



SINGLE EQUALITY SCHEME

DECEMBER 2006

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Single Equality Scheme

1. Our Vision for Equality

1. We are committed to achieving equality for all who learn and work in the Guildhall School of Music & Drama. We wish to develop a more demonstrably fair and supportive environment for both staff and students. For students, we aim to ensure that all those with the potential to benefit from the training and education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well motivated workforce where all colleagues are treated equally and with respect.
2. We will set out our visions for gender, race and disability equality within the School in individual equality schemes which will be set out as appendices to this document.
3. Our Single Equality Scheme (SES) will help us to achieve this vision and give us a framework for action across all equality strands, particularly for the three that have positive duties associated with them: race, disability and gender. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. This SES demonstrates our commitment to not only comply with the legislation, but also to move towards mainstreaming equality and diversity by bringing together our work into one place, and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

Navigation of this SES

4. This SES provides an overarching view of our equality schemes and action plan for race, disability and gender (see Figure 1).

Figure 1: Single Equality Scheme



5. We have statutory duties to produce race, disability and gender equality schemes. The schemes are at Annexes A, B and C. Annex D, the Equality Action Plan, sets out the action we are going to take to implement our race, disability and gender equality schemes. The three schemes are discrete and each meets our statutory duties in the respective equality areas, but are linked by virtue of being part of the overall SES.

2. Guildhall School Strategic Vision and Aims

STRATEGIC VISION

The strategic vision of the Guildhall School is to achieve peak performance in its four key areas of activity: to be pre-eminent in the training and education of musicians, actors, stage managers and theatre technicians to the highest international standards; to provide artistic and professional leadership for the performing arts industries; to promote high-quality performances which advance artistic standards; and to improve the quality of life in the City of London, nationally and internationally.

Strategic Goals

In support of this vision we have four key strategic goals:

Table A:

Train and educate outstanding young professionals to the highest international standards and prepare them for successful careers in the performing arts industries 1	Build a reflective conservatoire which acts as a laboratory for the performing arts, encourages innovation and provides artistic and professional leadership 2	Promote performances which advance artistic standards, develop the achievements of individuals and enhance the reputation of the School 3	Play the fullest possible role in delivering the City of London Corporation's strategy for a World Class City 4
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...and three cross-cutting supporting themes which are taken from the Corporation of London's community strategy, *The City Together*:

A vibrant and culturally rich city
An inclusive and outward looking city
A skilled and learning city

Our strategic aims are described in *Planning for Peak Performance. Strategic and Operational Plan 2005-10*. The key issues associated with each aim are:

- strengthening commitment to high artistic standards
- ensuring that we recruit and retain the best teachers
- ensuring that we recruit and retain the best students
- preparing young professionals for successful careers
- providing leadership to the professions
- building key partnerships in London and beyond
- enhancing the quality of life in the City, nationally and internationally
- meeting the needs of major stakeholders, especially the Corporation of London
- deploying financial and human resources effectively to support the strategic goals of the School.

We plan to move away from the notion of a conservatoire as a nursery or hothouse and develop a distinctive role as a workshop or laboratory. The Guildhall School should be a place where the most talented young professionals from around the world come to develop their skills, and a place to which established practitioners come to share their expertise, experiment and re-energise. If the School can act as a centre for the circulation of artistic energy in this way, we will have realised our potential for distinctive excellence.

3. Distinctive Excellence

We have a five-point definition of the core purposes and values of the School:

- The Guildhall School trains and educates the most talented students from around the world to enable them to succeed in their chosen profession at the highest level. We need to give students the technique and craft skills necessary to practise, and they need to be technically proficient; but they also need to develop their intellectual faculties to become critically acute 'intelligent practitioners'. The Guildhall School does more than simply teach people to act or to play; we have to help students 'find their voice'.
- The Guildhall School's graduates regularly succeed at the highest levels of their profession. In order to aspire to this level of success, students need to work with the best practising professionals who are prepared to develop their own teaching skills and help to create a 'reflective conservatoire'. There needs to be an open and constructive dialogue between the School and the professions and a constant flow of students, teachers and practitioners back and forth between them.
- The Guildhall School gives students the experience of working in a professional context to professional standards. Students need controlled exposure to appropriate platforms and appropriate levels of critical judgment; they need to be able to take risks in a supportive environment. To achieve this, students need regular experience of performing in high-quality productions in conditions which are as close to industry as is compatible with the requirements of an academic curriculum.
- The Guildhall School leads and contributes to the development of standards in the professional areas of music, drama and technical theatre, and aims to open up new directions of enquiry and practice. In order to achieve this we must build up the School's research and development agenda and extend the pool of outstanding

artists who are willing to work with us as directors, conductors or tutors on a mutually reflective and constructively critical basis.

- The Guildhall School engages with new generations of potential students and enthusiasts of music and drama from all cultures through the Junior School and through outreach programmes such as *Connect*. The School promotes leadership in performance education, and embeds the performing arts into to the curriculum of schools and colleges. It helps to educate mature citizens for a civilised society.

Certain key concepts – the ‘intelligent practitioner’, the ‘reflective conservatoire’, ‘professional standards’, ‘new directions of enquiry and practice’ and the importance of outreach – help to shape a distinctively strong sense of commitment to high standards and engagement with the outside world. If we get this right, the School’s pursuit of excellence will have a radial effect, moving outwards from the conservatoire, through the performing arts industries, schools and colleges, and into society as a whole.

4. Equality Aims

Our aims in relation to equality are to improve the diversity of our students, staff, leaders and governors. We aim to do this with the support of the City of London Corporation, and expert bodies such as the Equality Challenge Unit, HEFCE, the Higher Education Academy and the Leadership Foundation for HE, who are already implementing measures to help institutions support a more diverse student population, update their employment practices, and develop leaders for the future who will reflect such diversity.

We understand that this process of change will be demanding. We appreciate that issues of equality are not always clear-cut and that discrimination can affect people in different ways. For instance, a person may experience discrimination on the basis of more than one identity, such as their disability and gender, or their race and religion. The theory of multiple identity is one which underpins our SES and approach to equality. While we are required by law to have separate schemes for race, disability and gender we know that equality is a multi-dimensional issue. We look forward to the creation of the Commission for Equality and Human Rights, which we hope will bring the separate areas of equality closer together.

Our SES has been written taking into account both our strategic aims and the above equality aims. It will be backed up by a detailed Equality Action Plan (Annex D) which allocates responsibility to individuals across the School for implementing equality duties in their areas of work.

5. Our Approach

We are a small organisation that deals with a range of educational, artistic, performance and partnership activities. Our SES must be capable of handling both this complexity, and the complexity of the issues related to equal opportunities. As a result it needs to:

- reflect the structure and focus of the equalities legislation
- take account of the work that is already being done in CoL, HEFCE and other HEIs to promote equality
- build as far as practicable on existing plans, initiatives, processes and mechanisms in order to mainstream equality across our work.

We are committed to meeting our obligations under the equalities legislation. We will use the specific duties, including this scheme, to make equality and equal treatment – irrespective of race, gender, disability, sexual orientation, age, religion or belief – an underpinning theme in the development, delivery and refinement of our policies, initiatives and services and in the way we manage our staff.

We will regularly review our scheme and develop support for staff and students, offering information and guidance, and disseminating good practice in equality.

6. Responsibility for the SES

This SES will be managed by the Equality Committee, which will be representative of the whole organisation. As a department of the City of London Corporation, the School, through the Chair of the committee, will have links with their Equalities Manager and Head of Access. It will ensure that the SES reflects the equality and diversity policy of the City and that the School's action plan mirrors that of the City as appropriate, for example in relation to employment duties. As the vision for the Barbican Campus, of closer working between the Barbican Arts Centre and the School is realised, it is envisaged that equality and diversity policy and practice will become a joint activity.

Subsequent versions of the SES, updating the action plan and handling enquiries will be the responsibility of the Equality Committee. The Director of Academic Support has management responsibility for this area, with the School's Board of Governors have the ultimate legal accountability for compliance with all equality legislation.

7. Legislative Context

Three pieces of legislation are central to our SES. These are:

- Race Relations (Amendment) Act 2000 (RR(A)A)
- Disability Discrimination Act (DDA) 2005
- Equality Act 2006.

These laws impose positive duties on all public bodies to promote race, disability and gender equality in everything that we do. The general duties for each are outlined below, and the specific duties are explained in the individual equality schemes in Annexes A to C.

Under the general duty of the RR(A)A, public authorities are required to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different races.

Under the DDA 2005, public authorities are required to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

Under the Equality Act, public authorities are required to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act, and discrimination that is unlawful under the Equal Pay Act
- promote equality of opportunity between men and women.

We acknowledge that equality and diversity mean more than the promotion of race, disability and gender equality. We therefore regard the following legislation as relevant to our SES:

- Employment Equality (Age) Regulations 2006 (forthcoming)
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003.

These laws do not have positive duties to *promote* equality associated with them but they do apply to employment and the provision of further and higher education. We must therefore ensure that through our functions, policies and employment practices, we are not discriminating on any of these grounds.

Background and summary of work already undertaken

Summaries of the work undertaken already by the School and by the City of London Corporation as the employer of the School's staff, is detailed in each of the appendices.

8. Development of the SES

The actions we have undertaken to arrive at this version of our SES are outlined in Table 1.

Table 1: Actions to develop our Single Equality Scheme

Date	Action	Outcome
July-Nov 2006	Public and specific consultation exercises in disability equality carried out by CoL and by the School with current students	Feedback incorporated into draft documentation
Oct- Dec 2006	Consultation with, and research on, the Equality Schemes of other HEIs and related organisations, with City of London and the Barbican Arts Centre. Consultation with the general public via the CoL arrangements, and consultation with students directly.	Draft documentation on SES and appendices on Race and Disability
Oct-Nov 2006	Draft action plan drawn up by DoAS and HR	
December 2006	Proposal to Directorate on formation of an Equality Committee/working group, with School wide representation to further develop the equality schemes.	Approved
January 2007	First meeting of committee/ working group to consider draft documentation and to further develop the action plan	Ensured a joined-up approach to equality schemes is being taken across the School.
February 2007	This version of the SES was submitted to the Board of Governors	Approval

9. Reviewing and updating this SES

Progress towards meeting our commitments detailed in the Equality Action Plan (see Annex D) will be reported annually to the Board of Governors, in line with our statutory duties under the RR(A)A, DDA 2005 and Equality Act. Review and updating of the action plan will be annual, with a full revision of the SES at least every three years. Our strategic plan runs on a 5-year cycle (the current plan covers the period 2005-10, but will be re-issued in 2007) and it is intended that our SES will fit into this development and planning cycle. We may make minor revisions or updates to it more frequently so as to ensure it stays up to date with our latest policy positions or context.

Our SES will be a web-based document (with a hard copy summary produced in an accessible format) to facilitate frequent updating. It will be available on the School website.

10. Consultation and involvement

Consultation and involvement are both ways of ensuring we get the input we need to fulfil the various general duties highlighted at p 8-9.

We regard consultation on a new or existing policy as a fundamental and vital part of the policy development and evaluation process. We aim to ensure that our consultation is:

1. Meaningful – genuinely feeding in to the decision-making process and timed to allow this to happen.
2. Representative – based on a proper cross-section of views on whether the policy is likely to have a differential impact by racial group, disability or gender.
3. Effective – making a genuine impact on the policy development process.
4. Appropriate for the topic and the groups involved.

Our commitments relating to consultation and involvement for race, gender and disability specifically are described in more detail in the relevant schemes (Annexes A to C).

11. Impact assessment

Through impact assessment we can measure whether we have fulfilled the general duties highlighted at paragraphs 8-9. We are currently developing arrangements for assessing and consulting on whether existing and proposed policies would have an adverse impact on specific groups and opportunities for promoting equality. These arrangements are being developed in response to the three duties for race, disability and gender. Before then we are assessing, in relation to new policy development and review of existing policy, the use of historical data, existing and new survey/feedback arrangements, student and staff data, and the outcomes of consultation and surveys conducted by the City of London on behalf of all of its departments.

Our approach to impact assessment will be backed by issuing guidance to staff, including training, and will link to the involvement of our staff in the SES more broadly as its principles and action plan become more firmly embedded.

If, as a result of this approach, we find that an existing or proposed policy of ours is likely to have an adverse impact on race equality, disabled people or those of a particular gender, those staff responsible for the policy will consider:

- How we can best meet our duties under the legislation.
- Alternatives that could meet the policy objectives without the adverse impact.
- Whether the adverse impact is unavoidable, and whether it can be justified in relation to the aims and importance of the policy. If we adapt the policy, could that compensate for any adverse effects?
- Taking measures that would help to reduce the predicted adverse impact.

