



S P Jain
London School
of Management
LONDON

Student Equity, Diversity and Fair Treatment Policy

Document Type	Policy
Administering Entity	Chief Operating Officer, Dean, Registrar
Latest Approval/ Amendment Date	25 Jan 2023
Last Approval/ Amendment Date	
Approval Authority	Board of Directors
Indicative time of Review	25 Jan 2026

1. Purpose

This policy articulates SP Jain London School of Management's commitment to promote and support an environment which values and affirms equal opportunity, diversity and inclusivity in accordance with universal principles of equity, fairness and social justice, whilst ensuring that the School complies with its legal responsibilities in accordance with relevant legislation.

S P Jain London School of Management ('SPJUK' or 'the School') is committed to:

- a. maintaining practices which attract and support students from a diverse range of backgrounds including those who may have encountered disadvantages
- b. embedding practices in course design and support to ensure students from diverse backgrounds are enabled to succeed in their studies
- c. an approach for making reasonable adjustments to accommodate students who are from backgrounds with disadvantages.

2. Scope

This policy applies to all current and potential students at SPJUK. It covers discrimination on the basis of age, disability, gender, race, religion and/or belief, as set out in the Equality Act (2010). This Policy is not limited to the campus or the hours when classes are delivered. It extends to all functions and places that are related to teaching and learning. For example, lunchtime, campus events, conferences and online spaces.

This Policy does not form part of the School's contract with students.

3. Policy Principles

The School is committed to promoting the principles of equal opportunity and strives to support its students to achieve their full potential in a learning environment which is fair, inclusive, diverse and supports students' health and wellbeing.

The School will strive to enhance the representation of under-represented diversity groups in its student cohorts through supportive strategies and actions which recognise the needs of these individuals.

The School is actively committed to the prevention of discrimination, bullying, harassment, victimisation and vilification in the study environment, and will take all reasonable steps and actions to ensure that students are treated fairly, and with dignity and respect, whilst studying at the School.

SPJUK adheres to the principles set out in the Equality Act (2010) to ensure a commitment to equity and diversity.

In support of these commitments, the School will endeavour to:

- a. foster a culture which values and responds to the rich diversity of its community
- b. provide an inclusive and flexible environment for students by identifying and removing any remaining systemic barriers to equitable access to learning activities so that all students have the opportunity to fully participate in School life
- c. ensure that students are aware of their rights and their responsibilities
- d. use non-discriminatory, inclusive language and practices
- e. develop proactive plans and actions to increase access and promote success in learning for designated under-represented groups in order to overcome disadvantage
- f. ensure that all students have fair access to benefits and services in an equitable manner, including assistance to reasonably accommodate disability
- g. educate the School community on the goals and philosophy of equal opportunity, equity and social justice including provision of training and professional development opportunities
- h. develop and promote processes that support the systematic implementation, monitoring, reporting and management of equal opportunity and eliminate unlawful direct and indirect discrimination and harassment, and workplace bullying
- i. provide effective mechanisms to resolve complaints of unlawful discrimination, bullying, harassment, vilification and victimisation
- j. create a culture of support for students affected directly and indirectly by domestic and family violence.

All students should understand and apply the principles of equal opportunity, equity and social justice. The School will take reasonably practicable steps to ensure that the learning environment is safe, inclusive and free from discrimination, bullying and harassment.

The School will ensure students are provided with relevant information during orientation and within the Student Handbook.

i. Equity and Diversity Groups

Diversity involves recognising the value of individual differences in educational settings. Diversity in this context for the School includes age, cultural background, disability, ethnicity, family responsibilities, gender, language, religious belief and sexual orientation. Diversity also refers to the other ways in which people are different, such as educational level, life experience, work experience, socio-economic background, personality and marital status. Equity relates to fair treatment. The School's objective is to ensure that people from all groups in society have the opportunity to participate successfully in post-secondary education. Target groups include, but are not limited to, people with disabilities, women in areas where they are currently under-represented, people of diverse sexual orientation, sex or gender identity (e.g. LGBTI), and people from culturally and linguistically diverse backgrounds.

The School is committed to providing policies and procedures which facilitate social inclusion by recognising and addressing the character and needs of the people within the School.

ii. Gender Equality

The School aims to fulfil its obligations under by making all reasonable efforts to eliminate discrimination and promote gender equality.

iii. Equal Opportunity, Harassment and Discrimination

Equal opportunity is about ensuring that everyone has equal access to, and opportunity to take part in, areas of public life such as education.

The School is committed to taking all reasonable steps to prevent and eradicate unlawful discrimination, bullying and harassment against individuals in the learning environment.

iv. Health and Wellbeing

The School aims to create a learning and teaching culture and environment that values, supports and promotes programs and strategies that improve the physical and mental health and wellbeing of its students as detailed in the Health and Wellbeing Policy.

v. Domestic and Family Violence

The School aims to create a learning environment that allows students to safely seek support to address issues arising from direct and indirect domestic and family violence.

The School recognises that some students may face situations of domestic and family violence that may have an impact on their attendance and ability to learn.

vi. Rights and Responsibilities

All students should:

- understand and comply with this Policy;
- act with respect towards all students, staff and visitors at all times
- ensure they do not engage in any unlawful conduct towards fellow students or others with whom they come into contact while studying

- ensure they do not aid, abet or encourage other persons to engage in unlawful conduct;
- engage with the Student Complaints Policy and Procedure or the Student Misconduct Policy and Procedure if they experience any unlawful conduct
- report any unlawful conduct they see occurring to others, and
- maintain confidentiality if they are involved in any disciplinary or complaints proceedings.

