1 London Business School’s Commitment to Diversity

1.1 London Business School is a diverse place to work and study. The School defines diversity as an essential organisational approach that harnesses difference and encourages all individuals to achieve their very best. We believe this is attained through the creation of a positive climate and a productive environment; one which strengthens our ability to have a profound impact on the way the world does business, and enhances our competitive advantage.

1.2 This policy confirms the School’s commitment to equality and diversity. It covers all individuals working at all levels and grades, including senior managers, employees, consultants, contributors, trainees, homeworkers, part time and fixed term employees, volunteers, interns, casual workers, agency staff, students, Executive Education participants, recruitment candidates and potential students / participants. It also includes other stakeholders (including alumni, governors and visitors / clients). It will only be successful if everyone in the School (especially those with people management responsibilities) is committed to making it work.

1.1 The School will endeavour to ensure that it meets its duties under the Equality Act 2010 by:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

- Advancing equality of opportunity and fostering good relations between people who share a protected characteristic and those who do not by:
  - Removing or minimising disadvantages suffered by people due to their protected characteristics.
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

2 London Business School and the case for Diversity

2.1 It is the Vision of London Business School to have a profound impact on the way the world does business.

The School’s vision means that we must:

- Draw strength from our cultural diversity;
- Continue to foster rigorous, innovative research that is used and respected around the globe;
- Create a learning environment with diverse employees and students / participants;
- Generate and maximise resources – in terms of people expertise and funding – to operate at the forefront of business education.
2.2 Our diversity strategy actively supports these objectives and has become an integral component of day-to-day operations. It must therefore be viewed as part of the School's overall vision, strategy, beliefs and values.

The benefits to the School of implementing its diversity strategy will include:

- Engagement of the best possible talent
- Effective use of the skills and abilities within the School community
- A reputation for becoming an exemplar of best practice
- Excellence in business education through good diversity leadership and management
- Wider participation with its global communities.

3. Aims and Principles of the Code of Practice

3.1 The following code of practice builds on the School's diversity principles.

3.2 The overall aim of this code of practice is to ensure that individuals within London Business School are able to work or study without fear of discrimination on the grounds of any of the protected characteristics.

3.3 Every reasonable effort will be made to meet any particular needs of employees, students and Executive Education open participants with regard to any of the protected characteristics. London Business School therefore encourages individuals to discuss specific needs with their line manager, Degree Programme Office, Executive Education, the Research and Faculty Office or the Human Resources department.

3.4 London Business School will not discriminate against its employees, students or Executive Education open participants and will provide training to raise awareness and promote a wider understanding of any issues relating to any of the protected characteristics.

3.5 Whilst the School will be sensitive to the needs of employees, students and Executive Education participants, all individuals have a responsibility to ensure their line managers and student supervisors are aware of their individual needs in good time so that there is an opportunity for them to be met effectively.

4. Supporting Legislation

4.1 The aim of the Equality Act 2010 was to 'harmonise discrimination law, and to strengthen the law to support progress on equality'. The Act replaced all existing equality legislation, including the Equal Pay Act.

4.2 The following are classed as 'protected characteristics':

- Age
- disability
- gender reassignment
- marriage and civil partnership
• pregnancy and maternity
• race, colour, nationality, ethnic or national origin
• religion or belief (including lack of belief)
• sex
• sexual orientation

4.3 The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities and this may involve treating disabled people more favourably than others.

4.4 The following legal concepts are prohibited by equality law and apply to all the protected characteristics.

- **Direct discrimination**
  This is when an individual is treated less favourably on the grounds of a protected characteristic.

- **Indirect discrimination**
  This is when a seemingly neutral condition or requirement is imposed that is harder for (for example) one sex or one race to meet, and which cannot be shown to be justifiable.

- **Victimisation**
  This is when an individual is treated less favourably because the individual is, intends to or is suspected of bringing proceedings (including a grievance) against the School or supporting someone else bringing proceedings.

- **Harassment**
  This is when an individual violates another person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

- **Discrimination by association**
  This is when an individual is discriminated against due to their association with another person on the grounds of a protected characteristic (for example, someone being harassed because their child is gay).

