

## Inclusivity Guides

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## Contents

Introduction .....	3
Freedom of Speech .....	3
Inclusivity Guide 1: Tackling Racial Inequality .....	4
Inclusivity Guide 2: Allyship & Active Bystander .....	8
Inclusivity Guide 3: Sexuality & Sexual Orientation .....	11
Inclusivity Guide 4: Religious Belief and Religious Observance .....	15
Inclusivity Guide 5: Gender Identity .....	20
Inclusivity Guide 6: Disability .....	26

## Introduction

This document brings together a series of Inclusivity guides designed to provide clear guidance to both staff and students on fostering an inclusive culture at NSCD. These guides have been written with NSCD's higher education provision in mind, however they provide examples of good practice for all areas of our community. Each section addresses a key area of equality, diversity and inclusion, offering practical strategies, supportive frameworks, and real examples of best practice.

Collectively, these guides serve as a reference point for how we can work together to create a community where everyone feels valued, respected, and able to thrive. They are intended not as policies, but as everyday tools to help us embed inclusivity in our teaching, learning, and professional practice.

The NSCD Equality, Equity, Diversity & Inclusion Committee works with the student representatives who form our Diversity Working Group to keep these guides updated and relevant.

Appendix A includes useful terminology, definitions and further resources that supports this guide.

## Freedom of Speech

*“The right to express views and ideas freely, without fear of interference or persecution, is an essential part of democracy. Respectful debate and conversation help us challenge discrimination, get rid of intolerance and harmful attitudes, and build strong, positive communities.”<sup>1</sup>*

NSCD is committed to upholding freedom of speech and academic freedom in accordance with its duties under the Higher Education (Freedom of Speech) Act 2023. These duties are fully consistent with our commitment to equality, equity, diversity and inclusion, protecting free expression and fostering an inclusive community are complementary aims, and NSCD is committed to both.

The Inclusivity Guides are intended as guidance and good practice, not as restrictions on lawful expression. No member of our community should feel that holding or respectfully articulating a lawful viewpoint puts them at risk of sanction or disadvantage.

Full details of how NSCD upholds its free speech duty, including its approach to events and visiting speakers, academic freedom, and how concerns can be raised, are set out in NSCD's [The NSCD Academic Freedom and Freedom of Speech Policy and Code of Practice](#).

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<sup>1</sup> Equality and Human Rights Commission (2019) *Freedom of Expression: A Guide for Higher Education Providers and Students' Unions (England & Wales)*, p. 4. Available at: <https://www.equalityhumanrights.com/sites/default/files/freedom-of-expression-guide-for-higher-education-providers-and-students-unions-england-and-wales.pdf>

## Inclusivity Guide 1: Tackling Racial Inequality

There are four pieces of legislation that are relevant to racial inequality in a Higher Education setting:

- Equality Act 2010
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018
- Human Rights Act 1998

### **Anti-racist vs Not racist**

NSCD operates under an anti-racist ethos. This takes the view that it is simply not enough to not be racist; institutions and individuals must be involved in a continual process of focused actions against racism.

NSCD understands and acknowledges its position as a higher education institution that plays a direct role in shaping culture across artistic disciplines and the wider arts and cultural sectors. NSCD also recognises the lack of diversity at all levels permeating these sectors, including our own institution, and how this lack perpetuates the existing systems of oppression.

As an institution, NSCD aims to be better and do better by being proactive in contributing to the dismantling of these structures so that all members of the NSCD community, students, staff, and visitors feel seen, heard, and valued. It is essential that we are open to criticism and must become comfortable with hearing and addressing the uncomfortable. We must be prepared to be radical in making and ensuring progressive change to dismantle systemic racism and the structures that support its continuation.

Aim		How this might be achieved	Supporting guidance and information
Decolonising the Institution	<b>Decolonise the curriculum: Rolling curriculum review process</b>	<b>Review the curriculum on a continual basis, which might encompass the following:</b> <ul style="list-style-type: none"> <li>• Review of overall course content</li> <li>• Review of module content</li> <li>• Review of learning and teaching assessment and feedback</li> <li>• Incorporate student module and programme surveys into review process</li> <li>• Establishing lines of responsibility – who is responsible for undertaking, completing and reporting on these reviews</li> </ul>	Module leaders and academic staff to review guest input, resources, assessment practices.  Use SEER’s <i>toolkit for assessing the equality and inclusivity of education provision and curricula</i> to evaluate the current programmes and inform future planning  NSCD are exploring the possibility of having access to TIERD Movement’s RED Framework to ensure curriculum is tackling colonial traditions
	<b>Decolonise the curriculum: Inclusive Curriculum Framework</b>	<b>Inclusive curriculum has been embedded into programme design for all programmes at NSCD.</b>	NSCD continues to draw on the best practice to develop an inclusive curriculum framework.
	<b>Decolonising the culture: Setting and supporting community culture</b>	<b>Ensure that students, staff and visitors all feel welcome and at ease in our institution.</b>	Some examples of good practice we consider include: <ul style="list-style-type: none"> <li>• taking the time to pronounce names correctly and taking correction with grace;</li> <li>• being sensitive to cultural differences where they arise;</li> <li>• challenging, both in yourself and others, stereotypes, racist assumption and microaggressions;</li> <li>• when considering tutors or guests tutors, paying due attention to the cultural identity of students. Are they seeing themselves represented?</li> </ul>

			<ul style="list-style-type: none"> <li>ensuring that a diverse range of students are reflected throughout the school in posters, pictures, photographs, videos, online and in print.</li> <li>Partnerships with organisations such as TIERED Movement which advocates for Global Majority dancers.</li> </ul>
	<b>Decolonising the structures: Staff recruitment</b>	<b>Where possible include students and staff from diverse backgrounds in the recruitment process.</b>	<p>When recruiting new academic staff and members of the senior leadership team, it is good practice to ensure that shortlisted applicants who are invited to an interview can meet the students and that students can feedback into that recruitment process. When recruiting teaching staff, it is particularly helpful to have a cross-section of students from different stages of the specific discipline.</p> <p>Ensuring students involved in the recruitment process understand from the outset the difference between positive action and positive discrimination, and what the institution is legally permitted to do.</p>
		<b>Embed best practice on staff applications and interview processes.</b>	<p>Ensure that employment criteria shown in the job descriptions and vacancy advertisement is significant, objective, and appropriate to that particular post.</p> <p>Review job application forms to ensure that they are equitable in practice. The application form should be designed so it can be clearly segmented by HR to remove sensitive information prior to shortlisting.</p> <p>Ensure that job descriptions avoid stereotyping and wording that may discourage certain applicants. Equality Monitoring Forms and personal identification information ('sensitive information') is collected separately from the application and not shown to the shortlisting panel.</p>

			<p>As permitted by the Equality Act, consider practising <a href="#">positive action</a> in the selection process between two candidates of equal suitability.</p> <p>Ensure staff responsible for recruiting, shortlisting and interviewing new staff have completed appropriate EEDI and safer recruitment training.</p>
	<p><b>Decolonising recruitment: Best practice for student admissions</b></p>	<p><b>Link Access and Participation Plan and its targets on addressing PoGM underrepresentation of diversity to our work in decolonising the institution. This might encompass the following:</b></p> <ul style="list-style-type: none"> <li>• Running a series of positive action outreach projects that seek to target, amongst other criteria, schools with a diverse student population;</li> <li>• Ensure work on Widening Participation is accountable to NSCD through the Access and Participation Committee and NSCD’s committee structure.</li> <li>• Decolonise the curriculum of school pre-vocational or youth programmes to ensure it is accessible and representative of all cultures.</li> </ul>	<p>Northern School produces an annual plan of activity and statistical analysis that is reviewed by the Access and Participation Committee which reports to the Equality, Equity, Diversity &amp; Inclusion Committee, Senate and the Board of Governors.</p> <p>The aim is to create a pipeline to allow people from underrepresented communities to develop the skills that will enable them to succeed at audition.</p>

## Inclusivity Guide 2: Allyship & Active Bystander

There is one piece of legislation that is relevant to allyship and bystander intervention in a Higher Education setting is the Equality Act 2010

Aim		How this might be achieved	Supporting guidance and information
<b>Building a Community of Active Bystanders</b>	<b>When to be an Active Bystander</b>	<p><b>Provide active bystander training for all new and returning students, which includes supporting others.</b></p> <p><b>Regular conversations about what being an active bystander means, to help familiarise the community with the concept and applying it to everyday thinking</b></p> <p><b>Awareness campaign about being an active bystander that helps get the conversation started</b></p>	<p>NSCD encourages all members of its community to be an active bystander whenever you suspect that intervention might challenge negative behaviour and/or positively impact someone in distress.</p> <p>You can be an active bystander in any environment and the target of these inappropriate behaviours does not need to be present for you to address the behaviour.</p>
	<b>Addressing an issue</b>	<p><b>Embed and support the practice of addressing an issue as it occurs - ‘calling out’ a behaviour while ‘calling in’ a person.</b></p> <p><b>Include these practices in NSCD’s Learning Culture and Codes of Practice, aiming to ensuring the whole School</b></p>	<p>Addressing an issue has often been referred to as ‘Calling out’ when someone publicly draws attention to the unacceptability of discriminatory words and actions. The term ‘calling out’ can at times imply being confrontational which is not always necessary. It is important a person takes the time to <b>have</b> a conversation with an individual so that they understand where their actions, words and/or behaviour may not be inclusive. This can be referred to as ‘calling in’ a person.</p>

		<b>community knows what these terms mean and how we can address issues as they occur.</b>	
<b>Being an Active Bystander</b>	<b>Being Safe; Being Kind; Being Effective</b>	<b>Emphasise the importance of assessing danger and risk when challenging someone's inappropriate behaviour.</b>	<p>Before stepping in to call out or challenge inappropriate behaviour, it is important that you assess the situation to ensure you are able to use a proportionate and appropriate strategy.</p> <p>Different situations call for different responses. It is important that you know how to be kind and how to be safe when challenging inappropriate behaviour.</p>
	<b>How to be an Active Bystander</b>	<b>Ensure Active Bystander guidance is shared with students and staff.</b>	<p>4 key stages:</p> <p><b>Addressing the issue:</b> If it is safe to do so, address someone's behaviour directly and immediately. To do this, try to remain calm, name the behaviour and why you believe it to be inappropriate. 'I' statements can help in direct action as they focus on your feelings about an event rather than directly attacking action. For example, 'I felt that this [action, statement, behaviour] is inappropriate because [a reason such as it perpetuates racist/sexist stereotypes].'</p> <p><b>Distraction:</b> This can also be understood as indirect intervention and includes distraction tactics such as interruption or changing of the subject. This can be a useful strategy when a more direct approach might be harmful either to yourself or the target of any inappropriate behaviour. A good example is speaking to a person being harassed as a friend and leading them away from a situation or alternatively getting the attention of the perpetrator (such as by asking an unrelated question) so that the target can extract themselves from the situation.</p> <p><b>Delegation:</b> Inform someone with more social or institutional power. This could be a friend if you do not feel safe to intervene yourself, a</p>

			<p>tutor, member of school staff, security staff or, when there is <b>an urgent</b> need, the police.</p> <p><b>Delay:</b> Wait for the situation to pass and then approach the individual when you have had time to reflect. If the event has had both a perpetrator and a target, it is important to seek to both parties albeit separately. This is so you can support the target or any inappropriate behaviour and, if it <b>is safe</b> to do so, address the perpetrators behaviour directly in a less tense environment. If the incident was severe, report it to the school or to the police if required.</p>
<p><b>Valuing Continuous Improvement</b></p>	<p><b>Responding to having actions challenged</b></p>	<p><b>Provide training on responding to having had an issue raised with you.</b></p>	<p>It can be very hard when a comment or an action is challenged, particularly when an individual has not meant to cause offence. Below are some suggestions:</p> <ul style="list-style-type: none"> <li>• Try not to get defensive. Listen</li> <li>• Apologise if you have the opportunity to do so.</li> <li>• If you do not understand what you did wrong, invite the person who has called you out to explain - but under no circumstances demand that they do.</li> <li>• Process and reflect on your behaviour and feelings.</li> <li>• Take responsibility, do some research, and learn.</li> <li>• Revisit the incident with the offended party or the person that addressed the issue with you, if appropriate.</li> <li>• Move on and learn.</li> </ul>

### Inclusivity Guide 3: Sexuality & Sexual Orientation

There are four pieces of legislation that are relevant to sexuality and sexual orientation in a Higher Education setting:

- Equality Act 2010
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018
- Human Rights Act 1998

Aim		How this might be achieved	Supporting guidance and information
<b>Supporting Coming Out</b>	<b>Person-Centred Support</b>	<b>Use the NSCD Inclusivity Guide to support others and advise on person-centred support.</b>	<p>It is important to respect how an individual wants to ‘come out’. It is imperative that the person’s confidentiality is respected.</p> <p>Everyone’s journey is different and different people will need differing levels of support. You should take the responsibility of supporting someone who has come out to you very seriously.</p> <p>To ‘out’ someone without their permission is a form of harassment, it will be treated as such and may result in disciplinary action.</p>
<b>Fostering Inclusion</b>	<b>Inclusive Language and Behaviours</b>	<p><b>Normalise the use of inclusive language by avoiding heteronormativity and gender stereotypes:</b></p> <ul style="list-style-type: none"> <li>• <b>Set expectations for appropriate behaviour in Learning Culture &amp; Codes of Practice.</b></li> <li>• <b>Actively support the development of pride alliances or similar groups.</b></li> </ul>	<p>It is important to avoid gender stereotypes and heteronormative language and assumptions. For example:</p> <ol style="list-style-type: none"> <li>1. Avoid associating strength, violence, or aggressive with masculinity and demureness, fragility, and gentleness with femininity</li> <li>2. Avoid gender specific language when discussing relationships and families- say partners or significant others rather than boyfriend/girlfriend or husband/wife or parents/guardians rather than mother and father.</li> <li>3. Avoid assumptions such as: gay men don’t like sports, lesbian women dress masculinely, or bi people are promiscuous</li> </ol>

	<b>Staff and Student Recruitment and Progression</b>	<p><b>Ensure that all relevant policies and procedures refer to partners and significant others rather than spouses.</b></p> <p><b>Ensure that any parental leave policies are gender neutral and inclusive for all families.</b></p>	<p>Under the Equality Act, the recruitment, selection and promotion of staff, and the recruitment, selection and progression of students must be based on relevant criteria only, which do not include sexual orientation.</p> <p>Similarly, under the Equality Act, all benefits and conditions of service will apply equally to all staff (and students where applicable), and same sex partners should be considered in the same way as partners of heterosexual staff.</p>
	<b>The Effects of Historic Bullying</b>	<p><b>Recognise that some people may have had negative experiences when coming out or expressing their sexual orientation.</b></p> <p><b>Ensure staff responsible for student support and line-managers are briefed and trained on how to respond to trauma caused by historic bullying.</b></p> <p><b>Provide and signpost to mental health support for those who have been bullied due to their sexual orientation.</b></p>	<p>It is essential to acknowledge that before students or staff join NSCD, they may have experienced significant levels of bullying and harassment that has left them with significant trauma.</p>
	<b>Curriculum</b>	<p><b>Audit materials to ensure that they discuss and recognise diversity sexuality and sexual orientation and ensure they do not uphold any harmful stereotypes of the LGBTQ+ community.</b></p> <p><b>Use the NSCD Inclusivity Guide to support the developing and inclusive curriculum.</b></p>	<p>It is important that NSCD ensure our curriculum is inclusive of a wide range of sexualities and does not fall into stereotypes. Caricatures are unacceptable and only serve to uphold constraining and damaging heteronormative structures.</p> <p>Informed academic debates about sexual orientation within the context of learning and teaching should be encouraged to take place within a culture of dignity and respect for all individuals.</p>

	<b>Intersectionality</b>	<p><b>Ensure staff and students understand the concept of intersectionality and how a person’s various identities may create various forms of disadvantage, underrepresentation, or oppression.</b></p> <p><b>Use the NSCD Inclusivity Guides together holistically to support the whole individual, not just one aspect of their identity.</b></p>	<p>Individuals are never just one thing- we are a combination of all our various identities and this affects how we walk through the world. Two women, for example, will experience misogyny very differently dependent on their ethnicity, sexual orientation, gender history, socio-economic background, religion, disability status etc.</p> <p>As a consequence, people may experience multiple linked forms of discrimination and therefore everyone has their own unique experiences with discrimination and oppression. These unique experiences should be respected, acknowledged, and validated.</p>
<b>Relationships</b>	<b>Consent</b>	<p><b>Incorporate open discussions and training about consent and healthy relationships into student and staff induction</b></p> <p><b>Ensure students are aware of and understand NSCD’s responsibility to protect students from Harassment, Sexual Misconduct and Related Behaviours and how to access support.</b></p> <p><b>Ensure staff and students are aware of and understand the Harassment, Sexual Misconduct and related behaviours Policy and the Staff &amp; Student Relationship Policy.</b></p>	<p>Consent is important in all relationships. Unwanted advances or similar behaviours constitute sexual harassment and are equally unacceptable irrespective of the sexual orientation of the victim or the perpetrator.</p> <p>Students and staff, due to life experiences, may have different understandings of consent and so it is important to highlight a collective definition.</p> <p>Careful consideration should be taken as to what the right support might be for the individual person. People may wish to be supported in different ways and it is important to be led by this.</p>
	<b>Creating a Supportive Space</b>	<p><b>Incorporate resources and/ or discussions on differentiating between healthy and unhealthy relationships.</b></p>	<p>People who are forced to hide their sexuality orientation, for personal, cultural, or societal reasons, can be at increased risk of experiencing toxic or otherwise unhealthy behaviour in their relationships. This can be for many reasons such as:</p> <ol style="list-style-type: none"> <li>1. Lack of confidence in seeking external support</li> <li>2. Internalised homophobia</li> </ol>

		<p><b>Ensure that discussions about healthy relationships are inclusive of all types of relationship.</b></p> <p><b>Ensure that student support and line-managers are supported to be able to identify signs of potentially unhealthy relationships and address these situations sensitively.</b></p>	<p>3. A lack of healthy relationship modelling and advice due to a heteronormative media, sex and relationships education, and ultimately, society.</p> <p>When people feel that they are in an inclusive and supportive environment, they are more likely to have the confidence to seek support.</p>
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#### Inclusivity Guide 4: Religious Belief and Religious Observance

There are four pieces of legislation that are relevant to religion and religious observance in a Higher Education setting:

- Equality Act 2010
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018
- Human Rights Act 1998

Aim		How this might be achieved	Supporting guidance and information
<b>Respecting Religious Observance in the NSCD Community</b>	<b>Clothing and other worn items</b>	<p><b>Make every effort to address issues where religion and belief come into play (for example, modesty of dress or wearing a religious symbol) and reach a mutually acceptable solution on a case-by-case basis.</b></p> <p><b>Consider flexibility when specifying class dress code.</b></p> <ul style="list-style-type: none"> <li>• Is form-fitting clothing truly necessary for the context?</li> <li>• Can student train in alternative/appropriate clothing?</li> </ul> <p><b>Ensure to communicate methods which are in place to support individuals' clothing preferences in relation to religious observations.</b></p>	<p>NSCD respects each student's and staff member's right to wear lawful items arising from cultural and religious norms (including, for example, sari, turbans, hats, skullcaps, hijab, kippah, mangal sutra, crucifix, crosses and clerical collars, feet coverings). Students and staff will not be asked to wear anything which makes them feel uncomfortable for religious or other reasons.</p> <p>However, there may be occasions in the performing arts when a person is expected to remove such items. These occasions may include but are not restricted to:</p> <ul style="list-style-type: none"> <li>Health and safety</li> <li>Ease of movement</li> <li>Enactment of a role</li> <li>Tradition and custom of a particular art form</li> </ul> <p>There is also likely to be little room for adaptation in the costume/clothing required in performing certain roles in a dance performance.</p> <p>It is important that everyone in the NSCD community recognises that there will be great variety in the way that any member of any faith wishes to present themselves. Even within the same faith, 'religious dress' will vary widely by denomination, gender, age, cultural or national background and personal preference.</p>

	<b>Dietary Requirements</b>	<p><b>Develop a simple standardised form to capture dietary requirements for all events / student cohorts. This should be sensitive to religious and culture dietary requirements (i.e., Halal, kosher); personal and ethnical requirements (i.e., veganism); and allergies and intolerances.</b></p> <p><b>Where alcohol is to be served, support and highlight the provision of a variety non-alcoholic refreshments at events.</b></p> <p><b>When organising field trips, consider the dietary requirements of the participants.</b></p>	<p>Some religions and belief systems have dietary requirements. When holding learning activities where refreshments are offered, institutions should consider meeting the dietary requirements of those invited to attend wherever possible.</p> <p>Where NSCD is unable to accommodate a person’s dietary requirements for learning activities, NSCD should notify them in advance to allow sufficient time for the person to make their own arrangements.</p> <p>NSCD cannot guarantee that placements will be able to accommodate dietary restrictions. Where this is the case, NSCD should ensure the student has this information ahead of time. Students with special dietary requirements must be prepared to make their own arrangements with regards to food when on placements.</p>
<b>Respecting Religious Observance: Students</b>	<b>Application and Audition</b>	<p><b>Consider the religious or cultural needs of any applicants whilst on site:</b></p> <ul style="list-style-type: none"> <li>• Ensure the audition panel is aware of, and inclusive of, a variety of dress</li> <li>• All sensitive information is asked on application form, to avoid applicants having to repeat the information verbally on audition day.</li> <li>• Be flexible when scheduling auditions/interviews to accommodate religious days of rest and celebration.</li> </ul>	<p>NSCD welcomes all applicants, regardless of their religion and belief. The School will always aim to be as inclusive and flexible as possible to not create artificial barriers within the institution.</p>
	<b>Prayer, Contemplation, and Worship</b>	<p><b>Sensitively consider all requests for taking time away from training for religious observance.</b></p>	<p>NSCD has a busy timetable which has been designed to ensure that teaching and learning requirements are delivered efficiently and effectively within the available time and space. For these reasons, there</p>

		<p><b>Be flexible in allowing students to arrive slightly late to or leave slightly early from class.</b></p> <p><b>Provide practical advice and support for students who are fasting to assist them in staying healthy during training or examinations.</b></p> <p><b>All reasonable adjustments made to accommodate religious observance be managed under the Student Engagement and Support Through Studies Policy.</b></p> <p><b>Provide a suitable space to practice prayer, contemplation and worship.</b></p>	<p>is often little, if any room for the timetable to accommodate the diversity of religious observance requirements. For example, the normal teaching day runs from 9am to 5pm from Monday to Friday. Weekend attendance can also be a necessary part of the rehearsal schedule.</p> <p>However, NSCD recognises that there will be times when students want or need to take time out from academic study and training for a variety of reasons including religious observance and will endeavour to ensure that the way these requests are responded to is consistent with the response to requests for absence on other grounds.</p> <p><i>Appendix B: Fasting and Physical Activity for Dancers</i> provides links to useful resources.</p>
	<b>Assessments, deadlines, and taught sessions</b>	<p><b>Ensure that those with responsibility for decision making around timetabling and scheduling are aware of the most common challenges around timetabling and faith.</b></p> <p><b>Use the shared calendar of major religious festivals, celebrations and ceremonies to aid decision making around timetabling and scheduling.</b></p> <p><b>Where appropriate, make sure of reasonable adjustments on the groups of religious observance: i.e., rescheduling a performance</b></p>	<p>NSCD will make every reasonable effort to avoid timetabling assessments or other compulsory activities on major religious festivals. It is best practice to involve students early in scheduling processes. However, students should be made aware that there may be occasions on which this is not possible to avoid certain days.</p> <p>Students should inform NSCD far in advance if religious observance affects their ability to participate fully in any assessment so that reasonable adjustments can be made where possible. If religious observance affects a student's ability to participate fully in any learning activity, it is the student's responsibility to catch up on any material missed.</p>

		<p><b>examination outside of fasting hours/times.</b></p>	<p>It is best practice for NSCD to keep a record of all student requests for religious accommodations to be made. This record should include the following information:</p> <ul style="list-style-type: none"> <li>• The student’s course</li> <li>• The student’s religion or belief</li> <li>• The nature of the accommodation requested</li> <li>• If and how the accommodation was made and the objective justification for not being able to do so</li> </ul>
<p><b>Respecting Religious Observance: Staff</b></p>	<p><b>Application and Interview</b></p>	<p><b>Consider the religious or cultural needs of any interviewees whilst on site:</b></p> <ul style="list-style-type: none"> <li>• Ensure interviewers are aware of, and inclusive of, a variety of dress.</li> <li>• If ID checks are required, consider how this can be done sensitively, for example, conducting these in private, or by a person the interviewee is most comfortable with.</li> <li>• Be flexible when scheduling interviews to accommodate religious days of rest and celebration.</li> </ul>	<p>NSCD welcomes employment applications from applicants from all faiths and none. The School will always aim to be as inclusive and flexible as possible to avoid creating artificial barriers within the institution.</p> <p>It is best practice to ask all visitors if they have any specific needs or requirements when visiting our sites. This can include dietary requirements as well as the needs for a prayer room or similar contemplative space (particularly for all day sessions).</p>
	<p><b>Prayer, Contemplation, and Worship</b></p>	<p><b>Where possible and appropriate, managers should agree flexible working arrangements with members of staff who wish to pray or worship during the working day or who wish to alter their working pattern for religious reasons whilst continuing to fulfil the obligations of their contract.</b></p> <ul style="list-style-type: none"> <li>• Consider a review of HR procedures to ensure there is a clear, fair, and transparent process for such requests.</li> </ul>	<p>All staff of NSCD are required to work in accordance with their contract. NSCD, however, will always be sympathetic toward staff members who request to pray or worship during the working day or who request to alter their working patterns for religious reasons, an attempt to accommodate such requests although this will not always be possible.</p> <p>NSCD staff may request to use their annual leave entitlement to participate in religious festivals, celebrations, or ceremonies.</p> <p>If a staff member requests extended leave at a particular time for the purpose of, for example, going on a pilgrimage, the manager should consider the request sympathetically. If any such extended leave</p>

		<b>Use the shared calendar of major religious festivals, celebrations and ceremonies to facilitate scheduling of important duties.</b>	exceeding the annual holiday entitlement is granted, the excess days should be taken as unpaid leave.
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## Inclusivity Guide 5: Gender Identity

There are five pieces of legislation that are relevant to trans, non-binary and intersex people in a Higher Education setting:

- Equality Act 2010
- Gender Recognition Act 2004
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018
- Human Rights Act 1998

Aim		How this might be achieved	Supporting guidance and information
<b>Supporting trans people</b>	<b>Person-centred Response</b>	<p><b>Commitment to using correct and current terminology and ensuring this is available to all students and staff.</b></p> <p><b>Communicate the use of pronouns not based on outward appearance.</b></p>	<p>When someone comes out ensure that clarity is sought around confidentiality so that individuals have the choice of when information is to be communicated more widely.</p> <p>Respect ‘stealth’ transgender individuals who are living as their preferred gender but are not openly trans.</p> <p>Listen to the person and ask them how they want to be referred to. Ask which name and which pronouns you should use. If the person is ‘out’, remember to use this name and these pronouns all of the time, not just when in the company of the person.</p> <p>If you make a mistake with pronouns, apologise, correct yourself, and similarly, if others misgender or ‘deadname’, correct them in an appropriate manner.</p>

	<b>Respect and Confidentiality</b>	<p><b>Set expectations for appropriate behaviour NSCD Learning Culture &amp; Codes of Practice.</b></p> <p><b>Ensure kindness and understanding are embedded within NSCD Learning Culture.</b></p> <p><b>Be prepared to be agile and to learn as language develops.</b></p>	<p>Avoid asking a person what their ‘real’ or ‘birth’ name is as trans people may be hesitant about revealing information about their past, especially if they think it might affect how they are perceived in the present. Respecting people’s boundaries is important; consider whether it is appropriate to ask a personal question. It is always important to respect a person’s privacy, and especially when they are coming out or making a disclosure to you.</p> <p>It is inappropriate to discuss someone’s appearance, and it is never appropriate to judge someone by how they look.</p> <p>If someone has told you of their intention to transition, including the intention to change names and pronouns, it is important this is kept confidential until the individual gives clear consent for this to be shared.</p>
<b>Supporting Transition</b>	<b>Planning Support</b>	<p><b>Use of existing policies to protect and support students:</b></p> <p><i>For, example, if a student intends to transition medically or require a break from study or feel as though their ability to train is compromised, their case may fall under the NSCD Support Through Studies Procedures.</i></p>	<p>When a student or member of staff expresses the intent to transition, socially, medically and/or otherwise, it is important that NSCD supports this decision. There will be a series of formal and informal steps that will need to be taken including i.e. the changing of records and informing other members of the school community if agreed.</p> <p>Successful support and management of a person’s transition depends crucially on taking account of their views on how to proceed. Sensitive and considered discussions can identify and resolve potential areas of difficulty and conflict before they arise. This must be a person-centred process. You should always start by asking someone how they would like to be referred to and respecting their right to self-identify.</p> <p>It is important to emphasise that the process will move at the pace dictated by the individual and what a person requires may change over the period of their transition.</p>
	<b>Practical Support</b>	<b>Establish appropriate point/s of contact who can support the individual and provide a positive and supportive</b>	The point/s of contact should work in partnership with the individual to develop a plan of support needed and how it might be provided to assist in the transition process.

		<p><b>environment where issues connected to their transition can be discussed.</b></p>	<p>Worries about experiencing discrimination or distressing feelings relating to their gender identity may mean that some trans young people may experience mental distress. A trans young person may want to talk to someone if they have started to transition or if they are confused or unhappy about their gender identity.</p> <p>Agree with the student who else might need to be involved in supporting the individual in their transition, either in terms of active involvement or involvement in an advisory capacity.</p>
	<p><b>Informing others</b></p>	<p><b>Ensure a process for informing others is agreed with the person if they choose to do so.</b></p> <p><b>Ensure Awareness Training is available to staff and students</b></p> <p><b>Ensure that staff managing the processes and Guides for supporting trans individuals are fully conversant with the relevant data protection and equalities legislation.</b></p>	<p>When someone transitions this may challenge other members of staff and students who have a fixed idea of gender identity. This can also be an opportunity to identify if awareness training is required. Educating others of trans issues should not be the responsibility of the individual in question.</p> <p>Decisions about informing others should always be agreed with the individual, along with an appropriate timeline.</p> <p>Any communication must be practical and address important issues such as how to address the individual (name, pronouns, etc), how to support them, and how to approach any questions that may arise without breaking confidentiality.</p> <p>It is vital that all staff do not breach the personal privacy of employees and students, recognising that the right to disclose or discuss their medical history is the prerogative of the individual. Such disclosure may constitute an offence under the Gender Recognition Act 2004.</p>
	<p><b>Access to facilities</b></p>	<p><b>Allow people to use the changing rooms and toilets they feel most comfortable with.</b></p> <p><b>Gender neutral facilities available and code accessible.</b></p>	<p>A trans person should have access to changing rooms and toilets and private change space – according to where they feel most comfortable with.</p> <p>It is best practice to also offer gender neutral toilets and changing room as not everybody will identify as a binary gender or feel comfortable in these</p>

			spaces. It is not acceptable to restrict a trans person to using gender-neutral facilities.
<b>Inclusive Record Keeping</b>	<b>Staff and Student Records</b>	<p><b>Establish a process for amending records which follows these principles:</b></p> <ul style="list-style-type: none"> <li>• The individual is consulted on every step.</li> <li>• Records are not changed without the permission of the individual concerned.</li> <li>• All agree about the sharing of information. The decision about what to share and with whom is at the discretion of the individual.</li> </ul> <p><b>The process of changing name, gender, or pronoun is simple and accessible.</b></p> <p><b>The process does not rely on medical evidence</b></p>	<p>Subject to the agreement of the individual, and except for degree certificates, a written notification of intent to transition is sufficient for the gender, pronouns and name on staff and student records to be changed. This is necessary to enable the person to go about their daily life as a staff member or student without their sex assigned at birth being known.</p> <p>Ensure that the person transitioning provides written consent for their status as a trans person to be discussed with/disclosed to others and who they are happy to have this information.</p> <p>Asking a trans person to provide medical evidence of transition before changing their name and gender on records is not appropriate as not all trans people transition medically. However, when dealing with external organisations on matters related to areas such as taxes, national insurance, pensions, and visas this must be done based on their sex on their birth certificate and not the one on other formal documents. Records should be changed from the date that the individual notifies NSCD of any changes to their name. It may however be necessary to retain some information relating to an individual’s previous identity for other purposes, such as financial regulation. Such records should be held confidentially for the minimum time required, with access strictly limited to only those members of staff who require access for a specific purpose. If an individual discloses their status as a trans person, or gives notification of their intent to transition during their employment or education, the date from which their name and/or gender is changed on all staff/student records and public references, such as identification passes, library cards, contact details, email addresses, formal records, website references, and so on, must be agreed with them. Should any of these documents also include photographs, these should also be changed if requested.</p>

			<p>Consideration should be given to agreeing the date from which a student applicant's name and gender will change at the pre-enrolment stage, ensuring that application forms are amended if requested. This will enable all subsequent identification to be produced accordingly. The applicant will need to notify the student loans company and other funding bodies to ensure payment and enrolment records match.</p> <p>Degree certificates are legal documents therefore legal proof of a change of name is required to issue or to reissue a degree certificate in a name different to the name in which the student originally registered It is at the discretion of NSCD whether to charge trans students or alumni for a replacement degree certificate, at the standard fee.</p>
<p><b>Creating an Inclusive Environment</b></p>	<p><b>Best Practice for Inclusivity</b></p>	<p><b>Including your own pronouns in your email signature can help foster an open and positive environment. Neutral pronouns (they/them) should be used where appropriate.</b></p> <p><b>Ensure Codes of Practice adopt a flexible approach to dress to support students.</b></p> <p><b>Avoid gender specific language from NSCD policies, documents and course materials. Rather than 'he/she' use 'they'</b></p> <p><b>Provide guest tutors with student names and pronouns or support the approach to encourage everyone to introduce themselves stating their names and pronouns</b></p> <p><b>Ensure students and staff are aware how to change pronouns if they choose to.</b></p>	<p>Performing arts subjects can be very gendered in their approach and traditions. This presents difficulties for the inclusions of those who are non-binary, genderfluid and gender non-conforming.</p> <p>Part of NSCD's role in supporting trans students is to make reasonable adjustments to their training and assessment. These processes fit within the informal procedures of the NSCD Support Through Studies Policy. As with all students, formal Support Through Studies procedures may be used by NSCD to facilitate and provide more structured support where necessary.</p> <p>Form fitting clothing may force trans people to use methods of concealing their bodies such as binding and tucking which can have an adverse impact on health during physical activity.</p>

		<b>Where possible, allow for individuals to self-declare gender in an open text box rather than the selection of 'female', 'male' or 'other' and do not ask for titles on forms (Mr, Mrs, Mx).</b>	
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## Inclusivity Guide 6: Disability

There are three pieces of legislation that are relevant to disabled people in a Higher Education setting:

- Equality Act 2010
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018

Aim		How this might be achieved	Supporting guidance and information
<b>Supporting prospective and current students</b>	<b>Application and admission</b>	<p><b>Ensure applicants are given ample opportunity to share any disability or support need on their application form and at other points in the admissions cycle.</b></p> <p><b>Clearly publish information regarding audition content, and application forms.</b></p> <p><b>Endeavour to offer an accessible application, assessment and admissions process with a multi-faceted approach to auditions including remote auditions, video applications and showreels.</b></p>	<p>NSCD welcomes applications from disabled people and makes decisions on applicants solely on their talent and potential to develop the skills required for their chosen profession. We are committed to admitting and supporting disabled students and warmly encourage applicants to inform the School so that appropriate support can be put into place as soon as possible.</p> <p>It is NSCD's policy to invite all applicants to attend an audition or interview.</p> <p>It is NSCD's responsibility to ensure that reasonable adjustments are made so that there are no unnecessary barriers.</p>
	<b>Current students</b>	<p><b>Clearly publish information regarding course support including all areas of student support.</b></p>	<p>Information on all support offered across the Northern School of Contemporary Dance can be found on the Student Services page of our website and on the Virtual Learning Environment.</p>
	<b>Support through Studies</b>	<p><b>Ensure that processes under the NSCD Support Through Studies Policy, (whether formal or informal) are thoroughly followed.</b></p>	<p>The NSCD Student Engagement and Support Through Studies Policy refers to a student's ability to engage positively and fully with their programme of study and to fulfil the expectations of the training and course. The full policy can be found on the Student-related Policies page of our website.</p>

