Equality and Diversity Scheme

2015 - 2018
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality Statement</td>
<td>2</td>
</tr>
<tr>
<td>Equality and Diversity Scheme – Introduction</td>
<td>3</td>
</tr>
<tr>
<td>1. Equality Aims</td>
<td>3</td>
</tr>
<tr>
<td>2. Legislative Context</td>
<td>4</td>
</tr>
<tr>
<td>3. The Guildhall School</td>
<td>5</td>
</tr>
<tr>
<td>4. Equality Impact Assessment</td>
<td>5</td>
</tr>
<tr>
<td>5. Monitoring</td>
<td>6</td>
</tr>
<tr>
<td>6. Confidentiality</td>
<td>6</td>
</tr>
<tr>
<td>7. Student Recruitment, Progression and Achievement</td>
<td>6</td>
</tr>
<tr>
<td>8. Teaching and Learning</td>
<td>7</td>
</tr>
<tr>
<td>9. Accessibility</td>
<td>8</td>
</tr>
<tr>
<td>10. Disability</td>
<td>9</td>
</tr>
<tr>
<td>11. Supporting the Welfare of Students</td>
<td>10</td>
</tr>
<tr>
<td>12. Beyond the Core Programmes – additional access measures</td>
<td>11</td>
</tr>
<tr>
<td>13. Human Resources</td>
<td>12</td>
</tr>
<tr>
<td>14. Safeguarding Policies</td>
<td>14</td>
</tr>
<tr>
<td>15. Communications</td>
<td>14</td>
</tr>
<tr>
<td>16. Complaints and Appeals</td>
<td>14</td>
</tr>
<tr>
<td>17. Review and Consultation</td>
<td>16</td>
</tr>
</tbody>
</table>

### APPENDICES (as separate documents)

- Appendix 1 - Equality Action Plan 2015–2018
- Appendix 2 – City of London’s – Equal Opportunities in Employment Policy
- Appendix 3 – Equality Impact Assessment Guidelines
- Appendix 4 – Disability Statement
Equal Opportunities Statement

The Guildhall School of Music & Drama is a department of the City of London Corporation and has a comprehensive equal opportunities policy to which the School is fully committed. Its aim is to ensure that everyone receives fair treatment regardless of age, disability, sex, and gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation, race, religion and beliefs. The School is committed to fostering an environment for students and staff free from discrimination, prejudice and harassment and to pursuing equality of opportunity in the delivery of its services and facilities.
**Equality and Diversity Scheme - Introduction**

This is the School’s Equality Scheme in response to the specific duties of the Equality Act 2010. The Scheme replaces our previous Single Equality Scheme dated December 2006. This Scheme, together with the Equality Action Plan, sets out the School’s priorities in this area.

The Equality and Diversity Scheme is an over-arching document which relates to general equality themes, principles and objectives common to all protected characteristics. The City of London’s Equal Opportunities in Employment Policy Equality and Diversity Policy is also an appendix to the Scheme along with School’s Equality Statement, which covers information in relation to each protected characteristic, and should be read in conjunction with the Scheme.

Should you wish to read any documents in an alternative format such as large print, please contact human.resources@gsmd.ac.uk or telephone 0207 382 7320.

1. **Equality aims**

1.1 The Guildhall School of Music & Drama aims to promote equality in all of its activities (involving our students, staff, leaders and governors), and to prevent unlawful discrimination. The School recognises that a diverse community of staff and students affords artistic, educational, social and organisational benefits. We aim to do informed by the policies of City of London Corporation, and resources provided by expert bodies such as the Equality Challenge Unit, HEFCE, the Higher Education Academy and the Leadership Foundation for HE.

1.2 We are committed to taking steps towards advancing equality of opportunity. This involves removing or minimising disadvantage, adopting an inclusive approach and encouraging all stakeholders to fully participate in life at the School. In practice this includes identifying and removing barriers, thereby enabling and encouraging all students and staff to achieve their potential in study, performance and work within the School. We are also committed to attracting a more diverse range of students and staff.

1.4 Everyone must accept personal responsibility for implementing the Scheme and are encouraged to share their views on the scheme and to make suggestions for its improvement.

