



Equality, Diversity and Inclusion Policy

Higher Education · Performing Arts
Validated by the University of West London

Approved: August 2026

Document Control

Policy Title	Equality, Diversity and Inclusion Policy
Institution Name	Triple Threat Training Limited (trading as GAMTA)
Policy Category	Equality, Diversity, Inclusion and Dignity
Approval Authority	Academic Board
Monitoring Responsibility	Academic Quality and Student Support Committee
Validating Partner	University of West London
Applicable Provision	Validated Higher Education Programmes (University of West London); HNC Provision (SQA, delivered under the GPRO Scotland brand); Dance, Singing, Acting, Musical Theatre and Performance-Based Programmes
External Regulatory Alignment	Equality Act 2010 (including the Public Sector Equality Duty where applicable); Human Rights Act 1998; UK GDPR; Data Protection Act 2018; National Guidance for Child Protection in Scotland
Document Status	Approved Institutional Policy
Approved	August 2026

Contents

TRIPLE THREAT COLLEGE

EQUALITY, DIVERSITY AND INCLUSION POLICY

Statement on Equality, Diversity and Inclusion

GAMTA is committed to providing and supporting an inclusive learning, rehearsal, performance, and working environment in which equality, diversity, and inclusion are actively promoted. The College is proud of its community and seeks to ensure that every student, member of staff, governor, visiting practitioner, placement provider, and visitor is welcomed, treated with respect, and supported to reach their full potential, regardless of background.

The College recognises that performing arts education involves close collaborative, physical, vocal, emotional, and creative work, and that this places a particular responsibility on the College to ensure that its environment is safe, respectful, accessible, and free from discrimination, harassment, victimisation, and other prohibited conduct.

This Policy sets out the College's commitments under the Equality Act 2010, including the Public Sector Equality Duty as applicable, and under wider Scottish and UK regulatory frameworks. It establishes the standards expected of all members of the College community, the responsibilities of the College and its officers, and the routes through which concerns may be raised and addressed.

Policy Information and Document Control

1. Introduction

1.1 For the purpose of this Policy, GAMTA shall hereafter be referred to as “the College”.

1.2 The College is committed to ensuring that all students, staff, governors, visiting practitioners, placement providers, contractors, suppliers, and visitors are welcomed and treated with respect regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, or socio-economic background.

1.3 The College takes discrimination, harassment, and victimisation seriously and is committed to addressing such conduct through this Policy and the wider Policies and Regulations of the College, including the Student Code of Conduct and Disciplinary Regulations, the Harassment and Sexual Misconduct Policy, the Staff Disciplinary Procedure, and the Complaints Policy and Procedure.

1.4 The College recognises that socio-economic background plays an important role in access to education and employment within the performing arts sector and is committed to ensuring that social class, financial circumstances, or background do not, so far as reasonably practicable, affect student outcomes or staff opportunities.

1.5 The College recognises that students and staff may have a range of aspirations, identities, family circumstances, caring responsibilities, faith commitments, neurodiverse profiles, health conditions, and accessibility needs, and seeks to provide a positive working and learning environment in which all are supported.

1.6 This Policy applies across all College provision, including validated higher education programmes delivered in partnership with the validating partner, HNC and HND provision delivered in partnership with relevant Scottish awarding bodies, and further specialist programmes within dance, singing, acting, musical theatre, and wider performance-based education.

2. Purpose of the Policy

2.1 The purpose of this Policy is to articulate the College's commitment to equality, diversity, and inclusion, to set out the standards of behaviour expected of all members of the College community, to establish the responsibilities of the College and its officers, and to provide accessible routes for raising and addressing concerns.

2.2 This Policy seeks to advance equality of opportunity, foster good relations between groups, eliminate unlawful discrimination, harassment, and victimisation, and embed inclusive participation across all aspects of the College's provision and operation.

2.3 This Policy seeks to ensure that programme design, curriculum, teaching, assessment, rehearsal, studio practice, production, performance, placement, and student support arrangements are inclusive and accessible to students from all backgrounds and with all support needs.

2.4 This Policy seeks to support the College's compliance with the Equality Act 2010 and, where applicable, with the Public Sector Equality Duty and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, with the validating partner's equality and inclusion expectations, and with the wider Scottish and UK regulatory framework.

