



Equality and Diversity Policy

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1. Policy statement

- 1.1. Point Blank Music School recognises that providing equality of opportunity, valuing diversity and promoting a culture of inclusion are vital to the success of our School. We want our staff and students to reflect the diversity of the communities that we serve, and we are committed to providing an inclusive and supportive environment for all. By creating a working, learning and social environment in which individuals can utilise their skills and talents to the full without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential. We will ensure that equality is embedded in all our activities, policies and decisions and will work with our partners to share good practice.

2. Scope

- 2.1. All members of Point Blank Music School have a responsibility to promote equality and diversity. This policy applies to all students and staff working at Point Blank Music School, including all hourly-paid staff, guest lecturers and speakers. It covers discrimination on the basis of age, disability, gender reassignment or trans identity, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation or socio-economic background as set out in the Equality Act (2010).
- 2.2. Student disciplinary consequences will be in line with policies outlined in section 5. These include our Student Disciplinary Policy, Code of Conduct or Fitness to Study Policy, and may include a warning, withdrawal, and deferral or temporary interruption (whilst under investigation), or monetary fine. Each case will be assessed on an individual basis and penalties will take into consideration, inclusive but not limited to: the seriousness of the conduct, remorse, evidence of impact and motivation of the misconduct, and any past offences.

3. Commitment

- 3.1. Equality and diversity is at the heart of Point Blank Music School values and goals. We aim to make full use of all talents and skills by creating an open and inclusive culture where individuals from all backgrounds can work together with dignity and respect.
- 3.2. The following definitions will be used to identify and challenge acts of discrimination, promote a culture of inclusion, protect victims and educate students and staff on acts of discrimination.

The School has adopted the IHRA definition of *Anti-Semitism*:

“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.”

- **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.

The School has adopted the [Equality Act definitions of discrimination](#) in relation to *Age, Disability, Gender reassignment, Marriage and Civil Partnership, Race, Religion or Belief, Sex and Sexual Orientation*. Due to common misunderstanding, the following are defined types of Race Discrimination:

- **Direct discrimination:** when someone treats you worse than another person in a similar situation because of your race.

- **Indirect discrimination:** This may be when a person or organisation has a particular policy or way of working that puts people of your racial group at a disadvantage.
 - Sometimes indirect race discrimination can be permitted if the organisation or employer is able to show that there is a good reason for the discrimination (objective justification).

- **Harassment:** Harassment occurs when someone makes you feel humiliated, offended or degraded.

- **Victimisation:** when you are treated badly because you have made a complaint of race related discrimination under the Equality Act. It can also occur if you are supporting someone who has made a complaint of race related discrimination.

3.3. We will take active steps to fulfil responsibilities and promote good practice by:

- i. Complying with our legal obligations and student/staff commitments transparently.
- ii. Publishing our Equality and Diversity Policy widely amongst staff and students.
- iii. Assessing the impact of our policies and practices to identify, remove or mitigate any disadvantage to underrepresented groups.
- iv. Taking measures to eliminate discrimination at all times.
- v. Taking informed action to redress any gender, racial, economic or other imbalance by monitoring the recruitment and progress of all students and staff, collecting and collating equalities information and data.
- vi. Publishing anonymous data as required and making evidence-based decisions to improve equality as necessary.
- vii. Promoting awareness and understanding of equality and diversity among staff and students through policies, training and guidance.
- viii. Engaging with staff and students in respect of changes which may affect their employment or study.
- ix. Ensuring that existing staff and students, as well as applicants to work or study, are treated fairly and judged solely on merit and by reference to their skills and abilities.
- x. Raising awareness of our policies and commitment to equality and diversity with external suppliers, contractors and partners and encouraging them to follow similar good practice.
- xi. Making sure reasonable adjustments are made, as appropriate, to enable disabled staff and students to overcome barriers in the working, learning and social environment.
- xii. Ensuring that learning and teaching material, where practical includes positive, diverse, non-stereotypical content.

- xiii. Ensuring staff and students are provided with appropriate tools so that they feel confident to discuss equality and diversity issues and raise any concerns as required.
- xiv. Dealing with potential and actual acts of discrimination, harassment and bullying appropriately under the relevant School policy and taking appropriate action where necessary.

4. Implementation, monitoring and review

4.1. This Policy will be implemented through the following School policies, strategies and plans:

- i. Teaching and Learning Strategy
- ii. Student Charter
- iii. Point Blank 'The Road Ahead' 2018 - 2021
- iv. Higher Education Admissions Policy
- v. Teaching Staff Recruitment & Selection Policy
- vi. Point Blank Access and Participation Plan

4.2. In the implementation of this policy, Point Blank Music School will:

- i. ensure that individuals are treated solely on the basis of their abilities and potential
- ii. promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds
- iii. promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group
- iv. treat part-time staff and students fairly and equally
- v. challenge inequality and less favourable treatment
- vi. promote greater participation of under-represented groups of students and staff by encouraging positive action to address inequality
- vii. promote an environment free of harassment and bullying on any grounds in relation to all staff, students and visitors.

4.3. We will assess the impact of this Policy by:

- i. Collecting and analysing monitoring data on staff with relating to recruitment, training, promotion, re-grading and complaints and report on this annually to Academic Board and the Board of Directors
- ii. Collecting and analysing student monitoring data relating to recruitment, progression and completion and report this information annually to Academic Board, the Quality Standards Committee and the Board of Directors.
- iii. This Policy will be reviewed on an annual basis to ensure that it reflects best practice and current legislation.

5. Complaints procedures and support

- 5.1. Point Blank Music School expects all members of its community to treat others equitably, with dignity and respect. **Any members of our School community** who believe they have been discriminated against, harassed or bullied **will be protected in line with their right to make a complaint free from victimisation or fear of retaliation.**
- 5.2. All complaints should be raised informally in the first instance with either the General Manager, Student Services or a Programme Leader. The following policies should be used to raise a complaint and will be used to assess penalties, as appropriate:
 - i. Sexual Misconduct Policy
 - ii. Student Disciplinary Procedure Policy
 - iii. Code of Conduct
 - iv. Fitness to Study Policy
 - v. Staff Grievance Policy
 - vi. Anti-Bullying Policy
 - vii. Point Blank Music School Staff Handbook (sections on Grievances and Harassment)
 - viii. Student Complaints Policy and Procedure
- 5.3. Staff members who feel they require assistance and support are advised to get in touch with their line manager in the first instance, or the General Manager if the matter pertains to their line manager. Students who require assistance and support are advised to get in touch with a member of the Student Services team. We aim to support and protect anyone who makes a complaint, or who acts as a witness, under these procedures from victimisation or retaliation.

6. Training

- 6.1. All staff at Point Blank Music School are required to undertake equality, diversity and inclusion training and personal development appropriate to their role. All new staff will receive equality, diversity and inclusion training as part of their induction.