

EQUALITY, DIVERSITY AND INCLUSION POLICY

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The Royal Academy of Music moves music forward by inspiring successive generations of musicians to connect, collaborate and create.

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**UNIVERSITY
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1. INTRODUCTION

1.1 The purpose of this policy is:

- To ensure that the contribution of staff and students from all backgrounds is valued by the Academy.
- To promote positive working relationships through which all members of the Academy are valued and respected.
- To ensure that inequality and discrimination are challenged and eliminated.
- To make clear that all staff, students or visitors in the Academy have an obligation to carry out the policy effectively.

1.2 The Academy recognises that a diverse community of staff and students affords artistic, educational, social and organisational benefits. We are committed to promoting an environment which values diversity, and which identifies and removes barriers that prevent people from fulfilling their potential within the Academy.

2. POLICY STATEMENT

2.1 The Academy welcomes and promotes an inclusive working and learning environment based on the principles of equality, dignity and respect. It is Academy policy that individuals are selected, taught, trained, assessed, appraised, promoted and otherwise treated solely on the basis of their relevant merits and ability, thereby being afforded equality of opportunity both in their working/educational life and access to services available from or through the Academy. Any form of discrimination, harassment or victimisation will not be tolerated. The Academy will support staff and students in challenging and removing all forms of prejudice and discrimination from the workplace.

2.2 All relevant stakeholders, including staff and students, have the right to be consulted about this policy and related policies, procedures and practices.

3. SCOPE OF THE POLICY

The Academy's Equality, Diversity and Inclusion Policy is applicable at all levels of the Academy's functions. This means that students and staff at all levels are responsible for implementing and supporting this policy. As a public body, we have a responsibility to demonstrate how we promote and monitor equality through our policies, Equality, Diversity and Inclusion Scheme, Objectives and Action Plan, ensuring these are consistent, effective and appropriate for the needs of staff and students.

4. **LEGISLATIVE FRAMEWORK – THE EQUALITY ACT 2010**

The Equality Act 2010 is the principal legislation underpinning the Academy's Equality, Diversity and Inclusion Policy, Scheme and Action Plan. The Act covers education, employment and the provision of premises, facilities, goods and services. A consolidation of over 40 separate pieces of equality related legislation spanning 40 years, its stated aim is to 'harmonise discrimination law, and to strengthen the law to support progress on equality'. The Act replaces existing equality legislation, and covers nine 'protected characteristics', which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The Equality Duty requires the Academy to have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- c) Foster good relations between people who share a protected characteristic and people who do not share it.

The specific equality duty replaces previous public sector duties in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. It requires the Academy to publish relevant, proportionate information demonstrating compliance with the Equality Duty and to set specific, reasonable equality objectives. The Academy fulfils this requirement through publishing the Equality Scheme, together with the Primary Equality Objectives and Action Plan, published monitoring and consultation information and results of Equality Impact Assessment.

5. **IMPLEMENTATION AND RESPONSIBILITIES**

- 5.1 All staff and students are provided with the Equality, Diversity and Inclusion Policy and receive an Equality, Diversity and Inclusion briefing as part of their induction. Further training is delivered as required.
- 5.2 All staff, visiting performers and students have a responsibility to support and foster the aims of this policy by:
 - Having an awareness of the Academy's Equality, Diversity and Inclusion Policy.
 - Incorporating the aims and values of the Policy into all areas of life at the Academy.
 - Ensuring their conduct towards others is at all times respectful and free from discrimination, harassment and victimisation.

- Appropriately challenging instances of discrimination or draw it to the attention of the senior staff and/or Human Resources/Registry.
- Contribute to a respectful environment that embraces diversity.

5.3 Line-managers and colleagues are responsible for:

- Promoting the requirements and spirit of this policy to their staff and/or students, fostering an inclusive culture where a diversity of contribution is valued and welcomed.
- Ensuring staff and students are encouraged, supported and enabled to reach their full potential.
- Maintaining an awareness of their own training and development requirements and that of their staff in respect of equality, diversity and inclusion.
- Dealing promptly with discriminatory acts or practices which are brought to their attention, ensuring that they are reported through relevant channels.
- Ensuring their schemes of work, lesson content and teaching resources demonstrate sensitivity to equality, diversity and inclusion issues.
- Ensuring that decisions affecting individual staff and students are made on objectively justifiable, relevant criteria.
- Ensuring that an Equality Impact Assessment is undertaken for any new or revised policies, procedures or projects within their remit.

5.4 Practical implementation of the Academy's equality duties is managed by Academic Board for student-related matters and the Senior Management Team for staff-related matters. This includes ensuring that:

- Staff create a positive, inclusive ethos that challenges inequality and inappropriate behaviour.
- All Academy policies and activity are sensitive to equality issues.
- Equality monitoring data are collected and analysed.
- Equality objectives are set based upon the analysis of consultation and equality monitoring information.
- Appropriate staff training and development is provided to support the appreciation and understanding of diversity.