For existing policies, we will also do the following:

- Examine any relevant and appropriate data (both quantitative and qualitative).
- Generate relevant and appropriate data where they are not currently available, where feasible.
- If we determine that the policy is likely to have an adverse impact on race equality, disabled people or those of a specific gender, the policy will be revised.
- Secure independent assessment of the impact of outcomes where necessary.

New pressures and projects can arise at any time, and planners will be reminded through the equality committee representative of the need to take account of the SES at the outset. The action plan will be reviewed regularly, initially on an annual basis and thence 3 yearly. Individual policy leaders are responsible for ensuring that impact assessments take place, and they are named in the action plan.

12. Our monitoring arrangements

We have a statutory duty to monitor our activities and services for any adverse and differential impact on race and disability. By April 2007 this duty will also apply to gender equality. We will report on the results of that monitoring through an annual equality report to the Board of Governors.

We aim to develop a monitoring framework that is light touch but fit for purpose, using data that is collected as part of the reporting requirements for HESA and HEFCE and for CoL. We will publish a summary of the monitoring information we collect on the School web-site and in other publications.

Our monitoring arrangements will explore whether policies and services impact differentially and adversely on those from minority ethnic communities, people with disabilities or of a specific gender. For example, this may include:

- measure levels of access to particular programmes
- undertake quantitative and qualitative data gathering
- analyse specific issues or emerging problems areas across the School
- identify and disseminate good practice
- review existing research findings.

13. Our communications

We have a number of methods of communicating with our stakeholders, including a website, and newsletter for alumni and friends of the School. Our communications within the School include an intranet and a termly newsletter. The Director of External Relations oversees our communications activity and it regularly evaluates the effectiveness of this through stakeholder surveys. We are committed to making our communication methods accessible, and regularly evaluating our performance in this area.

We will seek new ways of engaging with our stakeholders and all the people who might be affected by our SES. We recognise this may entail some creative thinking as some groups are known to be hard to reach or may not be engaging with us through our established methods.

14. The School as an employer

We are a relatively small organisation, but employ around 469 staff, of which only 118 are full-time. The largest proportion, of the remainder, are instrumental teachers whose hours vary from very few to several days a week. We believe it is important for our effectiveness to develop and reward high performance and that everything we do needs to take place within a supportive learning culture, and that such a culture is best nurtured by a relatively flat structure and a non-bureaucratic style, where there is high respect for individual needs and diversity.

The CoL has a diversity and equality policy, which describes how staff are to be treated and the action that will be taken if policies are contravened. It links to the formal harassment, disciplinary and grievance policies, which are highly relevant to equality. CoL regularly review performance on staff equality through the collection and monitoring of data, consultation with the recognised trade unions (GMB, Unison), and an annual anonymised staff survey.

The actions related to our employment function, for instance the monitoring of our staff and applicants for jobs, are described in more detail in the individual schemes (Annexes A to C) and the Equality Action Plan (Annex D).

CoL is committed to training all staff in equality and diversity. Equal opportunities training is mandatory for all employees. All new members of staff receive equal opportunities training as part of our induction programme. Training for those staff who need specific skills to carry out their roles effectively (such as recruitment and selection, equality impact assessment. Front of house staff). We plan a further project to promote equality and diversity issues internally.

15. Governance

The Board of Governors is constituted of 11 Members of the Court of Common Council (of the City of London), 6 non-City representatives, two members of School staff (one academic and one non-academic) a School student representative and the Principal of the School.

Court of Common Council members are elected representatives of the City of London and the Council nominates 11 of its members to the Board of Governors. The 6 non-city representatives are appointed through the Nominations Committee of the Board of Governors. Staff members are elected by School staff and the Principal and Student Union president are members of the Board by virtue of their positions.

We wish to ensure that the Board of Governors reflects an increasingly diverse society and aim to work with the City of London to achieve this. The diversity of the Board will be monitored regularly. Governors will all receive detailed briefings on the requirements of the RR(A)A, DDA 2005 and Equality Act, and these will be issued to new members as part of their formal induction.

16. Reporting on and enforcing the SES

Under the specific duties of the RR(A)A, the DDA 2005 and Equality Act, we have statutory duties to report annually on our schemes' progress, and an annual report will be presented to the Board of Governors, which will cover activity across the race, disability and gender schemes as well as other equality activity. The Board will also be asked to approve a revised Equality Action Plan each year, which takes account of the actions completed in the previous year.

Enforcement of the specific duties of the RR(A)A, DDA 2005 and Equality Act is the responsibility of the Commission for Racial Equality, the Disability Rights Commission and the Equal Opportunities Commission. From mid-2007, the Commission for Equality and Human Rights will be created to take on the enforcement powers of the existing commissions.

17. Complaints against the School

Our complaints procedure aims to maintain public confidence in the School by ensuring that public accountability encompasses a fair, proper and constructive response to complaints. As part of the action plan, these procedures will be reviewed to ensure that they promote equality in line with the principles outlined in this scheme.

To make a complaint against the School see the School web-site under 'About us' or request a leaflet from the Clerk to the Board.



APPENDIX A: RACE EQUALITY SCHEME

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Race Equality at the Guildhall School of Music & Drama

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Race Equality Scheme

This Race Equality Scheme is published to comply with our statutory duties under the Race Relations (Amendment) Act 2000. It is integrated into a Single Equality Scheme (SES) and should be read in conjunction with it as, to avoid duplication, matters referred to in the SES are not repeated here. The framework of the SES is designed to provide a flexible model which will be able to be applied to future equal opportunities legislation that will have an impact on the School. The Race Equality Scheme will be updated regularly to keep it in line with the School's strategic plan and objectives and with any legislative changes.

Race Equality at Guildhall School of Music & Drama

1. Statement of policy

- We are committed to achieving race equality and equality of opportunity – irrespective of gender, disability, sexuality, age or religious belief – for all who learn and work in the School within the statutory framework set out below.
- We are committed to making race equality and equal treatment an underpinning theme in the development, delivery and refinement of our policies, initiatives and services, and in the way we manage our staff.
- The City of London Corporation is directly accountable for ensuring it meets the requirements of the Act, and places requirements on the School as one of its departments. Equally, the School is accountable to HEFCE for requirements placed on them by virtue of the Act through the Council.
- We aim to improve the diversity of our students, staff, leaders and governors. We will do this with the support of the City of London Corporation, and with due regard to the guidance from expert bodies such as the Equality Challenge Unit (ECU), the Higher Education Academy and the Leadership Foundation, who are already putting practical measures in place to help higher education institutions support a more diverse student population, update their employment practices and help to develop more leaders for the future from black and minority ethnic groups.
- We recognise that discrimination affects people in complex ways and we are committed to challenging all forms of inequality. To this end, we aim to embed equal opportunities principles in all strategic, and departmental plans so as to provide high quality education and training that meets the needs of our students and to enhance our position as “employer” in line with the racial equality scheme of the City of London Corporation (CoL), of which the School is a department.

- For students, we aim to ensure that all those with the potential to benefit from an education at the School have the opportunity to do so, whatever their background and whenever they need it.
- For staff we aim to develop a more demonstrably fair and supportive environment.
- In which all colleagues are treated equally and with respect.
- We understand that this process of change will be demanding. We appreciate that issues of race equality are not clear-cut, and that individuals may have multiple identities (they may be from a minority ethnic group and also have a disability for instance) and that discrimination can affect people in very different ways.
- We are aware of the diverse origins of its students and staff and acknowledge that the communities it serves are local, national and international.
- We recognise that our race equality policy is relevant to all individuals within our community and that it will continue to impact on our core activities ranging from strategic planning, policies, partnerships, processes and day-to-day operations
- We recognise that successful implementation of its Race Equality Scheme is dependent partly on wide consultation with those who make up its community. This includes staff, students, the Student's Union, senior management, relevant School committees and external bodies with whom the School has partnerships.
- The Race Equality Scheme is backed up by a detailed Equality Action Plan (see Annex D) which allocates responsibility to individuals across the School for implementing race equality in their areas of work, and which will be regularly monitored and reviewed

2. Legislative framework

The Race Relations Act 1978 (as amended by the Race Relations Amendment Act (RRRA), and associated CRE guidance, aim to put race equality issues at the core of public service delivery as part of good generic management practice, and to ensure that a strategy and action plan are in place to eliminate conscious or unconscious racial discrimination in public institutions. It places an obligatory General Duty on all higher education institutions to promote race equality. The RRRA was the legislative response to the McPherson report on the Stephen Lawrence Inquiry that highlighted the issue of institutional discrimination and the need for race equality considerations to be built into public service organisations proactively.

The Macpherson report gave the definition of institutional racism, which we endorse, as:

'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'

A 'racial group' in the 2000 Act is a group of people defined by colour, ethnicity, race, nationality, national or ethnic origins.

The new anti-discrimination provisions and the general duty for public authorities listed in the 2000 Act came into effect on 2 April 2001.

The General Duty requires public bodies to ensure within its activities the:

- Promotion of equality of opportunity
- Promotion of good relations between people of different racial groups
- Elimination of unlawful racial discrimination

Under the General Duty is a series of Specific Duties which are the mechanisms specified to assist Further and Higher Education institutions to deliver the General Duty. The current Specific Duties for higher education institutions are to:

- Prepare and publicise a written statement of its policy for promoting racial equality and have in place arrangements for fulfilling the commitments in its policy as soon as reasonably practical
- Maintain a copy of the statement and fulfil these duties in accordance with such arrangements
- Assess the impact of the institution's policies, including the race equality policy on students and staff of different racial groups
- Monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progression of staff.
- Include in the written statement of its Race Equality Policy an indication of its arrangements for publishing that statement and the results of its assessment and monitoring.
- Take such steps as are reasonably practicable to publish annually the results of its monitoring.

Section 71C of the Race Relations Act 1976, as amended, confers on the Commission for Racial Equality (CRE) the power to issue codes of practice in relation to any aspect of the general duty, in terms of both the general and specific duties mentioned above. Such codes can be admissible as evidence in proceedings brought under the Race Relations Act. The CRE has published a statutory 'Code of practice on the duty to promote race equality' and a non-statutory guide for institutions of further and higher education (HE).

The code came into effect on 31 May 2002, following consultation and approval by Parliament. It will be admissible as evidence in any legal proceedings under the Race Relations Act.

There have also been several advances in race equality law through the European Community, including:

Article 13 of the Treaty of Amsterdam, which conferred upon member states the ability to 'take action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation'

Council Directive 2000/43/EC, which implements the principle of equal treatment between people irrespective of racial or ethnic origin. It was adopted by EU member states in 2000

Race Relations Act 1976 (Amendment) Regulations 2003, which redefined indirect discrimination, introduced a new definition of harassment (applicable to both employers and employees), redefined the burden of proof and its application to institutional liability, and removed those exceptions that are contrary to the principle of equal treatment for all.

Another relevant piece of legislation (passed on 2 December 2003) was the Employment Equality (Religion or Belief) Regulations which cover direct and indirect discrimination on the grounds of a person's religion or belief. We understand that there are parallels between racial and religious discrimination, but acknowledge that race and religion are not the same issue and are often manifested or experienced separately.

3. School Context

The School's primary function is to provide education for its students for the purposes of which it employs staff who together work towards achieving the School's strategic aims which are to:

1. Train and educate outstanding young professionals to the highest international standards and prepare them for successful careers in the performing arts industries
2. Build a reflective conservatoire which acts as a laboratory for the performing arts, encourages innovation and provides artistic and professional leadership
3. Promote performances which advance artistic standards, develop the achievements of individuals and enhance the reputation of the School
4. Play the fullest possible role in delivering the City of London Corporation's strategy for a World Class City.

The School's Race Equality Scheme is designed to ensure that these strategic aims are carried out in an environment that promotes equality of opportunity and eliminates unlawful discrimination. As a result the scheme needs to:

- Reflect the structure and focus of the legislation
- Take account of ideas and issues coming out of the CRE code of practice and its good practice guides
- Take account of the work that is already being done in the City of London Corporation to promote race equality.

- Take account of the work that is already being done by HEFCE and HEIs to promote race equality.
- Build as far as practicable on existing plans, initiatives, processes and mechanisms in order to mainstream race equality across the School's work.

The School is relatively small and occupies a unique organizational position as both a department of the City of London Corporation and a public funded higher education organization. The scheme must be capable of dealing with both this complexity, and the complexity of the issues related to institutional racism.

The challenges that we currently face in implementing such wide-ranging legislation as the Race Relations (Amendment) Act 2000 are significant. The School became a public funded institution on 1st August 2006, and is taking forward a wide range of activities to meet the accountability expectations of its new status as an HEI, whilst continuing to operate as a constituent part of the CoL. As a public funded HEI, there is a legal requirement for equality schemes in the areas not only of race, but also gender and disability. For this reason it has decided to develop a Single Equality Scheme (SES) which addresses the legal requirements for equality in relation to all three, and provides a flexible framework for any future equality legislation. The SES will have four appendices, one for each of the three key areas (race, disability and gender), which will demonstrate compliance with the particular requirements of the three areas of legislation, and an equality action plan.

