



Equality, Diversity and Inclusion Policy

SLP College's commitment to dignity, fairness and inclusion across all aspects of student and staff life.

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1. Purpose, Status and Scope

Purpose

This policy defines SLP College's institutional commitment to equality, diversity and inclusion (EDI) as integral to its role as a specialist provider of professional performing arts training. It establishes the standards, responsibilities and behaviours that enable a respectful, safe, and inclusive environment for all members of the College community.

The policy has a dual purpose:

- To meet statutory and regulatory obligations, including those under the Equality Act 2010, the Human Rights Act 1998, and the Office for Students' Conditions of Registration; and
- To articulate the College's cultural expectations, ensuring that dignity, fairness and authentic representation are actively embedded in all areas of College life, from curriculum and casting to conduct and decision-making.

This policy is a working document designed to guide everyday actions, educational practice and institutional leadership across SLP College.

Status

This is a formal policy of the College, authorised by the Senior Leadership Team and approved through the College's governance procedures. It applies to all College environments, onsite, offsite, online and in all professional settings where students or staff represent the institution.

All members of the College community are expected to uphold the standards set out in this policy. Breaches may result in a formal investigation under relevant disciplinary or complaints procedures.

This policy is reviewed annually or sooner if required by legislative or regulatory change.

Scope

This policy applies to all individuals connected to SLP College in any capacity. This includes:

- All enrolled students, regardless of level, course, or mode of study.
- All employees, including permanent, temporary, freelance, visiting, or support staff.
- All applicants for study or employment.
- Alumni engaging with the College.
- Visiting professionals, guest tutors, creatives and industry collaborators.
- Trustees, volunteers, governors and operational partners.
- Contractors, suppliers and placement hosts.
- Visitors to the College premises, activities, or digital platforms

This policy covers conduct, decision-making and service provision in all College operations, including teaching, learning, assessment, recruitment, student support, marketing, facilities use, performance work, and public engagement.

Relationship to Other Policies

This policy forms part of the College's integrated approach to quality, safeguarding, and student and staff experience. It should be read in conjunction with other core frameworks, including:

- Safeguarding and Prevent Policy.
- Complaints and Grievance Procedures.
- Reasonable Adjustments Policy.
- Student Code of Conduct and Staff Code of Conduct.
- Wellbeing and Mental Health Framework.
- Inclusive Assessment Policy
- Admissions and Auditions Policy
- Harassment and Sexual Misconduct Policy

Where specific scenarios arise that are not explicitly addressed within this policy, its principles, dignity, fairness, inclusion and accountability will inform all interpretation, judgement, and response.

2. Our Commitment to Equality, Diversity and Inclusion

SLP College is committed to equality, diversity, and inclusion (EDI) not only as legal obligations but also as essential foundations of our identity as a leading specialist provider of conservatoire-style training. We recognise that our excellence in training performers of tomorrow relies fundamentally on building an environment where dignity, fairness, representation, and belonging are central to our culture, practice and professional standards.

Inclusive Excellence as a Professional Standard

Inclusion at SLP College is integral to professional training and practice. We cultivate a learning and working environment where all individuals, regardless of their identity or background, are valued, heard and respected.

This requires each member of our community, staff, students, and collaborators, to:

- Recognise, respect, and proactively engage with differences in identity, culture, background and perspective.
- Uphold a professional ethos grounded in empathy, mutual support and authentic engagement.
- Challenge prejudice, bias, stereotypes or exclusion whenever they arise, whether deliberate or unintentional.

- Take individual and collective responsibility for fostering an inclusive culture that enables creative and personal growth.

Inclusive excellence is central to our training and professional standards; it's not optional.

Conservatoire Training and Respectful Practice

SLP College delivers training characterised by physical, emotional and collaborative intensity. In this environment, respect, boundaries, and consent are not negotiable; they are essential conditions for creative risk-taking and development.

Our practice is built around clear expectations:

- **Consent and Boundaries:** Ensuring all training activities involving physical or emotional intensity, vulnerability, or intimate contexts are handled with informed, explicit, ongoing consent and appropriate supervision.
- **Casting and Creative Decisions:** Making artistic choices transparently, fairly, and respectfully, without discrimination, tokenism or stereotyping based on protected characteristics or personal assumptions.
- **Psychological Safety:** Creating and maintaining an environment where students and staff feel secure to explore creatively without fear of prejudice, harassment, or reprisal.
- **Power Dynamics:** Being mindful of the power inherent in teacher-student, student-student, and creative-team relationships, ensuring it is exercised ethically, sensitively, and inclusively at all times.