5.5 The Principal is responsible for leading equality, diversity and inclusion and ensuring implementation of the policy and that appropriate action is taken against breaches of the policy.

5.6 The Academy has an Equality, Diversity and Inclusion Committee which oversees the implementation of the Equality, Diversity and Inclusion Scheme and Action Plan. Other Academy committees, including Academic Board, Finance and General Purposes Committee, Audit Committee and Development Committee, are responsible for ensuring that strategic policies reflect the commitments of equality policy.

- 5.5 The Governing Body has corporate responsibility for the Academy's Equality duties, and for ensuring that an inclusive culture is promoted throughout the Academy.

6. SPECIFIC CHARACTERISTICS

The Equality Act provides for a harmonised approach towards eliminating discrimination, harassment and victimisation and advancing equality of opportunity across all nine protected characteristics, which is outlined in section four of this document. The following pages provide general information about the Academy's commitment to equality, diversity and inclusion in respect of each protected characteristic. Comprehensive general information about each protected characteristic in relation to the Act is available in the Equality and Human Rights Commissions codes of practice, available at <http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice/>

The Academy is committed to the elimination of discrimination and promotion of equality in the following areas:

6.1 AGE

The Equality Act prohibits direct and indirect discrimination, harassment or victimisation on the grounds of age.

The Academy welcomes employees and students of diverse ages. In particular we are committed to:

- Recognising and promoting the benefits of an age diverse workplace.
- Recognising what constitutes, and taking steps to address, ageist harassment.
- Challenging stereotypes and assumptions about youth and age, particularly where these are in relation to job-related skills and abilities.

6.2 DISABILITY

Disability discrimination includes direct and indirect discrimination, discrimination arising from a disability and failure to make reasonable adjustments to working practices or premises in relation to staff, students or visitors, unless this can be justified.

Disability is defined as 'a physical or mental impairment that has a substantial or long-term adverse effect on an individual's ability to carry out day-to-day activities'. Examples could include a physical impairment, learning disability/specific learning difference, long-term mental health condition, and certain long-term health conditions such as cancer, HIV/Aids, multiple sclerosis or diabetes.

The Academy applies the Social Model of disability to the legal definition. The Social Model explains how people are disabled by the restrictions placed on them within society rather than by their impairment or condition. By using the Social Model, the Academy strives to provide an inclusive environment by reducing those restrictions by meeting the needs of students, staff and the general public who use Academy facilities.

Personal information pertaining to disability is strictly confidential and only shared with the consent of the individual. The Academy encourages people to disclose a disability, and students and staff are offered this opportunity at various points during their employment or study. This will enable the Academy to make adjustments where appropriate. Once a staff member receives a disclosure from a student or colleague, the Academy has a legal duty to ensure reasonable provision of support and adjustments, as appropriate. Disability disclosures (verbal or written) should be reported to the Disability Advisor in respect of student disclosures and the Director of Human Resources in respect of staff disclosures.

The Academy is a 'two ticks' disability symbol employer, committed to:

- Guaranteeing an interview to job applicants with disabilities who meet the essential role criteria.
- Discussing with disabled employees, in order to ascertain how both parties may develop and use their abilities at work.
- Making every effort to retain employees who become disabled, in meaningful employment.
- Taking action to ensure that all employees develop the appropriate level of disability awareness needed to make these commitments work.
- Reviewing these commitments annually, assessing achievements and improvements required, and communicating these as appropriate.

6.3 GENDER

Gender has been a protected characteristic since 1970, when the Equal Pay Act came into force. Other significant gender equality legislation, prior to the Equality Act 2010, is the Gender Equality Act 1975.

The Academy aims to promote and enable gender equality through:

- Monitoring the gender balance of staff and students at the Academy and aiming to redress any areas of imbalance.
- Challenging gender stereotypes and dealing appropriately with harassment and bullying on the grounds of gender.
- Increasing gender balanced representation on the Governing Body, Committees and other decision-making groups in the Academy.
- Undertaking an Equal Pay Audit every five years to identify and address any gender pay gaps.

6.4 GENDER IDENTITY AND REASSIGNMENT

The Equality Act defines the protected characteristic of gender reassignment as where a person has proposed, started or completed a process to change their gender. It is not necessary for a transgender person to be undergoing medical treatment to be protected by the law.

Protection covers direct and indirect discrimination, harassment and victimisation, including discrimination due to absence from work or study (any absence should be treated under the same procedure as existing Academy leave policy). Transgender issues are complex and highly personal and the Academy aims to promote equality in this area through development of information for staff and managers on responding sensitively and sensibly to issues that can arise for transgender staff and students.