- **Discrimination by perception**
  This is when an individual is discriminated against due to someone's perception of them, whether or not this is true (for example, assuming that someone is of a particular religion and discriminating against them on that basis).

- **Positive Action**
  In certain limited circumstances, the 2010 Act permits employers to take measures designed to redress imbalances and counteract the effects of
past discrimination. This is known in the law as 'positive action' and is designed to ensure that people from previously underrepresented groups can compete on equal terms with others.

**Reasonable adjustments (disability only)**

The adaptations made in the workplace to enable a disabled person to work. These can include specialist equipment, a change to the hours or location of work or a reallocation of duties. The 'reasonable' test takes into account several factors such as cost, impact on other team members, the nature of the work and space.

- **Genuine Occupational Requirement (GOR)**

  London Business School is permitted, when recruiting for a post, to treat job applicants differently if possessing a particular characteristic is a genuine requirement for that post.

5 **Diversity Objectives**

5.1 In accordance with the Equality Act 2010, the School has agreed and published Diversity Objectives. These were reviewed during the year and an additional objective on sexual orientation and gender reassignment agreed in May 2015. An action plan is in place to ensure the objectives are implemented.

6 **Accountability and Responsibilities**

6.1 Every member of the School community has an individual responsibility to value diversity. However, specific responsibilities are designated as follows:

- **6.2 The Role of Management Board and the Diversity Working Group**

  Overall accountability for the School's Diversity strategy and any resulting activities rests with Management Board. The Diversity Working Group has a delegated responsibility to ensure the appropriate implementation of this code of practice. This includes overseeing the results of any monitoring and evaluation activities for the provision stated within it.

- **6.3 The Role of the Director, Human Resources, Director, Research and Faculty, Associate Dean, Degree Programme Office, the Director, PhD Programme and the Associate Dean, Executive Education**

  The Director, Human Resources and the Director, Research and Faculty are jointly responsible for leading on the development, implementation and monitoring of this code of practice and for recommending changes to the Diversity Working Group that reflects best practice and compliance.

  Responsibility for the monitoring and day-to-day implementation of the code of practice with regard to students on the programmes for which they are responsible rests with the Associate Dean, Degree Programmes Office, the Director of the PhD Programme and their departments who are the main focus for student interaction. The code of practice will be implemented in accordance with the appropriate statutory requirements covering students.
Responsibility for the monitoring and day-to-day implementation of the code of practice with regard to participants on the Executive Education programmes for which they are responsible rests with the Associate Dean, Executive Education.

6.4 The Role of Faculty Board, Staff Committee and the London Business School Student Association
Members of Faculty Board, Staff Committee and the London Business School Student Association are encouraged to help communicate to faculty / staff / students / participants on the development of this code of practice, and give feedback on views using the School’s consultation process. They are also expected to give constructive feedback on the implementation of this code of practice, and make recommendations for changes where necessary.

6.5 The Role of Line Managers, Heads of Department, Subject Area Chairs and Research Directors
Managers have a responsibility to ensure that individuals are able to work in an inclusive environment. Managers and departments must be sensitive to concerns of their employees respectively and consider any requests for adjustments which allow individuals to work effectively.

6.6 The Role of all Individuals
Every individual member of the School has a responsibility to value diversity. Good working relations and fair employment practices depend on everyone, and individual attitudes and behaviour are key to promoting diversity. All employees, students, Executive Education open participants and other stakeholders (including alumni, governors, contributors and visitors / clients) will be expected to:

- Co-operate with measures introduced by the School that promote diversity and prohibit discrimination
- Not commit any acts or behave in a manner that would contravene the diversity strategy
- Not instruct or influence others (including clients or visitors) to practise unlawful discrimination
- Draw the attention of Management, and/or Human Resources or the Research and Faculty Office to suspected incidents of discrimination
- Behave consistently at all times, respecting and promoting the dignity and rights of all employees, students / participants and other stakeholders.

7 Operational Guidance

7.1 Operational guidance for all and specific protected characteristics is detailed at Appendices 1 and 2 to this document.