Representation, Belonging and Access

SLP College acknowledges that systemic barriers have historically limited opportunities and representation for many groups within higher education and the performing arts. We actively commit to identifying and dismantling such barriers to ensure meaningful representation and genuine belonging across our College community.

We commit to proactive measures, including:

- Actively embedding diverse and authentic representation within curricula, artistic work, staffing, student recruitment, and institutional communications.
- Providing targeted support and interventions to students from historically underrepresented or marginalised groups, ensuring equitable access and success.
- Cultivating a culture where difference is actively valued, respected, and celebrated, not merely accommodated.
- Regularly engaging with feedback from students and staff to understand lived experiences and acting transparently to address inequalities or gaps in representation.

Belonging at SLP College is about being authentically recognised, fully included, and fairly supported to achieve one's highest potential.

Zero Tolerance for Discrimination, Harassment and Bullying

SLP College maintains a zero-tolerance stance on any form of discrimination, harassment, bullying or victimisation. We define discrimination broadly, including direct, indirect, associative, perceptive discrimination, microaggressions, and exclusionary practices, whether intentional or not.

We explicitly prohibit discrimination and harassment related to (but not limited to):

- Age
- Disability
- Gender identity or reassignment
- Marriage or civil partnership status
- Pregnancy, maternity, or parental status
- Race, ethnicity, nationality or cultural heritage
- Religion or belief (or lack thereof)
- Sex
- Sexual orientation
- Socioeconomic background, class or caring responsibilities

Any actions undermining our EDI principles are treated seriously and swiftly, with fair and proportionate action taken in line with College policies and procedures. All members of our community are expected and empowered to report concerns or breaches without fear of reprisal.

3. Definitions – What We Mean By EDI

SLP College uses the terms equality, diversity and inclusion intentionally and precisely. Each term has a distinct meaning that shapes how we teach, interact, work, and make decisions. This section clearly defines these key concepts, ensuring everyone understands how they apply in practice.

Equality

Equality means ensuring everyone is treated fairly and has the same opportunity to succeed. It does not mean treating everyone identically; it means actively removing unfair barriers and bias to provide genuine equality of opportunity.

At SLP College, we identify and remove any practices or behaviours that unfairly disadvantage individuals or groups. Equality is our starting point, not our end goal.

Equity

Equity involves recognising that people have different circumstances, barriers, and starting points, and taking steps to ensure fair outcomes. If equality ensures fairness, equity ensures justice.

At SLP College, we act to level the playing field, making adjustments and providing targeted support where needed. Equity informs our decisions on teaching methods, curriculum, assessment, casting, and student support.

Diversity

Diversity means actively valuing, respecting and celebrating differences within our community. This includes differences in race, ethnicity, nationality, gender identity, sexual orientation, disability, age, socioeconomic background, religion or belief, and lived experience.

At SLP College, diversity enriches our training, enhances our creativity, and prepares graduates for successful careers in a global performing arts industry.

Inclusion

Inclusion means creating and sustaining an environment where every individual feels genuinely respected, welcome and able to contribute fully and authentically.

At SLP College, inclusion is built into our everyday practices, teaching, casting, rehearsal processes, feedback, communication, and institutional decision-making. We actively work to ensure everyone feels valued, seen and heard.

Discrimination

Discrimination means treating someone unfairly based on personal characteristics protected by law or institutional policy. It can be intentional or unintentional, obvious or subtle.

We recognise and address different forms of discrimination:

- **Direct discrimination:** Treating someone less favourably because of who they are.
- **Indirect discrimination:** Applying a policy or rule that unfairly disadvantages certain groups.
- **Associative discrimination:** Treating someone unfairly due to their association with a person who has a protected characteristic.
- **Perceptive discrimination:** Treating someone unfairly based on assumptions or perceptions about their identity, even if incorrect.

SLP College actively identifies and addresses discrimination, regardless of intent.

Harassment

Harassment means any unwanted behaviour or conduct, verbal, non-verbal, physical or online, that violates someone's dignity or creates a hostile, intimidating, or offensive environment.

Examples include offensive remarks, inappropriate jokes, exclusion, mocking, unwanted attention, bullying, or online abuse. Harassment does not have to be repeated or intentional to be harmful, and we take all incidents seriously.

Victimisation

Victimisation occurs when someone experiences negative treatment or retaliation for raising concerns, making a complaint, or supporting others to speak out against discrimination or harassment.

At SLP College, we actively protect individuals who raise concerns in good faith from retaliation or disadvantage.

