

**Belong &  
Thrive**

**Statement**

# Belong & Thrive Statement

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## Purpose and context

Our vision is to have a profound impact on the way the world does business and the way business impacts the world by shaping a collaborative, diverse and inclusive community where talented people grow and realise their potential.

The purpose of this statement is to outline our commitment to create an equal and fair workplace where individuals belong and thrive in line with School policies and behaviours. This statement highlights related policies and how they apply to the community, it outlines unacceptable behaviours and shows clear routes for reporting these behaviours.

LBS is an equal opportunities organisation, and no individual will be discriminated against for any protected characteristic in accordance with the Equality Act 2010. We value all experiences, backgrounds, and differences and strive to create an environment where all can belong and thrive within the framework of the school's behaviours and policies.

## Scope

This statement applies to all individuals including staff, faculty, students, 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).

*This statement does not form part of your contract of employment and may be amended by LBS at any time.*

## Belong and thrive

The School defines diversity as an essential organisational approach that harnesses difference and encourages all individuals to achieve their very best, so they belong and thrive. 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.

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.

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

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. The School therefore encourages individuals to discuss specific needs with their people manager, Degree Programme Office, Executive Education, the Research and Faculty Office or the People Team.

The 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.

Whilst the School will be sensitive to the needs of the community, all individuals have a responsibility to ensure their people 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.

## **Supporting legislation**

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. The Act states that meeting different needs involves taking steps to take account of disabilities and this may involve treating disabled people more favourably than others. More information can be found in the appendix including definitions.

The 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.

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

## **Accountability and responsibilities**

Every individual has a responsibility to behave in accordance with the School's policy on valuing diversity. However, specific responsibilities are designated as follows:

### *The Role of Management Board and the Diversity, Inclusion and Belonging Advisory Board*

Overall accountability for the School's Diversity, Inclusion and Belonging strategy and any resulting activities rests with Management Board. The Diversity, Inclusion and Belonging Advisory Board 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.

### *The Role of the Chief People Officer, Director, Research and Faculty, Associate Dean, Degree Education and Career Centre, the Director, PhD Programme and the Associate Dean, Executive Education*

The Chief People Officer 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, Inclusion and Belonging Advisory Board that reflects best practice and compliance. Responsibility for the monitoring and day-to-day implementation of the code of practice regarding students on the programmes for which they are responsible rests with the Associate Dean, Degree Education and Career Centre, the Director of the PhD Programme and their departments who are the main focus for student interaction. The statement 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.

### *The Role of Faculty Board, Staff Committee, Management Committee and the London Business School Student Association*

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

### *The Role of People Managers, Heads of Department, Subject Area Chairs and Research Directors*

Managers have a responsibility to ensure that individuals can 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.

### *The Role of all Individuals*

Every individual 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 individuals within our community will be expected to:

- Co-operate with measures introduced by the School that promote diversity and prohibit discrimination
- Behave in accordance with the DIB policies that have been adopted and made available to the school
- Not instruct or influence others to practise unlawful discrimination
- Draw the attention of Management, and/or People Team 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.

## **Complaints**

Individuals who feel they have been treated in a way that is contrary to this statement must raise their concerns within line with relevant complaints policies, or the Safe Reporting Policy and/or Bullying and Harassment Policy.

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.

## Related policies

Below highlights policies which relate to Diversity, Inclusion and Belonging. This list is not exhaustive and may be updated as policies are introduced or adapted.

Policy/Guidelines	Accessible by					
	Staff	Students	Faculty	Participants	Alumni	External
Belong and Thrive Statement	X	X	X	X	X	X
Safe Reporting Policy	X	X	X	X	X	X
Harassment and Bullying Policy	X	X	X	X	X	
Trans Equality Policy	X	X	X	X	X	X
Menopause Policy	X		X			
Staff Grievance Policy	X					
Faculty HR Policy			X			
Staff Disciplinary Policy	X					
Student Disciplinary Policy		X				
Student Complaints Procedure		X				
Alumni Code of Conduct					X	

## Monitoring and reviewing

This statement will be reviewed every two years by the People Team and RFO.

## Appendix 1: Internal support

If an individual wants to report an issue, more information can be found in these policies:

- Safe Reporting Policy
- Bullying and Harassment Policy

### External support

Name	Support provided	Website	Phone number	Opening times
NHS	All physical and mental health support	<a href="https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/?tabname=advice-and-support">https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/?tabname=advice-and-support</a>	111 or 999 in an emergency	24/7
Police	All criminal support		111 or 999 in an emergency	24/7
Everyone's Invited (NSPCC)	Abuse in education	<a href="https://www.everyonesinvited.uk/">https://www.everyonesinvited.uk/</a>	0800 136663	Monday to Friday 8am – 10pm or 9am – 6pm at the weekends
Rape Crisis (West London Women and Girls Network)	Rape, sexual assault, abuse, violence, harassment	<a href="https://rapecrisis.org.uk/">https://rapecrisis.org.uk/</a>	0808 8010770	Monday to Friday 10am–12.30pm, 2:30pm–4pm and Late opening on Wednesdays from 6pm–9pm

## Appendix 2: definitions

For the purposes of this document the definitions detailed below should be used in the context of working within the relevant policies outlined above. These are not exhaustive lists and the behaviours below may interact with one another – they do not necessarily have to be seen in isolation. Therefore, each case must be reviewed based on the facts and experiences of the parties involved.