3. Scope

3.1 This Policy applies to all members of the College community, including students, staff, governors, visiting practitioners, placement providers, contractors, suppliers, visitors, audiences engaging with College productions, and applicants.

3.2 This Policy applies to:

- recruitment, admissions, enrolment, retention, progression, assessment, and award of students;
- recruitment, selection, induction, employment, training, promotion, and development of staff;
- the design, delivery, and evaluation of programmes, modules, rehearsals, studio practice, productions, performances, placements, masterclasses, audition processes, and showcase opportunities;
- the provision of student support, accessibility support, wellbeing support, learning resources, IT facilities, and online learning environments;
- governance, committee work, partnership arrangements, and the relationship between the College, its validating partner, awarding bodies, placement providers, and external partners;
- communications, marketing, recruitment materials, and the public-facing representation of the College.

3.3 This Policy applies on College premises, in College-managed online environments, on placements and external engagements, at public performances and productions, and in any other context in which members of the College community engage on behalf of, or in connection with, the College.

3.4 This Policy operates alongside related institutional policies including the Admissions Policy, the Student Terms and Conditions, the Student Charter, the Student Code of Conduct and Disciplinary Regulations, the Harassment and Sexual Misconduct Policy, the Reasonable Adjustments and Inclusive Learning Support Policy, the Fair Access to Assessment Policy, the Complaints Policy and Procedure, the Academic Appeals Regulations, the Fitness to Study Policy, the Code of Practice on Freedom of Speech and Academic Freedom, the Safeguarding

Policy, the Records Management and Data Retention Policy, the Staff Dignity at Work Policy, the Staff Disciplinary Procedure, the Recruitment and Selection Policy, and the Social Media Policy.

4. Legal and Regulatory Framework

4.1 This Policy has been developed having regard to the following legal and regulatory frameworks:

- Equality Act 2010, including the protected characteristics, the prohibition of direct, indirect, associative, and perceptive discrimination, harassment, victimisation, and discrimination arising from disability, and the duty to make reasonable adjustments;
- where applicable to the College's provision and status, the Public Sector Equality Duty under section 149 of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012;
- Human Rights Act 1998;
- Protection from Harassment Act 1997;
- Higher Education (Freedom of Speech) Act 2023 and the College's Code of Practice on Freedom of Speech and Academic Freedom;
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018, including the lawful processing of equality monitoring data;
- Office for Students Regulatory Framework and the QAA Quality Code for Higher Education, so far as applicable to the validating partner's expectations;
- Scottish Funding Council Equality Outcomes Guidance and wider Scottish sector good practice.

4.2 Where the College's provision falls within the scope of the Public Sector Equality Duty, the College shall have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between persons sharing a protected characteristic and those who do not share it;
- foster good relations between persons sharing a protected characteristic and those who do not share it.

4.3 Equality, diversity, and inclusion considerations are integral to policy formulation, programme design, operational planning, partnership arrangements, and decision-making. Where applicable, the College shall undertake Equality Impact Assessments in accordance with Appendix D.

4.4 Where a student is sponsored under the UKVI Student Route, the operation of this Policy shall have regard to the College's sponsorship duties and reporting obligations to UK Visas and Immigration.

5. Definitions

5.1 "Equality" means ensuring that every person has an equal opportunity to make the most of their abilities and is not unlawfully treated less favourably because of who they are or who they are perceived to be.

5.2 "Diversity" means recognising, valuing, and respecting the wide range of backgrounds, identities, perspectives, experiences, and characteristics within the College community, and harnessing that range to strengthen learning, creative practice, and the wider College experience.

5.3 “Inclusion” means actively creating environments, practices, and cultures in which every member of the College community feels welcomed, respected, supported, and able to participate fully and equitably.

5.4 “Protected Characteristic” means a characteristic protected under the Equality Act 2010, as set out at Appendix A, namely: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

5.5 “Direct Discrimination” means treating a person less favourably than another is or would be treated because of a protected characteristic.

5.6 “Indirect Discrimination” means applying a provision, criterion, or practice which is, or would be, applied generally, but which puts persons sharing a protected characteristic at a particular disadvantage compared with others, where this cannot be objectively justified as a proportionate means of achieving a legitimate aim.