Currently, statistical data is not sophisticated but the following illustrates the need for the School to be more pro-active in pursuit of race equality:

- 7 % of black and minority ethnic UK students are studying at the School, compared to 21 % post-1992 institutions, and to 14 % in pre-1992 institutions
- 3.6 % staff are from black and minority ethnic groups all of which are from Black British or Black African/Caribbean backgrounds

Since becoming subject to the Act on 1st August 2006, we have developed a scheme that includes:

- the values, principles and standards that guide our approach to race equality
- the overall strategic aims and objectives adopted to promote race equality
- clear timescales and actions
- how often the scheme as a whole will be reviewed
- how complaints about the way we are meeting our duties or other complaints about race equality will be dealt with
- how the scheme relates to our other policies and strategies
- a consultation strategy
- an action plan to ensure that all our staff are aware of the scheme and understand what it involves.

As part of the process of developing the scheme, consideration has been given to the Race Equality Schemes of other HEI's and of HEFCE, and consultation has taken place with these bodies and with staff and students from ethnic minorities, and the newly established Equality Committee.

3.1 Achievements

Staff

Staff are employed by The City of London which believes that access to employment is a major factor in overcoming social exclusion, whilst being aware of the under representation of people from ethnic minorities within its workforce, and within employment and other economic activity generally.

As an employer The City strives to embed best practice into all aspects of its relationship with employees. The focus of the City of London's strategy regarding its own employment will be to build on and consolidate work already undertaken. The focus will be on:

1. Establishing more accurate information on the number of workers from ethnic minorities employed by the City of London,
2. Attracting and retaining more workers from ethnic minorities
3. Ensuring fair access to promotion.

The City of London undertakes monitoring by race status of:

- its workforce
- applicants for posts (including their progress through the recruitment process)
- employees subject to personnel procedures.

This information is already used to inform the development of policy and procedure, and is publicly reported on an annual basis.

The City of London already provides practical guidance for its managers on race issues in its Manager Guidelines for Policy and Procedures.

These guidelines cover disability issues in areas such as:

- Recruitment and selection;
- Starting a disabled employee in post;
- Helping an existing employee who becomes disabled or whose condition worsens;
- Re-organisations and moves.

Survey of disabled employees

In mid 2006, CoL undertook a survey of disabled employees to find out their views on working for the City and, in particular, barriers to career progression. In the next 6 months they will publish results relating to the findings of this survey (and similar surveys concerning women and ethnic minority employees), and plan to introduce practical policies to address the issues identified by disabled employees; the monitoring systems will be used to track the success of such policies in future years.

The City of London has been awarded the "Two Ticks Symbol":

This means that CoL have given specific undertakings with regard to disabled people who apply for work, or who are already employees to:

- Ensure that all applicants who meet the minimum selection criteria, and who have told us that they are disabled, receive an interview;

- Endeavour to retain in employment all existing employees who becomes disabled or whose condition worsens;
- Provide an annual opportunity for all disabled employees to discuss their learning and development needs.

Training

The City of London currently provides:

- Compulsory basic training for all employees on Equal Opportunities that includes disability issues;
- Specific disability awareness training;
- Mainstreamed disability “elements” into relevant general training courses (e.g. Customer Service training, Recruitment & Selection training)

It is planned to review all training relating to disability to ensure that it conforms to best practice and meets the needs of disabled stakeholders. The review will take into account the findings from the consultation exercise undertaken in the development of the disability scheme.

4. Principles and characteristics of the Scheme

The Race Equality Scheme is based on the following principles:

1. Race equality and diversity equality (and fair treatment) issues should be built into our core strategic themes to maximise the potential positive impact on race equality.
2. Where the potential impact on race equality is unclear or unknown, additional data should be collected.

The scheme will:

- be reviewed and evaluated annually in terms of the impact on our staff and students and the development and delivery of education and training, policies, initiatives and services.
- be promoted and readily accessible to those working and studying in the School and the sector and to the public, via published documents and our web-site. Alternative formats (including hard copies) are available on request and we intend to produce a summary leaflet of the SES in 2007.
- be brought to the attention of all School staff and students in their respective handbooks, and included within induction and a special staff training programme, so that it becomes a core part of our working.
- set out a timetabled action plan to help us meet our obligations under the Act.
- Include plans and procedures to deal with any complaints about possible failure to meet the general and specific duties, or other complaints about the promotion of race equality.
- Include measures which have been or are being put in place to promote race equality.

While the School's race equality policy sets out its firm commitment to the General and Specific Duties of the RRAA through the implementation of the policy it recognises that a significant component of the RES is a commitment to review its current core activities as part of an action plan (see Appendix A) to ensure its adherence to, and promotion of, race equality. The following are identified as key areas to which the race equality policy will apply:

- Governance and management
- Strategic planning
- Publicity
- Student admission, access and participation
- Student assessment, achievement and progression
- Curriculum, teaching, learning methods and quality management
- Student support, guidance and services
- Alumni, careers and student employment service
- Student appeals, discipline, complements and complaints procedure
- Staff recruitment, selection, career development, remuneration, training, discipline, grievance and dismissal
- Partnerships and community links

(This list is not exhaustive and it is acknowledged that other areas can be added).

5. Action Plan

Our Equality Action Plan (see Appendix D) sets out all the actions we will be taking as a result of the analysis of our functions and policies. In it, all the actions relating to our Race Equality Scheme are clearly identified.

6. Responsibilities

Every individual of the School's community, whether student, staff, partnership body or visitor is responsible for adhering to the School's race equality policy and will be expected to apply its principles in day-to-day work and activities. So as to assist individuals comply with the race equality policy the following bodies and individuals have the following functions:

The Board of Governors is accountable for ensuring the School implements all Race Relations legislation and that in accordance with this, implements, monitors and evaluates the School's race equality policy to reflect the requirements of the RRAA.

The Principal is responsible for working with the Governors and Senior Officers of the School to ensure that the School's race equality policy and related action plan are implemented effectively and that appropriate action is taken against individuals on School premises who do not act in accordance with the policy.

The Director of Business Support is responsible for overseeing the effective implementation of the following:

The Human Resources Department which, in conjunction with **Academic and Service Departments**, is responsible for ensuring that procedures relating to staff recruitment, selection, career development and discipline are carried out in accordance with the Race Equality Policy. It is responsible for providing advice, guidance and support on the

application of the policy and for developing an action plan in conjunction with other colleagues to address employment issues.

The Director of Academic Support is responsible for overseeing the effective implementation of the following:

The Registry, which, in conjunction with **Academic and Service Departments**, the **Students' Union** and relevant committees of Academic Board and are responsible for ensuring that all policies relating to the student experience are carried out in accordance with the Race Equality Policy.

Directors are responsible for appointing an "equality champion" for their areas who is responsible for providing advice, for ensuring that the policies are communicated and implemented and representing their department on the Equalities Committee.

All managers have a responsibility to ensure that a culture is created that allows equalities to be an integral part of every day work and to ensure it is promoted in all activities within their respective department. To this end managers should aim to

encourage, support and enable all staff and all students to reach their full potential. In addition, managers have a responsibility to identify appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Each individual member of staff and each student also has a responsibility to support the aims of this policy.

7. Staff Development

We recognise the need to provide appropriate support to enable its Governors, staff and students to act in accordance with the race equality policy. This includes:

- Providing information on race relations legislation and the School's Equal Opportunities and race equality policy and the its implications with regard to the operation of the School's activities
- Ensuring that, in addition to general information, specific guidance is provided to those responsible for carrying out effectively particular functions e.g. staff recruitment and selection, student admissions etc.
- Providing guidance on the School's process of how to deal with any allegation of racist incidents in conjunction with the School's Equal Opportunities Statement and Code of Practice.
- Providing guidance on how to undertake ethnic monitoring
- Ensuring that staff are kept informed of any updates to race relations legislation and subsequent amendments to School policies
- Reviewing associated staff development and training events and activities to ensure they embrace equalities concepts in a fair and robust way.

The Human Resource department has responsibility for developing appropriate programmes for managers and staff in consultation with departments.

8. Monitoring

To enable us to implement and develop effectively its race equality policy significant monitoring is required. Monitoring will be implemented at a number of levels to assess the impact of the policy in the constituent parts of the School. Information gathered from the monitoring process will be used to inform the development and planning of future strategies to continue to improve its performance in relation to promoting race equality effectively. Appropriate mechanisms for analysis and interpretation of data will be required so as to identify any significant issues. The following areas will be monitored by racial group (based on the Census 2001 categories):

Students

- All stages of the admissions process from application to outcome for each of the School's courses
- Key stages of students' progress through the School's courses

Staff

- All stages of the recruitment and selection process
- Outcomes of annual appraisal
- Participation in training and development
- Activities related to career development and promotion

Monitoring and analysis of this data by racial group will enable the School to:

- Highlight any significant differences that exist and consider why these have occurred
- Compare the data for significance with internal and national benchmarks
- Take appropriate action to address any significant issues arising from the monitoring process

9. Publication of the Policy and results of Assessment and Monitoring

The Race Equality Scheme will be publicised widely within the School and to its partner organisations in electronic and paper formats to ensure its profile and impact is highlighted in full. Significant trends arising from assessment and monitoring will also be published.

10. Outsourced services and procurement

10.1 Procurement

Where the School contracts a private company to carry out a particular function and where the duty to promote race equality applies to that function, the School will make provision for this in the service specification and the key aspects of the contraction process. Where a service contract currently exists and where race equality is relevant to the contracted function, the School will take legal advice as to the adjustments that might need to be made to the contract to reflect the requirement for race equality to be promoted.

10.2 Partnerships with other organisations

Where the School is involved in a partnership with another public body each organisation is responsible for meeting its Duty under the requirements of the RRAA.

Where the School is involved in a partnership with a private or voluntary organisation, (which does not have similar obligations as public bodies), the School will work jointly with that organisation to meet the School's Duty.

10.3 Partnership with community

In its development of partnerships with the community, the School will consider the impact of its race equality policy.

11. Breach of the policy

We will take seriously any instances of non-adherence to the RRAA and the School's race equality policy by its staff, students or visitors.

Any instance of breach of the race equality policy will be investigated and where appropriate will be considered under the respective disciplinary codes for staff and students. With regard to any breach of the policy by visitors, the School will take appropriate action in relation to the nature of the incident.



APPENDIX B: DISABILITY EQUALITY SCHEME

(revised 4 December 2009)

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Disability Equality Scheme

This Disability Equality Scheme is published to comply with our statutory duties under the Disability Discrimination Act 2005 (DDA 2005). It is integrated into a Single Equality Scheme (SES) and should be read in conjunction with it as, to avoid duplication, matters referred to in the SES are not repeated here. The framework of the SES is designed to provide a flexible model which will be able to be applied to future equal opportunities legislation that will have an impact on the School. The Disability Equality Scheme will be updated regularly to keep it in line with the School's strategic plan and objectives, and with any legislative changes.

Disability Equality at Guildhall School of Music & Drama

1. Statement of Policy

- We support the Government's aim for disability equality as set out in its report 'Improving the Life Chances of Disabled People', namely that: 'disabled people in Britain should have full opportunities and choices to improve their quality of life and be respected and included as equal members of society'. We recognise that successful participation in higher education can be an important step in realising this aim.
- We are committed to achieving disability equality and equality of opportunity – irrespective of gender, race, sexuality, age or religious belief – for all who learn and work in the School within the statutory framework set out below.
- We are committed to making disability equality and equal treatment an underpinning theme in the development, delivery and refinement of our policies, initiatives and services, and in the way we manage our staff.
- The City of London Corporation is directly accountable for ensuring it meets the requirements of the DDA 2005, and places requirements on the School as one of its departments. Equally, the School is accountable to HEFCE for requirements placed on them by virtue of the Act through the Council.
- We aim to improve the diversity of our students, staff, leaders and governors. We will do this with the support of the City of London Corporation, and with due regard to the guidance of expert bodies such as the Disability Rights Commission, the Equality Challenge Unit (ECU), the Higher Education Academy, the Leadership Foundation, Action on Access (the widening participation national co-ordination team) and the Higher Education Statistics Agency (HESA) who are already putting practical measures in place to help higher education institutions support a more diverse student population, update their employment practices and help to develop more leaders for the future from underrepresented groups.