1.5 **Strategic objectives of the Equality and Diversity Scheme**

The strategic aims of the Equality and Diversity Scheme can be summarised as follows:

a) To eliminate adverse impacts (from any of our functions and policies) on students and staff from protected groups.

b) To encourage contribution and involve stakeholders in achieving the aims of the above.

c) To raise awareness of the Scheme amongst staff, students and the public, ensuring published information is easily accessible.
d) To set out specific objectives in an accompanying action plan.

e) To keep the policy under regular review so that it fully reflects the School’s priorities and pressures.

2. Legislative context

2.1 The Equality Act 2010 is the principal legislation underpinning the City of London’s Equal Opportunities in Employment policy, School’s Equality and Diversity Scheme and Action Plan. The Act covers education, employment and the provision of premises, facilities, goods and services. The Act replaces existing equality legislation, and covers nine ‘protected characteristics’, which are:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race
- Religion or Belief
- Sex (gender)
- Sexual Orientation

2.2 The Duty under the Equality Act requires the School to have due regard to the need to:

a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.

b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

c) Foster good relations between people who share a protected characteristic and people who do not share it.

2.3 The Specific Equality Duty replaces previous public sector duties in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. It requires the School to publish relevant, proportionate information demonstrating compliance with the Equality Duty and to set specific, reasonable equality objectives. The School fulfils this requirement through publishing the Equality and Diversity Scheme, together with the Equality Action Plan.
3. The Guildhall School

3.1 The School’s primary function is to provide education for its students for the purpose of which it employs staff who together work towards achieving the School’s strategic aims which are to:

Exceptional Teaching

Engage world-class staff to deliver innovative teaching, research and knowledge exchange, encourage experiment and lead ground-breaking creative and professional practice

Exceptional Students

Recruit the most outstanding aspiring young musicians, actors and theatre technicians from around the world, train and educate them to the highest international standards, support them with continually improved services and facilities, and prepare them for successful careers in the performing arts

Exceptional Opportunities

Work with partners to create an international arts and learning centre without rival; encourage staff and students to find their voice, develop their craft and artistry, draw inspiration from practitioners across the art forms and engage with the audiences of the future

A Sustainable, World-Class Institution

Deliver the transformational investment needed to sustain a world-class centre of excellence for training and performance

4. Equality Impact Assessment

4.1 The Guildhall School assesses its policies, procedures and strategies for potential impact on equality. This enables us to both identify issues and address them in a strategic way and to support and promote good practice throughout the organisation. Assessments are conducted within the context of an institution that strives to promote and improve access and cultural diversity for the benefit of students, staff and visiting performers by enhancing their educational, cultural and personal experience of the School.

4.2 An initial equality impact assessment (EIA) determines whether the policy or procedure is likely to have an adverse impact, indirect or direct discrimination or whether there is opportunity for further promotion of equality. If significant impact or equality issues are
highlighted a full EIA is undertaken. A full assessment is a more substantial exercise involving discussion with stakeholders and detailed analysis of the text and/or activity.

4.3 Key staff at the School receive support to enable them to undertake effective EIAs in relation to their work and associated policies, strategies and related projects and developments.

5. **Monitoring**

5.1 Monitoring is important in respect to helping us to identify trends, determine our priorities, measure progress and will be used to inform future practice. We will gather and analyse such information on an annual basis.

5.2 Statistics are available on our website and the City of London’s website.

5.3 Equality data is gathered for staff and students and most often captured at the recruitment stage for staff and students.

6. **Confidentiality**

6.1 Any information disclosed to the School in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements.

7. **Student recruitment, progression and achievement**

7.1 The Guildhall School values its diversity of cultures and welcomes applications from all over the world. Subject to meeting the minimum entry requirements set out in the regulations and relevant programme specification, the selection of students is based on talent following a rigorous selection process. The School is committed to pursuing equality of opportunity in its recruitment processes. The selection process varies according to discipline and may involve audition (including first round audition by DVD for overseas students in some instances), screening of portfolios (composers and librettists) and/or interview. All methods are designed to assess both attainment and potential to complete successfully the programme of study.

7.2 The Guildhall School has mechanisms for considering non-standard entries and will consider applicants without the minimum entry requirements. As outlined in the School’s *Non Standard Entry Policy*, applicants who are considered without relevant formal qualifications, may be required to submit additional documentary evidence relating to previous study, qualifications and/or training, and/or professional curriculum vitae. However, confirmation of admission and continuing registration may be subject to a further examination or qualifying period of study (in the event of the latter a special scheme of study will be required).