5.7 “Associative Discrimination” means treating a person less favourably because of their association with another person who has a protected characteristic.

5.8 “Perceptive Discrimination” means treating a person less favourably because of a perception that they have a protected characteristic, whether or not the perception is correct.

5.9 “Harassment” means unwanted conduct related to a protected characteristic which has the purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating, or offensive environment, in accordance with section 26 of the Equality Act 2010.

5.10 “Victimisation” means treating a person less favourably because they have, in good faith, made a complaint, supported a complaint, given evidence, or otherwise engaged in a protected act under the Equality Act 2010.

5.11 “Reasonable Adjustments” means adjustments made to remove or reduce a substantial disadvantage experienced by a disabled person in accessing education, employment, services, or facilities, in accordance with the duty under the Equality Act 2010 and the College’s Reasonable Adjustments and Inclusive Learning Support Policy.

5.12 “Equality Impact Assessment” means a structured assessment of the actual or potential impact of a policy, practice, decision, or change on persons sharing protected characteristics, undertaken in accordance with Appendix D.

6. Underpinning Principles

6.1 Dignity and Respect. Every member of the College community has the right to study, work, rehearse, perform, and engage with the College in an environment free from discrimination, harassment, and victimisation, and to be treated with dignity and respect at all times.

6.2 Inclusive Participation. The College is committed to inclusive participation in all aspects of programme delivery, including rehearsals, studio practice, productions, performances, placements, masterclasses, and audition processes.

6.3 Accessibility. The College is committed to accessibility in physical, digital, communication, learning, assessment, and performance environments, supported by reasonable adjustments in accordance with the Reasonable Adjustments and Inclusive Learning Support Policy and the Fair Access to Assessment Policy.

6.4 Intersectionality. The College recognises that individuals may share more than one protected characteristic and that the experience of discrimination, harassment, or disadvantage may be shaped by the intersection of multiple characteristics.

6.5 Cultural Competence. The College is committed to developing the cultural competence of its staff and students, including in the selection of repertoire, casting, costuming, choreography, language, and creative material used in teaching and production.

6.6 Evidence-Informed Action. The College's approach to equality, diversity, and inclusion shall be informed by data, evidence, feedback, and continuous learning, including equality monitoring data, student outcomes data, and feedback from members of the College community.

6.7 Accountability. The College is committed to clear accountability for the operation of this Policy at all levels of the institution, supported by governance, monitoring, and reporting arrangements.

6.8 Freedom of Speech and Academic Freedom. This Policy shall be operated consistently with the College's obligations to uphold freedom of speech and academic freedom within the law, in accordance with the Code of Practice on Freedom of Speech and Academic Freedom.

7. Standards of Behaviour

7.1 All members of the College community shall treat one another with courtesy, dignity, and respect, and shall behave in a manner consistent with this Policy, the Student Charter, the Student Code of Conduct and Disciplinary Regulations, the Staff Dignity at Work Policy, and the wider Policies and Regulations of the College.

7.2 All members of the College community shall actively discourage and, where it is safe and appropriate, challenge discriminatory behaviours, practices, or comments, in accordance with the bystander intervention provisions in the Harassment and Sexual Misconduct Policy.

7.3 Discrimination on the basis of any protected characteristic, including in casting, allocation of roles in productions, audition processes, opportunities, references, or placement assignments, is not acceptable and shall be addressed in accordance with this Policy and the wider Policies and Regulations of the College.

7.4 The use of social media, digital communications, or other online platforms by members of the College community in a manner that breaches this Policy may give rise to action under the Student Code of Conduct and Disciplinary Regulations, the Staff Disciplinary Procedure, or other applicable procedure.

7.5 Members of the College community shall participate in training, induction, and learning opportunities provided by the College to support the implementation of this Policy.

8. Programme Design, Curriculum, and Performance Practice

8.1 The College shall ensure, so far as reasonably practicable, that the design and delivery of programmes, modules, and learning activities are inclusive, accessible, and reflective of the diversity of the College community and the wider performing arts sector.

8.2 Programme design shall take account of the duty to make reasonable adjustments, the principles of universal design for learning, and the expectations of the validating partner and relevant Scottish awarding bodies in respect of equality, accessibility, and inclusion.

