



POINT BLANK

MUSIC SCHOOL

POLICY 016

EQUALITY, DIVERSITY, AND INCLUSION (EDI)

DOCUMENT CONTROL BOX

People in scope:					
All students	HE Students	Professional Students	All staff and students	Staff only	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sites in scope:			Publication:		
All	London	Online	Internal	Public	
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Document Revision History

Version Log

Committee / Approval Date	Author	Version	Publication Date	Page Reference & Summary

Related Documentation

Document Reference No. (Policy version / Supporting doc. #)	Document Type	Link or Dept. Owner	Document Title

1. PURPOSE

- 1.1 The purpose of this policy is to outline the ways in which Point Blank approaches matters relating to equality, diversity, and inclusion for its entire community. This includes staff, students and other stakeholders.
- 1.2 This policy details Point Blank's commitment to creating an inclusive environment in which all students and staff can thrive.

2. POLICY DETAILS

- 2.1 Point Blank is committed to promoting equality and providing an environment where all members of its community are treated with respect and dignity. We are committed to seeking to employ a workforce and educate a student body that reflects the diverse community that we serve and of which we are a part.
- 2.2 The Equality Act (2010) and Public Sector Equality Duty provide a legal framework to protect people from bullying, discrimination, harassment, and victimisation in the workplace, at study and wider society.
- 2.3 As a Higher Education Institution, we have specific equality duties that require us to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. It is also our responsibility to publish equality information (data) on an annual basis, and review and publish specific and measurable access and participation objectives on a cyclical basis.
- 2.4 As a broad principle, Point Blank aims to exceed our legal compliance requirements in our support of our diverse community, in line with our values.
- 2.5 This policy is also underpinned by the following guiding principles:
 - i. Point Blank creates an environment in which individual differences and the contributions of all our staff and students are recognised and valued.
 - ii. That successful implementation of this policy is the responsibility of all Point Blank students and stakeholders.
 - iii. That all students and other stakeholders of Point Blank will be treated with fairness, respect, and sensitivity.
 - iv. To aim to create and maintain a working and learning environment where all stakeholders will have the opportunity to fully participate in order to achieve their full potential in a climate free from discrimination, bullying or harassment.
- 2.6 We are committed to providing equality of opportunity and will work to ensure that our employees, students, and visitors, as well as those that seek to apply to work or study with us, are treated fairly and are not subjected to unlawful discrimination by anyone in the Point Blank community on the basis of (their protected characteristic):
 - i. Age
 - ii. Disability
 - iii. gender reassignment
 - iv. marriage or civil partnership
 - v. pregnancy and maternity
 - vi. race - (includes race, colour, nationality (including citizenship), ethnic or national origins)
 - vii. religion or belief including philosophical belief and a lack of belief
 - viii. sex
 - ix. sexual orientation

- 2.7 In addressing discrimination, harassment and prejudice, Point Blank will:
- i. Actively challenge and tackle all forms of prejudice, discrimination and stereotypical attitudes.
 - ii. Deal with allegations of discrimination, harassment and victimization sensitively, and investigate promptly, fairly and thoroughly.
 - iii. Treat any form of discrimination, harassment or victimisation carried out by an individual as a matter for possible disciplinary action. This includes harassment by a third party.
- 2.8 The image Point Blank portrays of itself in its public and internal information (including marketing material, and programme handbooks), communicates (directly and indirectly) aspects of the people it wishes and expects to serve. We are committed to regularly reviewing our public information and material to ensure that:
- i. It is non-discriminatory to any group or individual;
 - ii. It is provided in hard copy and electronic forms to ensure that information is widely available and accessible by individuals with a range of needs;
 - iii. It gives the positive image of a place which welcomes everyone for education and training;
 - iv. Applications from members of disadvantaged or underrepresented groups are actively encouraged into areas where such groups might be underrepresented.
- 2.9 Every effort will be made to ensure that appropriate publicity reaches all groups in the community, enabling the widest possible recruitment.
- 2.10 All Point Blank students, and potential students, should be made aware of the options relating to the support of any additional learning needs and reasonable adjustments; counselling and other wellbeing support services; and the availability of careers guidance.
- 2.11 The process of gaining admission to Point Blank programmes will be clearly expressed and structured to allow, wherever possible, ease of access to all students throughout the year where appropriate. Prospective students will be offered support and guidance at all stages.
- 2.12 During the admissions process, students will be invited to indicate details relating to their ethnic origin, any additional learning needs and any special educational needs. This information will be used only for the purposes of providing support, for monitoring and as a reference when considering necessary modifications to the curriculum, marketing activities, buildings and equipment.
- 2.13 No Point Blank employee will discriminate unfairly, directly or indirectly in the guidance and recruitment of students.
- 2.14 Disabled students and those with specific learning or accessibility needs will be given the opportunity to discuss ways of overcoming any problems of access (in its widest sense, including access to the curriculum) and should be actively involved in problem solving.
- 2.15 The EDI Working Group is responsible for considering current issues and matters arising relating to EDI across Point Blank and will consider data and information relating to EDI matters to inform activity.
- 2.16 Breaches of this policy may incur disciplinary action. An initial review of the situation will be carried out to assess the seriousness of the breach.

