

## Artsmark self-assessment framework resource:

### 8: Equality, Diversity & Inclusion

## Demonstrate equity, relevance and diversity for all

**Headline:** Inclusive and relevant arts and cultural provision that celebrates a diverse society can play a significant part in developing children and young people's understanding and valuing of diversity. Arts and culture foster good relations and contribute to eliminating discrimination. Equitable access ensures that all children and young people, including those with protected characteristics\*, can be creative and have rich arts and cultural experiences and opportunities.

**Silver:** The setting strives to give all its children and young people equitable access to the arts, and inclusiveness is monitored.

Arts and cultural provision is representative of the diversity of the setting as well as wider society and fosters good relations, whilst supporting personal development and wellbeing.

**Gold:** The setting identifies and addresses issues and opportunities relating to diversity, equitable access and inclusiveness in its provision in arts and culture.

It evidences the impact of planning in the arts which celebrates and reflects the diversity of the setting and of society. Arts and cultural provision helps children and young people to make sense of themselves and of each other, promoting tolerance and an understanding of a range of cultures.

**Platinum:** The setting demonstrates the positive outcomes of strategies that use arts and culture to minimise discrimination and foster good relations within its community. Children and young people are actively involved in promoting the values of tolerance and respect through arts and culture.

Links with creative practitioners and the cultural community reflect the diversity of society, and leaders actively promote equitable access to, and diversity in, arts and culture within and beyond the setting.

\*The Equality Act 2010 (see link below) makes it against the law to discriminate against anyone because of: age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion or belief; sex; sexual orientation. These are the 'protected characteristics'.

In our experience, Artsmark 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 descriptors for each Artsmark level, don't overlook the headline:

## **Demonstrate equity, relevance and diversity for all.**

How are you demonstrating each of these in your school?

How can the arts challenge discrimination?

## Activities & questions

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

If you don't have official Public Sector Equality Duty 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?

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

Start by mapping your current arts and culture provision. You will have started this at your Artsmark Development Training.

- » Are arts and cultural 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 Framework, Equality and Diversity. Which description (Silver, Gold or Platinum), best fits your existing provision?

- » Arts and Culture provision reflects the diversity of the setting and of the wider community. (Silver)
- » Arts and culture help to foster good relations and support wellbeing. (Silver)
- » Issues relating to diversity, equitable access and inclusion are addressed through arts and culture provision. (Gold)
- » There is evidence of impact from the planning and delivery. (Gold)
- » Arts and cultural provision promotes understanding of self and of peers from a range of cultures.
- » Arts and culture are used strategically to challenge discrimination and promote tolerance and respect. (Platinum)
- » Cultural collaborations are driven by a commitment to EDI and reflect the diversity within and beyond the setting. (Platinum)

## Next steps for your Artsmark journey

- » Map and audit existing provision, policies, curriculum, governance structure.
- » Develop a robust evaluation framework with EDI at its core.
- » Establish systems for tracking and documenting inclusiveness.
- » Consider writing an equality action plan if you don't already have one.
- » Use the Quality Principles to support the development of new provision.
- » Develop partnerships and share practice and values with other settings.

## Useful

## information

Second in our series of criteria resources showcasing models for co-created approaches to this criterion can be found here. Schools and arts practitioners worked together to explore how Equality, Diversity and Inclusion can be furthered and evidence in a range of exciting projects.

<https://www.anewdirection.org.uk/resources/artsmark-resources-and-supporting-documents/self-assessment-framework-resources>

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](http://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](http://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](http://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.