- We recognise that discrimination affects people in complex ways and we are committed to challenging all forms of inequality. To this end, we aim to embed equal opportunities principles in all strategic, and departmental plans so as to provide high quality education and training that meets the needs of our students and enhances our position as “employer” in line with the disability equality scheme of the City of London Corporation (CoL), of which the School is a department.
- For students, we aim to ensure that all those with the potential to benefit from an education at the School have the opportunity to do so, whatever their background and whenever they need it.
- For staff we aim to develop a more demonstrably fair and supportive environment, in which all colleagues are treated equally and with respect.
- We understand that this process of change will be demanding. We appreciate that issues of disability equality are not clear-cut, and that individuals may have multiple identities (they may be from a minority ethnic group and also have a disability for instance) and that discrimination can affect people in very different ways.
- We are aware of the diverse origins of our students and staff and acknowledge that the communities we serve are local, national and international.
- We recognise that our disability equality policy is relevant to all individuals within our community and that it will continue to impact on our core activities ranging from strategic planning, policies, partnerships, processes and day-to-day operations
- We recognise that successful implementation of this Disability Equality Scheme is dependent partly on wide consultation with those who make up its community. This includes staff, students, the Students’ Union, senior management, relevant School committees and external bodies with whom the School has partnerships.
- The Disability Equality Scheme is backed up by a detailed Equality Action Plan (see Annex D) which allocates responsibility to individuals across the School for implementing disability equality in their areas of work, and which will be regularly monitored and reviewed.

2. Legislative Framework

The Disability Discrimination Act (DDA) 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public bodies to promote disability equality. We recognise that the DDA 1995 was an important step towards achieving equality for disabled people, but disability equality has not had the same statutory emphasis or history as sex or race discrimination (the Sex Discrimination Act and Race Relations Act are both over 30 years old). The Government commissioned a Disability Rights Task Force which reported in 1999 ('Towards Inclusion: Civil Rights for Disabled People') and recommended a number of amendments to the DDA 1995.

This resulted in the DDA Amendment Regulations (2003), which came into force on 1 October 2004.

This new positive duty marks another important stage as it requires public bodies to be proactive in promoting equality for disabled people, rather than simply to make reasonable adjustments for their staff and service users in order not to discriminate. The duty requires a root and branch overhaul of policy-making procedures within public authorities as well as demanding much greater openness.

The duty builds on the work we have already done in anticipating the needs of disabled students under the Special Educational Needs and Disability Act 2001 (otherwise known as SENDA or DDA Part 4) but also recognise that we have much to learn from other HEIs and a role to play in sharing good practice across the sector.

We subscribe to the social model of disability, as it is described in the Statutory Code of Practice issued by the Disability Rights Commission (DRC):

'The poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal or environmental barriers.'¹

The legal definition of a disability is:

'A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'²

We will use the social model and legal definition of disability in all our internal and external communications about disability. We will also promote the social model with partner organisations.

¹ The Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales, Disability Rights Commission 2005, paragraph 1.6.

² The Duty to Promote Disability Equality: Statutory Code of Practice, England and Wales, Disability Rights Commission 2005, Appendix B.

2.1 Specific Duties

The specific requirements in relation to our Disability Equality Scheme are as follows:

1. To revise the Disability Equality Scheme, by 4 December 2009, which will demonstrate how we fulfilled our general and specific duties since 2006 and how we will continue to do so.
2. To involve disabled people in the development of the scheme.
3. To include in the scheme a statement of:
 - the way in which disabled people have been involved in the development of the scheme
 - our methods for impact assessment
 - the steps which we will take towards fulfilling the general duty (the 'action plan')
 - our arrangements for gathering information in relation to employment and the delivery of education and other activities engaged in by the School
 - our arrangements for using the information gathered, in particular in reviewing the effectiveness of our action plan and in preparing subsequent Disability Equality Schemes.
4. Within three years of the scheme being published, to take the steps set out in our action plan (unless it is unreasonable or impracticable for us to do so) and to put into effect the arrangements for gathering and making use of information.
5. To publish a report that summarises the steps taken under the action plan, the results of our information gathering, and the use to which we have put the information.

We also have an additional specific duty to assess the impact of our policies and practices on the 'educational opportunities' available to, and the achievements of, disabled students. The Disability Rights Commission has advised HEIs that 'educational opportunities' should be interpreted broadly, to include aspects across the breadth of activities made available by the HEI. It has also noted that the definition of disability under the DDA 2005 is different from the eligibility criteria for special educational needs provision.

To achieve this we will gather information on the following and regularly review the sufficiency of this list in providing us with the information needed to meet our duty:

- attainment of formal qualifications
- gaining positions of responsibility
- numbers of disabled students in different subject areas or course types
- engagement of disabled students in programme-related extra curricula activities
- instances of bullying and harassment
- the extent to which positive attitudes towards disabled people have been promoted
- numbers of disabled staff recruited
- the extent to which disabled staff take up opportunities for training and professional development compared to non-disabled staff
- the extent to which disabled staff are retained compared to non-disabled staff.

2.2 The Employment Duty

The DDA 2005 requires employers to undertake specific information-gathering on the effect of an organisation's policies and practices on the recruitment, development and retention of disabled employees.

Therefore, we are committed to monitoring, analysing information and taking appropriate action with regard to the following:

- applicants (successful and unsuccessful) for jobs at the School
- applicants for training and promotion opportunities
- workplace treatment generally, such as involvement in disciplinary and grievance procedures
- information related to termination of employment (such as redundancies, dismissals, resignations, end of fixed-term contracts).

Our Equality Action Plan highlights the areas where further information needs to be obtained or collected. We will undertake such monitoring and analysis to ensure there are no differential outcomes for disabled and non-disabled people. If there are differential outcomes, we will investigate the reasons for them and, if necessary, implement remedial actions. We will build on work already undertaken by our human resources team under the RR(A)A 2000 to monitor these areas so as to ensure our processes are sufficient to capture disability information also.

3. School Context

The School's primary function is to provide education for its students for the purposes of which it employs staff who together work towards achieving the School's strategic aims which are to:

1. Train and educate outstanding young professional musicians, actors and theatre technicians to the highest international standards and prepare them for successful careers in the performing arts
2. Build a reflective conservatoire that promotes innovation and experiment, leads artistic and professional practice and acts as a laboratory for education and research in the performing arts
3. Maximise the value and impact of our work to the professions, audiences and society at large by working in partnership across London, the UK and beyond
4. Provide professional services and facilities to students, staff and audiences commensurate with our status as a world-class conservatoire
5. Maximise our resources and manage them effectively to build a creative and sustainable environment.

The School's Disability Equality Scheme is designed to ensure that these strategic aims are carried out in an environment that promotes equality of opportunity and eliminates unlawful discrimination. As a result the scheme needs to:

- Reflect the structure and focus of the legislation
- Take account of ideas and issues coming out of the DRC code of practice and its good practice guides

- Take account of the work that is already being done in the City of London Corporation to promote disability equality.
- Take account of the work that is already being done by HEFCE and HEIs to promote disability equality.
- Build as far as practicable on existing plans, initiatives, processes and mechanisms in order to mainstream disability equality across the School's work.

The School is relatively small and occupies a unique organizational position as both a department of the City of London Corporation (CoL) and a public-funded higher education institution. As a performance based institution it is also acts as a public performance venue. The scheme must be capable of dealing with both this complexity, and the complexity of the issues related to institutional racism.

The challenges that we currently face in implementing such wide-ranging legislation as the DDA 2005 are significant. The School only became a public-funded institution on 1st August 2006, and continues to take forward a wide range of activities to meet the accountability expectations of its new status as an HEFCE funded institution, whilst continuing to operate as a constituent part of the CoL. As a public-funded HEI, there was, back in 2006, an immediate legal requirement for equality schemes in the areas not only of disability but also race and gender. For this reason it was decided to develop a Single Equality Scheme (SES) which addressed the legal requirements for equality in relation to all three strands, and provided a flexible framework for any future equality legislation. Three years on a new equality bill is expected to be passed into law in spring 2010 which will harmonise discrimination law and extend the list of protected characteristics of which disability is one.

Currently, statistical data is not sophisticated but the following illustrates the need for the School to be more pro-active in pursuit of disability equality:

- 2.1 % of non-academic or academic related staff employed by the School have a declared disability (3 staff out of 158 of whom the disability status of 15 is unknown). Since the 2006 scheme was published, equality data is now captured for the 311 academic teaching staff, where 1.05% have a declared disability.

In the HE sector 2.3 % of those employed in 2003/4 declared themselves disabled. This compares unfavourably with the 20 % of the working population in the British Labour Force survey. A survey by HEFCE on the attitudes and experiences of disabled staff in HE, conducted by HEFCE in 2005, found that 5 % of staff declared a disability according to legal definition. On these statistics the School clearly has room for improvement.

- As at 1 December 2009, 9.2% of students studying at the School had a declared disability, 5.6% with dyslexia, and 2.4% of the student population were in receipt of the Disabled Students Allowance. This compares with the 7.1 % in the sector as a whole having a known disability.

3.1 Achievements

Staff

Staff are employed by The City of London which believes that access to employment is a major factor in overcoming social exclusion, whilst being aware of the under representation of disabled people within its workforce, and within employment and other economic activity generally.

As an employer The City strives to embed best practice into all aspects of its relationship with employees. The focus of the City of London's disability strategy regarding its own employment is to:

1. Continue to collect accurate information on the number of workers with a disability employed by the City of London, and monitor the implementation of reasonable adjustments for employees
2. Attract and retain more workers with a disability
3. Ensure fair access to promotion.

The City of London undertakes monitoring by disability status of:

- its workforce
- applicants for posts (including their progress through the recruitment process)
- employees subject to personnel procedures.

This information is used to inform the development of policy and procedure, and is publicly reported on an annual basis.

Since the Scheme was published, there has been improved reporting of disability status by non-academic and academic related employees, from 38 out of 149 unknown to 15 out of 158 unknown. Work is underway to improve the reporting of disability status by the 311 academic teaching staff where 24 out of 311 are unknown. The City of London plans to:

- continue to use internal media and communications to explain the importance of accurate reporting of disability status to all employees to improve reporting even further
- continue to use internal media and communications to explain the meaning of disability under the Disability Discrimination Act and provide common examples of conditions which may constitute a disability
- put in place personal monitoring procedures to ensure that employees can easily obtain information on their registered disability status and change it if necessary. This will be achieved by the implementation of self-service functionality within the HR database.

The City of London already continues to provide practical guidance for its managers on disability issues in its *Manager Guidelines for Policy and Procedures*. In addition, the local Guildhall School Human Resources team plan to implement a handbook for managers, covering additional information to assist managers.

The City of London guidelines cover disability issues in areas such as:

- Recruitment and selection;
- Starting a disabled employee in post;
- Helping an existing employee who becomes disabled or whose condition worsens; re-organisations and moves.

The additional local guidelines will include information and guidance for managers on particular disability issues that affect staff within the Guildhall School, for example dyslexia.

Survey of disabled employees

In mid 2009, CoL undertook a survey of employees to find out their views on working for the City and, in particular, barriers to career progression and to see progress made since the 2006 survey. In the next 6 months the City will publish results relating to the findings of this survey, including the views of disabled employees and plan to review practical policies in the light of the results to address the issues identified by disabled employees. It is intended that the City's monitoring systems will be used to track the success of such policies in future years.

The City of London has been awarded the "Two Ticks Symbol". This means that CoL have given specific undertakings with regard to disabled people who apply for work, or who are already employees to:

- Ensure that all applicants who meet the minimum selection criteria, and who have told us that they are disabled, receive an interview;
- Endeavour to retain in employment all existing employees who become disabled or whose condition worsens;
- Provide an annual opportunity for all disabled employees to discuss their learning and development needs.

Training

The City of London currently provides:

- Compulsory basic training for all employees on Equal Opportunities that includes disability issues;
- Specific disability awareness training;
- Mainstreamed disability "elements" into relevant general training courses (e.g. Customer Service training, Recruitment & Selection training)

All training relating to disability has been reviewed to ensure that it conforms to best practice and meets the needs of disabled stakeholders.

Students

From pre-admission all candidates who apply to the School and who declare a disability are sent a Disability Statement which outlines the support available within the School. Students are also invited to meet with the Study Skills and Disability Coordinator to discuss their needs in more detail. All interviewing panels are advised of candidates with disabilities and the measure needed to ensure equality of opportunity. Personal learning plans are developed for incoming students with disabilities and the implementation of these is monitored by Student Affairs. Support in applying for the Disabled Students Allowance is also given. Surveys of students highlighted that the incidence of Dyslexia was higher than the national average and so significant work has been undertaken in this area. Students receive financial assistance with psychological assessments and the recommendations are incorporated into their personal learning plan.

In 2007 a designated training room was established in Student Affairs along with specialist computer equipment. Two dyslexia tutors were appointed with one tutor specialising in Music to

meet the growing need for students with Dyslexia. In 2009, the School appointed a Study Skills and Disability Coordinator to meet fully the requirements of students with disabilities.