Reasonable Adjustments

Reasonable adjustments are practical steps taken to remove barriers or disadvantages faced by disabled individuals or those with specific needs. Adjustments might include altering teaching methods, modifying schedules, adapting spaces, or changing assessment methods.

At SLP College, we proactively consider and implement reasonable adjustments to ensure everyone can participate equally and fully, without compromising standards.

Positive Action

Positive action means lawful measures taken to tackle underrepresentation, disadvantage, or specific barriers experienced by certain groups.

Examples at SLP College include outreach activities, targeted scholarships, mentoring schemes, and inclusive recruitment practices. Positive action ensures fair access and participation; it never lowers our standards or compromises merit.

4. Legal and Regulatory Framework

SLP College operates within a clear, legally defined framework for equality, diversity, and inclusion. We approach these legal obligations proactively, not as compliance checklists, but as core values embedded in our everyday practices and decision-making.

This section summarises the key laws and regulations guiding our approach.

Equality Act 2010

The Equality Act 2010 protects individuals from discrimination, harassment and victimisation. Under this Act, SLP College has clear responsibilities to:

- Actively prevent and challenge discrimination related to the nine legally protected characteristics:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race (including ethnicity, nationality and colour)
 - Religion or belief (including lack of belief)
 - Sex
 - Sexual orientation
- Promote equality of opportunity by removing barriers faced by individuals or groups with protected characteristics.
- Foster good relationships and understanding across our diverse community.

We actively embed these responsibilities into our teaching methods, assessments, employment practices, policies, and student support structures.

Public Sector Equality Duty (PSED)

As part of our preparation for registration with the Office for Students (OfS), we follow the Public Sector Equality Duty. This duty specifically requires us to:

- Proactively consider the impact of equality when developing policies or making significant decisions.
- Regularly monitor and evaluate our equality and inclusion performance using clear, evidence-based measures.

SLP College integrates the PSED into our strategic planning, governance, and quality assurance processes.

Human Rights Act 1998

The Human Rights Act guarantees fundamental freedoms and rights, directly relevant to our learning environment and professional culture. These include:

- The right to education without discrimination or prejudice.

- Freedom of thought, conscience, religion, and belief.
- Freedom of expression is balanced by a responsibility to respect the dignity and rights of others.

SLP College actively respects and safeguards these rights, recognising them as critical to our professional training ethos and the personal development of every member of our community.

Office for Students (OfS) Conditions of Registration

To gain and maintain OfS registration, SLP College meets clear conditions relating to equality, harassment, student access, and outcomes. Specifically, we ensure that:

- Robust measures prevent and address harassment, sexual misconduct, bullying and discrimination.
- All students, particularly those from underrepresented or disadvantaged backgrounds, are actively supported to access, succeed in, and benefit fully from their studies.
- Inclusive practices consistently inform teaching, assessment, curriculum design, student support, and all College operations.

We continuously monitor our effectiveness in meeting these conditions, using data, student feedback, internal review, and external benchmarking.

Ofsted Inspection Framework

As a provider regulated by Ofsted, we align fully with Ofsted's requirements and expectations for equality, diversity, and inclusion. Specifically, we:

- Promote a safe, respectful, and inclusive environment for all students and staff, actively preventing discrimination and bullying.
- Demonstrate a curriculum and teaching approaches that clearly reflect and respect diversity and inclusion.
- Provide clear evidence of the positive impact our equality and inclusion practices have on student outcomes, wellbeing, and progression.

We maintain robust self-evaluation and reflective practice processes to meet and exceed Ofsted standards consistently.

SLP College views our legal and regulatory obligations not as burdens, but as foundational commitments to our institutional excellence, professional standards, and cultural integrity. We actively embed these responsibilities into all aspects of our educational practice, institutional management, and community life.

5. Roles and Responsibilities

Equality, diversity, and inclusion (EDI) are integral to the way SLP College operates, and we emphasise that achieving these standards is a shared responsibility across our community. This section clearly sets out what we expect from each individual and group, ensuring accountability at every level.

Responsibilities of All Students

SLP students are emerging professionals and therefore must:

- Respect and actively uphold the dignity, identity, and rights of all community members, in person and online.
- Positively engage with activities designed to improve inclusion, representation, and equality.
- Challenge inappropriate or discriminatory behaviours directly when safe, or promptly report concerns if they arise.
- Actively contribute to maintaining a culture of respect, collaboration, and professional integrity.

