



**Artswork Ltd**

**Access, Diversity, Equality  
and Inclusion Policy**

**Policy Owner: Louise Govier, Chief Executive**

**A glossary of key terms is included on page 10**

**This document including the glossary has an estimated reading time of 30 minutes**

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## Policy statement

Artswork is committed to the belief that all people are of equal value and that diverse views, skills and attributes should be recognised, nurtured and celebrated within our work. We recognise that discrimination and marginalisation create barriers that limit opportunities and negatively impact disabled people, those with low-incomes and people who experience racism, homophobic and transgender discrimination. We are committed to social justice and radical model approaches that recognise the power, creativity and leadership of those that have been under-served and we work to understand and dismantle systemic inequities in our policies, procedures and practices. See Artswork's Equalities Action Plan for details of how we are increasing access and inclusion in our work.

## Scope

Inclusive engagement in arts and creative practice for all children and young people is central to our mission and values. We remove barriers to arts engagement and support participation in creative activities for those groups whose current level of participation is disproportionately low by:

- devising and delivering inclusive programmes that are co-created with those under-represented in society
- empowering children and young people to make a difference where they live
- developing young peoples' skills, for their own growth and as future creative leaders
- delivering training for the professionals working with children and young people that nurtures innovation and progress

Our strategy, planning, promotion, delivery, monitoring and evaluation is shaped by and aims to go beyond the Equality Act 2010 and the Equality Duty 2011. In our Equalities Action Plan we set out how we work to prevent discrimination, harassment and victimisation on the grounds of the legally protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that current legislation has not kept pace with social change and the needs of individuals are not fully recognised or supported by the law and this Policy also recognises the discrimination and barriers to creative engagement caused by social and economic background and by being a young carer or being care experienced. We value people's intersectional and multiple identities and listen to the views, experience and influence of those who have been less represented and included in our work in the past.

We take responsibility to self-educate and understand the challenges faced by people who experience discrimination, and for actions that will create inclusion.

Our Equalities Action Plan examines, considers and develops approaches for our:

1. Governance
2. Employment
3. Partners, Supporters, Audience, Participants, Public engagement, Programmes
4. Communications, Marketing and Publicity

## Context

This policy is supported and upheld by the following Artsworld policies and action plans which can be found on Artsworld's intranet:

- Equalities Action Plan
- Adjustments Policy & Procedure
- Anti-Discrimination Charter
- Communications Policy
- Complaints Policy
- Dignity at Work Policy
- Finance & Procurement Policy
- Grievance Procedure
- Online and Social Media Guidelines
- Recruitment Policy
- Safeguarding Policy & Procedures
- Social and Ethical Policy
- Whistleblowing Policy

## Discrimination

Artsworld expects its employees and contractors to work together to create a safe environment and to ensure discrimination in our business and practices does not occur.

We will investigate all complaints of discrimination without censure or judgement and take a zero tolerance approach to reported racism, homophobia, transphobia and other hate crimes such as those motivated by hostility or prejudice towards someone's disability or religion. Perpetrators will be investigated for misconduct with the suspension of duties or removal from a programme during this process. Where evidence of discrimination is found, Artsworld will instigate its Disciplinary Procedures. Repeat offences will be investigated as gross misconduct which may result in the immediate dismissal or permanent removal from a programme.

**Direct Discrimination** – where an individual is treated less favourably because of an actual or perceived protected characteristic. Direct Discrimination can also occur when an individual is treated less favourably because:

- a) they are associated with someone who has a protected characteristic – this is known as Discrimination by association
  - ⇒ for example, an individual is refused a nursery place because their younger sibling has a disability. Although the nursery automatically offers places to siblings, they are concerned that the younger sibling's care would require too much time, so refuse the older sibling a place
- b) they are perceived as having a protected characteristic or belonging to a certain group when they do not – this is known as Discrimination by perception
  - ⇒ for example, a job applicant is not shortlisted because it is believed they are Muslim from the sound of their name, even though they are not

**Indirect Discrimination** – where a rule, policy or procedure limits an opportunity for everyone with a protected characteristic or means they are disadvantaged.

**Harassment** – unwanted conduct or behaviour that an individual finds offensive and has the purpose or effect of violating their dignity or creating a degrading, humiliating, hostile, intimidating or offensive environment. The conduct is unlawful under the [Equality Act 2010](#) when it relates to an actual or perceived protected characteristic. Other forms of harassment are also unlawful under the [Protection of Freedoms Act 2012](#).

**Victimisation** – negative and unfair treatment directed towards an individual because they have made / are believed to have made / might make a complaint under the Equality Act 2010.

## Language

Language is powerful and it helps to form, shift and can also fix attitudes and behaviours. The words and phrases we use have an impact on other people and their experience of Artswork. One of the most important commitments we can make to inclusive action is to make a conscious choice in our use of language.

Inclusive language:

- shows respect
- demonstrates empathy and sensitivity
- doesn't just avoid offence but is actively anti-discriminatory
- enables dignity
- treats everyone fairly, giving everyone equal voice
- demonstrates allyship
- asks how someone self-describes, what is the language they use and choose
- listens and accepts feedback
- means acknowledging and promptly apologising when we get it wrong and working to not repeat the error

Discriminatory language:

- reinforces stereotypes
- causes discomfort, offence and hurt
- repeats derogatory labels
- repeats phrases without questioning whether they could be harmful
- patronises or trivialises certain people or their experiences
- excludes certain people through assumptions of what is 'the norm'
- seeks to group peoples into categories including where similarities may not exist
- reduces people and their experiences to acronyms
- doesn't listen or accept feedback

An example of this would be to say "people who experience racism" rather than BAME. The former recognises people and their experience whereas the latter is a meaningless, reductive collective term.

Language is dynamic and evolving, terms disappear, re-emerge and are revised. We need to be sensitive to changing expressions and meanings and share best practice. Please use the Anti-Discrimination Learning Teams thread to share positive examples, ask questions and support organisational learning.

See Artswork's [Language Guidelines](#) for more information.

## Responsibilities

1. Overall and final responsibility for the Access, Diversity, Equality and Inclusion Policy and leading our equity work is that of Artswork's Chief Executive and Trustees
2. Day-to-day responsibility for ensuring this Policy is put into practice is delegated to the Chief Executive, Chief Finance Officer and Deputy Chief Executive
3. Proactively working towards equity is the responsibility of all employees and those working on behalf of Artswork
4. Artswork will monitor and review its Access, Diversity, Equality and Inclusion Policy and Equalities Action Plan at least annually
5. Artswork will allocate financial resources to ensure all employees are given guidance and training to ensure they are able to embed a commitment to equity in their working practices and resources to supporting access and inclusion in our work
6. Artswork will enforce the Policy using the Disciplinary and Grievance procedures outlined in our Employee Handbook where necessary

## Promoting and embedding the Policy in our work

Artswork will:

- ensure new employees have time to undertake training during their induction
- allocate reading weeks in May and November each year during which employees can allocate time for learning from a menu of activities on 2 half days with a feedback session at the following staff meeting
- programme speakers at staff meetings and during away days and reading weeks to provide expertise on terminology, best practice and lived experience

All employees will:

- read and develop an understanding of the Policy and Action Plan and undertake Equality, Diversity & Inclusion and Unconscious Bias training as part of their induction
- sign up to and follow Artswork's Anti-Discrimination Charter
- take responsibility to embed the Equalities Action Plan in their own work
- select, undertake and report on learning activities agreed as an appraisal target
- participate in discussions during team and staff meetings
- participate in annual action planning to report progress / set new organisational targets
- undertake further and extended training as a requirement of specific job roles or organisational wide training as scheduled

## 1. Governance

Artswork is committed to achieving representation and participation by a diverse group of individuals in its Board of Trustees and Youth Board as well as within paid and voluntary appointments by:

- developing a dialogue and exchange with the arts community and other businesses, cultural and educational organisations
- consulting and listening to specialist organisations and community groups that represent people currently disenfranchised from arts and culture
- monitoring the membership of the Board of Trustees and Youth Board
- strengthening the diversity of the Board of Trustees, Youth Board and advisory groups by broadening our recruitment channels

Artswork's Trustees and Youth Board oversee a process of regular review to ensure that our Mission, Values, Aims and Objectives continue to be inclusive and relevant. They provide guidance on the development of our strategies and policies, participate in working groups for examining and responding to specific areas such as practices to support disabled employees, our Anti-Discrimination Charter, and monitoring our inclusion and relevance targets quarterly.

## 2. Employment

No job applicant or employee shall receive less or more favourable treatment on the grounds of age, care of dependants, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or socio-economic background & status, being care experienced, or because of the intersection of these.

Artswork will recruit, build and maintain a skilled, diverse and dynamic workforce by:

- assessing the skills required for the job role rather than the level of qualification
- ensuring job descriptions and advertisements use clear language, free of jargon
- enabling job applications to be submitted in written, audio and video formats
- advertising all roles through a broad range of networks and media including those that broaden the diversity of applicants
- using open tenders for commissions and contracts
- including the requirement in briefs for artists and contractors to deliver using inclusive practices
- guaranteeing interviews to disabled candidates that meet the essential criteria
- ensuring all candidates have an equitable opportunity at interview by meeting accessibility needs and providing adjustments as required
- selecting interview questions that do not discriminate directly or indirectly and include 1 question about equalities knowledge and experience for all roles

- agreeing questions and scoring in advance of interviews
- providing the questions to interview candidates in advance of the interview
- reviewing selection criteria and procedures to ensure that individuals are selected and treated on the basis of their merits and abilities
- removing all personal information from applications before shortlisting for interview, including any demographic information and details such as the name of the school / college or university they attended
- monitoring applicants' demographic information using Artswork's Equal Opportunities Monitoring form which is separate from the application. The information is collected anonymously and stored and processed securely and confidentially
- using this demographic data to assess the effectiveness of job advertising in reaching diverse candidates
- providing all colleagues with the opportunity to undertake training and career development opportunities and apply for promotion
- having a zero tolerance approach to bullying, harassment and discrimination and communication channels that allow breaches and complaints to be investigated swiftly
- providing access to an employee assistance programme that includes health, wellbeing and mental health support services

Artswork has an Adjustments Policy and Procedure and associated budget that enables all employees with a disability or health condition to request assessment or adjustments that will support them in their work. This budget may also be accessed to undertake an occupational health or educational psychology assessment to identify whether an employee facing barriers in their work has an undiagnosed condition such as dyslexia, dyscalculia, autism, ADHD or multiple and to identify the support tools and mechanisms that can decrease these barriers.

### **3. Partners, Supporters, Audience, Participants, Public engagement, Programmes**

Artswork's external work includes its role working across the arts, community and education sectors, as a training and CPD provider for creative professionals and as a work-based learning provider for young people. It will determine the content and range of programmes it delivers based on:

- research, consultation, data collection and analysis of participation levels of children and young people in arts and culture
- listening to the views, experience and influence of those experiencing the barriers caused by discrimination, marginalisation or disadvantage and those that have been under-served by our past work and renumerating them for their time
- data collection and analysis of participant data alongside local area demographics

- actively developing a dialogue and forming relationships and critical friendships with an increasingly wide range of partners and organisations including Disabled and Black led groups and businesses
- developing training, CPD and activities that respond to identified need
- the views, experiences, influence and needs of local communities, children and young people, artists, practitioners and stakeholders
- approaches that nurture and reflect the talent and cultures of creative practitioners, cultural workers and communities from diverse backgrounds
- reviewing access interventions to ensure they increase access and enable inclusion
- monitoring participation in Artswork's programme and activities
- sharing case studies that illustrate diversity and/or increased inclusion and access within our programmes
- reviewing the accessibility, reach and inclusion levels of our programmes and in response to feedback from our audiences and customers
- embedding learning from previous programmes and participant feedback in future programme design

We implement this Policy when delivering work-based training for young people by:

- ensuring training delivery staff are trained and confident in discussing diversity and promoting equality, and in creating inclusive training environments
- ensuring training delivery staff are aware of the needs and preferences of learners and can differentiate their training style, approach and resources accordingly
- encouraging dialogue between staff and with learners about current equality, diversity and inclusion issues
- providing participants and apprentices with equality and diversity training including arranging guest speakers from diverse-led companies in our sector
- monitoring how training delivery staff engage learners in equality and diversity issues
- tracking and developing learners understanding of the legal, moral and social issues in this area
- reviewing training provision to ensure it is in line with best practice
- undertaking a regular audit of training and event environments to ensure ongoing suitability and accessibility
- briefing trainers and speakers as to the needs and requirements of participants
- anticipating and responding to specific needs and requirements including the provision of alternative training spaces, hand-outs and training materials in a variety of formats, enabling additional support for attendees where appropriate
- providing an access budget to enable training delivery staff to make interventions that increase access and enable inclusion



#### 4. Communications, Marketing and Publicity

Artswork continues to improve the accessibility of its online and print marketing, publicity and communications. We aim to ensure they are representative and responsive to feedback from our audiences and customers by:

- ensuring that text and images on all materials and online reflects our Anti-discrimination commitments, does not contain negative or discriminatory images, and includes representative and inclusive imagery
- ensuring all Artswork's websites are accessible across platforms, commissioning accessibility audits and taking advice from specialist groups
- allocating additional resources to ensure that alternative formats of material and presentation can be provided e.g. translations, audio recordings, transcripts, signing
- targeting communication with diverse and under-represented groups through establishing partnerships and networks with relevant communities and organisations
- sharing best equalities practice within our stories and resources
- undertaking listening, consultations and surveys with existing and new groups that represent under-served communities
- working with other organisations concerned with the promotion of the arts to groups and individuals with specific access or participation needs
- monitoring the use of Artswork's website and social media to assess reach
- regularly reviewing the accessibility and the reach of our communications and methodologies and in response to feedback from our audiences and customers
- providing different channels for audience, customer and participant feedback
- responding sensitively and swiftly to feedback when we have received a complaint
- reviewing provision in response to feedback from our audiences and customers

#### Legal Framework

Artswork's Equal Opportunities Policy is informed by relevant and current legislation including the:

- Equality Act 2010 and the Equality Duty 2011
- Asylum and Immigration Act 1996
- Immigration Act 2016
- Civil Partnership Act 2004
- Marriage (Same Sex Couples) Act 2013
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Rehabilitation of Offenders Act 1974
- Protection of Freedoms Act 2012

## Glossary

**Access** – the right and opportunity for individuals to reach and utilise services, resources, or opportunities. Access is unlikely to be equal without measures that remove the barriers that prevent people from participating.

**Discrimination** - the unjust or prejudicial treatment of individuals or groups based on their race, gender, age, disability, religion, sexual orientation, or other characteristics or circumstances.

**Diversity** - acknowledges the existence of a wide range of individual differences, backgrounds, perspectives, and experiences. It encompasses factors like ethnicity, gender, culture, age, religion, and abilities, and promotes inclusivity and respect for these differences.

**Equality** - the principle that all individuals have the same rights to opportunities and treatment without discrimination or prejudice.

**The Equality Act 2010** – UK legislation that was enacted to consolidate, update, and strengthen previous anti-discrimination laws. It addresses various forms of discrimination associated with Protected Characteristics and promotes equality and fairness in different aspects of life, including employment, education, and the provision of services.

**The Equality Duty 2011** – also known as the Public Sector Equality Duty, this UK legislation applies to public authorities in England, Scotland, and Wales. Its purpose is to ensure that public authorities, when carrying out their functions, consider how their activities can be designed and delivered to better eliminate discrimination and enable equality.

**Equity** - recognises that people have different needs and circumstances, and the steps taken to address these differences by providing the fair and necessary resources and support to ensure that everyone has an equal chance to succeed.

**Inclusion** - the practice of involving and valuing all individuals in a group or society, regardless of their differences. It creates an environment where everyone is treated with respect, has a sense of belonging, and can fully participate.

**Intersectional** - the interconnected nature of social identities and the ways in which various forms of discrimination and disadvantage can overlap or intersect. It highlights that individuals can simultaneously belong to multiple marginalised groups, such as those defined by ethnicity, gender, class, sexual orientation, disability etc. and that these intersecting identities can result in unique experiences and forms of discrimination.

**Marginalisation** - when certain individuals or groups are pushed to the fringes of society, denied access to resources, opportunities, or decision-making processes. It often leads to their exclusion from full participation in social, economic, or political life.

**Protected Characteristics** – the 9 personal attributes that are legally protected against discrimination in the Equality Act 2010. This is age, disability, gender reassignment, marriage

and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

**Radical Model of Disability** - views disability as a social construct rooted in societal attitudes, structures, and discrimination. This model advocates for fundamental social change to remove barriers and create an accessible and inclusive society, emphasising the need to focus on the rights, dignity, and autonomy of people with disabilities.

**Reasonable Adjustments** - a legal term that refers to actions or modifications that organisations, employers, and service providers are required to make to ensure disabled individuals are not disadvantaged.

**Social Justice Model** - a framework that emphasises the importance of achieving social justice and equity for all individuals. It recognises that systemic discrimination, inequality, and barriers exist in society and aims to address these issues through policies, practices, and legislation that promote inclusion, equity and the protection of the rights of individuals. This model advocates for a more inclusive and fair society where the needs and voices of marginalised groups are heard and respected.

**Systemic Inequities** - also known as systemic inequalities or structural inequities, refer to long-standing and deeply ingrained disparities in opportunities, resources, and outcomes that are embedded within the structures, policies, and practices of a society. These inequities are rooted in historical, social, and economic factors, and they disproportionately affect certain groups or communities, such as those based on disability, ethnicity, socio-economic status etc. Systemic inequities are perpetuated by laws, regulations, norms, and practices, and require comprehensive and sustained structural changes to identify, address, and rectify.

**Under-represented** - a situation where a particular group, community, or demographic category is not adequately or proportionally represented in e.g. education, employment, politics, or other aspect of society. This lack of representation is due to historical, social, or systemic factors that have resulted in unequal opportunities or access for the group in question. Efforts to address under-representation involve initiatives aimed at increasing participation, inclusion, and opportunities for those who have been marginalised.

**Under-served** - a situation where a specific group, community, or geographic area has limited access to opportunities, experiences, services, resources or support that are typically available to the broader population. This lack of access may result from factors such as geographical isolation, socio-economic disparities, or systemic barriers. Under-served communities often face co-dependent barriers for example limited access to affordable food and healthcare or to quality education and employment.

**Unconscious bias** - the automatic and unintentional attitudes, beliefs, stereotypes, or judgments that people hold about individuals or groups, often based on factors such as ethnicity, gender, age etc. These biases are typically formed through personal experiences and societal influences and can influence decision-making, behaviours, and interactions with others. Recognising and addressing unconscious biases is important in avoiding discriminatory practices and requires conscious effort to challenge and change implicit attitudes and stereotypes.