7.2 The following guidance / codes of practice are produced separately from this document but also give clear operational guidance on valuing diversity:

- Valuing Dignity at London Business School
- Learning and Development/Professional Development (incorporated in the HRP for faculty)
8 Learning and Development

8.1 London Business School will aim to ensure that all employees are provided with the opportunity to have relevant training to increase their awareness of issues connected with all the protected characteristics. In particular, the training will seek to ensure that those with service provision, managerial, and recruitment and selection responsibilities fully understand what is expected of them.

8.2 Those studying at London Business School will also be given relevant information to increase their awareness of the School's commitment to promoting equality.

9 Complaints

9.1 Employees, students and Executive Education open programme participants who feel they have been treated in a way that is contrary to this code of practice must raise their concerns with their line manager/programme director, Degree Programme Office or Executive Education in the first instance. If this is unsuccessful, complaints can be made directly to the Director, Human Resources or the Deputy Dean (Faculty) or for students the Executive Director, Early Careers and for Executive Education participants complaints can be made through the Director, Programme Management.

9.2 Discrimination and instances of abuse related to any of the protected characteristics may constitute gross misconduct and will be treated as disciplinary offences. Any member of the School who has committed an act of unlawful discrimination or harassment may be subject to disciplinary action up to and including summary dismissal.

9.3 London Business School will take steps to ensure that any employee, student or participant who has in good faith complained and/or taken action according to the code of practice will not receive less favourable treatment than any other individual, for example, by being subjected to disciplinary action in connection with their complaint.

9.4 Any member of staff or faculty who wishes to discuss their concerns in complete confidence can access the School's independent employee assistance scheme www.ppconline.info

9.5 Students and Executive Education participants can also discuss their concerns in complete confidence with the Student Support Counsellor.

9.6 Every support will be given to secure a satisfactory resolution either through informal means or if necessary through the grievance procedure. Complaints
of harassment and bullying must be raised using the School's Valuing Dignity Code of Practice.

10. Equality Analysis Monitoring

10.1 The School is committed to ensuring the effectiveness of this code of practice by conducting regular equality analysis and also through efficient monitoring in accordance with statutory requirements.

10.2 The Diversity Working Group will review the results of both equality analysis and monitoring at regular intervals to determine the effectiveness of these procedures. They will address any perceived areas of concern through the development of a timed action plan.

11. Engagement

11.1 The School has a duty to engage with employees and students / participants in the development and assessment of this code of practice.

12. Policy Review

12.1 This policy has been endorsed by the Diversity Working Group and formally approved by Management Board. It will be reviewed at a minimum on an annual basis or in line with revised working methods or new legislation as required.

As at January 2019 (this version is currently under review)
Appendix 1

Operational Guidance relating to all the protected characteristics

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<th>Procedures relating to Employees</th>
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**Recruitment and Selection**

London Business School will aim to ensure that its recruitment and selection processes do not discriminate on the grounds of any of the protected characteristics. To this end it will aim to:

- Advertise to ensure a wide diversity of candidates
- Not apply unnecessary selection criteria or standards which might prevent people from applying
- Make sure that job descriptions and person specifications focus on skills and abilities required
- Ensure employment agencies acting for and on behalf of the School comply with and act in accordance with the School's diversity principles
- Monitor the recruitment and selection process to ensure that decisions made do not contain any bias.
- Be clear on job responsibilities and give enough information so that job applicants can make an informed decision
- Where reasonably practical, be flexible about interviewing and selection arrangements.
- Reinforce confidentiality and data protection guidelines when making requests for official information and/or documentation.
- Ensure information about jobs is available in accessible formats.

Save where it needs to ensure that it has sufficient information to make reasonable adjustments for any disability, the School will not ask about the health of a job applicant either before offering work to an applicant, or before including an applicant in a pool of shortlisted candidates from whom the School intends to select a person to whom to offer work.

Further information can be gained from the School's Recruitment and Selection Policy

**Training and Development**

It is the School's policy that access to training and development is given on a fair and equal basis. Training and development, and job-related training or development opportunities will be made available to all employees in accordance with their work objectives and subject to approval by their line managers.

**Promotion**

Opportunities for promotion will be made widely available to all employees via Portal, and internal applicants for positions will be treated fairly.

In addition, the School's Performance Review systems will be operated acknowledging contribution and skill and measurements with regard to performance which will not contain any bias.
**Pay and conditions**
The School will aim to ensure that decisions with regard to pay and conditions are fair and equitable. Where individuals are treated differently, this will be on the basis of a different contribution or skill.