Responsibilities of All Staff

Every member of staff, including teaching, support, technical, administrative, and freelance professionals, must:

- Lead by example, consistently demonstrating inclusive behaviours and professional standards.
- Embed equality, diversity and inclusion into their daily work and interactions with students, colleagues, and partners.
- Promptly and sensitively address or report discrimination, harassment, bullying, or exclusionary practices.
- Engage actively with professional development and training to enhance their EDI knowledge and practice.

Responsibilities of the Senior Leadership Team (SLT)

The Senior Leadership Team has strategic responsibility for leading SLP College's equality, diversity, and inclusion agenda. SLT members will:

- Set clear, visible, and consistent institutional standards for equality, diversity and inclusion..
- Embed equality considerations explicitly in decision-making, policy development, and institutional strategy.
- Regularly monitor and act upon equality-related data and feedback, proactively addressing inequalities or barriers.
- Foster an open, transparent culture where students and staff feel safe and supported to raise concerns, and confident that concerns will lead to action.

Responsibilities of Teaching and Creative Staff

Teaching staff, including tutors, directors, choreographers, musical directors, and visiting industry professionals, must:

- Ensure inclusive teaching, rehearsal, and performance practices that respect identity, boundaries, and dignity.
- Make transparent, ethical, and fair decisions regarding casting, repertoire selection, and creative approaches.
- Be mindful of power dynamics, actively seek consent, and foster psychological safety at all times.
- Identify and implement appropriate adjustments, support, or interventions to meet diverse student needs, seeking specialist advice where necessary.

Responsibilities of Administrative and Support Staff

Administrative, technical, and student-support staff have a responsibility to:

- Consistently apply inclusive practices across admissions, student support, facilities management, marketing, and communications.
- Ensure the College's physical spaces, facilities, and services are accessible, welcoming, and inclusive.
- Provide sensitive, confidential, and effective support to any student or staff member raising concerns related to EDI.
- Participate fully in institutional initiatives aimed at improving equality, diversity, and inclusion.

Responsibilities of Visitors, External Partners and Contractors

Visitors, contractors, external professionals, placement providers, and other College partners are required to:

- Fully adhere to the standards set out in this policy while engaged in College activities or using College premises.
- Act respectfully, professionally, and inclusively at all times.
- Immediately report any concerns, incidents, or behaviours that may breach SLP College's EDI standards.

At SLP College, we understand that equality, diversity, and inclusion are not solely the responsibility of a single person or department. By clearly setting expectations for each individual and group, we ensure a culture of shared accountability, continuous improvement, and professional respect across our entire community.

6. Conduct, Culture and Professional Expectations

SLP College expects all students, staff, and partners to demonstrate consistently high standards of professional conduct, inclusion, and respect. Our distinctive training environment demands a clear understanding of boundaries, consent, dignity, and responsibility. This section outlines the College's expectations in detail, reflecting our commitment to professionalism, student wellbeing, and excellence.

Professional Conduct and Respect

We require everyone at SLP College to:

- Treat each other with respect, kindness, and professionalism at all times, on campus, online, during rehearsals, and at external events.
- Communicate clearly, respectfully, and inclusively, being mindful of language, tone, and potential impact.
- Challenge disrespectful behaviour directly, if safe, or report concerns promptly to College staff.
- Contribute positively to maintaining a supportive and respectful culture in all areas of College life.

Ethical and Inclusive Creative Decision-Making

In casting, rehearsal, and creative processes, staff and creative teams must ensure decisions are fair, ethical, transparent, and inclusive. Specifically:

- Casting decisions must reflect professional merit, artistic relevance, educational value, and inclusivity, never stereotypes, assumptions, or discrimination.
- Repertoire choices and creative direction must respect authenticity and representation, avoiding tokenism or misrepresentation of identity and lived experience.
- Staff, visiting artists, and students must proactively ensure creative practices foster genuine inclusion, belonging, and respect.

Boundaries, Consent and Power Dynamics

Given the physical and emotional intensity of performing arts training, managing boundaries and consent is essential. Everyone at SLP College must:

- Clearly communicate, respect, and uphold personal and professional boundaries at all times
- Explicitly seek, confirm, and maintain ongoing consent during any activities involving physical touch, intimacy, or emotional vulnerability.
- Act with professional integrity, avoiding any abuse or misuse of authority, status, or influence.
- Immediately report any concerns relating to consent, boundaries, or abuse of power to a trusted member of staff or through official College channels.

Psychological Safety and Emotional Wellbeing

To support creative exploration without compromising safety, we expect staff and students to contribute to psychological safety by:

- Establishing clear guidance and boundaries for emotionally challenging or sensitive material.
- Creating and maintaining a supportive atmosphere where students and staff feel safe to take creative risks and express vulnerability appropriately.
- Ensuring feedback is respectful, constructive, supportive, and professional.
- Providing appropriate support and referral pathways for students or staff who experience emotional distress or difficulty during the creative process.

