

Equality & Diversity Policy

Emil Dale School of Performing Arts (EDSA) & Emil Dale Academy (EDA)*** endorses the goals of diversity, inclusion and the principles of equal opportunity for all students and staff.

We are committed to equal treatment regardless of race, sex, disability, religion or belief, sexual orientation, special education needs ('SEN'), gender reassignment, marriage or civil partnership, and pregnancy or maternity ('protected characteristics').



****In this policy, the abbreviation of EDA will be used to cover all business streams*

1. Aims

At EDA we aim to promote equality, tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

EDA is committed to:

- Eliminating unlawful discrimination relating to any of the protected characteristics.
- Promoting equality of opportunity.
- Complying with EDA's duties and responsibilities pertaining to the acts specified in the Statutory and Legal Framework section of this policy.

To support these aims, EDA will ensure that in the conduct of all its activities, any necessary steps are taken to avoid the occurrence of discrimination, whether direct or indirect, and to promote good relations between different protected characteristic groups. This includes students, staff and any visitors to the Academy.

We seek to develop a work environment where we treat all staff, students and other stakeholders as individuals; fairly and in a consistent way. We work within the spirit and the practice of the Equality Act 2010 by promoting a culture of respect and dignity and actively challenging discrimination, should it ever arise.

2. Statutory & Legal Framework

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010

3. Scope

This policy is applicable to all students of Emil Dale Academy's vocational training courses including the Sixth Form and Higher Education Courses, and it's weekend school training.

This policy is applicable to all staff and teaching faculty (both resident teachers and guest staff) whether on permanent, fixed or subcontracting agreements.

This policy is applicable to all other visitors who are contracted to work at EDA's premises, for example any technician employed to work at The Factory Playhouse.

5. Definitions

Equality

The state of being equal, especially in status, rights, or opportunities.

Diversity

Understanding that each individual is unique, and recognizing our individual differences.

Inclusion

The action or state of including or of being included within a group or structure.

Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the grounds of protected characteristics.

Direct Discrimination

Direct discrimination occurs when a person is treated less favourably because of a protected characteristic they possess.

Associative Discrimination

Associative discrimination occurs when a person is treated less favourably because of a protected characteristic possessed by someone who they are associated with (such as a member of their family or a colleague).

Discrimination by Perception

Discrimination by perception occurs when a person is treated less favourably because of a protected characteristic they are thought to possess, regardless of whether the perception is correct or not.

Indirect Discrimination

Indirect discrimination is usually less obvious than direct discrimination; it occurs when a rule or plan of some sort is put into place which applies to everyone; and is not in itself discriminatory but it could put those with a certain protected characteristic at a disadvantage.

Harassment

Harassment is 'unwanted conduct' related to a protected characteristic. It must have the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Bullying, nicknames, gossip, intrusive or inappropriate questions and comments can be harassment. Excluding someone (not inviting them to meetings or events) may also qualify. To say the behaviour was not meant to cause offence or was 'banter', is not a defence. With harassment, how the victim sees the conduct is more important than how the harasser sees it. Someone who witnesses this type of conduct can claim harassment if it has had a negative impact on their dignity at work, even if they do not share the characteristic as the colleague who was harassed.

Victimisation

Victimisation occurs when someone suffers a 'detriment' because they have done (or because it is suspected that they have done or may do) one of the following things in good faith:

- Make an allegation of discrimination
- Support a complaint of discrimination
- Give evidence relating to a complaint about discrimination
- Raise a grievance concerning equality or discrimination

- Do anything else for the purposes of (or in connection with) the Equality Act, such as bringing an employment tribunal claim of discrimination

A 'detriment' can include a loss, disadvantage, damage or harm. For example, being labelled a 'troublemaker', being left out and ignored, being denied training or promotion, or being made redundant.

Microaggressions

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a person or persons of a protected characteristic.

6. Policy

Emil Dale Academy is a welcoming environment where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of the protected characteristics.

We endeavour to promote positive relationships with parents, stakeholders and members of the wider community.

In order to achieve the aims set out by this policy, EDA will:

- Treat all members of the EDA community with respect and dignity, and seek to provide a positive training environment free from discrimination.
- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and progress with our EDA community.
- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.
- Ensure that all reasonable adjustments are made to ensure equality of opportunity, endeavouring to meet the needs of all students and ensuring that there is no unlawful discrimination on the grounds of protected characteristics.
- Monitor the admission/ recruitment and progress of students and staff from different backgrounds.
- Review and evaluate the effectiveness of policies, procedures and practices.

7. When does this policy apply?

This policy applies to all conduct at EDA and also to conduct outside of EDA that is related to EDA (e.g. at social events arranged by EDA) or which may impact on EDA's reputation (e.g. the expression of views on social media, contrary to the commitments expressed in this policy, that could be linked to EDA).

EDA cannot regulate or be held accountable for views shared on social media or communicated by students or staff when they are done so on personal accounts not related to EDA other than the fact that they are a student or staff member of EDA. This includes any messages, statements or communications in groups not specifically set up and monitored by EDA.

EDA cannot reasonably regulate or discipline students where incidences of discrimination occur outside of college hours or during school holidays where the only link to EDA is the fact that the people involved are EDA students/ stakeholders.

This policy must be read in conjunction with the Disciplinary & Behavior Policy, the Harassment, Bullying & Cyber Bullying Policy and the Complaints Procedure.

For recruitment and admissions purposes, this policy must be read alongside EDA's Recruitment Policy and EDA's Admissions Policy.

8. Management Responsibilities

EDA is committed to following this Equality & Diversity Policy.