**Redundancy**
The School will aim to ensure that decisions in relation to selection for redundancy are neutral; it will not operate a “Last in First Out” criteria or make decisions based on length of service. Levels of redundancy will be based on enhanced statutory redundancy pay. Further details of redundancy criteria can be obtained from the Human Resources Department and the Research and Faculty Office.

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**Procedures relating to Students / Participants**

**Admissions**
London Business School will consider ways in which people from different backgrounds have access to opportunities to study within the institution, and to review recruitment and admission practices to see if they may unintentionally exclude any individuals.

To ensure there is more clarity around the kind of experience that is desirable for the School’s programmes, “relevant” experience will be defined as it pertains to individual programme requirements.

**Applicant Assessment**
Those conducting interviews (staff, faculty and alumni) will be briefed appropriately about assessing candidates. As previously mentioned, the School is committed to providing the relevant development and training to support this.

**Applicant Monitoring**
A diversity monitoring section at the end of all programme application forms is used.

**Harassment and Bullying**
Harassment and bullying targeted at individuals on the grounds of any of the protected characteristics will not be tolerated within the School. Complaints will be dealt with through our Valuing Dignity Code of Practice.
Appendix 2

Guidance relating to specific protected characteristics

| Age |

**Marketing Programmes**

The School will market its programmes in an age-neutral manner with the emphasis on the desired competencies and on relevant experience, not on the age of applicants, students / participants. When describing the programmes the School will use age ranges and not average age. Other descriptors, such as career stage, relevant experience, and definitions of experience that differentiate the programmes more clearly will be used.

When marketing its programmes, Programme Managers will aim to ensure that anyone who presents on behalf of the School, participates on panels or online chats, or promotes the School and its programmes, does so in a way that does not refer to age. To support this London Business School will provide the relevant development and training to those concerned (see Section 8).

**Admissions**

Date of birth is only used for verification and matching purposes. For admissions purposes, every effort will be made to separate matching and verification activities (where date of birth is used), from decision-making activities to avoid any age bias.

**Employment**

One of the equality objectives of the School is to build an understanding of generational differences and to identify areas for development in order to attract and retain an age-diverse workforce.

The School analyses the generational profiles of faculty, staff and students through the annual HESA monitoring exercise and we review any differences in employee attitudes relating to age groups through the biannual School Survey. A mentoring scheme is under development which will take into account the impact of age difference amongst staff. Training on the protected characteristics, as defined by the Equality Act 2010, including age, is provided to all new faculty and staff, as well as forming part of the Essentials of People Management Programme.

The School has abolished the default retirement age of 65 for faculty and provides flexible working schemes for all ages in order to encourage an age diverse workforce. The School’s pension schemes take into account the needs and wishes of different generations and, in the case of the USS pension scheme, offers the ability to take flexible retirement [from age 55]. Career breaks and flexible working policies are available to those from all generations.

One element of the HR Strategy for staff is to foster means of attracting talent from different generations by targeting media as appropriate to different age groups.

Further information about flexible working and retirement options is available through the Staff Handbook or HRP for Faculty or via the School Portal.
Disability

Promoting Disability Equality – Procedures for Students / participants

The School is committed to ensuring that all students / participants can perform to their maximum ability in an accessible climate. A dedicated service is provided to students by the School's Disability Support Service whose aim is to help disabled people to study as independently as possible during their time at the School.

Reasonable Adjustments

The School has a duty to make reasonable adjustments to its practices and premises to accommodate a disabled person, whether an employee or student, where some arrangement or physical feature of the premises causes a substantial disadvantage. This applies in recruitment and selection, student admissions and during all stages of employment and study.

Examples of reasonable adjustments include:

- Making adjustments to premises
- Allocating some of the disabled person’s responsibilities to another person
- Transferring the person to fill an existing vacancy
- Altering the person’s place of work or training
- Allowing the person to be absent during working or training hours for rehabilitation, assessment or treatment
- Giving, or arranging for, training or mentoring (whether for the disabled person or any other person)
- Acquiring or modifying equipment
- Modifying procedures for testing or assessment
- Providing a reader or interpreter.