Digital Conduct and Online Interaction

SLP College expects professional conduct in all online interactions, equivalent to face-to-face engagement. Specifically, all community members must:

- Maintain professional respect and dignity in online spaces, including digital classrooms, social media, messaging apps, emails, and virtual rehearsals.
- Recognise that online conduct impacts professional reputation and is subject to College standards, policies, and disciplinary procedures.
- Report online harassment, bullying, or inappropriate behaviour immediately through the appropriate College channels.

Addressing Misconduct and Breaches

SLP College treats breaches of our professional conduct expectations with seriousness and sensitivity. We commit to:

- Investigating incidents promptly, fairly, confidentially, and transparently.
- Applying appropriate responses proportionate to the nature and severity of misconduct, including informal resolution, restorative approaches, or formal disciplinary action.
- Supporting individuals involved, those who report, those affected, and those alleged to have breached expectations, to ensure fair treatment, wellbeing, and dignity throughout any investigation or resolution process.

At SLP College, professionalism, respect, and an inclusive culture are fundamental to our ethos. By clearly defining these standards, we create an environment where creativity, collaboration, and personal growth flourish.

7. Inclusive Practice and Reasonable Adjustments

At SLP College, inclusive education is central to how we deliver conservatoire training. We create a learning environment where all students can participate fully, engage confidently, and progress equitably, regardless of identity, background, or need. We take practical steps to identify and remove barriers, and we make reasonable adjustments to support student access, wellbeing and success.

This section outlines how we embed inclusive practice across teaching, assessment, learning spaces, and student support systems.

What We Mean by Inclusive Education

Inclusive education at SLP College means designing our teaching, curriculum and academic systems to be accessible, representative and fair from the outset. This includes:

- Embedding diverse voices, identities and experiences into curriculum content, case studies, and repertoire.
- Using varied teaching approaches to support different learning styles and needs.
- Ensuring assessments measure ability and potential fairly, not privilege or access to resources.
- Creating classroom and studio environments where all students feel respected, seen and supported.

Inclusive practice is not a one-time intervention; it is embedded in how we teach, plan, assess, and engage with students every day.

What Are Reasonable Adjustments?

Reasonable adjustments are specific, practical changes that enable students with disabilities, health conditions or other access needs to participate fully in College life. They allow us to remove disadvantage without compromising academic integrity or professional standards.

Examples of reasonable adjustments include:

- Extra time or alternative formats for assessments.
- Modified attendance expectations in line with health or caring responsibilities.
- Quiet spaces or movement breaks during full-day training.
- Accessible course materials (e.g. large print, captioned video, plain-English guides).
- Use of assistive technology or adaptive equipment.
- Physical access support for College facilities

Adjustments are tailored to the student, proportionate to the context, and implemented in collaboration with relevant staff.

Requesting and Implementing Adjustments

Students can request reasonable adjustments at any point in the academic year. We aim to make the process clear, respectful and timely. We will:

- Invite disclosure during the admissions and induction process without pressure.
- Provide a clear point of contact for adjustment discussions and documentation.
- Treat all information confidentially and sensitively.
- Work in partnership with the student to identify appropriate, proportionate adjustments.
- Notify relevant staff with clear, actionable guidance, never just "informing" without support.

We review adjustments regularly to ensure they remain effective and responsive to the students' evolving needs.

Anticipating Needs Proactively

We do not wait for students to request adjustments before designing inclusively. Wherever possible, we:

- Build flexibility into timetables and assessments.
- Minimise reliance on high-pressure or inflexible formats.
- Review spaces, materials, and teaching content for accessibility in advance.
- Avoid assumptions about what students need or what constitutes a "standard" learner.

This anticipatory approach reduces the need for individual exceptions and benefits all learners.

Supporting Religious, Cultural and Personal Needs

Inclusive education also includes recognising and accommodating individual circumstances, including:

- Observance of religious festivals or prayer requirements.
- Menstrual health, medical appointments, and mental health needs.
- Care responsibilities or significant family commitments.
- Identity-based considerations include name and pronoun use, cultural practices, and clothing.

We work flexibly and respectfully to meet these needs where possible, balancing them with academic requirements and professional expectations.

Staff Responsibilities and Training

All staff at SLP College share responsibility for delivering inclusive education. This includes:

- Understanding and applying adjustments with care, consistency and confidentiality.
- Avoiding assumptions or stereotypes about students' abilities or needs.
- Participating in regular training on accessibility, inclusive pedagogy, and cultural competence.