Access

Two audits of the estate have been made since 2001 and investment has been made, with the aim of improving access to the School's public spaces for the physically disabled and those with sensory impairments, and then in other areas of the School. These include a handrail from street level to the main entrance, to alleviate the effect of the incline; provision of a wheelchair space in the lecture recital room; a wheelchair lift providing access to the coffee bar and to the main theatre when the theatre is set in particular configurations; infra red systems for the benefit of those with hearing impairments in all auditoria; and the foyer has been fitted with DDA compliant seating. A wheelchair is available for use, and front line staff are trained for their role with disabled visitors to the School. Sundial Court, the Hall of Residence, has 2 adapted flats for disabled living and in addition, individual needs are met as required. Access is now incorporated into all capital work planning. The Deaf Alert system has also been fitted and the Music Hall has now removable seats for wheelchair access.

4. The Disability Equality Scheme

Since becoming subject to disability legislation on 1st August 2006, we have developed a scheme that includes:

- the values, principles and standards that guide our approach to disability equality
- the overall strategic aims and objectives adopted to promote disability equality
- the way in which disabled people have been involved in the development of the scheme
- how often the scheme as a whole will be reviewed
- our methods of impact assessment
- our arrangements for the gathering of information
- how complaints about the way we are meeting our duties or other complaints about disability equality will be dealt with
- how the scheme relates to our other policies and strategies
- an action plan to ensure that all our staff are aware of the scheme and understand what it involves.

4.1 Development of the Scheme

Involving disabled people

The DDA's specific duties require the School to involve disabled people in producing our scheme. As a department of the CoL we have benefited from the investment they made in achieving this and have complemented their activities with consultation within the School with disabled students and staff, by survey and direct dialogue. The aims of consultation were to find out:

- what barriers and unsatisfactory outcomes face disabled people in HE, including problems in accessing HEFCE information or services

- what our priorities should be for disability impact assessment
- how best to involve disabled people in the future.

As part of the process of developing the scheme, consideration has been given to the Disability Equality Schemes of other HEI's and of HEFCE.

We want to involve disabled people in the implementation and ongoing development of our scheme. We will convene a Disability Advisory Group in the 2010/2011 academic year. The inaugural meeting of this group will take place in the autumn term, and will be made up of disabled staff students and those who regularly attend public performances at the School, to complement the information we obtain from the City of London Access group and the Barbican Arts Centre.

Our core commitments around our duty to involve disabled people are:

- involve disabled people in developing our Disability Equality Scheme and in any future changes to it
- involve disabled people in implementing the scheme, and to welcome challenges to our 'business as usual'
- ensure that all involvement activities are fully accessible and facilitated where appropriate
- ensure that involvement is timely, transparent and genuine.

City of London led consultation

The City has long been exemplars of good practice by supporting an Access Group whose members are actively involved in advising the various departments of the City of London on matters of accessibility. Details on this varied involvement are given below.

Disability Equality Scheme Public Meeting

Posters were produced and information circulated as widely as possible about the public meeting to input into the City's Disability Equality Scheme. 5 disabled members of CoL staff became involved (besides the members of the Access Team) as well as some service users including a group of young adults with learning disabilities. Their comments and ideas were directly fed into this scheme. The point most often raised by those attending this event was the need for staff interacting with residents, employees or members of the public to be fully trained in disability awareness.

City of London Access Group

The City of London Corporation set up and has supported the Access Group for over 15 years. The group was set up by the then Head of Access in order to ensure that the views of disabled people were being taken into account in the planning process. The work of the group has expanded greatly over the years and they now advise departments on access and disability issues, including the School. The group meets every month except for August and December. Members

of the main group also meet separately in sub-groups and this has proved of benefit to the School which is currently planning a large new building which will provide both training and publicly accessible performances. The Access Planning Sub Group is fully involved in the application. It meets bi-monthly, or more often if required, to advise on major planning applications within the City of London. The group meet with architects and designers and comment on the accessibility and inclusiveness of their building and open space designs.

School Consultation

As a small institution, our students are very well known to us, and there is regular contact between students with disabilities and student service officers. This has always provided opportunities for informal and formal evaluation of the services provided which students regard highly. In the development of this scheme in 2006, students were asked to complete a short questionnaire in which they highlighted the need to increase publicity on the services available, to increase staff training on how to teach students with different needs, and increased training on using Sibelius software.

4.2 Principles and characteristics of the Scheme

The Disability Equality Scheme is based on the following principles:

- disability equality and diversity equality (and fair treatment) issues should be built into our core strategic themes to maximise the potential positive impact on disability equality.
- Where the potential impact on disability equality is unclear or unknown, additional data should be collected.

The scheme will:

1. be reviewed and evaluated 3 yearly in terms of the impact on our staff and students and the development and delivery of education and training, policies, initiatives and services with an annual review of the action plan
2. be promoted and readily accessible to those working and studying in the School and the sector and to the public, via published documents and our web-site. Alternative formats (including hard copies) are available on request and we intend to produce a summary leaflet of the SES in 2007.
3. be brought to the attention of all School staff and students in their respective handbooks, and included within induction and a special staff training programme, so that it becomes a core part of our working.
4. set out a timetabled action plan to help us meet our obligations under the Act.
5. Include plans and procedures to deal with any complaints about possible failure to meet the general and specific duties, or other complaints about the promotion of disability equality.
6. Include measures which have been or are being put in place to promote disability equality.

While the School's disability equality policy sets out its firm commitment to the General and Specific Duties of the DDA through the implementation of the policy it recognises that a significant component of the DES is a commitment to review its current core activities as part of

an action plan (see Appendix D) to ensure its adherence to, and promotion of, disability equality. The following are identified as key areas to which the disability equality policy will apply:

- Governance and management
- Strategic planning
- Publicity
- Student admission, access and participation
- Student assessment, achievement and progression
- Curriculum, teaching, learning methods and quality management
- Student support, guidance and services
- Alumni, careers and student employment service
- Student appeals, discipline, complements and complaints procedure
- Staff recruitment, selection, career development, remuneration, training, discipline, grievance and dismissal
- Partnerships and community links

(This list is not exhaustive and it is acknowledged that other areas can be added).

4.3 Action Plan

Our Equality Action Plan (see Appendix D) sets out all the actions we will be taking as a result of the analysis of our functions and policies. In it, all the actions relating to our Disability Equality Scheme are clearly identified.

5. Responsibilities

Every individual of the School's community, whether student, staff, partnership body or visitor is responsible for adhering to the School's disability equality policy and will be expected to apply its principles in day-to-day work and activities. So as to assist individuals comply with the disability equality policy the following bodies and individuals have the following functions:

The Board of Governors is accountable for ensuring the School implements all disability legislation and that, in accordance with this, implements, monitors and evaluates the School's disability equality policy to reflect the requirements of the DDA 2005.

The Principal is responsible for working with the Governors and Senior Officers of the School to ensure that the School's disability equality policy and related action plan are implemented effectively and that appropriate action is taken against individuals on School premises who do not act in accordance with the policy.

The Teaching & Learning Board is responsible for equality action planning in respect of academic matters. The Equality Committee no longer exists as a separate entity; in the beginning it was a useful working group for promoting the goals of the Single Equality Scheme and monitoring the

implementation of the action plan but for the longer term it is felt that consideration of equality issues should be integral to policy discussion and not conducted separately.

The Director of Student and Corporate Affairs is responsible for overseeing the effective implementation of equality issues in The Registry, Library, Marketing, Alumni, Development, and Student Affairs Departments, with the Student Affairs department having particular responsibility for championing equality issues for students.

The Human Resources Department which, in conjunction with **Academic and Service Departments**, is responsible for ensuring that procedures relating to staff recruitment, selection, career development and discipline are carried out in accordance with the Disability Equality Policy. It is responsible for providing advice, guidance and support on the application of the policy and for developing an action plan in conjunction with other colleagues to address employment issues.

All Directors are responsible for appointing an "equality champion" for their areas who is responsible for providing advice, for ensuring that the policies are communicated and implemented and representing their department on the Equalities Committee.

All managers have a responsibility to ensure that a culture is created that allows equalities to be an integral part of every day work and to ensure it is promoted in all activities within their respective department. To this end managers should aim to encourage, support and enable all staff and all students to reach their full potential. In addition, managers have a responsibility to identify appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Each individual member of staff and each student also has a responsibility to support the aims of this policy.

6. Training and Development

We recognise the need to provide appropriate support to enable Governors, staff and students to act in accordance with the disability equality policy. This includes:

- Providing information on disability relations legislation and the School's Equal Opportunities and disability equality policy and its implications with regard to the operation of the School's activities
- Ensuring that, in addition to general information, specific guidance is provided to those responsible for carrying out effectively particular functions e.g. staff recruitment and selection, student admissions etc.
- Providing guidance on the School's process of how to deal with any allegation of inequality in relation to disability in conjunction with the School's Equal Opportunities Statement and Code of Practice.
- Providing guidance on how to undertake disability monitoring

- Ensuring that staff are kept informed of any updates to disability legislation and subsequent amendments to School policies
- Reviewing associated staff development and training events and activities to ensure they embrace equalities concepts in a fair and robust way.

The Human Resource department has responsibility for developing appropriate programmes for managers and staff in consultation with departments and with the Directors of Music & Drama in planning training for teachers.

7. Outsourced services and procurement

7.1 Procurement

Where the School contracts a private company to carry out a particular function and where the duty to promote disability equality applies to that function, the School will make provision for this in the service specification and the key aspects of the contract process. Where a service contract currently exists and where disability equality is relevant to the contracted function, the School will take legal advice as to the adjustments that might need to be made to the contract to reflect the requirement for disability equality to be promoted.

The School complies with The City of London's procedures on procurement. These already ask those tendering for the provision of goods and services:

- If they have been the subject of an adverse court or employment tribunal decision under the Disability Discrimination Act;
- The reason for and outline of such adverse decisions;
- What actions have been taken to remedy the reasons for such a decision.

Such information is weighted to help inform the selection process (i.e. has much greater weighting if the tender is for provision of personal services than for goods) and is then used to help determine the successful bidder.

However, there is awareness at CoL of both the specific needs that disabled service users may have of personal services and the potential impact that procurement spend can have on promoting best practice amongst suppliers. Therefore, they have undertaken to:

- Ensure that the needs of disabled service users inform the specifications for all tenders to deliver personal services;
- Ensure that (within statutory limits) our procurement process promotes best practice on disability issues amongst suppliers of goods and services (e.g. best employment practice);
- Work with other organisations to ensure that procurement spend actively promotes equality for disabled people including equality of economic opportunity.

The procurement strategy will be reviewed in the next 6 months to ensure achieves these aims.

7.2 Partnerships with other organisations

The School is involved in a number of partnerships with other organisations including contracted services, relationships with other institutions and liaison with professional accrediting bodies. The School is responsible for meeting the requirements of the DDA 2005 when it carries out functions with other organisations.

Where the School is involved in a partnership with another public body each organisation is responsible for meeting its Duty under the requirements of the DDA 2005.

Where the School is involved in a partnership with a private or voluntary organisation, (which does not have similar obligations as public bodies), the School will work jointly with that organisation to meet the School's Duty.

7.3 Partnership with community

In its development of partnerships with the community, the School will consider the impact of its disability equality policy.

8. Monitoring and impact assessment

8.1 Monitoring

To enable us to implement and develop effectively its disability equality policy, significant monitoring is required. Monitoring will be implemented at a number of levels to assess the impact of the policy in the constituent parts of the School. Information gathered from the monitoring process will be used to inform the development and planning of future strategies to continue to improve its performance in relation to promoting disability equality effectively. Appropriate mechanisms for analysis and interpretation of data will be required so as to identify any significant issues. The following areas will be monitored:

Students

- All stages of the admissions process from application to outcome for each of the School's courses
- Key stages of students' progress through the School's courses

Staff

- All stages of the recruitment and selection process
- Outcomes of annual appraisal
- Participation in training and development
- Activities related to career development and promotion

Monitoring and analysis of this data by disability will enable the School to:

- Highlight any significant activities that exist and consider why these have occurred
- Compare the data for significance with internal and national benchmarks
- Take appropriate action to address any significant issues arising from the monitoring process

8.2 Impact assessment

As part of this scheme, we will review all existing policies, procedures and functions for their impact on disabled people, and plan to include disabled staff and students in this process. Where certain disabilities are not represented in these groups we aim to work with organisations representing these groups and also to continue to network, in the sector, on best practice.

This approach will be integrated into the scheme so that all new policies and procedures are assessed for their impact on those with disabilities, and we are currently considering the best methods to assess the impact.

As adverse impact is identified, changes will be made to rectify this including consultation with disabled people on the best way to achieve this. Results of impact assessments and proposals to rectify adverse impact will be considered by the Equality committee and reported to the Academic board and the board of governors.

9. Publication of the Policy and Results of Assessment and Monitoring

The Disability Equality Scheme will be publicised widely within the School and to its partner organisations in electronic and paper formats to ensure its profile and impact is highlighted in full. Significant trends arising from assessment and monitoring will also be published.