		<p><b>Ensure students have action plans where needed.</b></p> <p><b>Ensure all students are aware of the Support through Studies Policy and how it can support them.</b></p> <p><b>Aim for maximum flexibility in responding to request for reasonable adjustments for example:</b></p> <ul style="list-style-type: none"> <li>• Provision of resources lists that indicate to students which readings are key to the course or particularly relevant to a session or theme within the course.</li> <li>• Provision of assessment format alongside adjustments such as extra time, a separate or familiar room with opportunity to familiarise in advance.</li> <li>• Consideration of adjustments to assessment scheduling.</li> <li>• Permission to record lectures or take notes on a computer, and access to lecture capture.</li> <li>• Library adjustments including extended loans.</li> <li>• Provision of a specialist SpLD tutor or mentor via DSA funding (if needed) to help students develop strategies for managing stress, maintain realistic study patterns and develop a sustainable and effective routine.</li> </ul>	<p>When the Student Engagement and Support Through Studies policy is being used, even informally, the student should always be made aware of this.</p> <p>It is important to remember that the Student Engagement and Support Through Studies Policy is intended to be a positive and supportive process rather than a punitive one. Support Through Studies should create a dialogue that allows student to take ownership of their education and training.</p> <p>Learning Plans/Agreements may also include reasonable adjustments. These are changes made to the teaching, learning and/or assessment of a course to enable a student to fully participate in class.</p>
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		<ul style="list-style-type: none"> <li>• Additional preparation and support for placements, presentations, work experience and national or international visits/exchanges to offset stress and to anticipate and identify further barriers in a timely way.</li> <li>• Consider bespoke needs for students and consider plans to support them</li> </ul>	
<b>Supporting prospective and current staff</b>	<b>Fulfilling the Equality Act</b>	<b>Ensure there is internal expertise and knowledge of the Equality Act and other relevant legislation within the school.</b>	<p>It is against the law for employers to discriminate people because of a disability. The Equality Act 2010 protects employees and applicants and covers the following areas:</p> <ul style="list-style-type: none"> <li>• application forms</li> <li>• interview arrangements</li> <li>• aptitude or proficiency tests</li> <li>• job offers</li> <li>• terms of employment, including pay</li> <li>• promotion, transfer, and training opportunities</li> <li>• dismissal or redundancy</li> <li>• discipline and grievance</li> </ul>
	<b>Recruitment and Application</b>	<p><b>Employment criteria shown in the job descriptions and vacancy advertisements should be significant, objective, and appropriate to that particular post.</b></p> <p><b>Job advertisements should be non-discriminatory and written in a style that encourages applications from underrepresented groups, as defined by the Equality Act 2010.</b></p>	<p>NSCD welcomes and encourages employment applications from disabled people. NSCD is committed to ensuring that employment advertisement and job descriptions do not present unnecessary barriers to individuals.</p> <p>Under the Equality Act 2010, a potential employer can only ask about health or disability in the following ways:</p> <ul style="list-style-type: none"> <li>• to help decide if a person can carry out a task that is an essential part of the role.</li> <li>• to find out if a person can take part in an interview.</li> <li>• to decide is reasonable adjustments are needed for the selection process.</li> </ul>

		<p><b>Roles should be advertised in a diverse range of settings.</b></p> <p><b>When inviting prospective staff to an interview, ask if they require any specific arrangements to be made.</b></p>	<ul style="list-style-type: none"> <li>• if an employer is actively trying to increase the number of disabled people they employ.</li> <li>• if an employer needs to know or the purposes of national security checks.</li> </ul> <p>When inviting a candidate to interview, NSCD endeavours to ensure that an individual's needs are met by, for example:</p> <ul style="list-style-type: none"> <li>• securing ground floor interview rooms,</li> <li>• changing the font on question papers,</li> <li>• printing assessments on coloured paper,</li> <li>• allowing additional time to complete written assessments or tests.</li> </ul>
	<b>Support for current staff</b>	<p><b>Ensure there is internal expertise within school to assist and support prospective and current staff.</b></p> <p><b>It is good practice to make reasonable efforts to find suitable alternative employment or alternative employment with no loss of status or grade should a disabled staff member be unable to continue with their existing duties. This should also include appropriate training if required.</b></p> <p><b>It is good practice to periodically review their role and working conditions of disabled staff and especially if there are any changes to their disability. For example:</b></p> <ul style="list-style-type: none"> <li>• Disabled staff may be given the opportunity to meet to discuss any</li> </ul>	<p>All staff employed at Northern School of Contemporary Dance should expect to be fully supported in the carrying out of their duties. In addition to reasonable working adjustments, a range of support may be offered to all staff that may be particularly relevant to those with complex and diverse needs.</p> <p>Reasonable efforts will be made to enable a member of staff who becomes disabled or whose level of disability increases to continue working in the post in which they were originally employed. Staff may discuss making an application to <a href="#">Access to Work</a> or similar support groups with their Line Manager to make an external assessment of their working environment and to recommend the purchase of supporting equipment.</p> <p>In situations where suitable alternative work cannot be identified, or where an employee is unable to continue employment for reasons relating to their disability, it is best practice to provide reasonable assistance to help that individual in their departure. This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• investigation into the possibility of retirement on grounds of ill health</li> <li>• identification of appropriate external sources of advice and assistance</li> </ul>

		<p>current employment issues, training or developmental needs</p> <ul style="list-style-type: none"> <li>• This could be part of the appraisal review procedure or a separate discussion</li> </ul>	<p>A disabled employee cannot be chosen for redundancy because of their disability and an employee cannot be forced to retire if they become disabled. These practices are contravene the Equality Act 2010.</p> <p>The role and working conditions of disabled staff will be reviewed periodically, according to individual needs, and especially considering any changes in their disability. Staff who have declared a disability may choose to include this discussion as part of their appraisal review or as a separate discussion following their annual appraisal.</p>
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