- Asking for support or clarification where needed, no one is expected to get everything right without guidance.

We take a whole-College approach to inclusion. Inclusive practice is not the responsibility of one team or role; it is an institutional standard.

Monitoring and Review

We regularly review our inclusive education practices and adjustment procedures by:

- Gathering student feedback and lived experience through surveys, discussions and representative groups.
- Reviewing data on outcomes, retention, and progression across demographic groups.
- Updating staff guidance and training in response to emerging needs or themes.
- Auditing our physical and digital environments for accessibility

We treat inclusion as an active, evolving process, not a fixed policy.

8. EDI In Creative Work, Casting and Rehearsal Spaces

Creative work at SLP College is collaborative, embodied, and often emotionally charged. It involves close physical proximity, artistic vulnerability, and shared responsibility. In this environment, embedding equality, diversity and inclusion (EDI) is not optional; it is essential to professional integrity, psychological safety, and educational fairness.

This section outlines how we apply EDI principles in rehearsals, casting, performance projects, and other creative spaces.

Inclusive and Transparent Casting

Casting decisions must be fair, inclusive, and grounded in professional standards. At SLP College, we ensure:

- Casting is based on artistic merit, training value and educational development, not on assumptions, stereotypes, or identity-based bias.
- Every student has equitable access to performance opportunities throughout their training.
- Casting decisions are explained clearly and transparently, with space for student questions and feedback.

We recognise that fair casting contributes to skill development, confidence, and a student's sense of belonging. We treat it as a professional responsibility.

Respectful Representation and Cultural Sensitivity

Creative work often explores identity, difference and lived experience. We expect all staff and students to:

- Approach sensitive or identity-based material with care, research, and cultural awareness.
- Avoid tokenism, appropriation, caricature or stereotyped portrayals, regardless of intent.
- Consult and collaborate respectfully when working with material outside their own lived experience.
- Raise concerns about representation, language or content early and openly, without fear of dismissal or reprisal.

We create space for these conversations in rehearsal planning, project briefings, and creative supervision.

Consent, Boundaries and Physical Contact

Physical and emotional safety are essential to creative freedom. Everyone involved in rehearsal or performance work at SLP College must:

- Discuss and agree on boundaries and consent in advance, particularly where touch, intimacy, trauma, or vulnerability are involved.
- Use appropriate techniques (e.g. closed rehearsals, consent check-ins, boundary calls) to maintain safety and clarity.
- Respect a student's right to pause, withdraw from, or renegotiate participation in any scene or activity that causes distress.
- Ensure that consent is ongoing, not one-time, and never assumed due to role, seniority or previous participation.

Rehearsals involving intimacy or physical risk must be appropriately facilitated and never left unmonitored.

Emotional Safety and Aftercare

Challenging material requires thoughtful handling. Staff and students must:

- Prepare appropriately for emotionally demanding work, including setting context, naming risks, and clarifying expectations.
- Provide time, space and supervision to process difficult content during and after rehearsals.
- Signpost support where needed, and follow up with individuals sensitively after emotionally intense sessions or performances.

We acknowledge that emotional safety is not a barrier to rigour; it is a condition for sustainable creative risk-taking.

Challenging Stereotypes and Bias in Creative Work

We actively challenge bias and stereotyping in all aspects of creative practice. This includes:

- Reviewing repertoire and creative material regularly to ensure it aligns with inclusive values.
- Avoiding casting choices, costume decisions, or design elements that reinforce outdated, prejudicial or harmful representations.
- Creating space in rehearsal processes to reflect critically on characterisation, power dynamics, and positionality.
- Equipping students and staff with the skills to recognise and address unconscious bias and its impact on creative decision-making.

This is a shared responsibility across directors, choreographers, tutors, designers and students.

Responsibilities of Visiting Artists and External Creatives

All visiting professionals, creatives, directors and choreographers working with SLP College are required to:

- Understand and apply the College's EDI standards in all creative and rehearsal settings.
- Model respectful, inclusive and transparent practices in casting, direction and creative leadership.
- Engage with student boundaries, identity, and wellbeing as core professional considerations.
- Work in partnership with staff to ensure that College policies and values are upheld throughout the creative process.

We provide guidance and induction for all visiting creatives to ensure consistency with our institutional culture.

Student Voice and Dialogue

Student voice is essential to inclusive creative training. We commit to:

- Providing space for students to raise concerns about casting, content, rehearsal processes, or representation, without fear of negative consequences.
- Embedding discussion and reflection into rehearsal planning, not as optional extras but as part of responsible artistic practice.
- Listening actively and responding appropriately to feedback that identifies discomfort, exclusion, or unmet needs.

