European String Teachers Association (ESTA UK)

Diversity and Inclusion Policy

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Contents

We actively promote music teaching and learning in an environment free from harassment, bullying or unequal treatment of any kind.

We wholeheartedly promote diversity and will continually challenge discrimination or prejudice on the grounds of:

Gender identity
Age
Race
Religion
Ethnicity
National origin / Nationality
Disability
Marital / Civil Partnership status
Sexual orientation

ESTA UK is an organisation advocating a policy of inclusion.

Equality and Discrimination

- As members of ESTA, we would all hope that we are able to carry out our work free from discrimination of any type.

- However, should you have the misfortune to encounter any such behaviour towards yourself or a colleague, knowledge of the 2010 Equality Act could be very useful as a first port of call.

- Click here for more information

- Remember within a school/college or similar institution your HR department should be able to guide you further with any issues you may have encountered/feel uncomfortable with.

- If you teach privately, legal advice can be obtained from unions such as the Musician's Union (MU), International Society of Musicians (ISM) and National Education Union (NEU)

Language

Language

We recognise that choice of language is a vital part of understanding and recognising the rights and realities of others. The language used to describe and to include people can help to promote equality, diversity and equal opportunities.

Here is a brief guide to help you feel more confident about the language you use. It is not meant to be exhaustive or definitive but simply a way to approach how to use inclusive language in order to avoid offence, exclusion and bias against certain groups based on:

- Gender identity

- Age

- Race and Ethnicity

- Religion

- National origin / Nationality

- Disability

- Marital / Civil Partnership status

- Sexual orientation

- Socio-economic status

Gender Identity

The language around gender identity is always evolving and it is helpful to understand the difference between 'sex' and 'gender'.

- 'Sex' is biological (male, female or intersex) and relates to genes, internal/external reproductive organs and hormones inherited at birth.

- 'Gender' can be fixed or fluid and refers to our internal sense of who we are and how we see and describe ourselves.

- Binary gender terms (man/woman, girl/boy) have traditional associations with sex, but we now recognise how some people identify with a gender opposite to that assigned to them as a child (trans) and others identify neither as men nor women (non-binary or genderfluid).

Gender Neutral Terms

- You or they/their/them, not he/she or him/her
- People/person or individual(s), rather than man/men or woman/women
- Everyone/colleagues, rather than ladies and gentlemen/guys
- Parent or carer, rather than mother or father
- Partner, rather than husband or wife
- Sibling, rather than brother or sister
- Artificial or synthetic, rather than man-made
- Humankind, not mankind
- Workforce, not manpower
- Providing cover or staff, rather than to 'man'

- Most roles need not be gender-defined:
- Chair, not chairman
- Spokesperson, not spokesman

- Where it is not clear what, if any, gendered pronouns or nouns are appropriate for an individual, ask and respect their wishes.

Age

Only include age if it is relevant, for example, with initiatives that are only available for a particular age group(s).

Don't use age to describe an individual or group where it is not relevant.

Avoid ageist terms such as 'elderly', 'OAPs', 'pensioners' or 'youngsters', instead use terms that are objective:

- child (4–12 years)
- teenager (13–19 years)
- young people/adults (16–24)
- adults (19–64)
- older people/adults
- over-65s, 75s and so on

Race

This is a term which is often used as a biological fact, but which is, in fact, socially constructed. It forms the lived experience of groups of people who are characterised by shared physical characteristics.

Although race is a social and geo-political invention, its perception creates shared ancestry and historical identities that are politically and socially relevant.

Inequalities and discrimination based on 'race' are systemic and deeply rooted and the language we use to define and address each other is critical.

The language of race need only be used if it is strictly relevant. It is both distinct from and overlaps the language of ethnicity.

In broad terms, Black, Asian and Minority Ethnic (BAME) can be used to describe racial differences that are separate from White groups or the often-preferred term, Black and Ethnically Diverse, (as non-White groups are not a minority on a global scale).

Ethnicity

This term refers to the link between cultural and racial identities and calls for more nuanced and specific language.

The government approved list of ethnic groups can be referenced [here](#)

Broadly, this allows for, when needed, a more particular breakdown of the categories, Black, Asian and White, but racial and ethnic terms should only be used where relevant.

Religion

References to religious belief should be based on respect and avoid stereotypes, slang and assumed links between race, ethnicity and religious identity.

In addition, secular philosophical beliefs that are non-faith based should also be respected, such as atheism and humanism.

Language that defines people solely by their religious or philosophical beliefs, or by the perceived implications of those beliefs is to be avoided.

National Origin/Nationality

Nationality refers to a person's legal citizenship, regardless of place of birth or previous country of residence.

National origin refers to a person's place of birth or original nationality or residence.

Language that conflates perceived nationality with race and ethnicity risks stereotyping and can lead to offence.

References to national origin and questions of national identity should be based strictly on relevance and necessity.

Disability

- For inclusive language guidelines [click here](#)

- Collective terms and labels should be descriptive and not defining.

- For example, 'people with disabilities' rather than 'the disabled'.

- Positive not negative- for example 'people with' rather than 'suffering from'.

- Avoid 'victim' and passive terminology, choosing respectful language that recognises people's active control over their own lives. For example, instead of 'confined to a wheelchair', choose 'wheelchair user'.

- For music teaching, understanding of issues relating to dyslexia and neurodiverse music students is very helpful. The use of the term, neurodiverse, having a less-typical, cognitive variation, such as Autism or ADHD has its roots in the idea that certain conditions perhaps considered to be disabilities should not be viewed as needing a cure but should be accommodated, understood and celebrated.

- For more information [click here](#)

Marital / Civil Partnership status

Avoid language that defines people by or makes assumptions about their marital status.

Respect how people wish to be addressed and choose terms such as 'Ms' instead of 'Mrs' or 'partner' instead of husband/wife.

Gender neutral terms for spouse or partner are preferable.

Sexual Orientation

- Avoid assuming a basic norm for everyone, where sexuality is a given. For example, don't assume that everyone is heterosexual (straight), or that this is the norm.

- Avoid using language such as 'wife' or 'husband' that assumes all relationships are heterosexual, as this excludes non-heterosexual people and devalues their relationships.

- Words and phrases such as 'partner', 'parents', 'relationship', 'in a relationship' are examples of inclusive language.

- There are outdated terms to avoid when discussing sexual orientation.

- For example, use phrases such as 'gay' rather than 'homosexual'.

- Instead of 'lifestyle' or 'preference', use 'orientation'.

Some useful links for further reading: https://www.vic.gov.au/inclusive-language-guide

https://lgbt.umd.edu/good-practices-inclusive-language

Socio-economic status

- Using language that does not define a person by their economic status will avoid resorting to stereotyping.

- Broad, generalising terms like 'the homeless' or 'poverty-stricken' have pejorative overtones, and it is more respectful to say, for example, 'people who are homeless', and 'people experiencing poverty'.

- Terms that group people together in terms of class position are to be avoided, as they have immediately negative connotations- for example, 'toff' or 'chav'.

- In all these areas, the autonomy of people should not be limited or summed up by words and phrases that reduce them to a category.

Teaching and Learning

- At ESTA we aim to ensure that our community of teachers is truly inclusive. That includes understanding and respecting the concept of *neurodiversity*. This describes how diverse we are as human beings, from a neurological perspective and it suggests that the many variations of human brains should be accepted as a valuable part of humanity's genetic legacy.

- We, therefore, understand the need to help our community reconceptualize certain neurological and neurodevelopment differences in our society.

- These are some of examples of these neurological and neurodevelopment differences: ADHD (attention-deficit hyperactive disorder), Autism and Asperger syndromes, Bipolar disorder, PTSD, Schizophrenia, obsessive-compulsive disorder, dyslexia, dyspraxia, Tourette's syndrome, development speech disorders, intellectual disabilities, etc.

- This list of examples is designed to illustrate the expanse of modern *neurodiversity* rather than be a catalogue of all possible neurological differences.

Neurodiversity

- Learn about the *"reasonable adjustments in music exams"* guidelines on what can and should be done for such candidates in the neurodiverse community.

- Look at alternative exam syllabuses here

- Contact the access coordinator of a specific music board to find out more about their exam access arrangements.

- Use a multi-sensory approach.

- Take a step back if you don't feel you can deliver what a specific individual might need.

- Reach for help when needed.

- Be flexible in your approach; be consistent, positive and patient.

- Do your research and keep yourself and those around you informed.

- Remember that every pupil is unique, be imaginative.

- Use patterns; take advantage of props and materials.

- Encourage your employer to sign up to the government's *Disability Confident Scheme*

We encourage all teachers to:

Useful Terminology

- **FSM** - Free School Meals: Some schools will offer discounts/free/music lessons to those receiving these.

- **Pupil Premium** - the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children

- **HR** - Human Resources department.

- **ADHD/ADD** - Attention Deficit Hyperactivity Disorder (sometimes referred to as ADD or Attention Deficit Disorder)

- **ASD** - Autism Spectrum Disorder

- **BIPOC** - Black, Indigenous, People of Colour

- A more comprehensive list of terminology can be found here

Helpful links

British Dyslexia Society *"Music and Dyslexia"*

RNIB *"Teaching students with visual impairment"*

ISM *"Teaching children on the autism spectrum"*

Music Mark *"Teaching music to children with hearing difficulties"*

Black Lives in Music website

Music Masters The Inclusive Music Index

We Are Teachers *"How to help students who are deaf/ hard of hearing"*

LPO scheme *Junior Artists Scheme* for young musicians from backgrounds currently under-represented in professional UK orchestras

Good reads…

- British Dyslexia Association *Book Shop*

- Alice Hammel and Ryan Hourigan *"Teaching music to students with special needs"*

- John A. Sloboda, *"The Musical Mind"*

- Sheila Oglethorpe, *"Instrumental Music for Dyslexics"*

- Karen Marshall and Penny Sterling, *" How to teach instrumental and singing lessons: 100 inspiring ideas"*

- *Music Teachers Magazine Black Lives in Music report*

Funding links

If you know a student needing financial help to access lessons or music courses, here are some organisations who may be able to help:

Awards for Young Musicians who help cover the cost of instruments, lessons, courses and music . They can **apply for an award of up £2,000**.

Help Musicians UK Funding Wizard will help locate charities in your area which can help support young musicians.

London Music Fund enables children from under-served communities to access high-quality music education.

Benslow Instrument Loan Scheme loans good instruments to talented young musicians. Student has to pay insurance but nothing else.

Countess of Munster Trust has a lot of information about funding for under 18s.

Youth Music invests in music programmes for children and young people