10. Enforcement

If a public body does not comply with the general duty, its actions, or failure to act, can be challenged by a claim to the High Court for judicial review. A claim for judicial review could be made by a person or a group of people with an interest in the matter, or by the DRC (or the Commission for Equality and Human Rights from late 2007).

If the DRC is satisfied that a public authority has failed to comply with any of its specific duties, the DRC may serve a 'compliance notice'. This will require the public authority to comply with its specific duties, and to inform the serving body within 28 days of measures taken. The DRC can also require the public authority to provide written information verifying compliance. If, after three months, the public authority has not complied with the notice the DRC can ask the courts to order compliance.

11. Breach of the policy

We will take seriously any instances of non-adherence to the DDA 2005 and the School's disability equality policy by its staff, students or visitors.

Any instance of breach of the disability equality policy will be investigated and where appropriate will be considered under the respective disciplinary codes for staff and students. With regard to any breach of the policy by visitors, the School will take appropriate action in relation to the nature of the incident.



APPENDIX C: GENDER EQUALITY SCHEME

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Gender Equality Scheme

This scheme forms part of our overall Single Equality Scheme (SES). Therefore there is some cross-referencing between this annex and the overall SES. This is to avoid duplication and to streamline our equality processes as far as is possible and appropriate. While we feel this Gender Equality Scheme fulfils our statutory duties, it is meant to be read in the context of our SES. We will as far as possible seek to implement this scheme in conjunction with our schemes for race and disability equality, but clearly it may be necessary or appropriate to take actions separately; gender discrimination can manifest itself in different places and in different ways from disability or race discrimination.

Gender equality at Guildhall School of Music & Drama

1. Statement of policy

- We are committed to achieving gender equality and equality of opportunity – irrespective of disability, race, sexuality, age or religious belief – for all who learn and work in the School within the statutory framework set out below.
- We are committed to making gender equality and equal treatment an underpinning theme in the development, delivery and refinement of our policies, initiatives and services, and in the way we manage our staff.
- The City of London Corporation is directly accountable for ensuring it meets the requirements of the Sex Discrimination Act 1975 and the Equality Act 2006 amendments, and places requirements on the School as one of its departments. Equally, the School is accountable to HEFCE for requirements placed on them by virtue of the Acts through the Council.
- We aim to improve the diversity of our students, staff, leaders and governors. We will do this with the support of the City of London Corporation, and with due regard to the guidance from expert bodies such as the Equal Opportunities Commission, the Equality Challenge Unit (ECU), the Higher Education Academy, the Leadership Foundation, and the Higher Education Statistics Agency (HESA) who are already putting practical measures in place to help higher education institutions support a more diverse student population, update their employment practices and help to develop more leaders for the future from underrepresented groups.
- We recognise that discrimination affects people in complex ways and we are committed to challenging all forms of inequality. To this end, we aim to embed equal opportunities principles in all strategic, and departmental plans so as to provide high quality education and training that meets the needs of our students and to enhance our position as “employer” in line with the gender equality scheme of the City of London Corporation (CoL), of which the School is a department.

- For students, we aim to ensure that all those with the potential to benefit from an education at the School have the opportunity to do so, whatever their background and whenever they need it.
- For staff we aim to develop a more demonstrably fair and supportive environment, in which all colleagues are treated equally and with respect.
- We understand that this process of change will be demanding. We appreciate that issues of gender equality are not clear-cut, and that individuals may have multiple identities (they may be female, from a minority ethnic group and also have a disability for instance) and that discrimination can affect people in very different ways.
- We are aware of the diverse origins of our students and staff and acknowledge that the communities we serve are local, national and international.
- We recognise that our gender equality policy is relevant to all individuals within our community and that it will continue to impact on our core activities ranging from strategic planning, policies, partnerships, processes and day-to-day operations
- We recognise that successful implementation of the Gender Equality Scheme is dependent partly on wide consultation with those who make up our community. This includes staff, students, the Student's Union, senior management, relevant School committees and external bodies with whom the School has partnerships.
- The Gender Equality Scheme is backed up by a detailed Equality Action Plan (see Annex D) which allocates responsibility to individuals across the School for implementing gender equality in their areas of work, and which will be regularly monitored and reviewed.

2. Legislative context

The new duty to promote gender equality has the potential to be the most revolutionary change in sex discrimination in 30 years, since the introduction of the Sex Discrimination Act 1975 itself. It will be a key tool for us to contribute to making the public sector more efficient, effective and responsive to different needs. It can and should be a catalyst for real change in the way that public policy and public services are designed and delivered. Both Government and those who deliver services are increasingly realising that a 'one-size-fits-all' approach no longer meets the needs of 21st century Britain.

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between women and men.

Women and men, including transsexual people, may experience different forms of disadvantage depending on their age, ethnicity, colour, religion/belief, sexual orientation, marital or civil partnership status, and disability status. In order to understand and address questions of gender equality, we may need to consider such complexity and whether particular groups of women or men are experiencing particular disadvantages.

This new duty requires us to be proactive in promoting equality for women, men and transsexual people, rather than simply to make adjustments for our staff and service users in order not to discriminate. The duty requires a root and branch overhaul of our policy-making procedures, as well as demanding much greater openness.

We recognise that the duty builds on good work already done by higher education institutions (HEIs) to be proactive and anticipate the opportunities and needs of women, men and transsexual students and staff under the Sex Discrimination Act. We have much to learn from HEIs about the processes they used to achieve this, and in disseminating and learning from good practice across the sector.

Unlawful discrimination in the Sex Discrimination Act and Equality Act means:

- Direct or indirect discrimination against women and men, in employment and education; in goods, facilities and services and in the exercise of public functions.
- Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave.
- Discrimination on the grounds of gender reassignment in employment and vocational training.
- Direct and indirect discrimination in the employment field on the grounds that a person is married or has a civil partner.
- Victimisation on the basis of gender.

In employment and vocational training, the Sex Discrimination Act also protects individuals who are discriminated against because they:

- intend to undergo gender reassignment
- are currently undergoing gender reassignment
- have already undergone gender reassignment.

Transsexual people are protected under existing sex discrimination legislation from discrimination and harassment on the grounds of gender reassignment in employment and vocational training. We are legally required to take this into account when addressing that part of the duty which requires the elimination of unlawful discrimination and harassment.

As already indicated, we shall utilise the expertise of other bodies in implementing the duty to promote gender equality, including:

- Equality Challenge Unit (ECU)

- Equal Opportunities Commission (EOC)
- Higher Education Academy
- Leadership Foundation for HE
- Higher Education Statistics Agency (HESA)

2.1 Specific duties

The specific requirements in relation to our Gender Equality Scheme are as follows:

1. Publish a Gender Equality Scheme, by 6 April 2007, identifying gender equality goals and showing the actions we will take to implement them.
2. Consult our employees and stakeholders as appropriate in drawing up our gender equality scheme.
3. Monitor progress and publish annual reports on progress.
4. Review the scheme at least every three years.
5. Develop and publish a policy on developing equal pay arrangements between women and men – including measures to promote equal pay and ensure fair promotion and development opportunities to tackle occupational segregation – which we will review at regular intervals (for example every three years).
6. Conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed developments in employment, policy and services.
7. Develop and publish an arrangement for identifying developments that justify conducting a formal gender impact assessment.

HEIs have a specific duty to assess the impact of their policies and practices on educational opportunities available to and achievements of female, male and transsexual students. The EOC has advised HEIs that ‘educational opportunities’ should be interpreted broadly, to include aspects across the breadth of activities made available by the HEI.

This means that we need to gather information on the following, analysed by gender:

Students

- access to our programmes
- attainment of formal qualifications
- numbers of men and women in different subject areas or course types
- instances of bullying and harassment.
- the balance between the genders in terms of recruitment
- the extent to which retention of students reflects the gender balance

Staff

- attracting and retaining both men and women into positions where they may be under-represented
- Gaining positions of responsibility
- Instances of bullying and harassment

- the balance between the genders in terms of recruitment
- the balance in the take up of opportunities for training and professional development between men and women
- the extent to which the retention of staff reflects the gender balance

2.2 The employment duty

To meet the duty to promote gender equality we must eliminate discrimination and harassment in our employment practices and actively promote gender equality within our workforce. These responsibilities will be taken forward by the City of London Corporation (CoL), which employs all staff at the School. It is expected that in practice this will involve a cycle of data collection, analysis of data, developing an action plan, implementing the plan and monitoring the outcomes to inform further action. The workforce will be involved in the process and a timescale for action is agreed.

The areas that will be focussed on initially are:

- Attracting and retaining women into areas of employment where they are under-represented
- Addressing the structural issues which lead to gender segregated employment patterns
- Ensuring fair access to promotion

Full details of the CoL Scheme are available on the CoL website

3. School Context

The School's primary function is to provide education for its students for the purposes of which it employs staff who together work towards achieving the School's strategic aims which are to:

- Train and educate outstanding young professionals to the highest international standards and prepare them for successful careers in the performing arts industries
- Build a reflective conservatoire which acts as a laboratory for the performing arts, encourages innovation and provides artistic and professional leadership
- Promote performances which advance artistic standards, develop the achievements of individuals and enhance the reputation of the School
- Play the fullest possible role in delivering the City of London Corporation's strategy for a World Class City.

The School's Gender Equality Scheme is designed to ensure that these strategic aims are carried out in an environment that promotes equality of opportunity and eliminates unlawful discrimination. As a result the scheme needs to:

- Reflect the structure and focus of the legislation
- Take account of ideas and issues coming out of the Gender Equality Code of Good Practice

- Take account of the work that is already being done in the City of London Corporation to promote gender equality.
- Take account of the work that is already being done by HEFCE and HEIs to promote gender equality.
- Build as far as practicable on existing plans, initiatives, processes and mechanisms in order to mainstream gender equality across the School's work.

The School is relatively small and occupies a unique organizational position as both a department of the City of London Corporation (CoL) and a public funded higher education institution. As a performance based institution it is also acts as a public performance venue. The scheme must be capable of dealing with both this complexity, and the complexity of the issues related to gender inequality.

The challenges that we currently face in implementing gender legislation are significant but manageable.. The School only became a public funded institution on 1st August 2006, and is taking forward a wide range of activities to meet the accountability expectations of its new status as an HEFCE funded institution, whilst continuing to operate as a constituent part of the CoL. As a public funded HEI, there is an immediate legal requirement for equality schemes in the areas not only of gender but also race and disability. For this reason it has decided to develop a Single Equality Scheme (SES) which addresses the legal requirements for equality in relation to all three, and provides a flexible framework for any future equality legislation. The SES will have four appendices, one for each of the three key areas (race, disability and gender), which will demonstrate compliance with the particular requirements of the three areas of legislation, and an equality action plan.

Currently, statistical data is not sophisticated but the following illustrates that the School's figure are comparable to those of the sector as whole:

A total of 52 per cent of the 270,000 people employed in HE in 2003-04 were female. However, only 16 per cent of all senior academics or professors (1,722 out of a total 10,760) are female. A total of 43% of salaried staff in the School are women, with only 25% represented at Grade 10 and above (City of London scales). At Grade 12 and above women represent 43% of staff.. Of the 319 professorial teaching staff, 39.5% are women.

- a. In the total national student population, 59 per cent of undergraduate and postgraduate students are female. For the School, there are 51% of women. At undergraduate level, 49% are women and at postgraduate level the figure is 56%
- b. Nationally, some gender division exists between subject areas: 15 per cent of engineering and technology students are female, while 83 per cent of students in subjects allied to medicine are female. In the School, there are equal numbers of men and women studying undergraduate music with 55% women studying postgraduate music. In Technical Theatre, 55% of the total are women, whereas in Acting, the figure is only 35%.

4. The Gender Equality Scheme- principles and characteristics

Aims

We aim to attract and retain female, male and transsexual students and staff in all areas of study, research and employment. We will work with organisations such as the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation who support HEIs in this mission. Our Gender Equality Scheme has been written with these aims in mind. It is backed up by a detailed Equality Action Plan at Annex D which allocates responsibility to individuals across the School for implementing gender equality in their areas of work.

We have developed a scheme that includes:

- the values, principles and standards that guide our approach to gender equality
- the overall strategic aims and objectives adopted to promote gender equality
- clear timescales and actions (set out in the Equality Action Plan at Annex D)
- how often the scheme and action plan will be reviewed and reported on
- how we will handle complaints about the way we are meeting our duties or other complaints about gender equality matters
- our consultation strategy
- our primary sources of information for assessing the impact of our policies on equality for women, men and transsexuals.