8.3 Repertoire, casting, costuming, choreography, scripts, language, music, and creative materials shall be selected and managed having regard to equality, diversity, and inclusion considerations. The College shall support staff and students in critically engaging with material which may raise sensitive or contested equality considerations, including through trigger warnings, content notes, contextual framing, and access to support.

8.4 Auditions, role allocation, performance opportunities, and showcase arrangements shall be operated fairly, transparently, and on the basis of published, role-relevant criteria, with reasonable adjustments considered where appropriate.

8.5 Where physical proximity, contact, partnering, lifts, intimacy in performance, or other practical work raises equality, accessibility, or safeguarding considerations, the College shall apply professional protocols, including the use of intimacy coordinators or equivalent practitioners where appropriate, in accordance with sector good practice.

9. Reasonable Adjustments and Disability Inclusion

9.1 The College is committed to making reasonable adjustments for disabled applicants, students, staff, and other members of the College community, in accordance with the duty under the Equality Act 2010 and the College's Reasonable Adjustments and Inclusive Learning Support Policy.

9.2 Reasonable adjustments may include, but are not limited to, accessible communication arrangements, modified scheduling, accessible venues, additional time, assistive technology, accessible learning materials, modified assessment arrangements (in accordance with the Fair Access to Assessment Policy), and modified participation in rehearsal, studio, performance, or placement activities.

9.3 Adjustments to working and learning practices shall be considered wherever appropriate to accommodate the diverse needs of the College community, including those arising from disability, neurodiversity, mental health, long-term health conditions, caring responsibilities, faith commitments, and family responsibilities.

9.4 Reasonable adjustments shall not compromise core competence standards, artistic integrity, public safety, or essential learning outcomes; however, the College shall actively seek alternative routes to participation and achievement wherever reasonably practicable.

9.5 Eligible students may apply for Disabled Students' Allowance (DSA) through the Student Awards Agency Scotland (SAAS) in accordance with applicable Scottish higher education funding arrangements.

10. Recruitment, Admissions, and Staffing

10.1 The College's admissions and recruitment arrangements shall promote and demonstrate the College's commitment to equality, diversity, and inclusion, in accordance with the Admissions Policy and any Recruitment and Selection Policy applicable to staff appointments.

10.2 Recruitment, selection, retention, progression, training, development, and reward arrangements for staff shall operate in accordance with the Equality Act 2010 and best practice in equality and diversity.

10.3 Recruitment materials, prospectuses, audition information, course information, and other communications shall use inclusive language and imagery, avoid stereotyping, and reflect the diversity of the College community and the wider performing arts sector.

10.4 The College shall, so far as reasonably practicable, support outreach and engagement with under-represented groups and consider barriers to participation in performing arts education.

11. Equality Impact Assessment and Decision-Making

11.1 Equality, diversity, and inclusion considerations shall be embedded in policy formulation, programme approval, governance decision-making, and operational planning.

11.2 Where appropriate, Equality Impact Assessments shall be undertaken in accordance with the framework set out at Appendix D, in respect of new or revised policies, procedures, programmes, partnership arrangements, or significant operational changes.

11.3 Where an Equality Impact Assessment identifies an adverse impact on persons sharing a protected characteristic, the College shall consider mitigation, alternative approaches, or revised proposals as appropriate.

12. Raising Concerns and Routes for Resolution

12.1 Members of the College community who believe that there has been a breach of this Policy are encouraged to raise the concern as soon as reasonably practicable, normally through local resolution in the first instance, with a view to informal and timely resolution.

12.2 Where informal resolution is unsuccessful or inappropriate due to the nature of the concern, the matter shall be raised through the appropriate route as follows:

- students raising concerns about the provision of a College service or facility may submit a complaint under the Complaints Policy and Procedure;
- students who have experienced harassment, sexual misconduct, or other unacceptable behaviour may raise the matter under the Harassment and Sexual Misconduct Policy or the Student Code of Conduct and Disciplinary Regulations;
- students who believe that there has been a breach of this Policy within an academic process or decision may submit an academic appeal under the Academic Appeals Regulations;
- students who require reasonable adjustments may raise the matter under the Reasonable Adjustments and Inclusive Learning Support Policy or the Fair Access to Assessment Policy;
- staff who believe that there has been a breach of this Policy may raise the matter under the Staff Dignity at Work Policy or the Staff Disciplinary Procedure as appropriate;
- governors, visitors, contractors, suppliers, or other persons who believe that there has been a breach of this Policy may raise the matter in writing to the College Principal.

