



EQUAL OPPORTUNITIES POLICY

At Inspire School of Dance and Drama we are committed to creating a work place that is free from discrimination in all its forms. All staff are responsible for working in an inclusive, and non-discriminatory way.

The named person in charge of equality and diversity at Inspire is the principal Katie Ritchie

The purpose of this Equal Opportunities Policy is to communicate our commitment to equality of opportunity in employment, with the aims of ensuring that all those working at or applying to work at Inspire are treated fairly and equally, and supporting the objective of providing a working environment that is free from all forms of discrimination.

The policy applies to all staff within Inspire School of Dance and drama, including dance teachers, guest teachers, chaperones and helpers. All staff are expected to put this policy into practice.

A. Conduct and general standards of behaviour

All staff and volunteers are expected to conduct themselves in a professional and considerate manner at all times. INSPIRE SCHOOL OF DANCE AND DRAMA will not tolerate behaviour such as:

- making threats
- physical violence
- shouting
- swearing at others
- persistent rudeness
- isolating, ignoring or refusing to work with certain people
- telling offensive jokes or name calling
- displaying offensive material such as pornography or sexist / racist cartoons, or the distribution of such material via email / text message or any other format.
- any other forms of harassment or victimisation.

The items on the above list of unacceptable behaviours are considered to be disciplinary offences within INSPIRE and can lead to disciplinary action being taken.

B, Complaints of discrimination

INSPIRE will treat seriously all complaints of unlawful discrimination on any forbidden grounds made by employees, pupils, parents or other third parties and will take action where appropriate.

All complaints will be investigated in accordance with the organisation's grievance, complaints or disciplinary procedure, as appropriate and the complainant will be informed of the outcome in line with these procedures.

We will also monitor the number and outcomes of complaints of discrimination made by staff, volunteers, clients and other third parties.

C) Legal Obligations

Equal Opportunities and Discrimination (Equality Act 2010)

The new Equality Act came into force in October 2010 and replaces all previous equality legislation in England, Scotland and Wales – namely the Race Relations Act 1976, the Disability Discrimination Act 1995, the Sex Discrimination Act, the Equal Pay Act, the Employment Equality (Age) Regulations 2006, The Civil Partnership Act 2004, the Employment Equality Regulations 2003 (religions and belief and sexual orientation).

The Equality Act 2010 protected characteristics are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief sex and sexual orientation.

In valuing diversity INSPIRE is committed to go beyond the legal minimum regarding equality.

The **Equality Act 2010** harmonises and strengthens and replaces most previous equality legislation. The following legislation is still relevant:

- The Human Rights Act 1998.
- The Work and Families Act 2006.

- Employment Equal Treatment Framework Directive 2000 (as amended).
- The Equality Act 2010 lists protected characteristics.
- For children these are:
 - Disability
 - Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

For adults these also include:

- Age
- Marriage / civil partnership

This law applies to everyone; teachers, volunteers, pupils and their parents or guardians.

It protects us from;

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustment.

The Care Act 2014 - our responsibility to safeguard adults lists in its illustrative guide to abuse, discriminatory abuse.

Discriminatory abuse is about discriminatory and oppressive attitudes to individuals based on their protected characteristics it is abusive in its own right but often manifests its self as physical assault or abuse, sexual assault or abuse or psychological abuse and harassment of the individual for example making racist, sexist or homophobic comment.

Children can also suffer discriminatory abuse and we see within the definition of emotional harm to children a reference to feeling worthless, unloved, valued in so far as they meet the needs of another person only, making fun of what they say or how they communicate and silencing them and not giving the opportunity to express their views. The same definition of emotional harm to children also talks about bullying and cyber bullying which can have their roots in discriminatory behaviour.

When we work with children in an educational setting for example teaching 'out of school' or 'after school' clubs we must follow the government guidance for provision of the Equality Act within schools. Your school will be able to share this with you. The main focus of the legislation is on avoiding discrimination and promoting equality for children through improving attainment and progression for all with an understanding that good education and skills increase opportunity in adult life.

We may recognise discrimination a person is experiencing from them becoming more isolated, withdrawn, unhappy or trying to reject their cultural background or religious beliefs for example. We may also see discriminatory behaviour in others where someone is for example repeatedly banned or refused access to a service or setting or we see a lack of respect being shown to that individual.

Adults often experience hate crime as a result of discrimination. Hate crimes are committed both against individuals and against their property. The individual will be targeted because of the other persons prejudice toward them. The targeted individual is often targeted as a result of their protected characteristics under the Equality Act for example with the hate crime being rooted in transphobia or racism.

D) RECRUITMENT

1. The recruitment and selection process is crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees, making selection and recruitment decisions will not discriminate, whether consciously or unconsciously, in making these decisions.
2. Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.
3. Job descriptions, where used, will be revised to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any personnel specifications.
4. We will adopt a consistent, non-discriminatory approach to the advertising of vacancies.
5. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do their job.
6. Short-listing and interviewing will be carried out by more than one person where possible.
7. Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.

8. Selection decisions will not be influenced by any perceived prejudices of other staff.

E) MONITORING

1. We will continue to be committed to work in a diverse way and ensure that reasonable adjustments are made to promote equal access.
2. Staff will be given a copy of this policy and we will discuss it at meetings
3. We will continue to be inclusive to all children, young people and adults
4. We are aware of hidden disabilities and can recognise signs and make reasonable adjustments accordingly
5. We are committed to delivering differentiated classes enabling all pupils to engage and progress
6. We will ensure we use a diverse range of dancers/performers when advertising our school

INSPIRE will revise and review this policy annually .

Review date: Sept 2027

Signature: Katie Ritchie