7.3 The annual monitoring of application, offer and conversation rates against key equality strands indicates that there is no bias in our admissions and selection process.
7.4 Across the School there is a strong desire and commitment to widen our applicant base. We have established a number of targeted initiatives (outlined in our Access Agreement) which are aimed at ensuring that within the School’s new entrants at undergraduate level, there is a broader mix of students that is more representative of society at large.

7.5 The School is not only committed to admitting students solely on the basis of talent but endeavours to do its best to ensure that no student who is offered a place is prevented from taking up that place on grounds of financial hardship. The School has a long and distinguished record of supporting students throughout their studies through scholarships and bursaries.

7.6 The School seeks to conduct its admissions processes in a fair and transparent way to a high level of professionalism and is mindful of the UK Quality Code for Higher Education – Chapter B2: Recruitment, Selection and Admission to Higher Education. All admissions decisions will be taken by at least two people and all applicants seeking feedback are entitled to contact the relevant department for a précis of the audition/interview report.

7.7 The School monitors annually both its admission decision process (i.e. the pattern of applications, offers, acceptances and enrolments) and the patterns of its awards against four key equality strands: age, disability, sex and ethnicity. This is to assure itself that all applicants have equal access to the School and that once enrolled no student is disadvantaged by their background.

8. Teaching and Learning

8.1 All teaching staff have general responsibilities to:

- Ensure there are appropriate facilities, materials, forums and services available to support learning for all students.

- Comply with the School’s regulations and policies concerning diversity and equal opportunities.

- Contribute to the development of inclusive, relevant, best practice teaching.

- Deliver learning, teaching and assessment in accordance with published School procedures, with full regard for students’ backgrounds and in particular the needs of students with disabilities.

- Play their part in monitoring and recording student participation whilst endeavoring to understand and address any barriers to this.

- Engage with quality assurance procedures, including attending relevant training and conducting Equality Impact Assessments (EIA’s), as specified by the School.
8.2 Academic staff are expected to make every reasonable effort to provide learning materials in an appropriate format and to accommodate Non-Medical Helpers (NMsH’s), for example: Note Takers or Sign Language Interpreters. The Study Skills and Disability Coordinator works closely with the Estates and Facilities teams regarding accessibility and adaptations for residential, learning and performing environments.

8.3 Support for English as a foreign language is provided to students, where appropriate, in the form of individual and group tuition.

8.4 Assessments are clearly linked to learning outcomes detailed in the programme/module specifications. Assessment methods are rigorous and designed to support high standards. The School strives for assessments to be equitable and in both design and operation, plus transparent in process.

8.5 The School has a well-stocked library that is kept rigorously up to date by a dedicated team of expert performing arts librarians. Students and staff are provided with access to a wide range of hard copy and digital learning resources, and internal training is provided to ensure users are able to make optimum use of this facility. Additional materials can be sourced externally and obtained. Library staff endeavour to provide specialist support and resources in a range of accessible formats in order to cater for the learning needs of a diverse student body, including those with disabilities and specifically identified learning needs. There is close liaison between Student Affairs and the Library, when cases of particular need arise, to ensure students have the best support and learning experience possible.

8.6 The School encourages the participation of its students in the review of the quality of their learning experience - through module and programme review and representation on relevant School committees. Feedback from students is encouraged throughout the year and there are a variety of ways in which students can relay their experience and submit their views and suggestions for improvement.

8.7 All students are also asked to participate in the Whole School Survey (WSS) and evaluate the entirety of the student experience (from teaching to catering) using a set of agreed questions.

9. Accessibility

9.1 The Guildhall School campus is spread out across the Barbican Estate and its immediate local area. It is made up of an exciting mix of buildings of varying age, architectural style and history, from a converted brewery building to the very latest in contemporary design. Much of the campus is Grade II-listed and forms part of the Barbican Estate which is over 30 years old and is the only architectural example of its type left in Europe. However, this means that some areas of the School, including a number of teaching rooms, are unfortunately not fully accessible. The School aims to make reasonable adjustments to counter this. This includes encouraging prospective and current students to tell us about any pre-existing or arising disability/health conditions, at their earliest opportunity.
(Students are given multiple opportunities during the application, enrolment and induction process to inform us about their needs). This means we are informed about any specific access requirements and can plan to schedule the curriculum and rooms for classes, to best meet student/ staff need.