The School only has a duty to make an adjustment if it knows, or could reasonably be expected to know, that an employee or student has a disability or has had a disability and is likely to be placed at a disadvantage. We will however, do all that can be reasonably expected to find out about employees’ or students / participants’ needs.

Disabled Go

Disabled Go is an award-winning disability organisation that has been in operation since 2000. The organisation produce online access guides in a great deal of detail to a huge range of venues. Their mission is to maximise independence and choice for disabled people in accessing the places we all want to visit.

The School has collaborated with Disabled Go to produce a detailed access guide to its buildings and facilities and information is available to students, staff and visitors to the School via a link to the Disabled Go website.
Access to Work Programme - Employees

Access to Work is a programme run by the Department of Work and Pensions and provides support to disabled people to help them overcome work related obstacles resulting from their disability or mental health condition.

There is no set amount for an Access to Work grant, how much a person receives depends upon their individual circumstances. The payment can be used for a range of support including adaptions to equipment, special equipment, fares to work, a support worker or communicator.

Once an application is made, an Access to Work adviser contacts the disabled person and the School to discuss the support required and to undertake a needs assessment.

For details on making an Access to Work application, please contact the Human Resources Department.

Disability-Related Leave - Employees

As a reasonable adjustment, disabled employees will be allowed to take time off during working hours, or agreed periods of leave for rehabilitation, assessment or treatment in connection to their disability. This is in addition to the contracted sick leave entitlement, and is discretionary.

Examples of situations where disability leave might be appropriate include:

- Time off to attend annual check ups
- Medical appointments that occur unavoidably during working hours
- Time off for treatment such as surgery, chemotherapy or physiotherapy
- Time off for counselling and hospital appointments
- Time off for specific rehabilitation activities such as guide dog training or sign language training

Confidentiality and Disclosure

Under the Data Protection Act 1998, the School has a responsibility to safeguard the confidentiality of personal and medical information. When a person’s disability status is known, all unnecessary disclosures will be avoided. Disclosure will only occur:

- With the explicit consent of the individual;
- When it helps to facilitate the person’s ability to do the job;
- If it is absolutely necessary within the law.

The applicant or employee will be informed about the purposes for which the personal information will be used.

We recognise that because of previous discrimination, employees may be reluctant to disclose information about his or her own disability. However, in the spirit of our commitment to diversity and the principles of this code of practice, we will encourage individuals to disclose their disability and promote our willingness to make reasonable adjustments.
Gender Reassignment

The definition of gender reassignment covers people who have proposed, started or completed a process to change their sex but are not under medical supervision.

London Business School recognises that the process of transitioning from one gender to another is complicated and difficult. Employees or students / participants requiring support with their transition should use the following guidelines:

- If you have been diagnosed with gender dysphoria and wish to discuss your situation you should do so with your line manager, and/or Human Resources Advisor, the Research and Faculty Office or Programmes Office (as appropriate) confidentially.

- If you intend to transition whilst at London Business School, you should also discuss this with your line manager and/or Human Resources Advisor, the Research and Faculty Office or Programmes Office (as appropriate). Ideally, we would wish to know three months before your intention to transition; however, dependent upon circumstances, the School may be flexible about this requirement.

- It is advisable to write a letter to the School stating the date that you intend to present yourself as a member of the opposite sex. On receipt of the letter, a meeting with your Human Resources Advisor and your line manager, the Research and Faculty Office or Programmes Office (as appropriate) will take place to agree a timetable for your transition. This will include the date for an announcement to the rest of the department, section or class, and dates of medical appointments and/or surgery. This will enable us to ascertain any necessary arrangements for leave.

- A Gender Recognition Panel considers applications from transsexual people and grants legal recognition of the acquired gender by issuing a Gender Recognition Certificate (GRC). This official recognition means that the person is now legally entitled to have the same access to facilities, opportunities, and goods and services as any other person of their acquired gender. If you have been given a GRC, please notify the School and we will aim to ensure that records are amended accordingly.

Throughout the process, the confidentiality of the individual concerned will be respected.
**Pregnancy and Maternity**

More information on pregnancy and maternity leave entitlements and shared parental leave can be found in the Staff Handbook for Staff or the HRP for faculty.