12.3 Where a student is alleged to have breached this Policy, the matter shall be considered under the Student Code of Conduct and Disciplinary Regulations and, where applicable, the Harassment and Sexual Misconduct Policy.

12.4 Where a member of staff is alleged to have breached this Policy, the matter shall be considered under the Staff Dignity at Work Policy or the Staff Disciplinary Procedure as appropriate.

12.5 Members of the College community raising concerns under this Policy may seek advice, signposting, and support from Student Support Services or, in respect of staff, from Human Resources.

13. Confidentiality and Data Protection

13.1 Information arising in connection with this Policy, including equality monitoring data, complaints, concerns, and the operation of disciplinary procedures, shall be processed in accordance with the UK GDPR, the Data Protection Act 2018, the College's Student Privacy Notice and Staff Privacy Notice, and the Records Management and Data Retention Policy.

13.2 Equality monitoring data shall be collected, processed, and reported in a manner that protects individual privacy, normally in aggregated form, and shall not be used for any purpose other than the lawful monitoring, evaluation, and improvement of equality, diversity, and inclusion within the College.

13.3 Confidentiality shall be respected in the consideration of concerns, complaints, and other matters arising under this Policy, subject to the College's legal, regulatory, safeguarding, and duty-of-care obligations.

14. Roles and Responsibilities

14.1 The Unibridge Group Board holds overall responsibility for the effective implementation of, and compliance with, the Equality Act 2010 and this Policy.

14.2 The College Principal, and the senior leadership of the College, are responsible for ensuring an inclusive culture which fosters equality, diversity, and inclusion across all aspects of College life, and for ensuring that the standards of behaviour set out in this Policy are upheld.

14.3 The Equality, Diversity and Inclusion Advisory Group (or equivalent committee), chaired by the College Principal or such other senior officer as designated by the College, shall be responsible for:

- advising the College on compliance with the Equality Act 2010 and related regulatory frameworks;
- promoting the delivery of equality objectives and action areas across the College;
- monitoring the implementation of equality objectives and reviewing equality data on an annual basis;
- updating the Academic Board, the Unibridge Group Board, and, where applicable, the validating partner on equality, diversity, and inclusion matters.

14.4 Heads of Department, Course Leaders, and other managers are responsible for ensuring that the activities of their areas are conducted in accordance with this Policy, for leading by example, and for ensuring that staff and students within their areas comply with the College's standards.

14.5 Human Resources, in conjunction with the College Principal, is responsible for ensuring that policies, procedures, training, and recruitment and selection arrangements support equality, diversity, and inclusion.

14.6 Student-facing services, including Student Support Services, the College Registry, the Admissions Office, and Communications and Marketing, are responsible for ensuring that procedures for the recruitment, enrolment, support, and award of students promote equality, diversity, and inclusion.

14.7 Course Leaders, the Director of Academic Quality, and academic staff are responsible for ensuring that academic development, curriculum design, teaching, assessment, rehearsal, studio practice, production, and performance activity are inclusive and accessible.

14.8 All members of the College community, including students, staff, governors, visiting practitioners, placement providers, contractors, suppliers, and visitors, have a personal responsibility to ensure that their actions, including on social media, are consistent with this Policy and to treat all members of the College community with respect and dignity.

14.9 Staff and governors are responsible for undertaking training appropriate to their role to enable them to support the operation of this Policy.

15. Training and Awareness

15.1 The College shall provide induction, training, and ongoing awareness opportunities for staff, governors, and students in relation to equality, diversity, inclusion, and the prevention of discrimination, harassment, and victimisation.

15.2 Training shall be evidence-based, regularly reviewed, and tailored to the specific context of performing arts education, including in relation to casting, repertoire, intimacy in performance, accessible practice, and inclusive language.

15.3 Staff in specialist roles, including those responsible for admissions, audition processes, assessment, casting decisions, complaints, disciplinary matters, and student support, shall undertake enhanced training relevant to their role.

