



Chetham's

Equality, Diversity and Inclusion Policy (Students)

Introduction

Chetham's is committed to promoting understanding, and upholding the principles and practices, of equality, diversity, equity and justice for students, staff and visitors in accordance with the Equality Act 2010.

1. **Access:** Improve accessibility, reduce barriers, and challenge perceptions for audiences, visitors, staff and students.
2. **People:** Promoting a positive and harmonious working and creative environment in which all individuals are treated with respect and are valued for who they are, as they are.
3. **Culture:** Embrace and celebrate the richness of society striving to reflect it. Where inequality exists recognise and reduce it.

Every member of Chetham's is regarded as of equal worth and importance, irrespective of ethnic origin, colour, race, nationality, national origin, religion, culture, class, marital status, gender, sexuality, sexual orientation, disability, age.

Educational Provision

Policy

Chetham's will:

- Ensure that students and staff recognise that discrimination on the basis of any protected characteristic is not acceptable.
- Provide an environment in which all students feel safe enough to express and question views.
- Ensure the principles and practices of equal opportunities are applied to all members of Chetham's community: students; teaching and non-teaching staff; parents; governors; and visitors.
- Equal Opportunities practices should be evident in:
 - a) the formal curriculum (the programme of lessons);
 - b) the informal curriculum (extra-curricular activities); and
 - c) the 'hidden' curriculum (the ethos of the organisation, the quality of personal relationships etc).
- Educate, develop and prepare all our students for life whatever their sex, colour, origin, culture or ability.
- Encourage students to contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Develop each child's education and care in direct relation to their needs and abilities.

Procedures

a) Admission

Chetham's students are admitted according to their exceptional musical ability and potential to take advantage of the musical education offered. The School is committed to administering fair and transparent admission processes. All students are given appropriate equal musical, academic and extracurricular educational opportunities. We accept applications from potential students irrespective of their sex, gender reassignment, race, colour, religion or belief, sexual orientation, or disability. The School's *Admissions Policy* reflects the School's approach towards equal opportunities.

b) Registration

Students' names will be accurately recorded and correctly pronounced. Students will be encouraged to accept and respect names from other cultures.

c) Discrimination

All forms of discrimination by any person within Chetham's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden.

All cases of discrimination or prejudice will be taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record of incidents is kept by the Vice Principal for student matters.

d) Language

Chetham's views linguistic diversity positively. Students for whom English is an additional language will receive additional support if necessary and the School will consult with the student and the parents as appropriate.

e) Culture, Class and Race

Chetham's acknowledges that members of the organisation come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect to help promote an organisation and a society in which there is social, religious and racial harmony.

Chetham's recognises the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise their self-esteem, expectations and performance so as to have wider choices in life. We understand the need to be different without being excluded.

There is no uniform. Students and staff may wear special forms of dress where these are an essential part of their religious or cultural background. This is subject to considerations of safety and welfare. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the Joint Principal (NS), whose decision will be final, subject to the School's complaints procedure.

We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our organisation.

We try to counter negative, patronising and stereotyped views using education to counter ignorance, misunderstanding and prejudice.

We will not tolerate racist behaviour in any form.

f) Gender

We accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

We help students to be aware of rigid sexual stereotypes.

All elements of the curriculum may be studied by any student regardless of gender.

We try to ensure:

1. that teachers allocate their time fairly between the sexes
2. that all students have opportunities for working with students of both sexes
3. that we break down traditional sexual stereotypes (for example by not asking boys to move furniture while girls tidy up)
4. that students are encouraged to pursue less conventional subjects and interests

g) Religion

We acknowledge that members of Chetham's come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of acceptance based on understanding of and respect for the beliefs and practices of others. With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion.

h) Resources

Chetham's aim is to provide for all students and staff according to their needs, irrespective of sex, ability or ethnic origin. Resources and displays will reflect cultural and racial backgrounds of students to support positive self-imagery. We try to ensure that our resources include non-sexist books which value the achievements of women as well as men.

i) Relationships

All members of Chetham's have a responsibility to call out or report any behaviour that contravenes this policy. Pastoral staff can mediate any such issues at student level. In extreme circumstances formal procedures may be taken by the Joint Principals or other appropriate Senior member of staff in line with Chetham's Anti-bullying Policy.

j) Appointments

We will ensure that recruitment procedures; advertisements; shortlisting and interview procedures are non-discriminatory.

k) Awareness Of Policy

Staff, parents and students will know that Chetham's has an Equality Diversity and Inclusion Policy, which is available on our website.

l) Monitoring and Review

Chetham's monitors the impact of its policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies are assessed through Chetham's self-evaluation procedures, for example, the EDI Committee.

m) EDI Committee

The EDI Committee consists of a cross-section of the Chetham's community of staff, governors and students and deliberates on all matters of Equality, Diversity and Inclusion.

Appendix 1

Definitions

Discrimination

- **Associative Discrimination**

This is direct discrimination against someone because they are associated with another person who possesses a protected characteristic. For example, a student is harassed or victimised because a sibling is disabled.

- **Direct Discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perceptive discrimination below), or because they associate with someone who has a protected characteristic (see associative discrimination below).

- **Indirect Discrimination**

Indirect discrimination can occur when you have a condition, rule, policy or even a practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified only if it is a proportionate means of achieving a legitimate aim. Being proportionate means being fair and reasonable, reviewing any less discriminatory alternatives before any decisions are made.

- **Perceptive Discrimination**

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

The Protected Characteristics

- Age
- Disability
- Gender Reassignment
- *Marriage and Civil Partnership*
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Disability

The School also has an on-going duty to make 'reasonable adjustments' for students and staff with special educational needs and disabilities (SEND) in respect of the education and associated services provided to ensure that such students are not placed at a substantial disadvantage in comparison with other students. The School is not legally required to make significant adjustments which may include physical alterations such as the provision of a stair-lift or new ground floor facilities, but is required to provide auxiliary aids and services for disabled students.

The Act includes protection from discrimination arising from disability. It is discrimination to treat a disabled person unfavourably because of something connected with their disability (eg a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where Chetham's or another person acting for Chetham's knows, or could reasonably be expected to know, that the person has a disability.

Gender Reassignment

A transgender person is someone who proposes to, starts or has completed a process to change their gender and intends to live permanently in the gender opposite to their birth sex.

The Act does not require a person to be under medical supervision to be protected – so a woman who decides to live permanently as a man but does not undergo any medical procedures would be covered.

Pregnancy And Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.

Race

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins. The Act makes it illegal to treat a person less favourably than others on racial grounds.

Religion or Belief

The Equality Act, covers all religions and none, in other words, students are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. 'Belief' means any religious or philosophical belief or a lack of such belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Sex

The law protects against an individual being discriminated against or treated less favourably on the grounds of their gender. Direct discrimination occurs where one person is treated less favourably than another as a result of their gender.

Sexual Orientation

The Act ensures that an individual cannot be discriminated against on account of their sexual orientation.

Resources

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/equality-act-guidance>

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf