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## Equality and Diversity Policy

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## Policy and Procedure

### 1.0 Purpose and Scope

#### **MESH** *verb*

- Be in or bring in to harmony
- To fit in, to come together

At MESH we offer a range of physical activities to children and adults. Our aim is to provide high quality services that meet the need of our customers, our community and our own family life. We want to be able to work hard in jobs that we are passionate about and inspire others to achieve their goals alongside us. Our separate MESH entities allow all our interests to come together and work in harmony with our aims for the future.

#### Meet Us

We founded MESH Ballet, along with its sister MESH businesses with the intention of helping people change their lives for the better.

Dance, in all its forms, is a physical expression of joy and taking part in dance classes helps to spread this feeling across all age ranges, genders and abilities.

We believe that MESH classes allow all students to progress not only with their chosen skills but also with their physical fitness, balance and coordination as well with their interpersonal skills, teamworking and resilience.

At MESH we aim to bring people together who share a common interest. In doing this we hope to forge lifelong friendships and networks for students who can then develop their interests as they grow. Classes should be fun for all involved as well as providing high quality education and development. We are continuously working with our respective associations to further our own knowledge and understanding of our craft as well as looking for innovative ideas for teaching.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. At MESH Ballet, we believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and inclusion, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

MESH Ballet is dedicated to encouraging a supportive and inclusive culture across all branches of the school. We believe it is within our best interest to promote diversity and eliminate discrimination to ensure the best possible learning environment for our students and the best possible working environment for staff and volunteers.

This policy and procedure will be adhered to by all paid staff, volunteers and student helpers and anyone else who works with or on behalf of MESH Ballet at any event.

### 2.0 Aims and Expectations

Our aim is to create an inclusive school, where we focus on the wellbeing and progress of every students and where all members of our community are of equal worth. We strive to ensure that all participants within the school are given equal opportunity and that our organisation is representative of all sections of the local community. Each individual will be respected and valued and able to give their best as a result.

MESH Ballet is opposed to all forms of unlawful and unfair discrimination. This policy sets out our commitment to providing equality and fairness to all in our MESH community and to ensuring that we do not provide less favourable facilities or treatment on the grounds of difference or world view (including but not limited to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, ethnic origin, colour, nationality, national origin, religion or belief, or sex and sexual orientation).

Regardless of age or ability, all students will be given the individually tailored help and

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[www.MESHBallet.co.uk](http://www.MESHBallet.co.uk)

encouragement to develop their full potential and utilise their unique talents as they progress through the school.

We expect our students, staff and volunteers to demonstrate respect for individuals in their diversity, for their own and other's property and for their environment at all times.

### **3.0 Our Commitments**

- We will create an environment in which individual differences and capabilities are understood and valued.
- We will create a learning and working environment that promotes dignity and mutual respect.
- We will not tolerate any form of intimidation, bullying, or harassment, and will appropriately challenge those who engage in such behaviours.
- We will create opportunities for individuals to share and value each other's ideas and contributions.
- We will create opportunities for students to experience and study a range of forms of dance from other cultures and countries around the world.
- We will ensure that all students have the support and opportunities to progress through the school, confident that internal and external tests are appropriate at every stage.
- We will create fair and inclusive opportunities for students to take part in additional, wider curriculum/enrichment activities such as performances, demonstrations, competitions if they wish to do so, although no student will be compelled to do so.
- No child will be prevented from making appropriate progress on the grounds of financial hardship.
- We will ensure that our staff and key volunteers are appropriately trained to understand our values, ethos and commitments to inclusivity.
- We will make our commitments and expectations clear to all students, parents, volunteers and other stakeholders.
- We will encourage anyone who feels they have been subject to discrimination to raise their concerns so we can apply corrective measures.
- We will regularly review all our practices and procedures so that fairness is maintained at all times
- We will challenge external bodies where we feel that our students may be treated unfairly as a result of institutional prejudice, discrimination or unconscious bias.
- We will ensure that our commitment to equalities is reflected in our planning, systems and communications.

### **4.0 How to Raise a Concern**

- Anyone feeling that they have been subjected to unfair treatment or discriminatory practices should raise their concerns with the Principal of the School or, if that is not possible, with the Welfare Officer.
- Anyone observing unfair treatment or discriminatory practices within the School should also raise their concerns with the Principal of the School, or if that is not possible, with the Welfare Officer.
- Concerns raised will be treated confidentially and seriously.
- Concerns may be raised directly with the Principal before or after classes or by phone or email

### **5.0 Policy Review**

Our policy will be monitored and reviewed annually to ensure that equality and fairness are continually promoted throughout the school, that diversity is championed, and that difference is no barrier.

### 5.1 **Criteria for Review**

- Participation rates against community profiling data
- Student progress against profiling data
- Review of the curriculum and content
- Review of incidents / concerns raised

## Appendices


### A Useful Contacts

School Principal – Su Crossland

- Tel: 07968273468

Welfare Officer – Carolyn Watkinson

- Tel: 07816287878

Policy Date: 28 April 2021	Signature: 	Name: Su Crossland	Designation: Principal
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Review Date: DUE APRIL 2022	Signature:	Name:	Designation:
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