The below definitions have been taken from law, or are acknowledged by leading sources that include, but are not limited to the following International Holocaust Remembrance Alliance, Equality and Human Rights Commission, ACAS, Stonewall, GIREs, ILGA Europe. The School has chosen the most appropriate definitions for our organisation regarding diversity and inclusion.

### Definitions relating to law and the Equality Act 2010

- **Direct discrimination:** This is when an individual is treated less favourably on the grounds of a protected characteristic.
- **Indirect discrimination:** This is when a policy which applies in the same way for everybody has an effect which particularly disadvantages people with a protected characteristic. Where a particular group is disadvantaged in this way, a person in that group is indirectly discriminated against if an individual is put at that disadvantage, unless the person applying the policy can justify it.
- **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. This includes sexual and racial harassment.
- **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.
- **Discrimination by perception:** This is when an individual is discriminated against due to someone's perception of them, whether 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:** 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 considers several factors such as cost, impact on other team members, the nature of the work and space.
- **Protected characteristic:** According to the Equality Act 2010, it is against the law to discriminate against someone because of protected characteristics:
  - age
  - disability
  - gender reassignment (or transitioning)
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation

## Prohibited behaviours

The below behaviours are considered prohibited by the School in any mode, including physical, verbal, online, on social media, written, psychological, financial, organisational and emotional. Online prohibited behaviour will be treated in the same way as offline prohibited behaviour.

- **Abuse:** Treat with cruelty or violence, especially regularly or repeatedly. Any action that intentionally harms or injures another person including verbal. Examples might include, but is not limited:
  - Inappropriate gestures.
  - Indecent comments.
  - Derogatory remarks.
  - Withholding care/ support/ resources from someone else with the intention of causing harm.
  - Image based abuse - sharing intimate or sexual photos or videos without consent.
  - Targeted /persistent personal attacks.
  - Encouraging vulnerable people to self-harm and/or complete suicide.
  - Sending /posting obscene pictures.

- Stalking a person online.
- Hacking into social media accounts, along with emails
- **Antisemitism:** The School has adopted the International Holocaust Remembrance Alliance working definition of antisemitism:

*“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”*

Manifestations might include:

- the targeting of the state of Israel, conceived as a Jewish collectivity.

However, criticism of Israel similar to that leveled against any other country cannot be regarded as antisemitic. Antisemitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for “why things go wrong.” It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits.

Contemporary examples of antisemitism in public life, the media, schools, the workplace, and in the religious sphere could, taking into account the overall context, include, but are not limited to:

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion.
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews.
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust).
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust.
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations.
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavour.
- Applying double standards by requiring of it a behaviour not expected or demanded of any other democratic nation.

- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis.
- Drawing comparisons of contemporary Israeli policy to that of the Nazis.
- Holding Jews collectively responsible for actions of the state of Israel.
- Antisemitic acts are criminal when they are so defined by law (for example, denial of the Holocaust or distribution of antisemitic materials in some countries).
- Criminal acts are antisemitic when the targets of attacks, whether they are people or property – such as buildings, schools, places of worship and cemeteries – are selected because they are, or are perceived to be, Jewish or linked to Jews.
- Antisemitic discrimination is the denial to Jews of opportunities or services available to others and is illegal in many countries.

This definition of Antisemitism is adopted by London Business School subject to the following further clarification points, the first two of which were recommended by the [Home Affairs Select Committee in 2016](#):

- It is not antisemitic to criticise the government of Israel, without additional evidence to suggest antisemitic intent
  - It is not antisemitic to hold the Israeli government to the same standards as other liberal democracies, or to take a particular interest in the Israeli government's policies or actions, without additional evidence to suggest antisemitic intent
  - It is not antisemitic to propose alternative concepts of statehood (for instance proposals of shared statehood or challenging the concept and value of "statehood") without additional evidence to suggest antisemitic intent
- **Biphobia:** As defined by ILGA Europe, the fear, unreasonable anger, intolerance or/and hatred toward bisexuality and bisexual people.
  - **Bullying:** According to ACAS, Bullying is behaviour from a person or group that's unwanted and makes someone feel uncomfortable, including feeling:
    - frightened
    - less respected or put down
    - made fun of
    - upset

Examples of bullying in the workplace could include:

- spreading a false rumour about someone
- microaggressions
- putting someone down in meetings
- not allowing someone to go on training courses, but allowing everyone else to
- giving someone a heavier workload than everyone else

- o excluding someone from team social events

Sometimes bullying is classed as harassment, which is against the law.

