

ALRA

Equal Opportunities Policy

Introduction: ALRA is committed to creating a safe, supportive and stimulating learning and working environment based on mutual respect and trust. ALRA celebrates and values diversity within its community of staff and students, promotes equality of opportunity and strives to challenge and eliminate unlawful discrimination.

Commitment	<p>The Trustees of ALRA are committed to providing equal opportunities for:</p> <ul style="list-style-type: none">• students• staff• trustees• those who we deal with outside ALRA• and all those who might wish to be in these positions
Scope	<p>Equal opportunities are to be provided with regard to:</p> <ul style="list-style-type: none">• access to education• the curriculum• the selection recruitment and promotion of staff• social and work activities• day to day relationships• choice of supplier of services
Recognised potential issues	<p>ALRA recognises that inequality of opportunity can arise with regard to:</p> <ul style="list-style-type: none">• physical ability• mental ability• gender• age• race• nationality• ethnicity• sexual orientation• marital status• social class• income• employment status• religious belief• politics• parental status

Policy	ALRA will ensure that its Trustees, staff, tutors and students will: <ul style="list-style-type: none">• provide education and training• employ staff• study• interact with each other and• transact with third parties in a way that evidences their belief that: <ul style="list-style-type: none">• every human being is of equal worth to themselves and worthy of respect as such• and must therefore be treated without discrimination for any cause
This document	This document sets out in sections: <ul style="list-style-type: none">• procedures that will assist implementation of this policy• ways in which we will monitor our achievements with regard to equal opportunities• ways in which those with a grievance feel they can obtain fair hearing fro their complaint

Access to education

Basic belief	Individuals should have the opportunity to learn and benefit from education in relation to their ability.
Admissions	ALRA's admission and audition procedures will be free from bias.
Learning difficulties	ALRA will seek to provide opportunity for those with learning difficulties if they can otherwise meet the requirements of the courses offered.
Physical disability	ALRA will aim to make accessible as many areas of the School as possible to students with disabilities.
Student population	ALRA will seek to recruit students who match the profile of the society in which it exists.
Student organisations	Students will be required to respect equality of opportunity within their own organisations and structures and in their procedures for selecting representatives for those bodies.
Student participation	All students will be expected to adhere to the equal opportunities policy. Failure to do so may be a disciplinary offence.

Curriculum

Basic belief	<p>ALRA will seek to provide a curriculum free from bias.</p> <p>Within its curriculum ALRA will encourage the exploration of equality of opportunity as an issue and the elimination of discrimination as an objective.</p>
Curriculum design	<p>The curriculum will take account of:</p> <ul style="list-style-type: none"> • progression • access • prior learning • experience <p>and build upon these for each student.</p>

	<p>Where necessary ALRA will seek to either provide or find support facilities to enable students to have access to its curriculum including where appropriate training in language, cultural or literacy skills.</p>
<p>Professional Performance Training</p>	<p>Professional Performance Training requires the exploration of the inner depths of the individual in a way that most education does not. ALRA will require such exploration. In doing so it will:</p> <ul style="list-style-type: none"> • respect the opinions of each participant so long as they are legal • counsel and support those who address issues which individually or collectively challenge their self perception or those of others • respect the physical well being of all involved • limit physical or emotional contact to that which is appropriate and required for the purposes of the curriculum • seek to adapt activities to suit the attributes of all involved in drama
<p>Physical education</p>	<p>Professional Performance Training necessarily includes developmental physical programmes and activities.</p> <p>ALRA will aim to adapt such programmes and activities to enable all students to meet the demands of the curriculum.</p>
<p>Language</p>	<p>ALRA is committed to providing education in and for live and recorded arts in the English language.</p> <p>ALRA will make its courses available to those for whom English is not their first language and shall seek and encourage those students to develop their skills to fully participate in all aspects of the curriculum.</p> <p>ALRA will ensure that all documents it produces are written in plain English and are accessible to all without discrimination.</p>
<p>Tutor commitment</p>	<p>All tutors will be required to acknowledge receipt of and adherence to this equal opportunities policy. Failure to do so may be a disciplinable offence.</p>