9.2 The School’s newest building, Milton Court, opened in September 2013. Milton Court offers state-of-the-art facilities to match the talent within its walls, ensuring that students can enter their chosen profession at the highest level. The £89 million redevelopment of the Milton Court site is the most significant investment in the Guildhall School for 36 years.

9.3 Within the School’s public performance venues, access is supported via:

- An Infra-red system throughout Milton Court, for those who are hearing impaired. In our Silk Street building, hearing loops are provided in the Music Hall and Theatre.
- Lift access to most of the Silk Street & Milton Court buildings, Library and Sundial Basement. Upon request, staff can arrange for items to be taken down to the cloakroom on -2 level within Milton Court, where there is no lift access.
- Specially adapted, wheelchair accessible, living accommodation, plus flexibility to provide minor adaptations and assistive equipment, as required at Sundial Court, the main hall of residence.
- Disabled toilet provision in all School buildings.
- Visitors to the School Buildings are invited to discuss their access requirements with the Facilities department.

9.4 We encourage students to inform us of any access difficulties they anticipate or encounter immediately they arise, so that we can find a solution quickly. Often it is possible to schedule classes in rooms which offer the best location and facilities to meet individual requirements. The School is committed to progressively removing barriers within the physical and social environment which compromise learning and development or full, equal participation in student life.

10. Disability

10.1 The Guildhall School is committed to a policy of equal opportunities for disabled students and welcomes applications from students with disabilities, medical conditions or specific learning difficulties. We are always pleased to welcome students with a wide variety of backgrounds and experiences and both students and staff at the School are committed to creating a positive climate which allows everyone to participate in all aspects of the School’s life.

10.2 The Guildhall School aims to provide a supportive learning environment for each individual student. Highly trained staff within the Student Affairs team are in place to offer appropriate assistance to students with a diversity of needs, for example: students with Dyslexia requiring support with researching / structuring written work; individuals with ADHD needing help with time management and organisational skills; those seeking
counselling for depression, anxiety or other mental health problems; students with physical/sensory impairments or mobility problems requiring environmental modifications and other on-going medical conditions.

10.3 The Student Affairs team take an individualised approach to meeting the requirements of students with disabilities. They recognise that a student's circumstances and needs may change during the period of study and that students may experience a particular problem at any point during their training which will affect their life at the School. In all cases Student Affairs respond promptly to ensure that students are well supported and appropriate adjustments are made – this includes sensitive and knowledgeable communication with academic departments, to enable successful continuation of studies.

10.4 Students who have or suspect they may have a disability are encouraged to contact the Study Skills and Disability Coordinator (SSDC) as early as possible – either prior to starting their course, or as soon as concerns arise. Early disclosure and discussion assists students and academic staff to prepare optimally for the start of term in September. The SSDC is available to prospective students (both those considering applying and students who have accepted an offer) and plays a key role in seeking to understand access and support needs plus identifying potential barriers for individuals to studying and engaging fully with School life. Support and adjustments can then be planned and implemented ahead of arrival at the School.

11. Supporting the welfare of students

11.1 The School’s supportive environment, with its excellent welfare services, ensures that we have a strong track record on retention. The School performs well in absolute terms and against its benchmark for non-continuation after year of entry. The School attracts a high proportion of students who self-declare their disability and there is no difference in retention for these students compared with the rest of the cohort.

11.2 The School has in place a dedicated Student Funding Officer to assist applicants and students in understanding the complexity and opportunities provided by the student funding system. In addition, a new Widening Participation Officer post has been created and was successfully recruited to in March 2015.

11.3 A student affairs service is provided centrally on campus and offers a breadth of expertise held under one roof. The Student Affairs Department considers its efforts to maintain a high level of presence and visibility around the School, at various events, regular forums and online via the School intranet and app, is one of the factors leading to a significant level of enquiry and uptake from students. Pervading all communications to students is a message of inclusivity, acceptance - valuing individuality and a holistic approach.

