



TRINITY LABAN

Black Lives Matter at Trinity Laban

Public Action Plan

May 2021

Black Lives Matter Pledge

We believe – unequivocally – that Black Lives Matter. With the acknowledgement that inequalities exist and persist for Black people in our community, Trinity Laban is committed to effecting meaningful and long-lasting changes to our curriculum, pedagogy and culture that remove these inequalities.

Trinity Laban aims to nurture a supportive and inclusive community of students and staff who are continually learning from each other's ideas, cultures and ways of expressing themselves through music, dance and musical theatre.

We recognise that there is still much work to be done in many aspects of our artistic community, not only to improve the content of our curricula but also to address and transform the way that we teach them.

We acknowledge that the canonised history of Western Art Music, Contemporary Dance and Musical Theatre has marginalised, and continues to marginalise, voices from outside the white mainstream as do our performance traditions and cultures.

We acknowledge the legacy of colonialism at play in much of the repertoire and pedagogical practices that we have inherited. We aim to eradicate this.

At Trinity Laban, we do not accept this situation as something we cannot challenge, confront and transform.

Through transforming and developing innovative pedagogical approaches alongside changes to our curricula we are also aiming to encourage our future graduates to scrutinise the histories and cultures our art forms can reinforce. In combination, our curricula and pedagogical changes will transform TL into a more inclusive and pluralistic environment.

Teaching will be used to open up spaces for questioning and re-relating to historical canons.

We urge you to question what you think you know, to ask awkward questions and to stand up for others (and yourself) when you see them being ignored, disregarded or misunderstood. We will be there next to you to listen and respond to your concerns.

We ask you to examine the lens through which you, as an individual with a specific cultural identity, experience music, dance and musical theatre.

We want you to challenge us if we fail to include the widest range of cultural influences in our classes and performance programmes; at the same time, we will make every effort not to lapse into tokenistic inclusion, but to strive to create nuanced, synthesised curricula and teaching styles.

You can be confident that your views will be listened to and that your concerns will be addressed.

Anti-Racism Action Plan: Introduction

The Black Lives Matter working group was formulated in Autumn 2020, in order to hold strategic postholders across Trinity Laban responsible for developing and implementing change in their areas of work in order to specifically address the inequalities faced by Black people. Joined by Black student and staff advisors, they have scrutinised Trinity Laban across key areas.

Trinity Laban recognises that there are other marginalised groups who also have the right to equity and equality within our community. The Black Lives Matter Working Group, acting here as a sub-group of the institution's Equality & Diversity Board to fulfil a specific remit regarding Black lives, hopes to lead by example in laying out actions that seek to overcome inequalities faced by people of African and Caribbean heritage. The Black Lives Matter Working Group encourages and supports similar work to understand and overcome the inequalities faced by other marginalised groups.

The following headline commitments provide a sense of the working group's priorities over the coming months. The implementation of these will be overseen by the Equality & Diversity Board and will undergo continuous monitoring and evaluation. We welcome your ideas, comments and feedback on this action plan: please email Working Group secretary [Claire Carter](mailto:C.Carter@trinitylaban.ac.uk) on C.Carter@trinitylaban.ac.uk.

1. Curriculum and Pedagogy

1a. Faculty of Music

1a.1 Establish partnership with Black Lives in Music to ensure ongoing support of the faculty's anti-racism activities, which includes the ongoing monitoring and evaluation of these activities. The partnership aims to actively improve the experience of young people of African and Caribbean heritage within the Faculty of Music.

Status: Partnership established. Terms of partnership to be revisited annually to ensure currency and continued impact

1a.2 Adapt and modify programme structures and priorities in order to reflect a more culturally relevant and diverse curriculum in terms of staffing, approach and content. Programme revalidations (starting with BMus in autumn 2021) will provide a point of scrutiny.

Status: Developments to be reflected in Annual Programme Evaluations and revalidation documents. External Examiners to be tasked to comment, specifically, on these aspects as part of their reports (which are publicly available).

1a.3 Reform the performance planning process via the Music Performance Strategy group to ensure that the meaningful amplification of voices of African and Caribbean heritage is included for consideration as part of all proposals. Add a monitoring process to track the success of this work.