Other than in a work situation, mothers who need to breastfeed are now explicitly protected from less favourable treatment within a period of 26 weeks from when they have given birth. Outside of this 26-week period, in both work and non-work situations, a breastfeeding woman may be protected by the sex discrimination provisions.

A student who is pregnant, or has given birth within the last 26 weeks, is explicitly protected from less favourable treatment in relation to pregnancy, maternity or breastfeeding.

Breastfeeding includes expressing milk.

**Race**

The School prides itself on its diversity of nationality with staff, students and faculty coming from over 100 countries across the globe. The School also recognises that whilst having a range of nationalities within our community, some ethnic groups remain under-represented. One of the School’s equality objectives is to develop a more ethnically diverse workforce and student body and encourage further participation of ethnic minorities throughout the School Community.

The School has implemented systems to monitor recruitment of ethnic minority candidates and departments are encouraged to review recruitment practices where the number of suitable applicants from ethnic minority groups is lower than might be expected.

The School has specifically addressed the under-representation of ethnic minorities amongst faculty by recommending positive action towards ethnic minority candidates in the recruitment process.

Student attainment is monitored in relation to protected characteristics, including ethnicity, and areas for development identified.

The profile of ethnic minority groups within the School is to be raised, and is already considered in relation to marketing or other promotional materials in order to encourage more applications from ethnic minority candidates.

There are a variety of Student Associations which encourage engagement worldwide including the India and Latin American Business Forums as well as Africa Day and the Middle East Conference.

Training on the protected characteristics, as defined by the Equality Act 2010, including race, is provided to all new faculty and staff, as well as forming part of the Essentials of People Management Programme.
Religion or Belief

Academic Timetabling
Students / participants and employees within London Business School have a responsibility to inform the relevant employee of any particular clashes that may occur between our academic timetable and faith requirements, although sufficient notice must be given in order to make reasonable adjustments. Students / participants should inform the Degree Programme Office / Executive Education of approximate date(s) of the festival as soon as they are known, so that appropriate measures can be taken. Similarly, employees who work closely with and support the implementation of the School's academic timetable should also give sufficient notice of clashes with their faith requirements.

Training and Development
London Business School may consider being flexible with the delivery of training if current arrangements have the effect of disadvantaging someone because of religion or belief, particularly if training takes place outside normal working hours, work place or in a residential environment. It is the School's policy that access to training and development is given on a fair and equal basis.

Occupational Health Provision
To ensure the needs of employees and students / participants are met in the context of religion and belief, the School will consider providing alternative arrangements for occupational health provision where appropriate, for example requesting a female medical professional for women who, because of their religion or belief, may need this support.

Dietary Requirements
The School recognises that some religions and beliefs have specific dietary requirements. We will assess the demand for food that meets religious dietary requirements and in consultation with the Student Association and Staff Committee, make every effort to meet such requirements.

Dress Codes
London Business School imposes no dress code on its employees and students / participants, and welcomes the variety of appearance brought by individual styles and choices. The wearing of items arising from particular cultural/religious norms (e.g. hijab, kippah, mangal sutra) is seen as part of this welcome diversity. The only limitations to the above are that:

1. Health and safety requirements may mean that for certain tasks specific items of clothing such as overalls, protective clothing etc need to be worn. If such clothing produces a conflict with an individual’s religious belief, the issue will be empathetically considered by the line manager or Degree Programme Office / Executive Education, with the aim of finding a satisfactory compromise.

2. Dress should conform to the current majority view in our society of what constitutes appropriateness and decency.

3. Wearing slogans or symbols which are discriminatory (e.g. racist or sexist) is a disciplinary offence and will be dealt with accordingly.
Religious Observance – facilities

The School supports individuals’ requirements for prayer and ablution by the provision of a multi-faith prayer room on campus. For those who require step-free access, suitable alternative space is made available by the School’s room booking service.

Religious Observance – Employee requests for leave

All employees, regardless of religious belief or non-belief, are required to work in accordance with their contract. There is likely to be some flexibility over how the hours are worked. Line managers should make every attempt to ensure that those whose religion requires them to pray at certain times during the day are free to do so.