The Gender Recognition Act 2004 states that it is an offence for anyone acquiring this protected information in an 'official capacity' to disclose it to a third party without the transsexual person's consent. Exceptions are if the information is required for the prevention or investigation of a crime or for medical professionals at a time when the trans person is too ill to be able to provide consent.

6.5 MARRIAGE AND CIVIL PARTNERSHIP

The Equality Act recognises marriage and civil partnership as a protected characteristic, which replaces similar provisions in the Sex Discrimination Act 1975.

6.6 PREGNANCY AND MATERNITY

The Equality Act affords protection within employment and education from all discrimination that arises as a result of pregnancy and maternity. This includes absence from work related to pregnancy and maternity, maternity leave, and return to work or study following maternity leave.

The Academy has procedures in place for maternity, paternity and adoption leave, along with related policies such as provisions for flexible working.

6.7 RACE

Race has been a protected characteristic since the Race Relations Act 1976 came into force. In 2000 the Race Relations Amendment Act was implemented, which introduced the requirement for public bodies to take action to promote race equality.

The Equality Act takes forward the principles and requirements enshrined in previous legislation. It defines 'race' as including colour, nationality and ethnic or national origins. A person has the protected characteristic of race if

they fall within a particular racial group. A racial group can also be made up of two or more distinct racial groups.

The Academy aims to advance diversity and promote race equality, including addressing issues and areas of under-representation shown through consultation and monitoring data. We are committed to developing an inclusive environment where people from all backgrounds contribute equally and are treated sensitively and with equity, fairness and consistency. We aim also to improve engagement with minority groups and communities.

6.8 RELIGION OR BELIEF

Religion or belief is defined under the Equality Act as being any religion, faith, religious belief or similar philosophical belief. The Act also protects individuals who have stated an absence of religion or belief.

The Academy aims to provide an environment which respects a diversity of religions, philosophical beliefs and will work to ensure that this is reflected in our policies, procedures and practices. Discrimination or harassment because of religion, philosophical belief or political belief will not be tolerated.

This policy aims to ensure that there is respect for freedom to express one's religion or belief. However, the expression of religion or belief should respect the fundamental rights of others and should not conflict with the principles of equality, diversity and inclusion.

6.9 SEXUAL ORIENTATION

It is unlawful to directly or indirectly discriminate against, harass or victimise individuals because of sexual orientation towards the same sex, towards the opposite sex or towards both sexes.

The Academy fully supports this principle and aims to ensure that all students, staff and visitors should feel welcome, respected and safe in the Academy. We are committed to ensuring our policies, procedures and practices demonstrate equality in this area, that discrimination and harassment is challenged and eliminated, and that the sensitivity of individuals' sexual orientation is respected.

6.10 ANTISEMITISM

In addition to the Equality Act and the protected characteristics above, the Academy recognises the non-legally binding International Remembrance Holocaust Alliance's (IRHA) definition of Antisemitism, and extends its policies to incorporate this, to ensure the respect and dignity of all students, staff, contractors and visitors. The IRHA definition is:

‘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’.

7. COMPLAINTS AND BREACHES OF POLICY

- 7.1 We welcome all feedback and comments regarding the Equality, Diversity and Inclusion Policy. These should be referred to the Director of Human Resources or the Equality, Diversity and Inclusion Committee in the first instance.
- 7.2 Employees who feel that they have experienced discrimination can pursue the matter through the formal grievance procedure but should first contact the Director of Human Resources for information, advice and guidance. Informal resolutions should be attempted in the first instance where possible.
- 7.3 Students who feel that they have experienced discrimination can pursue the matter through the formal grievance procedure but should first contact either their tutor or their head of department/programme for information, advice and guidance.
- 7.4 The Staff and Student Counsellors are available for independent, confidential support.
- 7.5 All reported complaints and breaches of the Policy will be investigated and managed in line with Academy policy, and where found, disciplinary proceedings may take effect, up to and including dismissal from service in the case of gross misconduct.

8 POLICY MAKING PROCEDURE

The Equality, Diversity and Inclusion Committee is responsible for developing and monitoring the Policy. The Governing Body is charged with the oversight of general policy and it receives and considers the recommendations of the Equality, Diversity and Inclusion Committee.

9 DEFINITION OF TERMS

A list of definitions of common equality-related terminology can be found in the Equality Glossary in Appendix 4 of our Equality, Diversity and Inclusion Scheme.

10 RELATED DOCUMENTS

Equality, Diversity and Inclusion Scheme
Equality, Diversity and Inclusion Action Plan
Anti-Harassment Policy

Equality Glossary