to attend a familiarisation day prior to enrolment
- Make sure, post application and where appropriate, there will be an opportunity for an inspection of the building, during which classroom facilities and the logistics of movement will be considered
- Ensure that, where appropriate, during the summer Introduction Days, students with high level needs will be met and where necessary, have a chaperone. Where possible, though, we shall always prioritise making the student feel as integrated into the wider student experience, as possible
- Contact, where required, the relevant support services, GPs and Consultants, parents and previous schools, to ensure the appropriate type of support needed is identified. If necessary, specialist support will be brought in from outside agencies
- Make sure that all students have an additional opportunity to disclose and discuss disabilities and learning needs at interview and enrolment

6.2.1.2. Educational facilities and support

We shall:

- Ensure that students identified as having specific support needs will be eligible for at least one or more of the following, as their situation dictates: i) support in lessons with a dedicated learning assistant, ii) timetabled support in the Study Centre, or iii) will be invited to access study support on a drop-in basis if they wish to
- Make sure that students know that they can visit the Study Centre and ask for support during break times
- Ensure that students known to have physical disabilities or medical conditions receive, when appropriate, timetabled support lessons in the Study Centre and assistance in class, from Study Support Assistants
- Enable students to use/receive assistive technology where appropriate
- Ensure students are offered regular support from the relevant agencies
- Help students suffering from mental ill health to access support. They will also be encouraged to access support from the Study Support Department, Tutors, College nurses, Safeguarding Team etc

6.2.1.3. Examination arrangements

We shall:

- Ensure that all students with Specific Learning Needs have the necessary documentation to apply for Access Arrangements and the College will make an application on these students' behalf
- Inform students with medical needs, who request Access Arrangements that they need to provide recent supporting documentation from relevant authorities. The College will then make an application on these students' behalf
- Ensure that all students entitled to Access Arrangements will receive it in internal and external examinations. This may be, but not limited to, extra time, use of a word processor, a reader, an amanuensis, rest breaks, taped answers, enlarged font question papers, separate rooms

- Implement timed exercises within class so that, where possible, students with Specific Learning Needs are allocated these provisions; the Learning Support Manager will ensure a fair allocation of learning support assistance if notified well in advance

6.2.1.4. Physical accommodation and access

- There are several clearly marked car parking spaces in front of the building for visitors with a physical disability
- If a student has a serious physical disability and travels to College by car they will be allocated an additional space, clearly marked, close to the College buildings
- There are lifts suitable for wheelchairs which enable access to all teaching rooms – if timetabled rooms are not accessible or appropriate for any reason, timetables will be changed to ensure the lesson/room is accessible
- Accessible toilet facilities for students with disabilities are located outside the Sports Hall; in lower Y block (next to English) and in the Psychology block; in O Block tower. Specialist furniture, equipment and facilities (including a rest room) are provided when necessary
- The Study Support team, in addition, monitors and reviews, annually, the progress of those students receiving support

6.2.1.5 Students who are carers

- Students with caring responsibilities, for parents or siblings with disabilities will receive appropriate support. Disability discrimination can be indirect, so if a student is penalised for trying to fulfil caring responsibilities with regard to a family member, this would be discriminatory. Queries regarding this should be forwarded to the Safeguarding Team

6.2.2. Best practice

We shall:

- Provide training on different needs and practical strategies for supporting those with disabilities/SEN as part of continuing professional development
- Celebrate the achievements of people with disabilities. For example, in conjunction with events such as the Paralympic Games

- Raise awareness off mental health needs and other hidden disabilities in order to remove stereotypes and reduce stigma e.g. through PDP, curriculum, guest speakers etc.
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact as well as how to best support students with disabilities

6.3 Sex

Whilst sex and gender are different, there will be references to gender in this section. We recognise that a person's sex may be distinct from their gender identity.