- 2.17 Any member of the Point Blank community may, at any time, raise a concern relating to EDI, and are specifically encouraged to if they feel they are being harassed or discriminated against due to a protected characteristic.
- 2.18 In the first instance, the individual may raise it with their programme leader, line manager, or other member of staff with whom they feel safe and comfortable.
- 2.19 Students are directed to the Student Complaints and Grievances policy and procedure to raise any EDI-related concerns.
- 2.20 All complaints will be taken seriously and the appropriate process will be followed in order to investigate and resolve the complaint.

3. POLICY SCOPE

- 3.1 This policy applies to all Point Blank students across the London campus and online, across all modes of study.
- 3.2 This policy applies to all staff at Point Blank London and Online.
- 3.3 This policy also applies to the wider Point Blank community. Where students, staff or other stakeholders are engaging in Point Blank activities on campus or in other venues, they will be subject to this policy and will be expected to uphold it.

4. RELATED POLICIES

- Student Disciplinary Policy
- Staff Disciplinary Policy
- Disability and Mental Health Support Policy
- Student Complaints and Grievances Policy

5. POLICY OWNER

This policy is under the responsibility of the Academic Board. The responsible committee will ensure the cyclical review of this policy is carried out in line with Point Blank's Quality Assurance Framework.

It is the responsibility of all members of the Point Blank community to implement and uphold this policy. However, the Academic Board delegates specific operational responsibility of this policy to the following staff:

- General Manager
- Registrar
- Head of Education and Curriculum
- Head of Widening Participation
- HR Manager
- Student Experience Manager
- Widening Participation Manager
- Disability Support Coordinator

6. PROCEDURES

There are no related procedures to this policy.

7. EXHIBITS, APPENDICES AND FORMS

There are no further relevant exhibits, appendices or forms.

8. REFERENCES AND SUPPORTING INFORMATION

8.1 Internal

- Student Charter
- Learning, Teaching and Assessment Strategy

8.2 External

- Equality Act (2010)
- Public Sector Equality Duty (2010)

Appendix A: Definitions

Antisemitism

Point Blank has adopted the IHRA definition of Anti-Semitism:

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

Antisemitic acts are criminal when they are so defined by law (for example, denial of the Holocaust or distribution of antisemitic materials in some countries).

Criminal acts are antisemitic when the targets of attacks, whether they are people or property – such as buildings, schools, places of worship and cemeteries – are selected because they are, or are perceived to be, Jewish or linked to Jews.

Antisemitic discrimination is the denial to Jews of opportunities or services available to others and is illegal in many countries.

Direct discrimination

Actions where people are treated less favourably than others on grounds related to their identity as one of the above protected groups.

Diversity

Recognising, valuing and taking account of individuals' different backgrounds, knowledge, skills and experiences to create a more productive and effective educational community.

Equal opportunity

This is the right of individuals and protected groups to equality of access and outcome in employment and service delivery.

Equality

A situation where all are able to participate and where everyone has the opportunity to fulfil their potential.

Equality Analysis

Equality Analysis is a way of considering the effect on different groups protected from discrimination by the Equality Act, such as people of different ages. There are two reasons for this:

- To consider if there are any unintended consequences for some groups;
- To consider if the activity being analysed will be fully effective for all target groups.

It involves using equality information, and the results of engagement with protected groups and others, to understand the actual effect or the potential effect of your functions, policies or decisions. It can help you to identify practical steps to tackle any negative effects or discrimination, to advance equality and to foster good relations.

Equality, Diversity and Inclusivity Working Group

The Equality, Diversity and Inclusivity Working Group reports to the Student Engagement and Experience Committee and sets operational goals, monitors progress and coordinates action related to equality, diversity and inclusivity for staff and students.

Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic
- Sexual harassment;

- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Pregnancy and maternity is not protected directly under harassment provisions, however, unwanted sexual behaviour will amount to harassment related to sex.

Indirect discrimination

This occurs where a condition or requirement has been put in place which applies to all, but, in practice, has a detrimental effect upon a group of individuals that cannot be fully justified.

Positive action

This is action taken by an organisation to provide development opportunities for 'Protected groups' who are demonstrably and statistically under-represented within Point Blank.

Protected groups

Equality legislation currently provides protection against unlawful discrimination in employment and service delivery for these protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and Belief
- Sex
- Sexual orientation

Social Model of Disability

The social model of disability is a way of viewing the world, developed by disabled people.

The model says that people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.

Point Blank understands that not everyone uses the social model and supports the different ways each individual may choose to talk about their impairment.

Victimisation

This is the treatment of someone less favourably because they have made or might make a complaint about discrimination under one of the above protected group categories.