- Supporting students in developing their inclusive, creative voice and critical awareness.

We view inclusion not as a constraint on creativity but as a condition for deeper, more responsible work.

9. Reporting Concerns and Seeking Support

SLP College is committed to maintaining a respectful, inclusive, and safe environment for all students, staff, and collaborators. If you experience or witness behaviour that undermines these values, we encourage you to speak up. Raising concerns, early and constructively, is part of our shared responsibility and a vital part of sustaining a professional and accountable culture.

This section outlines how you can report concerns, what support is available, and what you can expect when you do.

When to Raise a Concern

You should raise a concern if you experience or observe any behaviour or environment that:

- Undermines dignity, inclusion, or respect.
- Breaches agreed boundaries or consent.
- Involves discrimination, harassment, bullying, or microaggressions.
- Feels exclusionary, unsafe, or culturally insensitive.
- Reflects a pattern that negatively affects your learning, wellbeing, or professional experience

You do not need to be directly affected. Witnesses, bystanders, or peers can raise concerns on behalf of others.

Routes for Raising a Concern

You can raise concerns in several ways, depending on what feels appropriate to your situation. These include:

- **Informal conversation:** Raise the issue directly with the individual involved, if safe and appropriate. This can resolve misunderstandings quickly and respectfully.
- **Speak to a member of staff:** You can approach a trusted tutor, rehearsal leader, support staff member, or Senior Leadership Team representative. They will listen, offer advice, and help identify appropriate next steps
- **Use a formal process:** If informal routes are not appropriate or have not resolved the issue, you can make a formal report using:
 - The Student Complaints Procedure.
 - The Staff Grievance Procedure.
 - Safeguarding or misconduct reporting channels (for serious breaches).

Formal routes ensure documentation, investigation, and resolution in line with College policies and regulatory obligations.

- **Submit anonymous feedback:** Anonymous channels can be used to raise issues without being named. However, anonymity may limit our ability to investigate or resolve the matter fully.

What You Can Expect

When you raise a concern, we will:

- Listen respectfully, without judgement.
- Take you seriously, regardless of how you raise the issue.
- Treat your information confidentially, sharing only what is necessary with appropriate staff.
- Offer clear options, including support, informal resolution, or formal escalation.
- Protect you from retaliation or disadvantage.
- Keep you informed about the process and next steps

If we cannot act directly, for example, due to a lack of information, we will explain why and offer other forms of support.

Support Available

Support is available whether or not you make a formal report. Depending on your circumstances, you can access:

- **Year head:** for academic or training-related concerns.
- **Vice Principal:** for wellbeing, mental health, and adjustments.
- **The Senior Leadership Team:** for serious, persistent or institutional-level issues
- **External services:** including counselling or specialist advice where appropriate
- **Head of Operations:** for employment-related matters

We will work with you to ensure your wellbeing, dignity, and privacy are respected at every stage.

Concerns Involving External Visitors or Partners

If your concern involves a visiting professional, contractor, or external collaborator:

- Speak to any member of the College staff as soon as possible.
- We will investigate in line with our contracts, safeguarding obligations, and EDI commitment.
- We will take prompt, proportionate action and consider whether continued engagement is appropriate.

All visitors to the College are expected to uphold the same professional and behavioural standards as permanent staff and students.

Our Responsibility as an Institution

When you raise a concern, you contribute to the integrity and improvement of the College as a whole.

Your voice helps us:

- Address issues early and fairly.
- Strengthen trust, transparency, and inclusion.
- Improve policies, teaching practices, and staff training.
- Meet our legal and regulatory obligations as a higher education provider.

We do not view complaints or concerns as disruptions. We view them as contributions to the kind of community we aim to be.

If you're unsure whether something is "serious enough" to raise, ask. You don't need certainty to deserve support. If something feels wrong, we want to hear about it.

10. Monitoring, Review and Institutional Accountability

At SLP College, equality, diversity, and inclusion (EDI) are not static principles; they are standards we continuously measure, challenge and improve. This section outlines how we monitor impact, review our practices, and maintain institutional accountability for delivering meaningful, inclusive outcomes across the College.