If people wish to request holiday entitlement to be taken at times of religious significance, those requests will be treated empathetically. The number of annual leave days overall will remain as in the contract of employment, for all employees, of any religious belief or none.

If an employee requests extended leave at a particular time for the purpose of going on pilgrimage, the line manager should attempt to accommodate the request. If the extended leave exceeds the annual holiday entitlement, the excess days will be unpaid leave. Employees with relatives abroad may have particular religious/cultural needs for occasional extended leave for births, weddings, deaths. Line managers should grant such requests if reasonable and practical.

For all of the above, employees must give as much notice as possible when requesting leave and take into consideration the needs of other colleagues around the same time. Whilst the School encourages flexibility and compromise when making decisions with regard to leave, individuals should be aware of the need to balance the School’s business requirements, and that requests must be reasonable and practical.

Sex

The Equality Act 2010 outlaws discrimination on the basis of sex. Both men and women are covered by these protections which apply to faculty, staff, students, participants and other stakeholders at the School. The Act also gives women and men a right to equal pay for work of equal value.

Whilst we have a high ratio of female staff to male, the School aims to increase the proportion of female students and faculty on all programmes and within all Subject Areas. Systems have been implemented to monitor recruitment as well as student attainment, and faculty evaluation. A recommendation made to Management Board means that the number of female applicants for faculty positions should be increased by positive action taken during the recruitment process.

The profile of women is to be raised in School communications and opportunities for doing so should be factored into any marketing, recruitment or other materials. All programmes have targets to increase the number of female participants, for example the School has a target of 30% for intake of MBA students and efforts have been
made to reach this objective through appropriate marketing and support for female students (in fact the School has continued to exceed this target over a number of years and this year reached 34%).

The Women in Business Club is the largest of the School’s student associations and its flagship event, the Women In Business Conference, is used to promote the role of women at London Business School. A number of scholarships are available to female applicants with the aim of giving women the knowledge and skills to succeed in business.

Maternity leave, paternity leave, shared parental leave and flexible working opportunities are available to faculty and staff. Further information can be found in the Staff Handbook and HRP for Faculty.

Gender segregation is not permitted in any academic meetings or at events, lectures or meetings provided for students, or at events attended by members of the public or employees of the School or the Student Association. There are very few exceptions, such as for occasions of religious worship, competitive sport sessions or positive action measures.

There should be no enforced segregation by gender at events organised by staff and students alike, either on or off-campus in the UK. Pre-allocation of seats by gender and the use of stewards to direct persons attending a meeting to gender segregated seating are unacceptable. It is permissible for individuals attending events to choose to sit with members of their own gender, provided all attendees remain at liberty to choose where they sit, free of expectation or pressure to conform to separate seating arrangements of any form.

Further details are published by the Equality and Human Rights Commission in their document Gender Segregation at Events and Meetings: Guidance for Universities and Students’ Unions. London Business School follows this guidance.

### Sexual Orientation

The School seeks to provide a supportive environment for lesbian, gay and bisexual members of the community and to create a culture in which employees and students of any sexual orientation will not face discrimination, harassment or exclusion.

It is the right of the individual as to whether they wish to disclose their sexual orientation and if they choose not to do so, their right to privacy will be respected. If staff, faculty or students need advice on “coming out” or on any other issue relating to their sexual orientation, they can use the School’s support services. For staff and faculty this is provided by PPC Worldwide ([www.ppconlineinfo.com](http://www.ppconlineinfo.com)) or for students/participants, the Student Support Counsellor.

There is an active LGBT student association which represents the lesbian, gay, bisexual and transgender community of the School providing a professional, social and support network for students, alumni, faculty and staff.
**General workplace benefits**

Employees within London Business School who have a same sex partner will be entitled to the same employment rights as employees with different sex partners, for example:

- time off for dependants or bereavement leave
- time off for an emergency related to a same sex partner

Our human resource/payroll systems have been revised to reflect these changes and references to ‘civil partner’ or ‘civil partnership’ made where necessary. If individuals wish to change their name as a result of a civil partnership or marriage, our records will be updated accordingly.

In terms of pension benefits registered civil partners are treated in the same way as married partners. USS also operates discretion to pay a survivor’s pension to unregistered same-sex partners if there is a proven financial inter-dependency.