

# Drama Policy

Written: June 2013



**"Be responsible, be fair, stay positive and care"**

## **Principles and Purposes**

The development of drama is the responsibility of Samantha Madeira.

This policy aims to give an overview of policy and practice in drama at John Ruskin School.

At John Ruskin we believe that drama is an important medium for learning. It plays a vital role in the personal, social and moral development of the child as well as giving children the experience and opportunity of exploring the curriculum from a variety of perspectives.

## **The Aims of Drama**

We teach drama to:

- develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment
- develop pupils' respect and consideration for each other by encouraging turn taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
- develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work, sharing ideas and selecting appropriate drama methods
- provide opportunities to see and hear different types of performance and drama.
- develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas
- develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama
- enable pupils to build on skills attained and to progress their emotional and practical achievements
- offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others
- develop script reading and script writing skills through structured activities and lesson plans
- encourage a positive school ethos

## **Curriculum organisation**

Drama is occasionally taught through direct subject teaching, but more often integrated within a literacy topic or other curriculum subject.

General teaching objectives for drama activities are provided in the Literacy medium term planning. This ensures that learning builds on the previous experiences of the

child and progression and continuity are ensured through a whole school planning approach.

Dramatic Progress in Writing literacy units are used in Years 1 through to 6. These units aim to increase attainment and enjoyment of writing through an emphasis on drama.

The learning of drama skills will be enhanced in a variety of ways: by visits from touring theatre companies; visits to theatres for backstage tours and to watch performances; opportunities to perform in local and national theatre festivals; opportunities to perform at school in assembly, for celebrations and at the end of term; opportunities to attend external drama workshops; the use of audio-visual and IT equipment (for watching or listening to plays).

Children in Nursery and Reception are introduced to drama through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories, simple speaking and listening activities and the opportunity to present and respond to improvisation.

### **Cross Curricular Links**

There are strong links to other subjects including English, history, music, PE, PSHE and Citizenship, geography, art and religious education. Drama methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

Specific aspects of all subjects can be explored using drama, such as character motivation, scenes and situations, roles, emotions, pivotal moments, debates, decisions and personal choices, and reactions or responses.

It is necessary to ensure that appropriate drama methods are selected to develop learning and enhance subject awareness.

### **Equalities**

All children are provided with equal access to the Drama curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, disability or home background. Work is differentiated to meet children's individual needs and specialist equipment or extra adult support provided for children with disabilities.

**John Ruskin School and Language Classes- Equality Impact Assessment Form**  
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Drama Policy

2. Aim(s) of the policy or practice being assessed:

To develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Sam Madeira

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☐

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) \_\_\_\_\_


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list) Performances and lesson observations
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?



Tick all that apply:

- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

- ☒ Yes ☐ No  ☐ Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?



- ☐ No – Go to Section 3
- ☐ No – insufficient evidence to make a judgement–  Go to Section 3
- ☐ Yes  - these being:
- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☐ people of different ages
- ☒ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

During any religious period parents are able to withdraw their children from performances if they feel it contradicts their beliefs. Staff in the school ensure that individual religious beliefs are carefully respected.

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

- ☒ No
- ☐ Yes 
- ☐ Not sure 

Please describe any potential issues here:

## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- ☐ There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion
- ☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.  
Or we have identified an objective, lawful reason to justify the issue(s).  
Go to Section 5 - Improvement Actions
- ☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.  
Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

- (a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Norfolk County Council (see Equalities and Diversity Contacts on equality pages on Norfolk schools intranet page)
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Norfolk schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

## Section 7 - Completion

Name and job title:	Louise Webster. Equalities Co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	September 2014
Date of next review:	September 2017
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	