16. Monitoring, Review and Continuous Improvement

16.1 The College shall undertake equality monitoring in respect of applicants, students, staff, complaints, concerns, and disciplinary matters, in accordance with applicable data protection requirements.

16.2 The Equality, Diversity and Inclusion Advisory Group (or equivalent committee) shall consider equality monitoring data and shall report annually to the Academic Board and the Unibridge Group Board.

16.3 Equality data and monitoring reports shall, where appropriate, be published in accordance with the College's commitments under the Public Sector Equality Duty (where applicable) and sector good practice.

16.4 This Policy shall be reviewed annually, or earlier where required by legislative, regulatory, operational, or validating partner changes.

16.5 Review of this Policy shall take account of sector good practice, student and staff feedback, equality monitoring data, external review outcomes, and the expectations of the validating partner and relevant Scottish awarding bodies.

17. Breach of the Policy

17.1 The College takes any breach of this Policy by a student, member of staff, governor, contractor, supplier, or visitor very seriously.

17.2 Where appropriate, instances of non-adherence shall be considered under the relevant disciplinary procedure, including:

- the Student Code of Conduct and Disciplinary Regulations, in respect of students;
- the Staff Dignity at Work Policy and Staff Disciplinary Procedure, in respect of staff;
- the Harassment and Sexual Misconduct Policy, where the matter involves harassment, sexual misconduct, or other unacceptable behaviour.

17.3 Sanctions arising from a breach of this Policy may include, in serious cases, expulsion from the College in respect of students, dismissal in respect of staff, or the withdrawal of access in respect of contractors, suppliers, or visitors.

18. Related Policies and Procedures

18.1 This Policy operates alongside the following related College policies and procedures:

- Admissions Policy;
- Student Terms and Conditions;
- Student Charter;
- Student Code of Conduct and Student Disciplinary Regulations;
- Attendance, Engagement, Interruption, Withdrawal and Termination Policy;
- Complaints Policy and Procedure;

- Academic Appeals Regulations;
- Fitness to Study Policy;
- Harassment and Sexual Misconduct Policy;
- Code of Practice on Freedom of Speech and Academic Freedom;
- Reasonable Adjustments and Inclusive Learning Support Policy;
- Fair Access to Assessment Policy;
- Extensions, Mitigation, Deferral and Withdrawal Policy;
- Records Management and Data Retention Policy;
- Safeguarding Policy;
- Staff Dignity at Work Policy;
- Staff Disciplinary Procedure;
- Recruitment and Selection Policy;
- Social Media Policy.

19. Approval and Version Control

19.1 This Policy has been approved through the College's academic governance arrangements and shall be reviewed in accordance with the published Policy Review Cycle.

19.2 Material amendments shall be considered and approved by the Academic Board or Unibridge Group Board as appropriate, with notification to the validating partner where appropriate.

19.3 Historic versions of this Policy shall be retained in accordance with the Records Management and Data Retention Policy.

Appendix A – Protected Characteristics

The following characteristics are protected under the Equality Act 2010. The College recognises that individuals may share more than one protected characteristic and that experiences of disadvantage may be shaped by intersecting characteristics.

A.1 Age.

A.2 Disability.

A.3 Gender reassignment.

A.4 Marriage and civil partnership.

A.5 Pregnancy and maternity.

A.6 Race, including colour, nationality, and ethnic or national origin.

A.7 Religion or belief.

A.8 Sex.

A.9 Sexual orientation.

A.10 In addition, the College recognises socio-economic background as a significant factor influencing access to performing arts education and is committed to addressing its impact, even where it does not constitute a protected characteristic under the Equality Act 2010.

Appendix B – Forms of Discrimination

The following forms of discrimination are recognised under the Equality Act 2010 and shall be addressed under this Policy and the wider Policies and Regulations of the College.

B.1 Direct Discrimination – treating a person less favourably than another is or would be treated because of a protected characteristic.

B.2 Indirect Discrimination – applying a provision, criterion, or practice which puts persons sharing a protected characteristic at a particular disadvantage and which cannot be objectively justified as a proportionate means of achieving a legitimate aim.

B.3 Associative Discrimination – treating a person less favourably because of their association with another person who has a protected characteristic.