11.4 Advice can be sought from the Head of Student Affairs on financial difficulties, social problems, mental health and any other welfare issues that might arise. The Study Skills & Disability Coordinator deals with all aspects of disability and learning support. The
Health & Welfare Manager provides an assessment, support and referral service for issues related to healthcare and wellbeing. The Counselling Service is a free and confidential service offered to all students at the School, staffed by a fleet of qualified counsellors. The School’s Student Life Officer offers support and confidential advice to UK and International students on issues arising such as travelling and studying in the UK, visa extensions, work permits and accommodation as well as advice regarding the many aspects of living in London.

12. **Beyond the core programmes – additional access measures**

12.1 The Guildhall School recognises that interest in the performing arts needs to be nurtured early and sustained over a long period, if there are to be Higher Education applicants with sufficient skills to benefit from the training provided within the conservatoire. In order to expand diversity at the School and improve equality, the Guildhall School acts to influence the opportunities and development of young people of all backgrounds who have artistic potential.

12.2 The School’s Annual Access Agreements consolidate its long-standing commitment to outreach and promotes a dedication to student success measures to ensure that retention and progression remain very strong, despite the changing funding environment.

12.3 **Key outreach initiatives.**

The School’s outreach initiatives seek to raise the aspirations of young people in the School’s local neighbourhood; to encourage a life-long interest and participation in the arts, and to assist talented individuals by nurturing their talent. The School’s neighbourhood boroughs contain some of the most economically deprived wards in the country.

12.4 The School has been encouraging young people from these neighbourhoods to engage with the School in various ways:

- Offering assisted places through the Centre for Young Musicians (CYM) and Junior Guildhall, part of the Guildhall Young Artist Division, a sustained commitment to develop the potential of promising young students who are financially disadvantaged with the specific aim of helping them meet the technical re-requisites for entry to university-level music or drama programmes.

- Offering assisted places within the School’s Summer School programme, which provide a valuable insight into the School’s training process and improve technical skill levels.

- Projects led by the Creative Learning Department, a joint division of the School and the Barbican Centre, offered across a number of art-forms. The projects aim to develop the artistic and social skills of young people from disadvantaged backgrounds by providing opportunities to be a member of a group or ensemble and engage with artists and leaders.
12.5 Transition to University
To maximise the value of the outreach initiatives, there is a Widening Participation Officer (Student Recruitment) based in the Registry who working internally, and with targeted schools in the local neighbourhood, and with individuals to explore and encourage higher education options, particularly options offered by the Guildhall School.

12.6 Student success measures
The Student Funding Officer role provides higher education funding advice to applicants and students to facilitate students in locating financial support from a variety of sources to support their studies. An individualised service is available on request and is particularly offered to care leaver applicants and students.

The School’s Dyslexia Tutor provides specialist support to students to ensure high retention and achievement rates for students with learning disabilities.

13. Human Resources

13.1 The City of London’s HR Policies and Procedures are kept under regular review to ensure equality is promoted in our recruitment and staffing activities. This includes analysis of monitoring data such as recruitment monitoring. All new panel members are provided with a briefing regarding equality and fair recruitment practice.

13.2 Training on Equality and Diversity is mandatory and provided to staff during their probationary period to ensure that the policy and its requirements are understood. We will provide support to staff to help them realise their potential and develop their skills. Information on Equality and Diversity will be provided to all staff and students in order to raise awareness of equality and diversity and the contents of this policy.

13.3 The School’s policies and procedures are accessible electronically via the staff intranet, with equality policies being accessible to the public on the external website. New and significantly revised Human Resource policies undergo Equality Impact Assessment. All new staff are shown how to access policies, and required to read the Equality and Diversity Policy as part of their induction.

13.4 Staff Recruitment and Retention

13.5 Recruitment of staff is managed and monitored by the HR department to ensure adherence to best practice and in accordance with the City of London Equal Opportunities in employment policy.

13.6 Recruitment and selection briefing sessions are delivered for new panel members.

13.7 Recruitment advertising will normally appear in publications appropriate to the audience capable of producing the suitable candidates (please note that this is subject to budget considerations).
13.8 Job Descriptions and Person specifications are written locally and then evaluated by the City of London HR department on the basis of the essential and justifiable requirements of the position.

13.9 Candidates are recruited solely on merit, against carefully considered, justifiable job/role requirements. The recruitment decisions are transparent and supported by written comments from the recruitment panel.