EDA Management is responsible for:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination.
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution.
- Ensure that the school complies with equality legislation.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Review the recording and reporting procedures at least annually.
- Have equal opportunities in staff recruitment and professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Dealing with any reported incidents of harassment or bullying; Being involved in dealing with serious breaches of the policy.
- Ensuring that all visitors and contractors are aware of, and comply with, EDA's equality and diversity policy.
- Reviewing all requests for variation in uniform and always seeking to meet the needs of the student so long as they are consistent with EDA's policy on Health and Safety.
- Making provisions and adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison with their peers.

9. Staff Responsibilities

It is the responsibility of all staff to:

- Be vigilant in all areas of the school/ college for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in EDA's culture
- Promote equality, and good relations and not discriminate on the grounds of any protected characteristics
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

9a. Guidance for Staff

If a staff member suspects or has a discriminatory incident reported to them, they must follow the protocol below:

Verbal / physical incident

1. Accompany all of the students involved to the main reception immediately.
2. Advise reception of what you have witnessed. Write this in the daily book recounting as much information as you can recall or have been given.
3. Ensure a senior management staff member has been alerted; return to your class but ensure the incident has been followed up by senior management after your class.

Mobile Phones

1. Ask the student to show you the mobile phone.
2. Note clearly everything on the screen relating to an inappropriate message or image, to include the date, time and names or make a transcript of a spoken message; again, record date, times and names.
3. Accompany all of the students involved to the main reception immediately.
4. Advise reception of what you have witnessed. Write this in the daily book recounting as much information as you can recall or have been given.
5. Ensure a senior management staff member has been alerted; return to your class but ensure the incident has been followed up by senior management after your class.

Computers/ devices

1. Ask the student to get up on-screen the material in question.
2. Ask the student to save the material.
3. Print off the offending material straight away.
4. Make sure you have got all pages in the right order and that there are no omissions.
5. Accompany all of the students involved to the main reception immediately.
6. Advise reception of what you have witnessed. Write this in the daily book recounting as much information as you can recall or have been given.
7. Ensure a senior management staff member has been alerted; return to your class but ensure the incident has been followed up by senior management after your class.

Please note, in any of these cases, normal procedures to interview students and to take statements will then be followed, particularly if a child protection issue is presented.

10. Student Responsibilities

It is the responsibility of all students to:

- Be vigilant in all areas of the school/ college for any type of harassment and bullying; students must report behaviours or actions that contravene this policy
- Challenge behaviours which may marginalise or exclude others
- Report any incidences of discrimination (suspected or actual) to the faculty at EDA
- Help promote a culture of acceptance, diversity and inclusion within EDA

10a. Guidance for Students

If you believe you or someone else is the victim of discrimination, you must speak to an adult as soon as possible. This person could be a parent/guardian, a member of the teaching/management staff, or the Principal.

Verbal / physical incident

If you find yourself in a situation (whether that be in a studio class, zoom room, general conversation, etc) and there are subject matters being spoken about or language being used in the discussion that you are not comfortable with, please take the following action:

1. Tell the person/people involved in the conversation that you are not comfortable. E.g “I am uncomfortable with the use of that word/what you are saying”
2. Physically remove yourself from the situation that is making you uncomfortable.
3. Report this situation to a member of staff. Be clear about who said what, and why.

There may be times when you feel unable to either speak out about your concern or feel unable to remove yourself from the situation, however **you must still report the incident as soon as possible.**

How Students report a verbal/ physical situation

Once you have removed yourself from the situation, or the conversation has drawn to a close and you feel able to leave, it is of utmost importance to report this experience to a member of staff. Please either:

1. Record as much information from the incident as possible.
2. Report to reception and ask to speak to a member of the team in private, whether it is someone on reception, a teacher or another staff member.
3. Email info@emildale.co.uk to request speaking to a member of staff who you would feel most comfortable sharing this information with.

Computer/ Mobile/ Online incidents

If you receive or have viewed any abusive/ offensive discriminatory material, we advise that you:

- Do not answer abusive/ offensive messages or emails, but log and report them
- Try to screen-shot or record any material that will be needed as evidence in your report
- Do not delete anything until it has been shown to a teacher, member of staff, parents/guardian or the Principal (even if it is upsetting, the material is important evidence which may need to be used later as proof of discrimination)

Students should also be aware of their own safety when using mobile/ computer/ online devices:

- Do not give out personal IT details
- Never reply to someone you do not know
- Stay in public areas in chat rooms

How Students report a computer/ mobile incident

1. Record as much information from the incident as possible.

2. Report to reception and ask to speak to a member of the team in private, whether it is someone on reception, a teacher or another staff member.
3. Email info@emildale.co.uk to request speaking to a member of staff who you would feel most comfortable sharing this information with.

11. Parent/ Guardian Responsibilities

It is vital that parents/ guardians and the school work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen to be discriminatory.

Parents/guardians must guide and educate their children/wards, and ensure they are familiar with this policy.

11c. Guidance for Parents including reporting of incidences

- Parents can help by making sure their child understands the school's policy and, above all, how seriously EDA takes incidents of discrimination.
- Parents should also explain to their sons or daughter's legal issues relating to discrimination.
- If parents believe their child is the victim of discrimination, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information; They should not delete anything.
- Parents should report this to senior management as soon as possible by emailing info@emildale.co.uk. A member of the senior management team will respond within 24 working hours (*note* this means if an incident happens during the course of a weekend or over a public holiday this may not be responded to until the next working day*).

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	08.06.2020	08.06.2021	Sarah Moore	First draft