B.4 Perceptive Discrimination – treating a person less favourably because of a perception that they have a protected characteristic.

B.5 Discrimination Arising from Disability – treating a disabled person unfavourably because of something arising in consequence of their disability, where this cannot be objectively justified.

B.6 Failure to Make Reasonable Adjustments – failing to comply with the duty to make reasonable adjustments for disabled persons.

B.7 Harassment – unwanted conduct related to a protected characteristic which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating, or offensive environment.

B.8 Victimisation – treating a person less favourably because they have, in good faith, made a complaint, supported a complaint, given evidence, or otherwise engaged in a protected act under the Equality Act 2010.

Appendix C – Routes for Raising EDI Concerns

The following routes are available to members of the College community wishing to raise a concern under this Policy. This list is indicative and not exhaustive.

C.1 Local Resolution – raising the matter informally with the relevant member of staff, Personal Tutor, Course Leader, Head of Department, line manager, or Student Support Services, normally as a first step.

C.2 Complaints Policy and Procedure – where a student wishes to raise a formal complaint about the provision of a College service or facility.

C.3 Harassment and Sexual Misconduct Policy – where a student or member of staff wishes to raise concerns relating to harassment, sexual misconduct, or other unacceptable behaviour.

C.4 Academic Appeals Regulations – where a student wishes to challenge an academic decision and believes there has been a breach of this Policy within the academic process.

C.5 Reasonable Adjustments and Inclusive Learning Support Policy and Fair Access to Assessment Policy – where a student wishes to request or review reasonable adjustments.

C.6 Staff Dignity at Work Policy and Staff Disciplinary Procedure – where staff matters arise.

C.7 Direct Correspondence with the College Principal – where a governor, visitor, contractor, supplier, or other person wishes to raise a concern.

Appendix D – Equality Impact Assessment Framework

The College shall undertake Equality Impact Assessments where appropriate, including in respect of new or revised policies, procedures, programmes, partnership arrangements, or significant operational changes. The following framework supports a consistent and proportionate approach.

D.1 Stage One – Scoping. Identify the proposal, decision, or change to be assessed; describe its purpose, scope, and likely effects; identify the persons and groups likely to be affected.

D.2 Stage Two – Evidence Gathering. Gather available evidence on the likely impact on persons sharing protected characteristics, including monitoring data, feedback, sector evidence, and consultation outcomes.

D.3 Stage Three – Impact Analysis. Analyse the likely actual or potential impact on persons sharing each protected characteristic, considering direct, indirect, associative, and perceptive discrimination, intersectionality, and disability-related considerations.

D.4 Stage Four – Mitigation and Alternatives. Where actual or potential adverse impact is identified, consider mitigation, alternative approaches, or revised proposals. Where impact cannot be eliminated, consider whether it is justified as a proportionate means of achieving a legitimate aim.

D.5 Stage Five – Decision and Documentation. Record the outcome of the assessment, the rationale for the decision, the mitigation actions identified, and the arrangements for monitoring and review.

D.6 Stage Six – Monitoring. Monitor the actual impact of the implemented proposal and review the assessment as part of the College's ongoing equality monitoring and policy review arrangements.

Appendix E – Indicative EDI Objectives and Action Areas

The College may, from time to time, set equality, diversity, and inclusion objectives and action areas. The following are indicative areas in which objectives may be set. Current objectives shall be published through the College's student-facing and staff-facing channels.

E.1 Access and Participation – widening access to performing arts education for under-represented groups, addressing socio-economic barriers, and supporting outreach with schools, communities, and youth arts organisations.

E.2 Student Outcomes – monitoring and addressing differential outcomes in retention, progression, attainment, and graduate destinations across protected characteristics.

E.3 Inclusive Curriculum and Repertoire – developing inclusive curriculum, repertoire, casting practice, and performance opportunities.

E.4 Accessibility – developing accessible physical, digital, learning, assessment, and performance environments, supported by reasonable adjustments.

E.5 Staff Diversity – supporting the recruitment, retention, progression, and development of a diverse workforce.

E.6 Reporting and Culture – improving the culture of reporting and response to discrimination, harassment, and unacceptable behaviour.

E.7 Training and Development – supporting equality, diversity, and inclusion training and development for all members of the College community.

END OF POLICY