13.10 The City of London and the Guildhall School is a Disability (‘two ticks’) Symbol user. To encourage application from people with a disability, this symbol is placed on all job adverts and recruitment documentation sent to candidates. As users of the symbol, the City of London and the Guildhall School will guarantee an interview to any applicant who has a disability and meets the essential criteria of the person specification with reasonable adjustment where appropriate.

13.11 Staff Development

13.12 The Guildhall School is fully committed to ensuring that all establishment staff are provided with the relevant knowledge, skills and experience to enable them to carry out their duties effectively, and to develop their skills and potential. All staff have access to induction, personal and professional development opportunities.

13.13 The Guildhall School ensures terms and conditions of employment (including grading and promotions criteria and procedures) are fair and equitable, taking account of responsibility, performance and contribution.

13.14 The Guildhall School’s probation and appraisal procedures are clear and transparent and will be applied fairly across all School staff.

13.15 Disciplinary and Grievance

13.16 Disciplinary and grievance procedures are applied fairly and transparently for all staff in accordance with the City of London Managing People Policies and Procedures.

13.17 Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate City of London Managing People Policies and Procedures for staff.

13.18 Access to Work

13.19 The Guildhall School fully complies with a statutory duty under the Act to make reasonable adjustments to both working practices and the working environment, to ensure that disabled people are not disadvantaged in comparison with colleagues who do not have a disability. This School responsibility is supported by Access to Work Grants (from Department of Work and Pensions).
14 Safeguarding policies

14.1 The Guildhall School constantly seeks to ensure that all its duties of care are effectively discharged, particularly in respect of those regarded in law as more vulnerable, including under 18-year-olds and those considered to be adults at risk.

14.2 The Guildhall School Safeguarding Children policy provides the safeguarding framework for all aspects of the Guildhall School’s contact with children and adults at risk. Its primary purpose is to provide a safe creative learning environment for children and adults at risk. It also aims to protect staff (and students working in professional contexts) by ensuring that they are:

- fully aware of correct practice in relation to safeguarding matters
- not placed and do not place themselves in vulnerable situations which might result in misunderstandings or allegations of abuse.

14.22 Safeguarding/ Child Protection Training is mandatory for all staff. They need to complete it within their probationary period.

14.23 The Staff/ Student Relationship policy covers close, intimate and/or exclusive relationships, between staff and students of the School. It covers all areas where such relationships raise questions about conflict of interest, trust and/ or confidentiality, which may occur on the outset, during or on the termination on a close, intimate and/ or exclusive relationship.

15. Communications

15.1 The School is committed to providing its printed publications in alternative formats on request. Alternative formats for external publications will be provided by the Marketing Department, alternative formats for internal documents will be provided to staff and students by the relevant department.

15.2 The School aims to meet level 2 (AA) of the W3C’s Website Accessibility Initiative (WAI) Guidelines for its website and will provide sections or attachments from the website in alternative formats on request.

16. Complaints and Appeals

16.1 Applicants
Applicants may submit an appeal if they believe their application was not been treated fairly or if they feel that their audition was conducted in a manner which was prejudicial to them.
16.2 Students
The Student Handbook signposts students to the appropriate mechanisms for making a complaint or an academic appeal. The School seeks to resolve complaints as near to the original source of the problem as possible and to resolve matters informally wherever practicable. However, there is a three stage Student Complaints Procedure to escalate a complaint when necessary. Academic Appeals are limited to the conduct of the assessment, the proceedings of an assessment board, or extenuating circumstances that were unknown, for good reason to the assessment board.

16.3 All regulations, policies and procedures are available to students from the intranet or can be requested from the Registry. Advice on the interpretation of regulation and policy is also provided by the Registry but advocacy is provided by the Students’ Union.

16.4 Staff

16.5 The School will do its utmost to protect staff from discriminatory behaviour by any individual or groups within the institution. Allegations of discriminatory behaviour on the part of staff will be dealt with under the Code of Conduct and Disciplinary Procedure or the Staff Grievance and Disciplinary Procedures, as appropriate.

17. Review and Consultation

This policy will be reviewed and revised every three years or when relevant new legislation comes into place.

To implement this scheme an action plan is being devised (see appendix 1). The action plan identifies involved parties and the committees/ groups responsible for monitoring the action.

The action plan will be reviewed every year by the Senior Management Team.

Overall responsibility for the implementation of the scheme will be held by the Head of Human Resources.