We aim to attract and retain female, male and transsexual students and staff in all areas of study, research and employment. We will work with organisations such as the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation who support HEIs in this mission. Our Gender Equality Scheme has been written with these aims in mind. It is backed up by a detailed Equality Action Plan at Annex D which allocates responsibility to individuals across the School for implementing gender equality in their areas of work. While the School's gender equality policy sets out its firm commitment to the General and Specific Duties of the legislation through the implementation of the policy, it recognises that a significant component of the GES is a commitment to review its current core activities as part of an action plan (see Appendix D) to ensure its adherence to, and promotion of, gender equality. The following are identified as key areas to which the gender equality policy will apply:

- Governance and management
- Strategic planning
- Publicity
- Student admission, access and participation
- Student assessment, achievement and progression
- Curriculum, teaching, learning methods and quality management
- Student support, guidance and services
- Alumni, careers and student employment service
- Student appeals, discipline, complements and complaints procedure
- Staff recruitment, selection, career development, remuneration, training, discipline, grievance and dismissal
- Partnerships and community links

(This list is not exhaustive and it is acknowledged that other areas can be added).

5. Action Plan

Our Equality Action Plan (see Appendix D) sets out all the actions we will be taking as a result of the analysis of our functions and policies. In it, all the actions relating to our Gender Equality Scheme are clearly identified.

6. Responsibilities

Every individual of the School's community, whether student, staff, partnership body or visitor is responsible for adhering to the School's gender equality policy and will be expected to apply its principles in day-to-day work and activities. So as to assist individuals comply with the gender equality policy the following bodies and individuals have the following functions:

The Board of Governors is accountable for ensuring the School implements all Gender Relations legislation and that in accordance with this, implements, monitors and evaluates the School's gender equality policy to reflect legal requirement.

The Principal is responsible for working with the Governors and Senior Officers of the School to ensure that the School's gender equality policy and related action plan are implemented effectively and that appropriate action is taken against individuals on School premises who do not act in accordance with the policy.

The Director of Human Resources is responsible for overseeing the effective implementation of the following:

The Human Resources Department which, in conjunction with **Academic and Service Departments**, is responsible for ensuring that procedures relating to staff recruitment, selection, career development and discipline are carried out in accordance with the Gender Equality Policy. It is responsible for providing advice, guidance and support on the application of the policy and for developing an action plan in conjunction with other colleagues to address employment issues.

The Director of Academic Support is responsible for overseeing the effective implementation of the following:

The Registry, which, in conjunction with **Academic and Service Departments**, the **Students' Union** and relevant committees of Academic Board and are responsible for ensuring that all policies relating to the student experience are carried out in accordance with the Gender Equality Policy.

Directors are responsible for appointing an "equality champion" for their areas who is responsible for providing advice, for ensuring that the policies are communicated and implemented and representing their department on the Equalities Committee.

All managers have a responsibility to ensure that a culture is created that allows equalities to be an integral part of every day work and to ensure it is promoted in all activities within their respective department. To this end managers should aim to encourage, support and enable all staff and all students to reach their full potential. In addition, managers have a

responsibility to identify appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Each individual member of staff and each student also has a responsibility to support the aims of this policy.

7. Staff Development

We recognise the need to provide appropriate support to enable its Governors, staff and students to act in accordance with the gender equality policy. This includes:

- Providing information on gender legislation and the School's Equal Opportunities and gender equality policy and the its implications with regard to the operation of the School's activities
- Ensuring that, in addition to general information, specific guidance is provided to those responsible for carrying out effectively particular functions e.g. staff recruitment and selection, student admissions etc.
- Providing guidance on the School's process of how to deal with any allegation of gender discrimination in conjunction with the School's Equal Opportunities Statement and Code of Practice.
- Providing guidance on how to undertake gender monitoring
- Ensuring that staff are kept informed of any updates to gender legislation and subsequent amendments to School policies
- Reviewing associated staff development and training events and activities to ensure they embrace equalities concepts in a fair and robust way.

The Human Resource department has responsibility for developing appropriate programmes for managers and staff in consultation with departments.

8. Monitoring

To enable us to implement and develop effectively the gender equality policy significant monitoring is required. Monitoring will be implemented at a number of levels to assess the impact of the policy in the constituent parts of the School. Information gathered from the monitoring process will be used to inform the development and planning of future strategies to continue to improve our performance. Appropriate mechanisms for analysis and interpretation of data will be required so as to identify any significant issues. The following areas will be monitored by gender:

Students

- All stages of the admissions process from application to outcome for each of the School's programmes and modules
- Key stages of students' progress through the School's programmes

Staff

- All stages of the recruitment and selection process
- Outcomes of annual appraisal
- Participation in training and development
- Activities related to career development and promotion

Monitoring and analysis of this data by gender will enable the School to:

- Highlight any significant differences that exist and consider why these have occurred
- Compare the data for significance with internal and national benchmarks
- Take appropriate action to address any significant issues arising from the monitoring process

9. Publication of the Policy and results of Assessment and Monitoring

The Gender Equality Scheme will be publicised widely within the School and to its partner organisations in electronic and paper formats to ensure its profile and impact is highlighted in full. Significant trends arising from assessment and monitoring will also be published.

10. Outsourced services and procurement

10.1 Procurement

Where the School contracts a private company to carry out a particular function and where the duty to promote gender equality applies to that function, the School will make provision for this in the service specification and the key aspects of the contraction process. Where a service contract currently exists and where gender equality is relevant to the contracted function, the School will take legal advice as to the adjustments that might need to be made to the contract to reflect the requirement for race equality to be promoted.

10.2 Partnerships with other organisations

Where the School is involved in a partnership with another public body each organisation is responsible for meeting its legal duties..

Where the School is involved in a partnership with a private or voluntary organisation (which does not have similar obligations as public bodies), the School will work jointly with that organisation to meet the School's Duty.

10.3 Partnership with community

In its development of partnerships with the community, the School will consider the impact of its gender equality policy.

11. Breach of the policy

We will take seriously any instances of non-adherence to the gender legislation and the School's gender equality policy by its staff, students or visitors.

Any instance of breach of the gender equality policy will be investigated and where appropriate will be considered under the respective disciplinary codes for staff and students.

12. Development of our Gender Equality Scheme

We have developed this scheme and Action Plan in conjunction with our Disability Equality Scheme and our Race Equality Scheme. This has enabled us to take a 'whole-system approach' to the process and to create a Single Equality Scheme which provides an

overarching view of our three equalities schemes and shapes our overall equality and diversity strategy. The steps we have gone through to date are:

We have established an Equality Committee, reporting to the Academic Board, which includes representation of every department in the School – the Equality Champions. These champions are involved in all aspects of the development of the scheme and the implementation and monitoring of the action plan.

We have drawn on the consultations of the CoL and networked with the higher education sector in identifying action and have invited all staff and students to provide ideas and advice on the scheme, either individually and confidentially or via focus groups. The take up of opportunities for consultation within the School have been minimal but it is hoped that as the scheme becomes operational feedback and involvement will increase.

Reporting on progress

We have set out in the SES at paragraphs 11-13 how all of our equality schemes will be published, consulted on and promoted both internally and externally. In relation to the specific duties of the Equality Act 2006, we will take the following actions:

- report on the Gender Equality Scheme annually to the Academic Board and the Board of Governors in conjunction with reports on the schemes for race and disability equality.
- review and update the Equality Action Plan annually so that it properly reflects the priorities and pressures facing the School, showing which actions have been completed and, if they have not, the reasons why. The outcomes of the actions taken will also be reported
- fundamentally review and re-issue the Gender Equality Scheme every three years.

We plan to publish this and subsequent schemes and action plans on the web (to better enable regular updating).

Action plan

Our Equality Action Plan (see Annex D) sets out all the actions we will be taking as a result of the analysis of our functions and policies. As this is our first Gender Equality Scheme, all the actions relating to it are for the future, but they are time-bound and have outcomes attached.

Assessment of School functions

The assessment of our functions, to establish which are appropriate for inclusion within the scheme, was an important stage in the scheme's development and will continue to be so for its maintenance. We have identified all the main areas of institutional activity under the following headings: corporate issues; student recruitment, progression and achievement; equality initiatives related to staff; estates and facilities improvements.

These are all identified in the action plan and, as part of the action plan, each department is identifying specific departmental action that will be taken forward over the life of the scheme.

Impact assessment

A key area of activity to implement our Gender Equality Scheme will be impact assessment of our policies on gender equality. Our overall approach to impact assessment for all our strategic aims and key policy areas will follow the model generated by the CoL which will include categorising particular areas as 'high priority' for impact assessment for gender equality in each of our strategic themes

Evidence gathering

- The key data and information requirements linked to the policy areas we have prioritised for impact assessment will be identified. Where we do not have the data and we need to undertake gender impact assessments, we may collect additional information. However, we will need to balance our requirements for impact assessment against the ongoing pressure of the accountability burden and a priority will be to identify means of achieving useful information whilst minimising bureaucracy.

Enforcement

The EOC and the forthcoming Commission for Equality and Human Rights (CEHR) have formal powers to enforce the duty to promote gender equality. However their primary action will be to support and help authorities meet their needs. If a public authority fails to meet the requirements set out by the duty after informal correspondence with the EOC or CEHR there are two courses of action that can then be taken to enforce the duty:

- a. If a public authority (including a private or voluntary organisation exercising public functions) does not comply with the general duty, its actions or failure to act can be challenged through an application to the High Court for judicial review. An application could be made by the EOC or (from late 2007) the CEHR, by a person or group of people with an interest in the matter. However we would hope that such an individual or group of people would raise any concerns with us directly.
- b. If the EOC or (from late 2007) the CEHR are satisfied that a public authority has failed to comply with any of its specific duties, the EOC or CEHR may serve a 'compliance notice'. This will require the public authority to comply with its specific duties, and to inform the serving body within 28 days of measures taken. The EOC or CEHR can also require the public authority to provide written information verifying compliance. If after three months the public authority has not complied with the notice, the EOC or CEHR can ask the courts to order compliance.

Our arrangements for handling complaints against the Council are outlined in paragraph 17 of the SES.



APPENDIX D: EQUALITY ACTION PLAN

Guildhall School of Music & Drama Equality Action Plan (last updated November 2009)

				Area/specific Task	Action/Development	Success Criteria	Lead	Completion Date
No	Race	Disability	Gender					
1. Corporate Issues								
1.1	✓	✓	✓	Develop policy and action plan	Develop policy and action plan	Policy and action plan produced	DW	18 th November 2006
1.2	✓	✓	✓	Initial approval of policy	Circulate draft policy and action plans to internal and external stakeholders	Formal approval of relevant bodies in line with guidance from CRE and other bodies	DW	December 2006
					Obtain Directorate approval		DW	December 2006
					Academic Board approval Board of Governors approval		DW BWI	December 2006 if possible.
1.3	✓	✓	✓	Launch of policies	Identify "Equality champions" in each department	Equality champions identified and active	Directorate	1 st November 2006
					Publish on intranet as first stage of communications strategy	Awareness of the policy amongst all staff and students and other stakeholders	SD	January 2007
					Email all staff and students with policy summary and background		BWI; DW	January 2007
					Identify partner organisations on which the policy will impact and consult with relevant contacts in the School regarding dissemination of policy and action plan	Partners and key contacts identified	Directorate /Operations Board	February 2007
					✓	✓	✓	
1.4	✓	✓	✓	Set up equality committee (race, gender and disability)	Identify members, agree terms of reference, consider appointing a Governor	Group active in overseeing the action plan and championing race equalities Later governance review	DW/KG	1 st December 2006 1 st Sept 2008

1.5	✓	✓	✓	Identification of central resource to oversee implementation of policy and action plan	Consider resource needed to oversee policy from both staff and student perspective i.e. HR and Academic Support Consider central resource implications for funding implementation strategy e.g. communications strategy	deemed specific committee unnecessary and consideration of equality issues embedded in main committees Effective management, development and implementation of policy and action plan	BWI/SD/DW/ KG	For budget 07/08
1.6	✓	✓	✓	Impact of policy on School's strategic aims	Consider how policy will be promoted in the School strategy	Embedding of equality at corporate level and the dissemination of this into all School processes	BWI/ Directorate/ Operations Board	Revised strategic plan, March 2007
1.7	✓	✓	✓	Impact of policy on School's planning processes	Consider how policy impacts on the planning process	Implications built into the planning process including strategy development and resource planning at both School and department level	Directorate	April 2007
1.8	✓	✓	✓	Governance and Quality management	Consider how equality should be explicitly built into the business of School committees	Evidence that equality is being addressed	DW's portfolio BWI/KML	September 2007 Committee review 2008
	✓	✓	✓		Consider and assess the impact of policy on complaints procedures for staff and students	Review completed and amendments made as necessary	DW & HR portfolio	September 2007
	✓	✓	✓		Consider and assess the impact of the policy on all other School policies, and consider how the impact of the policy will be built into subsequent policy formulation	Embedding of equality in all School policies	Equality Committee	September 2007

