

Artsmark self-assessment framework resource: 8: Equality & Diversity

Ensure equality and diversity for all

Definition: The setting's Public Sector Equality Duty (PSED) evidence, or equivalent evidence, demonstrates a commitment to equality of education and the opportunity for all pupils and young people with protected characteristics (as defined in the Equality Act 2010) to take part in arts and cultural experiences.

Silver: The setting has evidence of arts and cultural opportunities within their PSED evidence.

Gold: The setting can demonstrate the impact of arts and culture in their PSED evidence. The whole setting shows an understanding of, and commitment to, equality of opportunity to arts and cultural experiences.

Platinum: The setting demonstrates that a named governor takes responsibility for Spiritual, Moral, Social and Cultural (SMSC) learning. The setting shares good practice with other settings.

In our experience, schools are sometimes unsure how to demonstrate effectiveness with respect to this criterion, and it is often omitted altogether from responses to question 3 in the Statement of Commitment.

When considering the overview and the indicators for each Artsmark level, don't overlook the headline:

Ensure equality and diversity for all

How are you doing this in your school?

Useful information

Below are links to documents which might be useful for those who would like to know more about the Equality Act and how it applies to schools.

The Equality Act 2010 and Schools - www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Gender separation in mixed schools, 2018 - www.gov.uk/government/publications/gender-separation-in-mixed-schools

The Equality and Human Rights Commission's guide for schools - www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf

This was last reviewed in 2014, but is still current and full of examples and illustrations of how the requirements can be met.

The protected characteristics are:

- » Race
- » Disability
- » Age*
- » Religion or belief
- » Sexual orientation
- » Pregnancy and maternity
- » Gender reassignment
- » Marriage and civil partnerships**

*in relation to school staff

**in relation to employment practice

Activities & questions

These activities and questions have been designed to help you when writing your Statement of Commitment.

If you don't have official 'PSED evidence' to draw on, what documents and/or 'equivalent evidence' do you have?

- » An equality action plan
- » Your school improvement plan
- » Curriculum map
- » Meeting minutes, e.g. from governing body
- » Tracking data

Who is responsible for devising, monitoring and reviewing these?

- » SLT
- » Governors

What kind of activity could you consider for this section?

- » Celebrations such as international evenings, religious and cultural festivals
- » Projects, visits and workshops such as music, theatre visits, dance workshops, art and craft techniques.
- » Nationwide initiatives such as Black History Month, LGBTQ+ Month, International Women's Day
- » Themed weeks
- » Extra-curricular activity targeted at specific groups

What purpose does each of these activities serve?

- » To celebrate the diversity within and beyond the school population
- » To introduce and explore other cultural traditions
- » To include and empower young people in disadvantaged groups
- » To enhance the teaching of the curriculum (as part of PSHE, SMSC etc)
- » To broaden the extra-curricular offer
- » To connect with other institutions and partners

Start by mapping your current arts and culture provision. You will have started this at your development day.

- » Are the activities accessible to all students?
- » Who decides on the programme? Is it driven by agreed criteria and/or policies?
- » What role does SLT/ the governing body play in shaping it?
- » Do the activities follow the same pattern each year or are there factors that might determine changes to the programme?
- » How do you evaluate the programme?
- » How do you measure impact on motivation, behaviour, confidence?
- » How do you share activity with parents and the wider community? With other schools?

Look at the Artsmark criteria in the self-assessment framework, Equality and Diversity. Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Use the mapping exercise to show opportunities that best demonstrate your commitment to equality of opportunity (Silver)
- » Write about the impact your offer has had: how did you measure it? Where is it documented? What are the key outcomes? (Gold)
- » Show how your commitment to equality and diversity is embedded and shared across the school: SIP, INSET, curriculum design, tracking. (Gold)
- » Show how equality and diversity in provision is driven at governor level through a named governor or alternative structure. (Platinum)
- » Show how you share your practice with other settings: documents and resources, CPD, learning walks. What are the benefits to those settings? (Platinum)

Next steps for your Artsmark journey

- » Mapping and auditing existing provision, policies, curriculum, governance structure
- » Developing a more robust evaluation framework
- » Establishing new systems for tracking and documenting
- » Writing an equality action plan
- » Using the quality principles to develop new provision
- » Developing partnerships and sharing practice with other settings