Status: Revised Performance Planning process in place for Autumn 2021. Monitoring to be undertaken by Performance Department.

1a.4 Continued reassessment of individual module content and its delivery and attendant reading lists/resources to ensure ongoing decolonisation of the curriculum; a commitment to modifying existing modules to embed diversity and include representation particularly from those people of African and Afro-Caribbean heritage.

Status: Developments to be reflected in Annual Programme Evaluations

1a.5 Ensure that module leaders actively engage in the decolonisation process, primarily by using termly student module evaluations to assess whether module content sufficiently represents African and Caribbean heritage contributions to the Classical, Jazz, Contemporary and Music Theatre traditions. Programme revalidations will provide an additional point of scrutiny and External Examiners will be tasked with commenting specifically on this aspect in their reports.

Status: Termly, first revalidation BMus in autumn 2021

1a.6 Include clear criteria and monitoring measures in all future Annual Programme Evaluation action plans, ensure that monitoring efforts are completed in a timely manner.

Status: Annual

1a.7 Work with skilled industry partners, including the Black Lives in Music Partnership, to create and promote professional opportunities for underrepresented populations in the Faculty of Music including Black staff and students.

Status: Ongoing

1a.8 Redouble Faculty of Music efforts to attract Black candidates, primarily through early years, primary and secondary-school engagement with local borough and exam board partnerships.

Status: Ongoing

1a.9 Evaluate the need for open access materials in addressing attainment gaps and encourage students to take advantage of these resources to ensure that they have the foundational knowledge to engage with their Classical, Jazz, Contemporary or Musical Theatre repertoire.

Status: By summer 2021

1a.10 Programme Leaders and Heads of Department should embody these actions in departmental meetings, music management group meetings, future reviews of Faculty of Music curricula, and any other entity where they are the representative figurehead for their respective programme.

Status: Ongoing

1b. Faculty of Dance

1b.1 Establish partnership with Black Artists in Dance to ensure ongoing external scrutiny of the faculty's anti-racism activities.

Status: Completed

1b.2 Recruit choreographers/makers for Historical Projects, Commissioned Works and other key dance performance programming that reflect diversity and representation from people of African and Caribbean heritage.

Status: Ongoing

1b.3 Review of curriculum to implement a pedagogy that includes awareness and representation of African and Caribbean people and dance traditions.

Status: Second stage of review to be completed spring 2021

1b.4 Increase culturally relevant resources of African and Caribbean influence in dance programmes.

Status: Ongoing

1b.5 Develop dance practices and processes from African and Caribbean traditions through the undergraduate programmes as integral routes through to graduation and the industry.

Status: Ongoing

1b.6 Develop strategies to encourage students of African and Caribbean heritage to consider studying dance at HE level, including building on links with CAT students and L&P community.

Status: Ongoing

1b.7 Design mentorship scheme for students of African and Caribbean heritage throughout their studies and as alumni.

Status: Launched September 2021

1b.8 Review cultural relevance of curriculum in Annual Programme Evaluations, and in validation/re-validation processes.

Status: Review of re-validation process meeting April 2021, Programmes reviewed annually.

2. Staff Recruitment

2.1 Blind recruitment to be embedded as an institution-wide practice across Trinity Laban.

Status: Completed.

2.2 Review and diversify the recruitment advertisement list to include websites, agencies and local organisations that have significant non-white readership.

Status: July 2021.

2.3 Include an underrepresentation statement with every future Trinity Laban job advertisement that explicitly states that Trinity Laban encourages Black applicants to apply.

Status: June 2021.

2.4 Require all future job advertisements to be shared by Human Resources with either the Black Lives in Music partnership or Black Artists in Dance partnership for wider circulation.

Status: Ongoing.

2.5 Prioritise the use of head-hunters where necessary for senior, Executive and Board positions that have an established track record of sourcing competitive and qualified Black candidates, under the guidance of the Director of Strategy & Business Operations.

Status: Ongoing.

2.6 Trinity Laban's Recruitment Policy has been updated to include the following changes. This is scheduled for sign-off by the Principal's Management Group by May 2021.

i. Staff involved in recruitment and selection decisions will be required to undertake Recruitment and Selection training every 3 years

ii. An Equality Impact Assessment will be carried out on every advertising campaign

iii. A Black, Asian and minority ethnicity Recruitment Panel Register will be developed so recruitment panels have access to Black, Asian and minority ethnicity staff

iv. Equality competencies to be added to job descriptions and sample questions for use in interviews, setting clear expectations to all TL staff and live our Ethical and Inclusive values

v. Diversity statistics will be collected on shortlisted applicants and reported to the Equality & Diversity Board

Status: Due for launch in summer term 2021

3. Training

3.1 All salaried fractional and hourly-paid staff will be provided with bespoke anti-racism training provision according to priority groups. This training will be monitored for engagement levels and impact and reported on regularly.

Status: In progress, to be complete January 2022.

3.2 All students will be provided with bespoke anti-racist training provision that is monitored and reported on regularly.

Status: In progress

3.3 Staff members at all levels of seniority should be willing to discuss with colleagues ongoing issues of structural racism, and work together in order to address them.

Status: Ongoing

4. Governance

4.1 Work to further diversify the Board of Governors by increasing representation from people of African and Caribbean heritage.

Status: In progress

4.2 Develop clear responsibilities and reporting at all levels of management and governance for anti-racism policies and procedures and enhance visibility of race-related matters within internal reporting.

Status: due for completion at end of Summer Term 2021

4.3 Increase the number of staff members of African and Caribbean heritage on institutional committees and working groups.

Status: due for completion by beginning of academic year 2021/22

5. Processes & Systems

5.1 Review the Performance Management system, aiming for top-down accountability for ensuring inclusive practice by all individuals at Trinity Laban. This system should ensure regular opportunities for feedback and reflection, with budget allocated for ongoing CPD.

Status: due for completion by end of autumn term 2021

5.1 Review and improve student complaints and disciplinary processes, including student consultation at every stage.

Status: due for completion by end of academic year 2020/2021

5.2 Develop internal training for student-facing staff on dealing with and recording informal complaints to ensure that all complaints are logged appropriately.

Status: due for completion by end of academic year 2020/2021

5.3 Review and enhance complaints and disciplinary systems for members of staff.

Status: Due for completion Autumn term 2021

5.4 Launch a Micro-Aggression Portal to facilitate anonymous reporting and enable tracking of aggressive behaviours in order to inform further activity.

Status: complete

6. Student & Staff Representation

6.1 Support TLSU to diversify its leadership team and supporting officers by offering advice on training, broadening the advertising of representation roles, and gathering data on the structures and challenges limiting marginalised students pursuing representation and TLSU roles.

Status: Ongoing

6.2 Continue to provide safe spaces in the form of Talking Tuesdays for Black students to discuss their own experiences and anonymously provide feedback via the Black Lives in Music and Black Artists in Dance partnerships.

Status: Ongoing with regular meetings.

6.3 Review and improve the mechanisms for student feedback, including student voice information and student rep communications.

Status: end of academic year 2020/2021

6.4 Implement bespoke research funding and opportunities where possible in order to improve the underrepresentation of researchers of African and Afro Caribbean heritage.

Status: Ongoing

6.5 Review and improve student representation system to ensure that the specific needs of students of African and Caribbean heritage are aired and addressed.

Status: Ongoing

6.6 Explore students sense of representation by TLSU, producing data-led campaigns to increase student engagement including in-person and online events.

Status: Ongoing

6.7 Consciously represent a range of lived experience within our staff body via the engagement of visiting teachers, lecturers and external speakers.

Status: Ongoing

6.8 Continue to invest in the production of Black Culture 365 events to elevate and celebrate Black culture across both Faculties, with students involved in programming.

Status: Ongoing

7. Brand & Communications

7.1 Change the terminology used at Trinity Laban, removing the term 'BAME' unless required by law or statutory reporting.

Status: Complete

7.2 Overhaul the visibility of our equality diversity and inclusion work, via updated website pages and regular communications to the Trinity Laban community, to include clear opportunities for feedback.

Status: Ongoing

7.3 Allocate time and budget to amplify a diversity of student experience and voice via TL's social media channels and printed materials, to include ongoing amplification of the work of the TL ACS, and the remunerated inclusion of students in the planning and implementation of key campaigns.

Status: in progress

Last updated May 2021