1.9	✓	✓	✓	Monitoring	Establish what equality monitoring is currently undertaken including CoL	Survey	DW/KG	Timing dependent on all of the above
	✓	✓	✓		Develop procedures for how monitoring will take place	Production of a monitoring strategy and action plan, including identification of useful management information	Equality Committee	Timing dependent on all of the above
	✓	✓	✓		Identify and analyse under-represented groups within the student and staff bodies and set targets	Policy and procedures on interpretation of data	Equality Committee	Timing dependent on all of the above
						Appropriate targets set	Equality Committee	Timing dependent on all of the above
	✓	✓	✓		Consider how monitoring could be included in qualitative monitoring as well as quantitative e.g. student feedback and surveys; staff surveys; staff appraisals; periodic programme review	Evidence that equality is embedded into qualitative monitoring and processes are amended as appropriate	Equality Committee	Timing dependent on all of the above
	✓	✓	✓			Consider how a "joined up approach" in monitoring the outcomes of all feedback on equality for the purposes of improvement	Assurance for the Academic Board and Governors that effective institution wide mechanisms are in place which monitor feedback, lead to enhancement and recognise impact on other areas of activities.	Equality Committee
	✓	✓	✓		Agree methodology for impact assessments	Methodology agreed	Equality committee	February 2007
					Consider mechanisms for reviewing outcomes of the action plan	Documented evidence that demonstrates a continuing commitment to the implementation of the equality policy	Equality Committee	Timing dependent on all of the above

	✓	✓	✓		Statutory monitoring of admission and assessment	Annual monitoring in place reported in TLB annual report to Board of Governors	TLB	In place since 2007/8
1.10	✓	✓	✓	Partnerships	Consider the implications of the policy on partnerships with which the School is currently engaged and procedures for future partnerships. (Academic/artistic partnerships; research partnerships; outsourced services and procurement)	Evidence that the implications of the equality policy has been considered and action taken as appropriate	Equality Committee and co-opted partnership contacts	Timing dependent on all of the above
1.11	✓	✓	✓	Development of SES	Production of departmental equality action plans	Departmental action plans incorporated into equality action plan	Department equality champions	March 2007 for race and disability. TBC for gender
	✓	✓	✓		3 yearly review of SES	Review undertaken and developments agreed by Academic Board	Equality committee	3 yearly – Autumn 2009
1.12	✓	✓	✓	Communication strategy	Consider how to continue to promote equality issues	High profile for equality issues	Equality Committee	Timing dependent on developments
1.13		✓	✓	Involvement of minority groups	Consider how to increase disclosure of disability Establish a strategy	Increased and earlier disclosure Strategy in place	Equality Committee Equality Committee	Review annually March 2007
						Disability group established	Student Affairs	Due Autumn 2010

No	Race	Disability	Gender	Area/specific Task	Action/Development	Success Criteria	Lead	Completion Date
2. Student recruitment, progression and achievement								
2.1	✓	✓	✓	Student recruitment & admissions	Review admissions policies in light of Equality policy	Policies considered and amended	JK/ Operations Board	June 2007
		✓			Monitoring development of application form and data request	Improvement of data quality	JK/ Operations Board	2010 entry cycle
	✓	✓	✓		Check that registration forms state why equality monitoring is undertaken	Registration forms checked and amended as necessary	JK	June 2007
	✓	✓	✓		Ensure Admissions Manager, curriculum Manager(Music) and programme managers are enabled to act in accordance with the policy	Policy adhered to	Directorate/ Operations Board	From September 2007
	✓	✓	✓		Feedback from candidates on admissions process including application of the equality policy	Feedback mechanism in place and data analysed for potential improvements	JK/ Operations Board	Annually
	✓	✓	✓		Annual monitoring of admissions data	That no differential admissions decisions made on the basis of sex, race or disability	JK/TLB	Annually (in place since 2007/08)
2.2	✓	✓	✓	Student Progression	Add adherence to the Equality Policy on standard Assessment Board agenda	Statements in place on agendas	HS	June 2007
	✓	✓	✓		Training of PAB Chairs and secretaries with regard to equality	Training completed	HR	Spring 2007

2.3	✓	✓	✓	Student Assessment	Update guidance and standard report form given to external assessors to ensure awareness of equality policy	Updating completed	HS	June 2007
	✓	✓	✓		Review guidance given to organisations offering placements to ensure adherence to equality policy	Guidance reviewed and updated	Operations Board	June 2007
						Equality question included in due diligence paperwork for Erasmus	Registry	Spring 2008
2.4	✓	✓	✓	Teaching and learning	Annual monitoring of final awards	That no differential outcomes on the basis of sex, race or disability	HS/TLB	Annually(in place since 2007/08)
	✓	✓	✓		Ensure teaching and learning strategy and policies (when produced) take account of the implications of SES	Implications clearly addressed in teaching and learning strategy and policies	TLB	Strategy developed 2008
	✓	✓	✓		Training of staff delivering courses to ensure understanding of implications of SES	Training programme in place, including staff induction and monitoring through appraisal	HR/ Directorate	Timing dependent on developments
2.5	✓	✓	✓	Student Support and Guidance	Review mechanisms and policies at central and departmental level to take account of implications of SES	Mechanisms and policies reviewed and amended as necessary	TLB	September 2007
	✓	✓	✓		Training of staff responsible for student services, including academic and personal tutors, front-line staff	Training programme in place, including staff induction and monitoring through appraisal	HR/ Directorate	Timing dependent on developments

					within service provision and central service providers			
	✓	✓	✓		Reference to SES in School Student Handbook; programme handbooks and student inductions	References included	Operations Board/Registry	September 2007
	✓	✓	✓		Consider training needs of students particularly programme representatives and senior students	Training needs considered and implemented	DW's portfolio	2007/08
2.6	✓	✓	✓	Discipline	Consider impact of SES on staff and student disciplinary codes	Impact assessed and necessary changes made	DW/KG	Complete
	✓	✓	✓					Undertaken again 2009 when regulations revised
					Consider actions that might be taken against visitors who are in breach of SES actions that might have been taken a	Action considered and agreed	Equality committee	June 2007

No	Area/Specific Task			Action/Development	Success Criteria	Lead	Completion Date	
	Race	Disability	Gender					
3. Equality Initiatives relating to Staff								
3.1	✓	✓	✓	Monitoring of staff	Review and strengthen current monitoring arrangements in light of the equality scheme, HEFCE/HESA requirements - identifying if and why data is missing and regularly reviewed.	Current practice assessed and further monitoring guidance issued.	HR	Complete and ongoing
	✓	✓	✓		Monitor all staff by disability, race and gender with regard to recruitment, promotion, staff turnover, dismissals, access to training, involvement in grievances, disciplinary and complaints	Reports of trends (i.e. retention problems associated with race, disability, gender) to Directorate and appropriate Committees (Col timetable has delayed this action but all this data is now (as of summer 2009) held in the HR database and HR are working on reporting information to present to the appropriate Committees)	HR	April 2010
	✓	✓	✓		Identify and analyse under-represented groups, by reference to census categories, City of London and HEFCE data. Share results of monitoring and take positive action to improve under represented groups.	Target/actions agreed by Directorate and communicated.	HR	April 2010
	✓	✓	✓		Carry out Guildhall School Staff Survey and results analysis by all groups.	Improvement is seen in proportion of under-represented groups over agreed timescale.	HR	September 2009
	✓	✓	✓			Awareness of any issues and action plan to address them in place	HR	(results to be published Dec 2009)

3.2	✓	✓	✓	Recruitment & Selection	Review of School's recruitment procedure and process to ensure fairness of application across all minority and under represented groups.	Specific problem areas identified, reported and action taken.	HR/COL	January 2008 and ongoing
	✓	✓	✓		Review job descriptions ensuring the person specifications are fair and reflect the actual requirements of the post.	All job descriptions are updated and current.	HR	Ongoing
	✓	✓	✓		Eliminate unlawful discrimination and encourage applications from under represented groups by reviewing diversified recruitment advertising and target BME staff through the use of minority and local media.	Improvement in BME and under represented group applications	HR	Ongoing
	✓	✓	✓		Mandatory training for all managers on City of London training courses in Equal Opps, recruitment and selection and disability discrimination before being part of a sifting or interview panel.	Ongoing monitoring of attendance of courses for managers (and staff).	HR/ Directorate	Ongoing
	✓	✓	✓		Regular updates sent to managers and staff involved in management and recruitment/selection of staff.	Employment Law Bulletin sent to all to update them on current legislation changes affecting employment.	HR	Ongoing

					Issuing of weekly 'HR spotlights' highlighting legal and best practice around many HR related topics, e.g. recruitment process, equality impact assessment	HR	Current and Ongoing
					Launch of new Managers Handbook with advice, links to information for managers, including equality issues – Equality Impact Assessments, Recruitment and Selection, Appraisal with reference to Equality Groups.	HR	March 2010
				Produce monitoring information for every recruitment campaign - identify pool of candidates and examine the approach to recruitment advertising to enable the pool to be widened further	HR Business Relationship Managers to work with managers to identify trends and identify ways to widen pool of applicants for vacant posts	HR/Line Managers	Ongoing
					Pool of applicants for jobs at the Guildhall School will have greater representation of all equality groups.		
3.3	✓	✓	✓	Induction	Induction programme and delivery methods revised in light of the Equality Policy and Action Plan.	HR/Line managers	September 2007 and ongoing
	✓	✓	✓		Equality Action Plan posted on Intranet and included in Professors staff handbook, ensuring all staff are aware of its location.	DW/HR	September 2007
	✓	✓	✓				September

					Briefing about Equal Opportunities and related legislation during inductions.	Set up briefing session and monitor attendance of these.	HR	2007 (being reviewed again now)
	✓	✓	✓					
3.4	✓	✓	✓	Training and Development	Ensure induction checklists are completed and signed off for all new employees.	Checklists returned and signed off with all items completed.	HR	Ongoing
					Ensure that every member of staff has access to and opportunities for training and development relevant to the requirements of their duties and responsibilities.	Every member of staff has an annual appraisal where training & development is identified.	Directorate/ Line Managers/ HR	Ongoing
	✓	✓	✓		The appropriate system of training needs analysis is introduced for probationers, staff promoted and those returning to work after a period of absence.	System and process identified, implemented and communicated. Specific problem areas identifies and action taken.	HR	September 2007
	✓	✓	✓		Ensure that training for staff with special needs is available and accessible	Specific problem areas identified and action taken	HR	Ongoing
3.5	✓	✓	✓	Equality Awareness	Source and/or develop diversity awareness training for all staff at all levels.	Staff understand their responsibilities under the new legislation and are guided as to how to discharge them in all areas for which they are responsible.	HR/DW	Ongoing
					Build equality objectives and targets into performance via appraisals/probation reviews etc	Equality objectives and targets are achieved	Line managers	Ongoing

3.6	✓	✓	✓	Terms & conditions of employment	<p>Ensure equal pay for work of equal value, (workforce monitoring may indicate disparity in BME staff).</p> <p>Work to combat traditional perceptions of what constitutes conventional work roles for particular groups, and make sure staff have a greater choice of career paths.</p>	<p>Implement new Job evaluation scheme and appropriate pay scales, following consultation, informed by what constitutes best practice in similar organizations. (currently implementing HERA – due for completion July 2010)</p> <p>Serious considerations of working practices that recognise the changing requirements of different groups of staff, e.g. flexible working schemes, working from home, etc.</p>	<p>HR</p> <p>Directorate/ Line Managers/ HR</p>	<p>Ongoing</p>
3.7	✓	✓	✓	Leavers	<p>Exit interviews undertaken for all leavers</p>	<p>As appropriate;</p>	<p>HR</p>	<p>Ongoing</p>
3.8	✓	✓	✓	Complaints & Disciplinary	<p>Ensure consistency in application/response to complaints and disciplinary action.</p>	<p>Ensure managers are trained on processes and procedures.</p> <p>Elimination of institutional practices which act as a barrier to full participation in School life of all people, and especially those from minority communities;</p> <p>Better arrangements to safeguard the rights and entitlements of all members of the School community</p>	<p>HR/COL</p>	<p>September 2007</p> <p>Ongoing</p> <p>Ongoing</p>

No	Race	Disability	Gender	Area/specific Task	Action/Development	Success Criteria	Lead	Completion Date
4 Estate & Facilities Improvements								
4.1				Install Ramp to NE Block	Disabled Access	Wheel Chair Access to NE Block disabled flat	Engineering	July 2008
4.2		✓		Install Temperature controls on radiators to disabled flats		Reduce risk of scalding to disabled students by inadvertently increasing temperature levels.	Engineering	July 2007
4.3		✓		Install Temperature controls on hot water systems to disabled flats		Reduce risk of scalding to disabled students.	Engineering	July 2007
4.4		✓		Assisted opening of windows to disabled flats		Making opening and closing of windows easier for persons with disabilities	Engineering	July 2007
4.5		✓		Identify future projects to be included ion the capital cap	Future planning	t.b.c	Engineering	Approval 2009
4.6		✓		New building development	Ensuring disabled access, facilities included	Building DDA compliant	City of London	September 2010