**NewCreativityCIC: Behaviour, Equality, Diversity, and Inclusive Environment Policy**

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**1. Purpose and Vision**

At NewCreativityCIC, we believe that a respectful, inclusive, and safe environment is the foundation for creativity, growth, and wellbeing. This policy outlines our commitment to promoting appropriate behaviour, valuing diversity, and sustaining a safe and inclusive space for all learners, staff, and community members.

**2. Promoting Appropriate Behaviour and Respect for Others (4.1)**

We uphold the principle that everyone deserves to be treated with dignity and kindness. We promote a culture where:

* All individuals, regardless of age, background, or ability, are valued.
* Appropriate behaviour is consistently modelled by staff and reinforced with learners.
* Respect is embedded in our teaching, our interactions, and our creative practices.

**Expectations of Behaviour:**

* All students and staff are expected to show mutual respect, active listening, and compassion.
* Discrimination, bullying, or harassment—online or in-person—will not be tolerated.
* Restorative practices are used to address conflict and rebuild trust and understanding.
* A code of conduct is shared at the beginning of each programme, with learners contributing to group agreements that reflect mutual respect and collaboration.

**Why It Matters:**

* A respectful environment supports emotional safety, creativity, and confidence.
* Learners who feel respected are more likely to engage, take risks, and succeed.
* Promoting respectful behaviour builds positive relationships and community cohesion.

**3. Promoting Equality and Valuing Diversity (4.2)**

We are committed to equity and inclusion across all areas of our organisation. Diversity is a strength to be respected and celebrated. We strive to:

* Challenge stereotypes and bias in curriculum content and delivery.
* Reflect diverse cultures, identities, and voices in the performing arts.
* Monitor and review data relating to ethnicity, gender, disability, and socio-economic background to ensure our programmes are inclusive and accessible.

**Practical Actions:**

* Staff receive equality and diversity training annually.
* Inclusive teaching methods (e.g. differentiated learning, trauma-informed approaches) are embedded in our sessions.
* Materials used in workshops reflect global cultures, diverse abilities, and gender balance.
* Learner feedback and parental input inform ongoing development of our inclusive practice.

**Roles and Responsibilities:**

* Directors ensure equality is upheld in recruitment, curriculum, and communication.
* Staff challenge discriminatory behaviours and language.
* Parents and carers are asked to support our inclusive ethos and report prejudice-based incidents.
* Learners are encouraged to be allies and uphold inclusive values in and beyond sessions.

**4. Establishing and Sustaining a Safe and Inclusive Environment (4.3)**

Safety is both physical and emotional. We provide environments where learners feel free to express themselves, take creative risks, and know they are protected and supported.

**Health and Safety:**

* Risk assessments are conducted for all workshops and venues.
* Fire safety, first aid, and emergency evacuation procedures are shared at each new location.
* Equipment is regularly checked for safety compliance, especially PE and performance tools.
* All instructors carry a first aid kit and are briefed on location-specific procedures.

**Safeguarding and Emotional Safety:**

* Staff are trained in safeguarding and trauma-informed practice.
* Workshops begin with ground rules and group expectations to build psychological safety.
* Learners are encouraged to express concerns to staff confidentially.
* Regular reflective check-ins and creative wellbeing exercises support emotional regulation.

**Inclusion in Practice:**

* Environments are adapted to meet learners' physical, emotional, and sensory needs.
* Group work, discussions, and performance tasks are structured to encourage collaboration, empathy, and voice for all.
* Workshops embrace neurodiversity, mental health awareness, and culturally responsive teaching.

**5. Monitoring and Review**

This policy is reviewed annually. Feedback from staff, learners, and parents is actively encouraged and used to ensure ongoing improvement in our behaviour, equality, and inclusion practices.

**Namaste**,  
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