The selection, recruitment, appraisal and promotion of staff

Basic belief	ALRA is an equal opportunities employer.
Practice	<p>ALRA seeks to treat all staff equally. This means that:</p> <ul style="list-style-type: none"> • recruitment processes will be carried out without bias • ALRA will ensure compliance with legislation on race, sex and disability rights • appraisal will be undertaken within the context of the individual's own performance and ability and shall be conducted without bias • promotion shall be considered, and appointment made without bias
Staff obligations	All staff and tutors shall be required to adhere with ALRA's equal opportunities policy and to acknowledge this by signing a statement of agreement to do so.
Governor and director obligations	Trustees are involved in the recruitment and appraisal of staff. Each Trustee will acknowledge receipt of and adherence to this equal opportunities policy. Failure to do so may be a disciplinary offence.
Training	The Managing Director will ensure access to suitable training in equal opportunities for staff when it is considered appropriate: the Clerk will ensure access to similar training for Trustees.

Social and work activities including day to day relationships

Basic belief	<p>Discrimination can be expressed in many forms. It is most prevalent in the form of harassment.</p> <p>ALRA seeks to eliminate harassment from social and work relationships that occur on a day-to-day basis.</p>
Practice	<p>Harassment is behaviour towards people that can have the effect of diminishing their position, status or esteem.</p> <p>Harassment is most common with regard to racist or sexist behaviour but may exist in a wide variety of forms.</p> <p>ALRA seeks to eliminate harassment.</p>

Examples	<p>The following are examples of harassment:</p> <ul style="list-style-type: none">• physical attacks because of colour or ethnicity• derogatory name calling, verbal or non verbal insults, racist jokes and racist stereotyping• racist graffiti• provocative behaviour such as wearing racist badges or insignia• displaying racist material• threatening a person because of colour or ethnicity• making racist observations during classes or in staff or student facilities• physical attacks because of a person's sex or sexuality• unnecessary touching or unwanted physical contact• making demands for sexual favours• verbal abuse, insults, sexist jokes or intimidatory language• non verbal abuse including wolf whistling, signs, gestures, etc.• sexist graffiti• displaying sexist or pornographic materials in any form• threatening behaviour because of a person's sex or sexuality• sexist comments during classes or in staff or student facilities
Consequences of harassment	<p>ALRA will:</p> <ul style="list-style-type: none">• remove physical evidence of harassment as soon as it is possible to do so• ask those responsible for bringing racist or sexist materials into ALRA to remove them immediately• report all such actions to the Managing Director• any incident of harassment by a student, tutor or member of staff will be reported to the Managing Director• offenders will be subject to disciplinary procedures• those harassed will be offered counselling and support• those wrongly accused of harassment will be sensitively supported

External relationships

Basic belief	ALRA is, and wishes to be seen to be, engaged in the promotion of equal opportunities amongst those with whom it has external relationships of a commercial, educational or social nature.
Practice	ALRA will: <ul style="list-style-type: none">• procure supplies of goods or services without bias• seek to make known its commitment to equal opportunities• seek to participate in its local community without bias• uphold its standards in those educational bodies with which it is associated whether at staff or student level• seek to ensure its relationships with the broader performing arts professions are conducted without bias

Implementing the policy

Basic belief	The Senior Management Team should monitor implementation of this policy and report on its findings to the Board of Trustees.
Practice	ALRA's Senior Management Team will monitor: <ul style="list-style-type: none">• student admissions and assess outcomes for evidence of bias• staff recruitment, appraisal and promotion for evidence of bias• trustee recruitment, appraisal and promotion for evidence of bias• our external relationships for evidence of bias In doing so it will report on: <ul style="list-style-type: none">• breaches of policy: any instances of non-adherence by students, staff or visitors will be investigated with reference to the relevant policy• evidence of harassment• actions taken to deal with situations that have arisen and to prevent their recurrence.• The implementation of this policy will be in accordance with current legislation, including:

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| | <ul style="list-style-type: none">• Human Rights Act 1998• Equal Pay Act 1970 (and amendment 2003)• Sex Discrimination Act 1975• The Sex Discrimination (Gender Re-assignment) Regulations 1999• The Employment Equality (Sexual Orientation) Regulations 2003• The Race Relations Act 1976 (and amendments 2000, 2003)• Disability Discrimination Act AIE (and amendments 2003, 2005)• DDA: Special Educational Needs and Disability Amendment (SENDA) 2001• The Employment Equality (Religion or Belief) Regulations 2003• The Employment Equality (Age) Regulations 2006 |
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