6.3.1. Essential practice

We shall:

- Actively challenge expressions of prejudice, discrimination and/or sexual harassment, be they direct or indirect; and take action to stop such practices or behaviour
- Ensure that we deal with any accusations of sexual harassment, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Actively tackle offensive language based on gender stereotypes
- Question offensive manifestations of gendered stereotypes when they arise and empower students to feel comfortable doing the same
- Educate students on what we mean by prejudicial language/behaviour through educational practices e.g. PDP sessions, and through subject areas (where topics provide 'opportunity' for such a discussion)
- Promote and celebrate the achievements of people with different sexes/genders, being sure to redress any imbalances through the curriculum and PDP sessions i.e. actively use opportunities offered in specifications etc
- Set clear expectations that where issues related to sex/gender are included in the curriculum, that these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observations and learning walks.
- Avoid making assumptions about a person's sex based on appearances or prior perceptions of a group

- Departments will report on gender issues as part of their SAR and develop action plans to tackle any significant inequalities
- Students from a range of sexes/genders will be effectively engaged in decision and policy-making around issues that have a direct effect on them
- Ensure that all students, regardless of sex/gender are provided with progression advice which is not limited by stereotypical assumptions

6.3.2. Best practice

- Challenge offensive manifestations of 'lad culture' or similar, as and when they arise, and empower students to feel comfortable doing the same
- Encourage students to consider historical and current issues of gender inequality through events such as International Women's Day, discussion of #Metoo etc.
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact

6.4 Sexual orientation

Everyone is protected from being treated differently because of sexual orientation, whether they are lesbian, gay, bisexual, pansexual, queer/questioning, asexual, or define in other ways or not at all.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation, such as someone's appearance, the places that he or she visits or the people with whom he or she associates.

6.4.1. Essential practice

We shall:

- Actively challenge expressions of prejudice, discrimination and/or harassment, be they direct or indirect; and take action to stop such practices or behaviour
- Ensure that we deal with any accusations of homophobia, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Actively tackle offensive language based on sexuality based stereotypes

- Make sure that students know who to go to, in terms of staff, for support around issues of sexual orientation
- Question offensive manifestations of sexuality based stereotypes when they arise and empower students to feel comfortable doing the same
- Educate students on what we mean by prejudicial language/behaviour through educational practices e.g. PDP sessions, and through subject areas (where topics provide 'opportunity' for such a discussion e.g. LGBTQIA+ month)
- Set clear expectations that where issues related to sexuality are included in the curriculum, these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observations and learning walks
- Avoid making assumptions about a person's sexuality based on appearances or prior perceptions of a group
- Ensure that students from a range of sexual orientations will be effectively engaged in decision and policy-making around issues that have a direct effect on them
- Ensure that should a student decide to 'come out' to a member of staff, they can expect support to be provided, and that their sexuality will be kept confidential unless the discloser decides to reveal that information for themselves, to other parties
- Ensure that information provided by the nurses and the annual student Health Fair about sexual health, pertains to a range of sexual orientations
- Set clear expectations that when an issue of sexuality is raised, be it in terms of something that comes up in discussion relevant to the subject around sexuality or is related to an inappropriate use of language, lessons should be adapted and the incident used as a learning experience. This will be followed up through lesson observations and learning walks

6.3.2. Best practice

We shall:

- Encourage students to consider historical and current issues of sexuality through events such as LGBTQIA+ month and the work of the GSA
- Create wall displays featuring role models and individuals successful in their chosen field who are known to be LGBTQIA+ and represent them alongside those who are known to be heterosexual
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact
- Train staff on how to best support our LGBTQIA+ students
- Work within and beyond the community (with the S7 Group and Stonewall, for example) to provide support and celebrate opportunities for LGBTQIA+ students
- Inform students about the **Gender Sexuality Alliance**, run by students for students, at the start of the academic year (through PDP and notices) so that they can join if they wish. They can also contact the GSA in confidence via the email address, gsa@esher.ac.uk for further information
- Work towards ensuring that teaching material and language used avoids default heteronormative assumptions
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact

6.5. Age

6.5.1. Essential practice

We shall:

- Actively tackle offensive language or use of material based on age stereotypes

6.5.2. Best practice

We shall:

- Encourage staff to avoid age related stereotyped comments and to challenge age based assumptions by students, particularly when discussing capabilities etc.

6.6. Pregnancy and maternity

It is discriminatory to treat a woman (including a female pupil of any age) less favourably because she is, or has been, pregnant, has given birth in the last 26 weeks, or is breastfeeding a baby who is 26 weeks or younger.