- **Hate crimes/incidents:** As defined by EHRC, hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's: disability, race or ethnicity, religion or belief, sexual orientation or transgender identity. This can be committed against a person or property. A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.
- **Homophobia:** As defined by Stonewall, the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.
- **Islamophobia:** The School has adopted the All Party Parliamentary Group on British Muslim's definition of Islamophobia:

*"Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness."*

We recognise that the APPG definition is not ideal because Islamophobia is not rooted in racism. Whilst Muslims come from many ethnic backgrounds, Islamophobia is a result of perceptions related to faith not race. It has been agreed that the adoption of the APPG definition of Islamophobia will be reviewed once consultation which is currently being undertaken by FOSIS to review and revise the definition is completed (expected by September 2021).

The APPG definition is supplemented by a list of contemporary examples that include but are not limited to:

- o Calling for, aiding, instigating or justifying the killing or harming of Muslims in the name of a racist/ fascist ideology, or an extremist view of religion.
- o Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Muslims as such, or of Muslims as a collective group, such as, especially but not exclusively, conspiracies about Muslim entryism in politics, government or other societal institutions; the myth of Muslim identity having a unique propensity for terrorism, and claims of a demographic 'threat' posed by Muslims or of a 'Muslim takeover'.
- o Accusing Muslims as a group of being responsible for real or imagined wrongdoing committed by a single Muslim person or group of Muslim individuals, or even for acts committed by non-Muslims.

- Accusing Muslims as a group, or Muslim majority states, of inventing or exaggerating Islamophobia, ethnic cleansing or genocide perpetrated against Muslims.
- Accusing Muslim citizens of being more loyal to the 'Ummah' (transnational Muslim community) or to their countries of origin, or to the alleged priorities of Muslims worldwide, than to the interests of their own nations.
- Denying Muslim populations the right to self-determination e.g., by claiming that the existence of an independent Palestine or Kashmir is a terrorist endeavour.
- Applying double standards by requiring of Muslims behaviours that are not expected or demanded of any other groups in society, e.g. loyalty tests.
- Using the symbols and images associated with classic Islamophobia (e.g. claims of Muslims spreading Islam by the sword or subjugating "Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness." minority groups under their rule) to characterize Muslims as being 'sex groomers', inherently violent or incapable of living harmoniously in plural societies.
- Holding Muslims collectively responsible for the actions of any Muslim majority state, whether secular or constitutionally Islamic.

If this definition is used as an example of prohibited behaviour, it should be used in collaboration with the Diversity, Inclusion and Belonging Advisory Board, and, where appropriate, the Student Association.

- **Racial harassment:** See 'harassment'. As defined by EHRC, race is a 'relevant protected characteristic' for these purposes, as are age, disability, gender reassignment, religion or belief, sex, and sexual orientation. Not all behaviour that is experienced as offensive will be unlawful harassment under the Equality Act 2010. For example, students' learning experiences may include exposure to course material, discussions or speakers' views that they find offensive or unacceptable. In such case, the School must balance reasonable expectations about offensive content against the right to freedom of expression.
- **Sexual harassment:** See 'harassment'. Sexual harassment is defined in the Equality Act 2010 as unwanted conduct of a sexual nature, which has the purpose or effect of either: (a) violating the complainant's dignity; or (b) creating an intimidating, hostile, degrading, humiliating or offensive environment.
- **Sexual misconduct:** As defined by Office for Students, the unwanted conduct of a sexual nature. This includes, but is not limited to:
  - Sexual harassment (as defined by Section 26 (2) of the Equality Act 2010)
  - Unwanted conduct which creates an intimidating, hostile, degrading, humiliating or offensive environment (as defined by the Equality Act 2010)
  - Assault (as defined by the Sexual Offences Act 2003)

- Rape (as defined by the Sexual Offences Act 2003)
  - [Physical unwanted sexual advances](#) (as set out by the Equality and Human Rights Commission: Sexual harassment and the law, 2017)
  - [Intimidation, or promising resources or benefits in return for sexual favours](#) (as set out by the Equality and Human Rights Commission: Sexual harassment and the law, 2017)
  - Distributing private and personal explicit images or video footage of an individual without their consent (as defined by the Criminal Justice and Courts Act 2015).
- **Transphobia:** As defined by ILGA Europe, refers to negative cultural and personal beliefs, opinions, attitudes and behaviours based on prejudice, disgust, fear and/or hatred of trans people or against variations of gender identity and gender expression.

This is not an exhaustive list of definitions and will be reviewed in line with the monitoring and reviewing process outlined above.