4. **Breach of this Policy**

All students are required to comply with this Policy at all times. If the Policy is breached a student may be subject to disciplinary action according to the Student Misconduct Policy and Procedure.

If a student makes an unfounded complaint or a false complaint in bad faith, they may be subject to investigation under the Student Misconduct Policy and Procedure.

5. **Procedures**

The following procedures reflect the scope of SPJUK's services and procedures which encompass the principles set out in this Policy:

Student Recruitment and Admission processes are bias-free and non-discriminatory. Admission to courses and programs is based on the applicant achieving transparent and published entry criteria and the availability of places.

Special Admission – in certain instances, applicants who do not meet the admission criteria may be considered for admission based on extenuating circumstances. These applications will be considered on a case by case basis.

Access to information – SPJUK will ensure that all of its students have access to the information and support needed to prevent and, should it occur, deal with discrimination, bullying, victimisation, and vilification.

6. **Questions about the Policy**

If a student is unsure about any matter covered by this Policy, they should seek the assistance of the Chief Operating Officer.

Related legislation, laws and guidelines related to access and equity

Definitions

- a. **Bullying** is the exercise of power over another person through negative acts or behaviour that undermines them either personally, academically and/or professionally. Bullying can involve threatening, insulting, abusive, disparaging or intimidating behaviour which places inappropriate pressure on the recipient or has the effect of isolating or excluding them. Bullying can take the form of shouting, sarcasm, derogatory remarks concerning academic performance or constant criticism and undermining. Bullying is to be distinguished from vigorous academic debate or the actions of a teacher or supervisor making reasonable (but perhaps unpopular) requests of their students.
- b. **Discrimination** occurs when a person or a group of people are treated less favourably than another person or group because of race, colour, national or ethnic origin; gender or marital status; disability; religion or political beliefs; sexual preference; or some other central characteristic. Discrimination may occur when a person is denied the opportunity to participate freely and fully in normal day-to-day activities, for example being harassed in the workplace or being denied entry to public places and other facilities.
- c. **Domestic and Family Violence** behaviour includes, but is not limited to, physical or sexual violence, emotional or psychological abuse, financial abuse or any behaviour that is threatening or coercive or in any other way controls or dominates an individual which causes safety or well-being concerns for that individual.
- d. **Harassment** occurs when a person is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin; sex; disability; sexual preference; or some other characteristic specified under anti-discrimination or human rights legislation. Harassment may include behaviour, comments or images which a reasonable person would consider to be offensive, humiliating, intimidating or threatening.
- e. **Sexual Harassment** is any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated. Sexual Harassment can take many different forms. It can be obvious or indirect, physical or verbal, repeated or one-off, and perpetrated by males and females against people of the same or opposite sex. Sexual Harassment may include:
 - i. staring or leering;
 - ii. unnecessary familiarity, such as deliberately brushing up against a person, or unwelcome touching;
 - iii. suggestive comments or jokes;
 - iv. insults or taunts of a sexual nature;
 - v. intrusive questions or statements about a person's private life;

- vi. displaying posters, magazines or screen-savers of a sexual nature;
 - vii. sending sexually explicit emails or text messages;
 - viii. inappropriate advances on social networking sites;
 - ix. accessing sexually explicit internet sites;
 - x. requests for sex or repeated unwanted requests to go out on dates;
 - xi. behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.
- f. **Victimisation** includes any unfavourable treatment, or threats of unfavourable treatment against a person as a result of their actual or intended involvement in a complaint or under any of the procedures. The involvement might include making a complaint, supplying information and producing documents to someone making a complaint or appearing as a witness.
- g. **Vilification** is the public incitement of hatred, serious contempt or severe ridicule of a person on the basis of the race, religion, sexuality or gender identify of a person or members of a group. It can take several forms including hate-speech, graffiti, websites and the distribution of propaganda or other forms of offensive literature. Vilification includes threatening physical harm to a person or their property or inciting others to threaten physical harm to a person or to their property.
- h. **Workplace Bullying and Harassment**, occurs where an individual or group of individuals repeatedly behaves unreasonably towards an employee or group of employees at work, and that behaviour creates a risk to health and safety. Within this definition:
- i. repeated behaviour refers to the persistent nature of the behaviour and can range in behaviours over time.
 - ii. unreasonable behaviour is behaviour that a reasonable person, having regard to the circumstances, may see as unreasonable. This may include but is not limited to behaviour that is victimising, humiliating, intimidating or threatening.
 - iii. a risk to health and safety means the possibility of danger to health and safety, and is not confined to actual danger to health and safety.
- i. **Disability**. According to the Equality Act 2010, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Some disabilities may be progressive or long term, while others may be temporary.

The Act prohibits discrimination on the basis of any protected characteristics, including disability. It also references instances of harassment and victimisation which are covered within the Act. It carries a broad definition of disability which includes general impairments, long-term conditions, levels of substantial influence which may vary through time, and impact upon normal day-to-day activities.

Discrimination can include:

- direct discrimination – treating a disabled student less favourably than other students
- discrimination arising from disability – treating a disabled student unfavourably because of something arising in consequence of their disability, unless the treatment is a proportionate means of achieving a legitimate aim
- indirect discrimination – applying to a disabled student a ‘provision, criterion or practice’ which puts that student at a particular disadvantage when compared with students who do not have the disability, and the provider cannot show it to be a proportionate means of achieving a legitimate aim.