It is also discriminatory to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is *more* than 26 weeks old.

6.6.1. Essential practice

We shall:

- Ensure that students who are pregnant, or who have children, are supported to allow them stay on to complete their studies if they so choose
- Ensure that students who are pregnant and who choose to carry the baby to term will be given every reasonable assistance to complete their chosen courses
- Ensure that students have access to a suitable space on site to breast feed or express milk
- Make sure that students who are pregnant or who have children are entitled to good careers advice which is not limited by stereotypical assumptions

6.7. Gender Identity

Gender transition is a personal process that involves a person moving away from their biological sex to their identified gender, which may be non-binary. This may involve undergoing a medical procedure or treatment, or, as is more likely for college aged students, involve other manifestations of gender identity such as the use of certain pronouns.

NB the terms transition and identity are used here as these are terms favoured by the GSA. Reassignment is a term used by the Equality Act which is now nearly 8 years old.

6.7.1. Essential practice

We shall:

- Actively challenge expressions of prejudice, discrimination and/or harassment, be it direct or indirect; and take action to stop such practices or behaviour

- Ensure that we deal with any accusations of transphobia, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Actively tackle offensive language relating to trans people
- Question offensive manifestations of trans based stereotypes when they arise and empower students to feel comfortable doing the same
- Make sure that students know who to go to, in terms of staff, for support around issues of gender identity
- Educate students on what we mean by prejudicial language/behaviour through educational practices e.g. PDP sessions, and through subject areas (where topics provide 'opportunity' for such a discussion e.g. LGBTQIA+ month)
- Set clear expectations that where issues related to gender identity are included in the curriculum, these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observations and learning walks
- Avoid making assumptions about a person's gender identification based on appearances or prior perceptions of a group
- Ensure that students from a range of gender identities, where known, will be effectively engaged in decision and policy-making around issues that directly affect them
- Ensure that should a student decide to 'come out' to a member of staff, they can expect support to be provided, and that their gender identity will be kept confidential unless the discloser decides to reveal that information for themselves, to other parties or there is a safeguarding risk
- Ensure that staff do not assume gender or pronouns
- Ensure that staff who are likely to come into contact with the student e.g. administrative staff, teachers etc. are provided with the names and pronouns that the student wishes to use. Ideally this should be prior to the start of teaching, if disclosed at interview, enrolment or during the one to one with tutors
- Ensure that wherever possible, staff use the correct names and pronouns, including 'they' and 'their'; and avoid using or revealing birth names
- Work within and beyond the community (with S7, GIRES for example) to provide support for transgender and non-binary students
- Provide gender neutral toilets for transgender individuals to use if they wish (as well as being used by those individuals who are already given priority access)

- Ensure that should a student choose to discuss their gender identity with a member of staff, support will be provided, and that their discussion will be kept confidential unless the discloser decides to reveal that information for themselves, to other parties. They can also expect to receive impartial advice on specialist individuals onsite i.e. nurses etc. and/or organisations to contact, that could give them support and information specific to their needs
- Make sure that a student can expect, where references are written for them for a job or university application, that their gender identification is not revealed/referred to unless that individual specifically wishes it to be the case
- Ensure that college email systems, portal, photograph board; correspondence with parents/students etc. will be changed by those responsible for such administrative tasks, to accommodate their chosen name, if/when that individual decides to change their name to fit their perceived gender
- Avoid dividing already established classes into 'gendered' groupings for activities e.g. by having a 'boys' or 'girls' group to work on a task. Instead, we shall endeavour to use groupings based on academic differentiation needs or through numbering students etc.
- Set clear expectations that staff should move away from gendered terms to refer to groups of students and use more inclusive terms such as 'folks' or 'people.' This will be followed up through lesson observations and learning walks

6.7.2. Best practice

We shall:

- Where possible and relevant, find opportunities in schemes of work and lesson plans to explore issues of gender identity, to improve understanding and foster a culture of respect for all
- Work towards ensuring that terms used to refer to groups of students are neutral e.g. folks, people
- Use training events to ensure that staff are aware of unconscious bias, and how to limit its impact as well as how to best support trans students

6.8 Religion, belief or non-belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable, and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. New religious movements may also be considered religions or belief. Protected beliefs must be compatible with human dignity and not conflict with the fundamental rights of others.