Monitoring What Matters

We track a range of data to understand how inclusive our College environment truly is, not just in policy, but in everyday experience. We regularly monitor:

- Student access, retention and attainment, disaggregated by protected characteristics and other equity indicators.
- Progression into professional practice, especially for students from underrepresented or marginalised backgrounds.
- Complaints, concerns, and disclosures relating to discrimination, harassment or exclusion.
- Feedback from students and staff, through surveys, tutorials, reflective forums, and exit data.
- Participation in performance, casting, and creative opportunities, to detect patterns of disparity or bias.
- Staff recruitment, pay, promotion and wellbeing, with specific attention to equity of opportunity

We use this insight not to defend our position, but to improve our practice.

Integrating EDI into Governance and Quality Assurance

EDI is embedded across our institutional structures and is not managed in isolation. Specifically:

- EDI is a standing agenda item in curriculum design, annual programme reviews, leadership meetings, and student representative forums.
- All policies undergo equality impact consideration as standard, including disciplinary, academic, safeguarding and assessment frameworks.
- Annual quality assurance processes require reflection on inclusion, access and differential outcomes.
- The Senior Leadership Team holds responsibility for acting on data insights and translating them into operational improvements.

This ensures that inclusion is not an add-on; it is integral to how we lead, plan and evaluate.

Reviewing and Updating This Policy

This policy is reviewed annually or sooner if:

- There are changes to UK law, sector regulation, and OfS/Ofsted requirements.
- Feedback indicates a gap in clarity, accessibility, or coverage.
- Internal data highlights emerging risks, patterns or concerns.
- Strategic goals or institutional priorities shift.

The Senior Leadership Team approves all updates. We publish revised versions clearly and communicate changes to all students and staff.

Institutional Responsibility and Cultural Ownership

While every member of the SLP College community shares responsibility for inclusive behaviour, institutional accountability sits with leadership. Specifically:

- The Principal leads the strategic embedding of EDI across all areas of the College.
- The Senior Leadership Team drives implementation, reporting, and response to issues.
- The Directors ensure the College meets its legal, regulatory, and cultural obligations.
- Departmental and creative leads are expected to actively apply inclusive practice within their areas.
- Students and staff are encouraged and empowered to raise concerns, challenge norms, and contribute to improvement.

Transparency, Dialogue and Improvement

We maintain a culture of open reflection and constructive challenge. To support this, we will:

- Publish this policy and related documents clearly on our website and intranet.
- Invite regular feedback on how well our systems support equality, access, and wellbeing.

- Celebrate progress publicly, while remaining honest about what still needs work.
- Learn from lived experience, not just metrics, ensuring our culture reflects the people we serve

We view accountability as a process of care, not control. By making our EDI commitments visible, measurable, and responsive, we ensure they remain central to how SLP College grows, with integrity, professionalism, and purpose.

11. Related Policies and Further Information

This Equality, Diversity and Inclusion (EDI) Policy does not stand alone. It operates as part of a wider framework of policies, procedures and support systems that uphold SLP College's commitment to fairness, professionalism and student transformation.

Supporting Policies and Frameworks

The following policies directly support the implementation of this EDI Policy. Together, they provide a comprehensive framework for respectful conduct, accessible education, professional standards and student support.

For students:

- Student Code of Conduct.
- Complaints Procedure.
- Safeguarding and Prevent Policy.
- Wellbeing and Mental Health Framework.
- Reasonable Adjustments Policy.
- Inclusive Assessment Policy.
- Admissions and Auditions Policy.
- Sexual Misconduct and Harassment Policy.
- Student Charter

For staff:

- Staff Code of Conduct.
- Staff Grievance and Disciplinary Procedures.
- Recruitment and Selection Policy.
- Staff Development and Training Framework.
- Dignity at Work Policy.
- Health and Safety Policy

These policies are available via the College website or intranet. Students and applicants can request copies from Student Support or the College Administrator.

Publication and Policy Oversight

This policy is:

- Published on the SLP College website and intranet.
- Included in induction for all staff and students.
- Referenced in student handbooks and programme documentation.
- Reviewed annually by the Senior Leadership Team

The current version, including review date and version control, is displayed clearly at the front of this document. We will communicate any updates through formal College channels.

Feedback and Continuous Improvement

We welcome feedback on the clarity, relevance, and impact of this policy. If you spot something missing, unclear, or unhelpful, please let us know. We want this policy to remain a living document, used, understood, and improved collaboratively.

To provide feedback, you can:

- Contact your Year Tutor or Vice Principal.
- Speak to your line manager or SLT member.
- Share your views through student forums, surveys or staff meetings

At SLP College, equality, diversity, and inclusion are not abstract values. They are embedded in how we teach, learn, work and lead. This policy, and the frameworks around it, help ensure that every member of our community is respected, supported and empowered to succeed.