6.8.1. Essential practice

We shall:

- Actively challenge expressions of prejudice, discrimination and/or harassment, be it direct or indirect in relation to religion, belief or non-belief; and take action to stop such practices or behaviour
- Ensure that we deal with any accusations of religious intolerance or prejudicial behaviour, as quickly, sensitively and fairly as possible, keeping careful and secure records
- Set clear expectations that where issues related to religion, belief and/or non-belief are included in the curriculum, these are explored sensitively, accurately and include positive representations. This will be followed up by lesson observations and learning walks
- Make sure that staff are aware that they cannot at any time state or imply that one set of protected beliefs is “better” than another. Staff are expected to respectfully counter students who state or imply within a group that may have varying beliefs within it that their individual protected beliefs are “better” than any other
- Ensure that staff feel safe to share their personal beliefs, but only in the context of a dispassionate and objective consideration of all possible reasonable protected beliefs relevant to the discussion that is taking place at the time

- College faith groups are allowed to follow established tenets of their belief system, even where these might conflict to some small extent with equality and diversity; for example, where perspectives on sexual orientation might clash with religious views. Students must be mindful at all times of the respect that must be shown to other protected groups within the College (this includes not using discriminatory language, not describing other protected characteristics in derogatory or belittling terms). This is set down in the College protocols for running a group. Leaders of the faith or non-belief groups are required to sign an agreement that says they will take responsibility for this, when holding group meetings and in the general practice of the group
- Provide a quiet reflection room (B006) which can be used as a prayer or meditation space
- We shall ensure that the quiet reflection room has clearly published rules for users to follow. Any misuse of the space/breaking of the rules should be reported to the Equality and Diversity officer or the Assistant Principal. Actions will be taken as appropriate
- Monitor the canteen provision to ensure there is always a vegetarian option in the canteen (or made available on residential visits) to cater for all those whose religion or belief system impose prohibitions on meat, types of meat or other foodstuffs, or the ways in which it is prepared
- Set clear expectation that when an issue of religious intolerance is raised, be it in terms of something that comes up in discussion relevant to the subject around religion or is related to an inappropriate use of language, lessons should be adapted and the incident used as a learning experience. This will be followed up through lesson observations and learning walks
- Take a zero-tolerance stance on religious extremism and set clear expectations that we expect students to report any incidents or concerns around behaviour to a senior member of staff as soon as possible. Staff will report any concerns and follow the College's Prevent Strategy.

6.8.2. Ideal practice

We shall:

- Celebrate diversity of religions and beliefs by raising awareness of religious festivals during the year

- Advise students and staff that they are welcome to set up single faith or belief groups, or joint faith groups, providing that they follow the College protocols, which will be provided by the E&D Officer during the discussion for group set-up
- Encourage inter-religious meetings between the established religious or non-belief groups in college, in order to further build respect and understanding.

6.9 Complaints against the College and Members of its Community or by Members of the College Community against others

- Any conduct related to any Equality or Diversity issue which is unreasonable or offensive to the recipient or affects their personal dignity should be reported to the Equality and Diversity Officer or any other trusted member of staff. Esher's protocols dealing with complaints about staff or students will then be followed
- The complaints procedure also applies to any unreasonable or offensive behaviour or other harassment off-site, but on College business, where the college remains responsible for the safety, behaviour and actions of staff and students. This may involve individuals not employed by the College. Such situations may include: trips and visits; work experience; sporting activities; representing the college at external events
- If any incident should arise in these situations, then it should be brought to the attention of the appropriate Senior Manager and the Equality and Diversity Officer. Esher's protocols dealing with complaints about staff or students will then be followed
- Should an incident involve another organisation or individual, then contact will be made with a senior official within the organisation involved, or with the police when necessary
- The College will make every effort to maintain confidentiality where appropriate, and the complainant will be informed if there is any need to breach this confidentiality
- The Equality and Diversity Officer will work alongside SLT in monitoring the nature, volume and responses to Equality and Diversity related complaints
- Students, parents or visiting students who wish to make a formal written complaint about unfair discrimination or harassment by other members of the College community will be given a full and fair hearing

https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf