

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: MARCH 2020

Introduction

1. Equality information

The Equality Act 2010 requires that, as a listed body, we publish information to demonstrate our compliance with the general equality duty. This must include information relating to people who share a relevant protected characteristic who are:

- employees
- people affected by our policies and practices; in Trinity Laban's case, this primarily means our students and applicants

This report constitutes our equality information under the Act, and is designed to give all interested parties (including our staff, students and the general public) accessible information on our equality performance, the issues and priorities highlighted by the data, and examples of activity we have undertaken in order to fulfil our general duty to:

- eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- foster good relations between people who share a relevant protected characteristic and those who do not share it.

2. Our Commitment to Equality & Diversity

Trinity Laban believes in principles of social justice, acknowledges that discrimination affects people adversely, and is committed to challenge all forms of inequality. To meet this objective, Trinity Laban will aim to ensure that:

- Individuals are treated fairly, with dignity and respect regardless of their age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics";
- everyone is given the opportunity to fulfil their potential;
- it promotes an inclusive and supportive environment for staff, students and visitors; and
- it recognises the various contributions to the achievement of Trinity Laban's mission made by individuals from diverse backgrounds and with a wide range of experiences.

The Institution celebrates diversity in all of its forms, and seeks to build on its long history of engaging with diverse groups and working with a broad range of artists. Through its Equality Objectives and related action plans significant strides will be made in the understanding, embedding and celebrating of Equality and Diversity throughout the institution and its wider community.

3. Responsibilities

Board

The Institution's Board of Governors has formal responsibility for ensuring that the Institution meets both statutory and institutional requirements and objectives in respect of equality and diversity; and for achieving adherence to the equality and diversity policy across its institutional community.

Equality, Diversity and Access Committee

The Equality, Diversity and Access Committee ("the EDA") is responsible for promoting the development, implementation and evaluation of institutional equality and diversity policies and practices.

Leaders and managers

Senior members of the Institution are responsible for:

- Promoting commitment to the implementation of the Equality Objectives and the Equality and Diversity Policy across their departments;
- Ensuring that staff and students are encouraged, supported and enabled to reach their full potential;
- Identifying appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Staff and students

Individual members of the Institution are responsible for:

- Supporting and implementing the aims of Equality Objectives and the Equality and Diversity Policy;
- Promoting equality of opportunity;
- Contributing to an environment free of fear and intimidation and which celebrates diversity;
- Ensuring that their behaviour and actions do not involve discrimination, harassment, bullying or victimisation in any way.

4. Equality and Diversity Objectives 2017-2021

Following extensive consultation and facilitation by the Equality Challenge Unit, the Institution has adopted the following Equality & Diversity Objectives for the period 2017-2021:

- 1) Build awareness, understanding and behaviour change to support Equality & Diversity throughout the Conservatoire;
- 2) Embed principles of Equality & Diversity in all aspects of widening participation and student recruitment activity;
- 3) Showcase, celebrate & champion diversity; in Equality & Diversity work; in the staff and student body, the Institution's Board of Governors, audiences and artists, participants; partnerships; and programmes;
- 4) Increase the Institution's understanding of differences in the challenges and barriers to student success and attainment;
- 5) Advocate for diversity in music, dance and musical theatre within the wider arts and higher education sector.

The Equality Objectives are targeted to cover all elements of the Institution's higher education, learning and participation, outreach and audience communities. By setting these Equality Objectives, we also comply with our legal responsibility to set and publicise at least one Equality Objective for the four year period.

5. Legal context

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. The Act provides protection against direct and indirect discrimination, harassment (including third party harassment) and victimisation in, among other things services and public functions, premises, and education.

In addition, the Institution must meet the 'public sector equality duty' requirements set out in the Act, which requires the Institution to:

- take an active and vigorous approach to promoting equality;
- treat people differently where this is necessary to treat them fairly; and
- take positive action (as distinct from positively discriminating, which remains illegal) to
- ensure that people from protected groups are involved in the governance and other statutory activities of the Institution.

This general duty is also underpinned by specific duties to:-

- Publish information to show compliance with the equality duty
- Set and publish equality objectives, at least every four years.

The Institution is committed to going beyond statutory compliance and embracing Equality and Diversity in all of its forms.

6. Geographic context

The Equality Objectives have been set within the local context which is as follows:

- The Institution is set in the Greenwich and Lewisham areas of South-East London. Greenwich is the 78th and Lewisham the 36th most deprived of 326 English boroughs; both have pockets of extreme socio-economic disadvantage.
- People from BAME backgrounds make up nearly half the population of both boroughs
- The proportion of school-age children from BAME backgrounds is significantly higher: 72% across Greenwich and Lewisham.
- In relation to our community work and performances, the majority of the Institution's participants & audience members come from Greenwich and Lewisham.
- In relation to our higher education programmes, recruitment is national and international in scope. One third of our students are from outside of the UK.

The Institution receives funding from Lewisham Council to widen access to the arts and address barriers for those less able to engage.

Our participatory programmes respond to the local high levels of diversity. In academic year 2017-2018 the institution engaged with: 5,750 CYP from BAME backgrounds; 485 disabled CYP; 536 older people (60+). We work within some of the most deprived areas in our boroughs.

7. Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which, in 2018-2019, included our:

- Equality and Diversity Policy
- Equality Objectives
- Equality Action Plan

Equality monitoring data and activities: 2018-2019

8. Equality monitoring: protected characteristics

In the main body of this report, we present information about the equality profile of our staff, student and applicant populations, using the most recent annual monitoring data relating to the 2018-2019 academic year. Trinity Laban has collected and published data on race, sex and disability for many years, and has incorporated age into this reporting since 2011. Since 2014, we have also requested information on the following protected characteristics:

- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Religion or belief
- Sexual Orientation

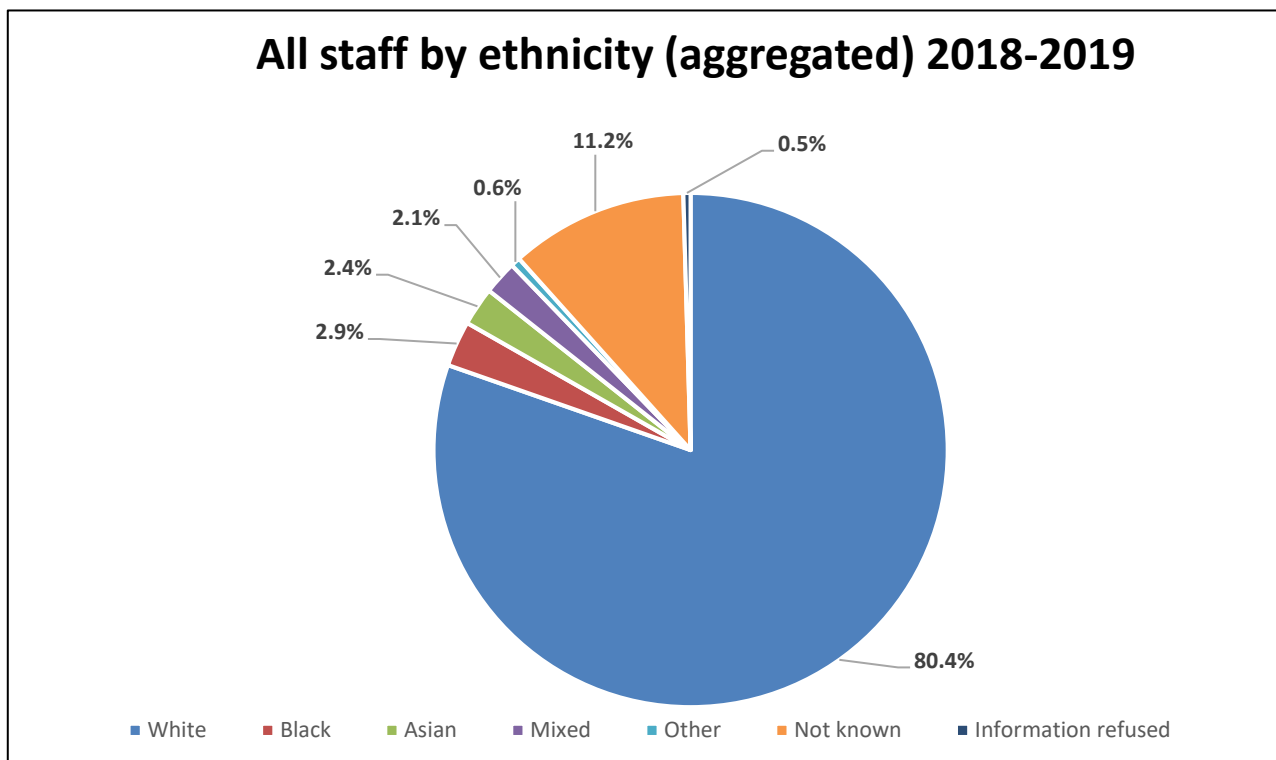
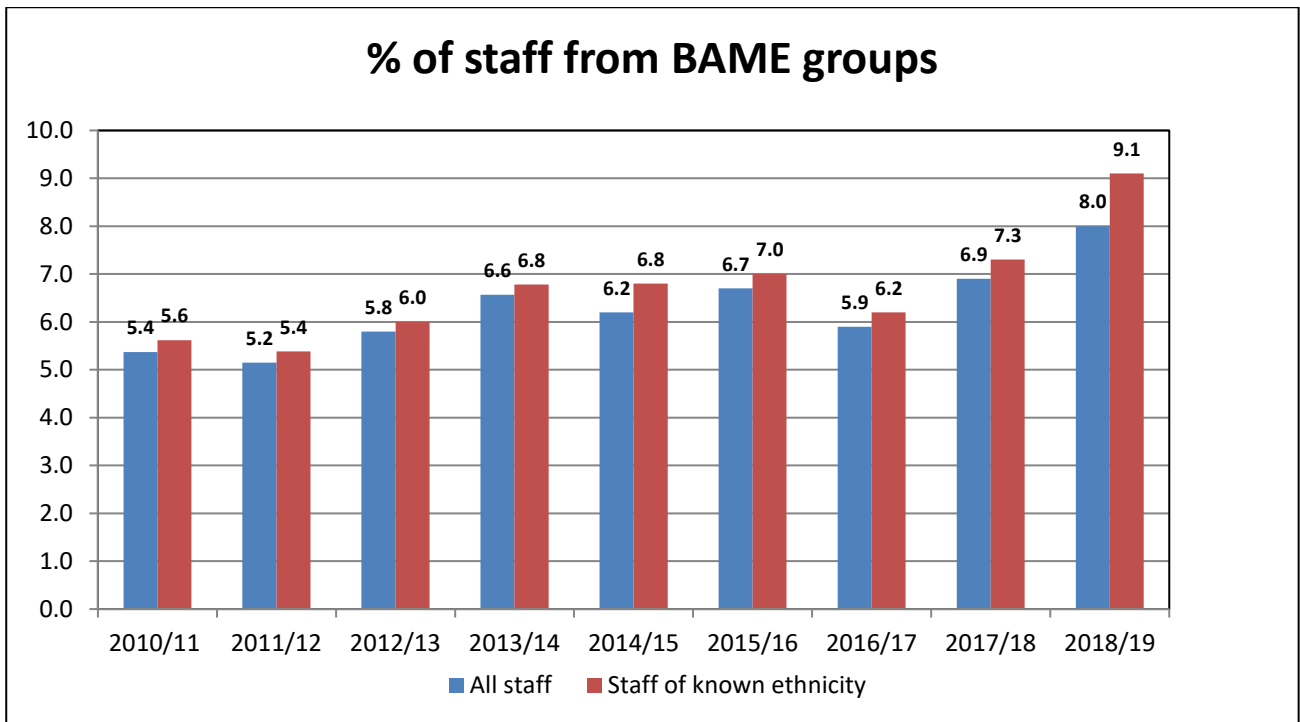
9. Staff

9.1. Staff profile: key facts and figures

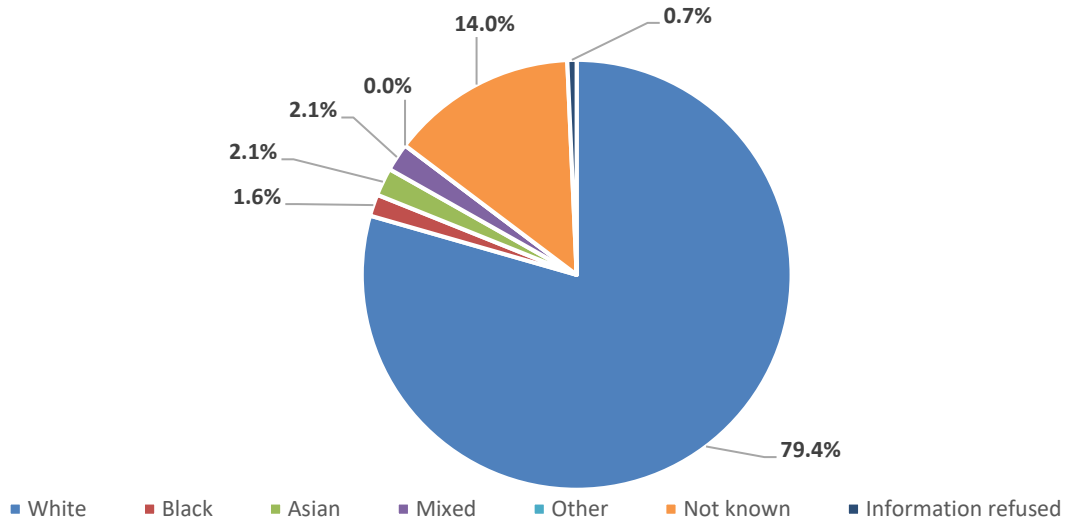
- ❖ *The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 9.1% in 2018-19, a rise of 1.8 points on 2017-18; absolute numbers have more than doubled (+103%) in the past decade, albeit from a low base.*
- ❖ *The proportion of BAME staff at Trinity Laban exceeded the Conservatoire mean of 7.6% (2017-2018 figure) and was close to the HE sector average of 9.8%.*
- ❖ *9.5% of appointees came from BAME backgrounds; this was an increase from 7.6% in 2017-2018, which may partly be attributable to a sharp fall in those declining to state their ethnicity.*
- ❖ *BAME staff represented 9.4% of staff from grades 4 to 7, and 2.9% of staff at grade 8 or above.*
- ❖ *The overall staff split by sex was 51.6% female: 48.4% male, the same even balance as the previous year. At higher grades, there was higher male (53.7%) than female representation at grade 8 and above, and within Executive the male majority increased from 63% male to 71%.*
- ❖ *4.7% of staff, where disability status was known, had a declared disability, which moved nearer the HE sector average of 5%. The percentage of staff whose disability status was unknown stood at 28.7%; this was a fall of five percentage points on the level of unknowns in the previous year.*
- ❖ *The age profile of staff at Trinity Laban continued to show a very even spread across age ranges: 14% of staff were 30 and under and 10% were over 65.*
- ❖ *Of those disclosing, 13% of staff identified as lesbian, gay or bisexual.*

9.2. Staff annual monitoring data: 2018-2019

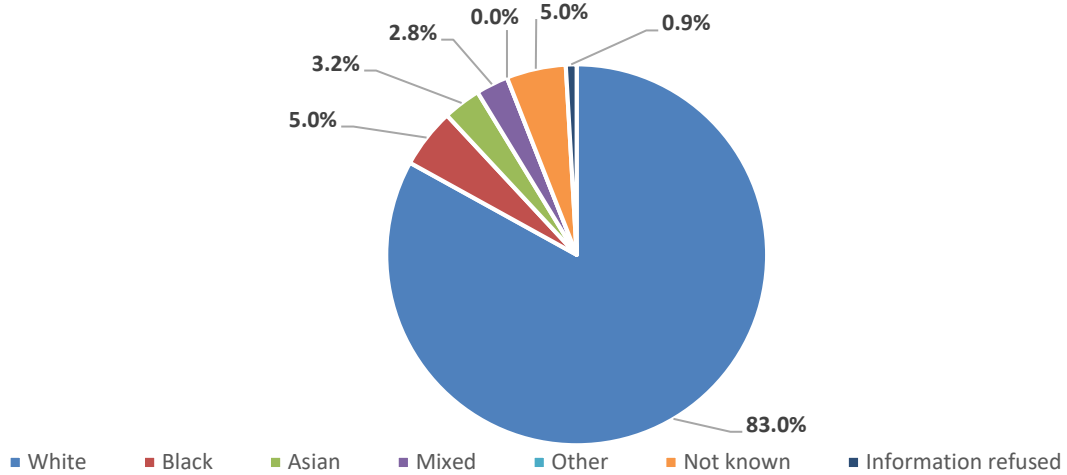
ETHNICITY



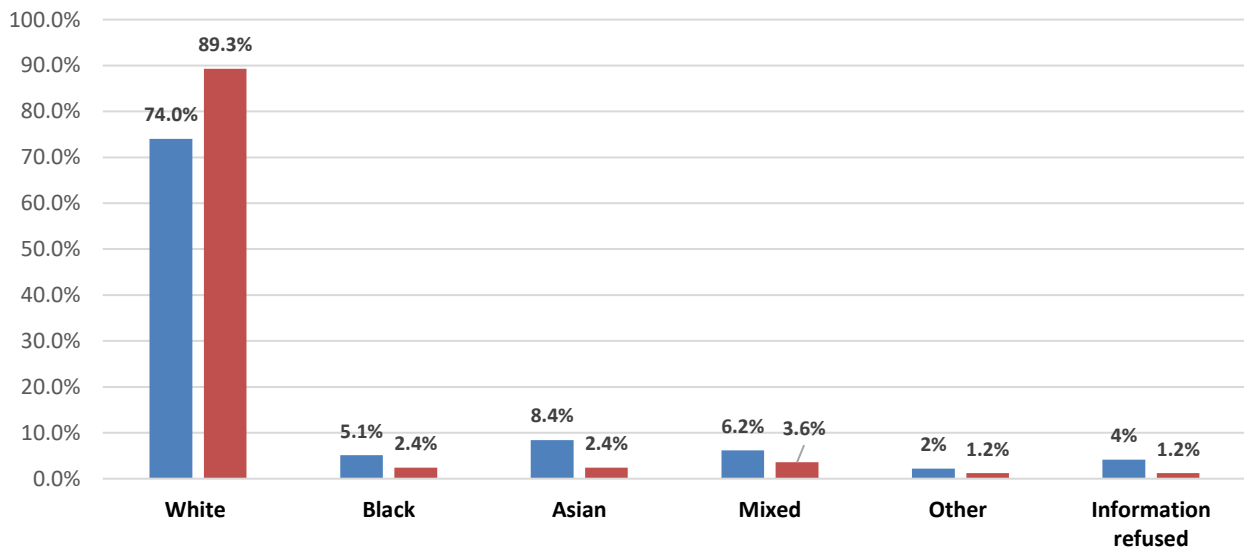
Academic staff by ethnicity (aggregated)



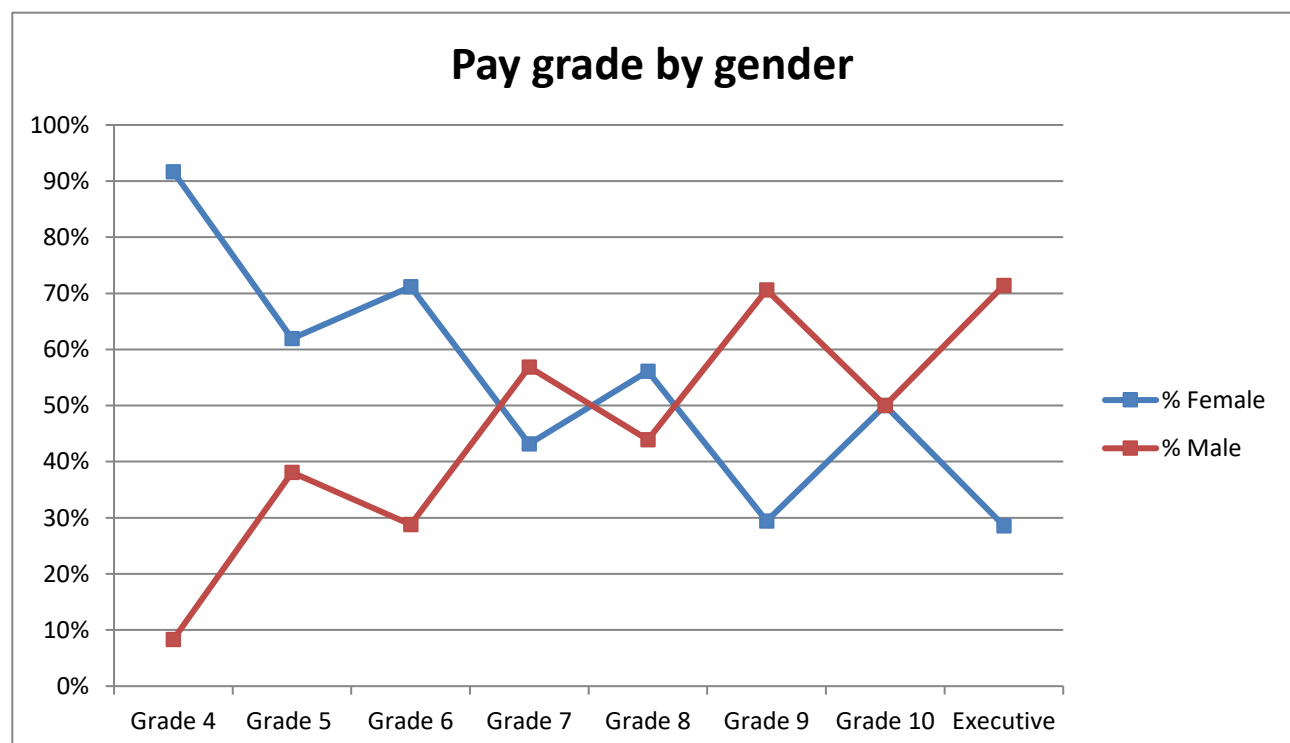
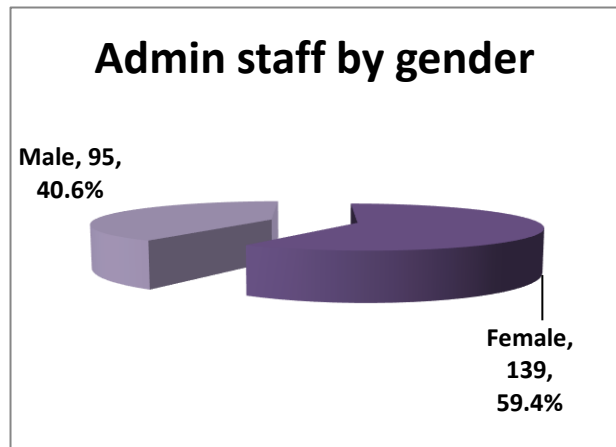
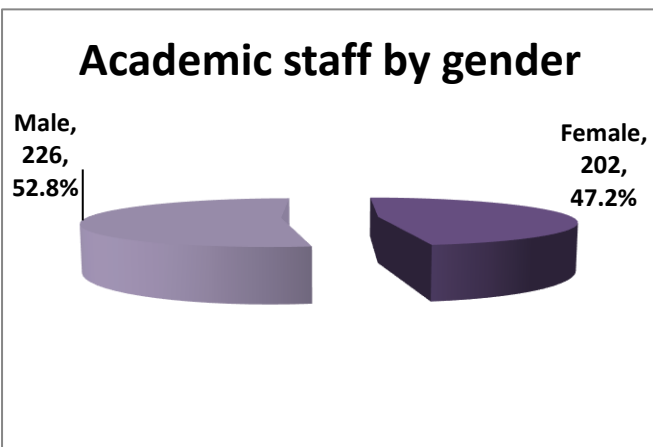
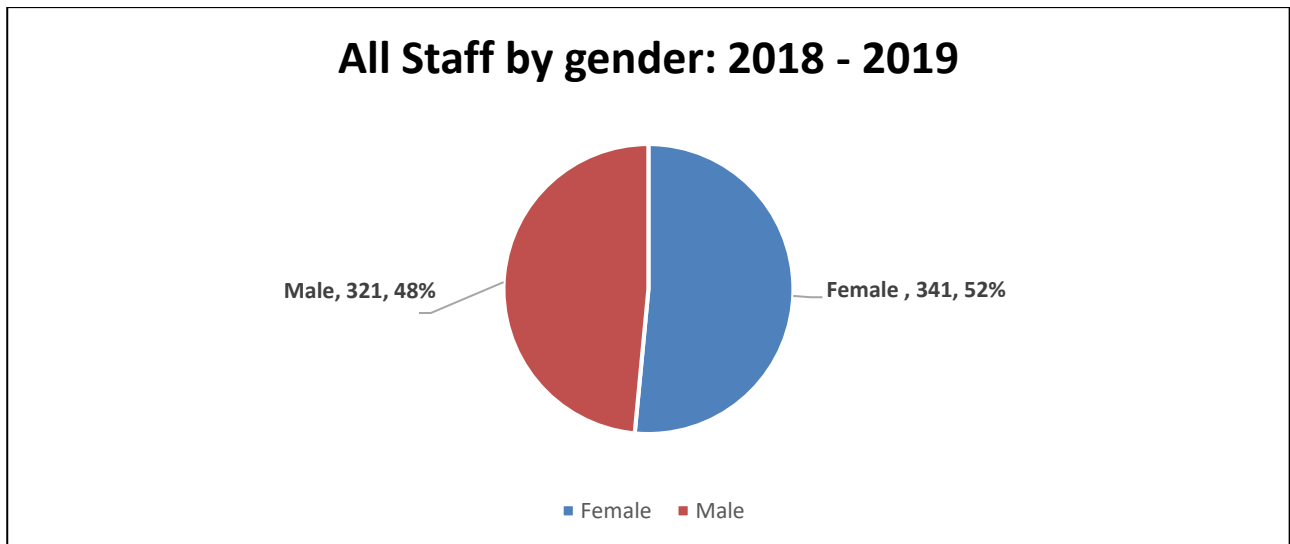
Administrative staff by ethnicity (aggregated)



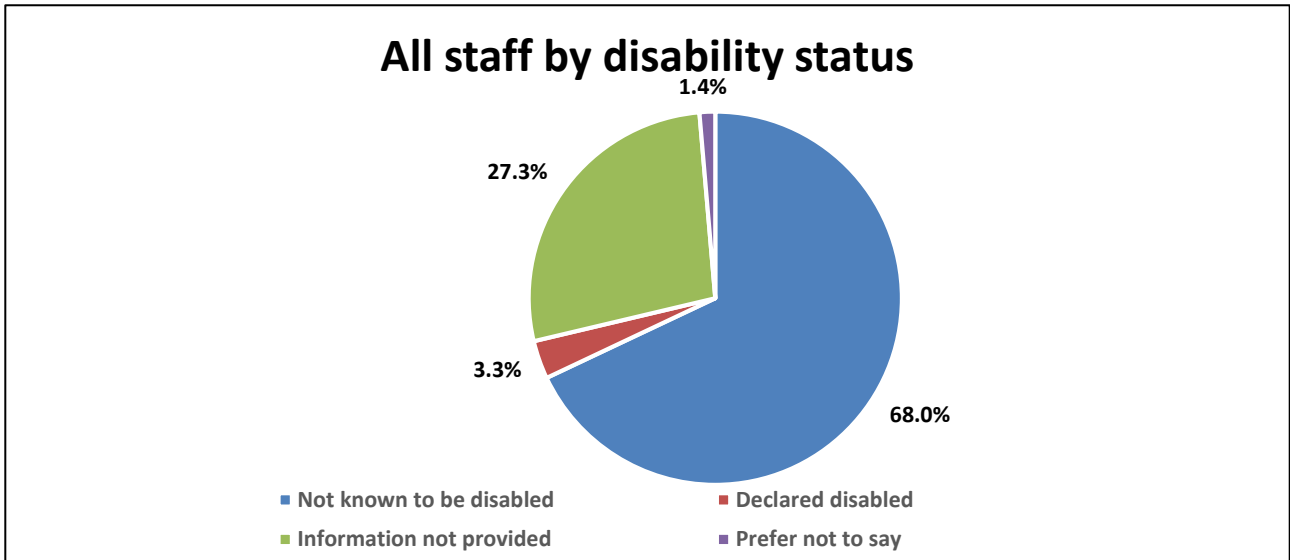
Job applicants and appointees (aggregated)



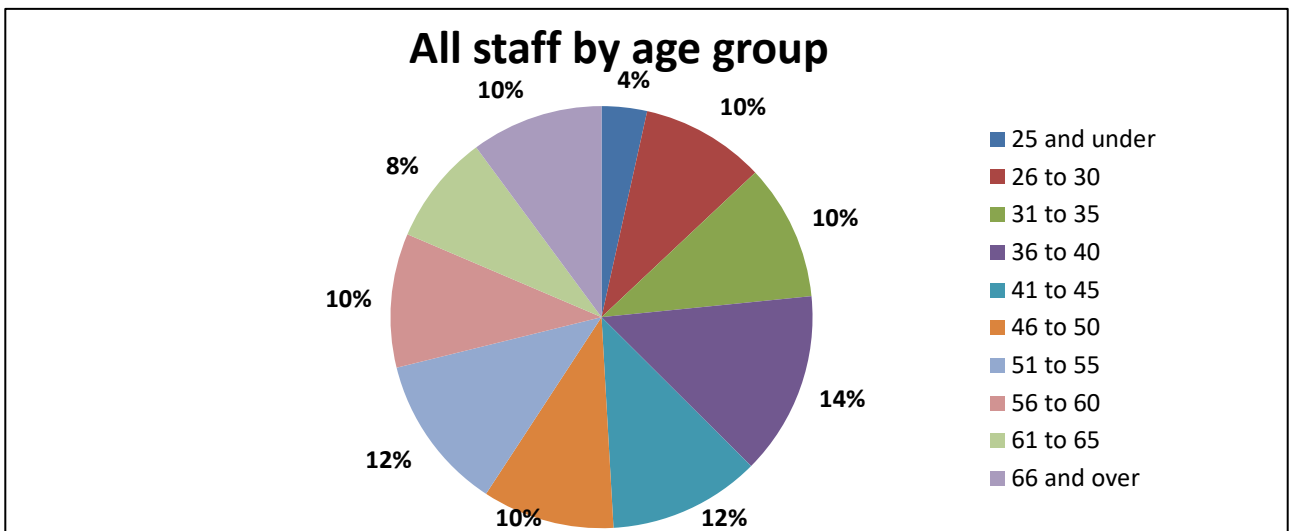
GENDER



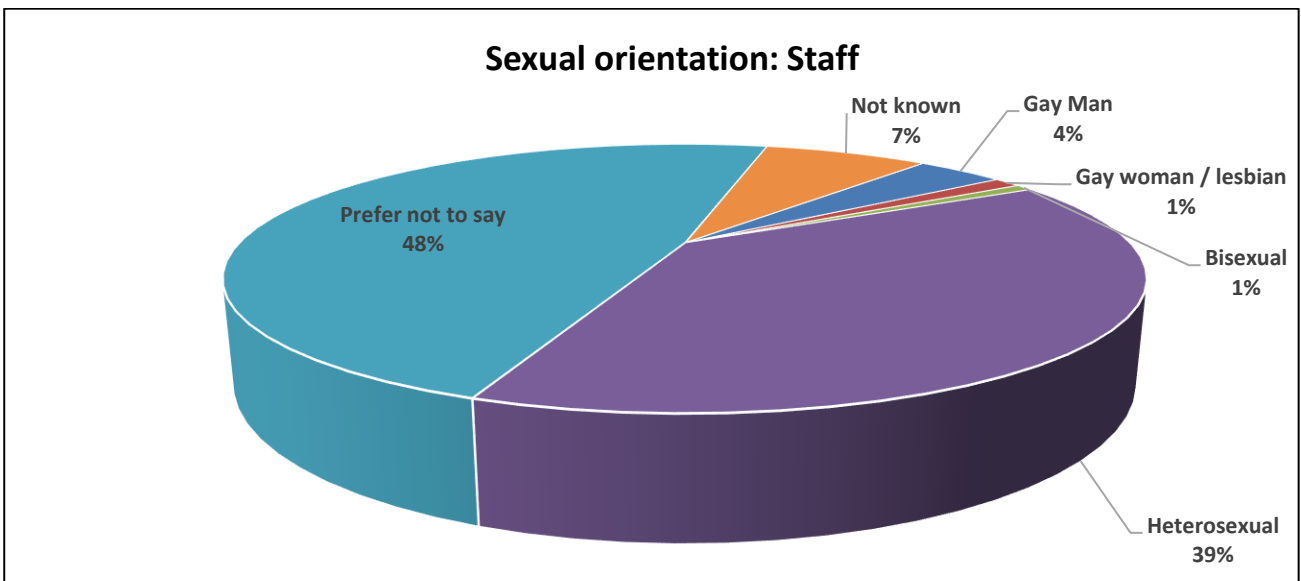
DISABILITY



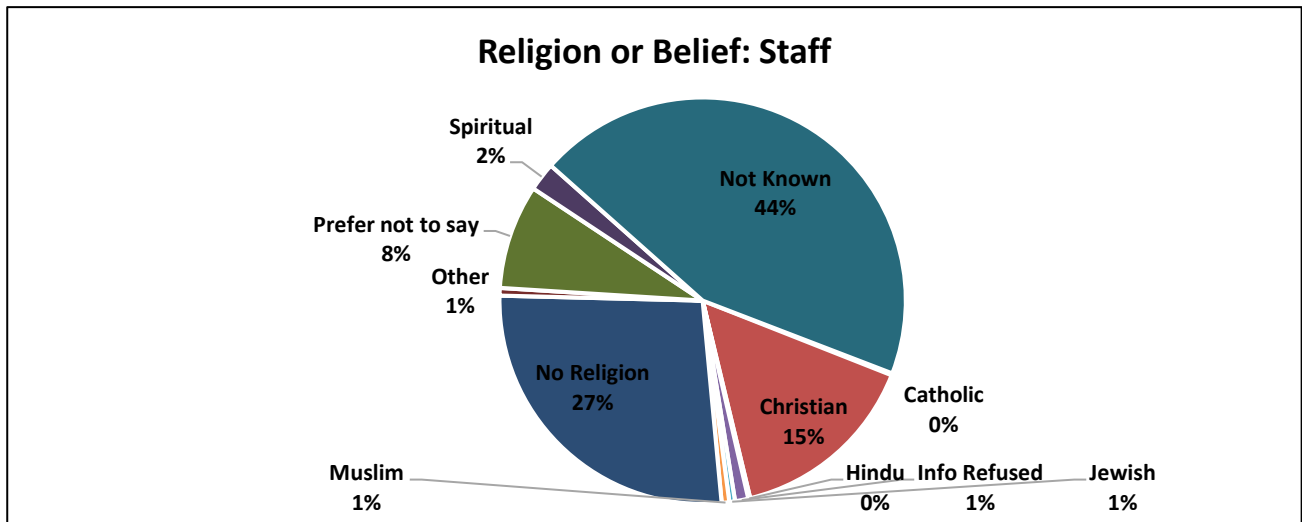
AGE



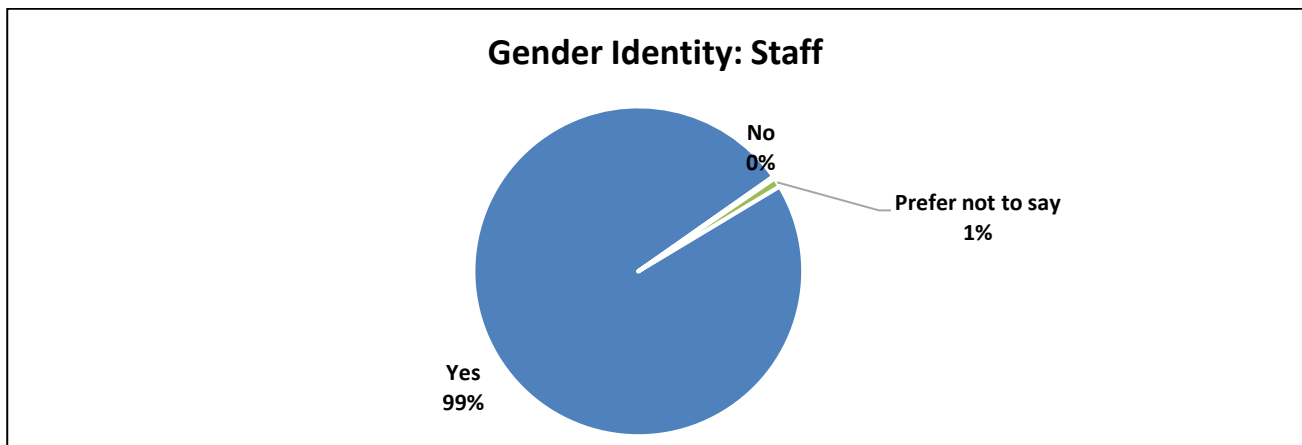
SEXUAL ORIENTATION



RELIGION AND BELIEF

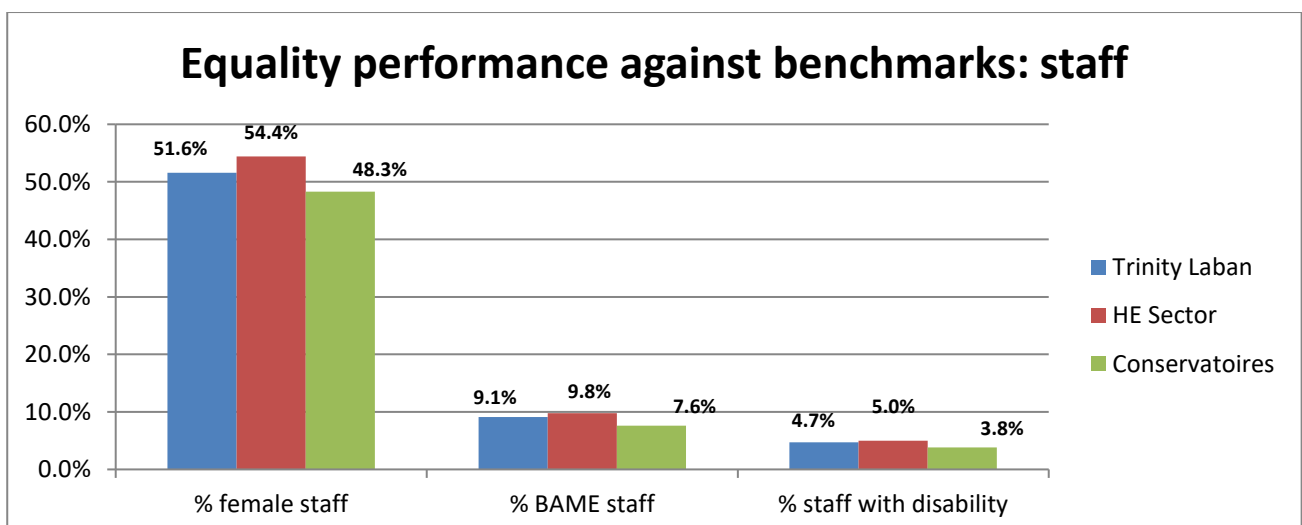


GENDER IDENTITY



9.3. Performance against benchmarks

The following chart shows Trinity Laban’s performance against staff equality benchmarks taken from two groups: UK HE sector performance and the conservatoire group identified above.



Trinity Laban out-performs the conservatoire mean average for staff declaring a disability and has a more balanced staff gender split than both the conservatoires and the sector nationally. We have for the first time achieved BAME representation comparable with the UK HE sector.

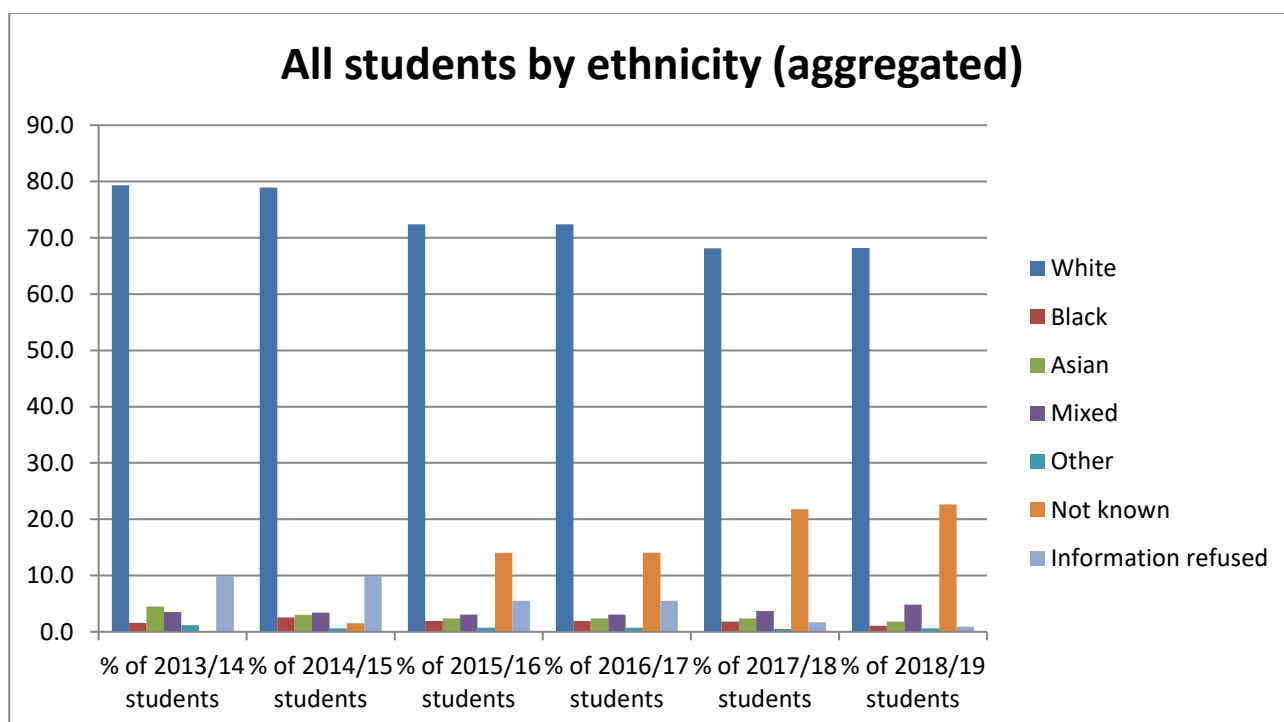
10. Students and applicants

10.1. Student and applicant profile: key facts and figures

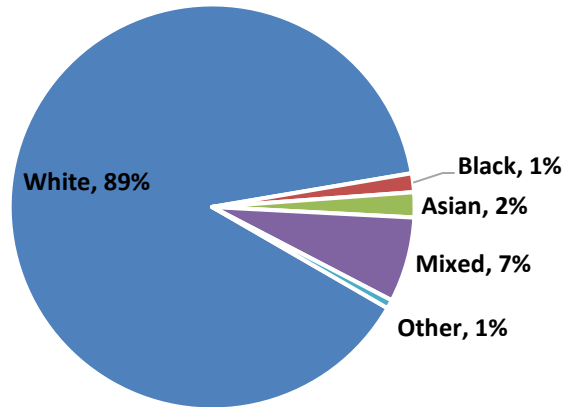
- ❖ *The proportion of Trinity Laban students from BAME groups in 2018-2019 was 10.8%, which was a marginal fall from 11.0% in 2017-2018. The percentage of BAME students among UK residents rose from 10.6% to 11.0%.*
- ❖ *Among undergraduate degree qualifiers, 81.2% of white students received a 1st or 2.1 classification compared to 50.0% of students from BAME groups. The attainment gap therefore rose significantly from 19.2 points in 2017-18 to 31.2 points. However, this figure is affected by an unusually high percentage of unknown ethnicity among graduates.*
- ❖ *19% of students declared a disability compared to the HE sector prevalence of 20% within the subject area creative arts and design. 51% of Trinity Laban students who declared a disability stated that they had a specific learning difficulty compared to 41.5% in this category among the whole UK student population.*
- ❖ *11.0% of music applicants and 10% of dance applicants declared a disability. Success rates for applicants with a disability were moderately lower than those without (-4pp).*
- ❖ *The overall gender balance among the 2018-2019 student population was 67% female: 33% male, the same as the previous year. The ratio was 55:45 (female to male) among music students. Students studying dance split 89:11 (female to male) which represented a lower proportion of males (-3 points) than in 2017-18.*
- ❖ *41% of enrolled students were aged 22 or over at year start, an annual decrease of 10 points. 17% were 18 or younger and 7.0% were over 35.*
- ❖ *15% of students with known values identified as lesbian, gay, bisexual or 'other' sexuality.*
- ❖ *Unknown values for newer protected characteristics have reduced (-2 points for sexual orientation; -3 for religion or belief).*

10.2. Student and applicant annual monitoring data: 2018-2019

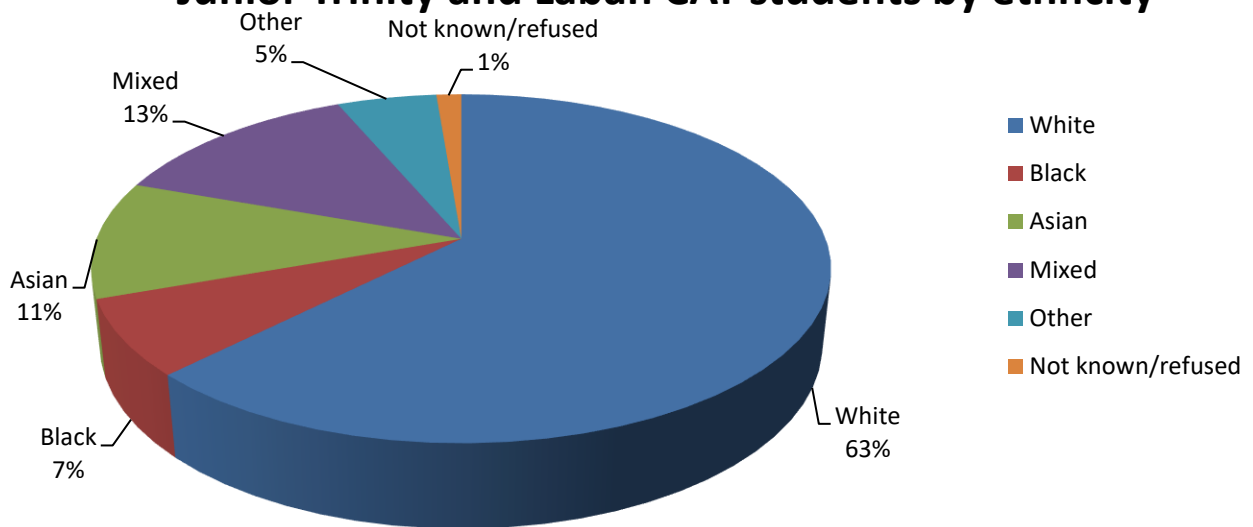
ETHNICITY: STUDENTS



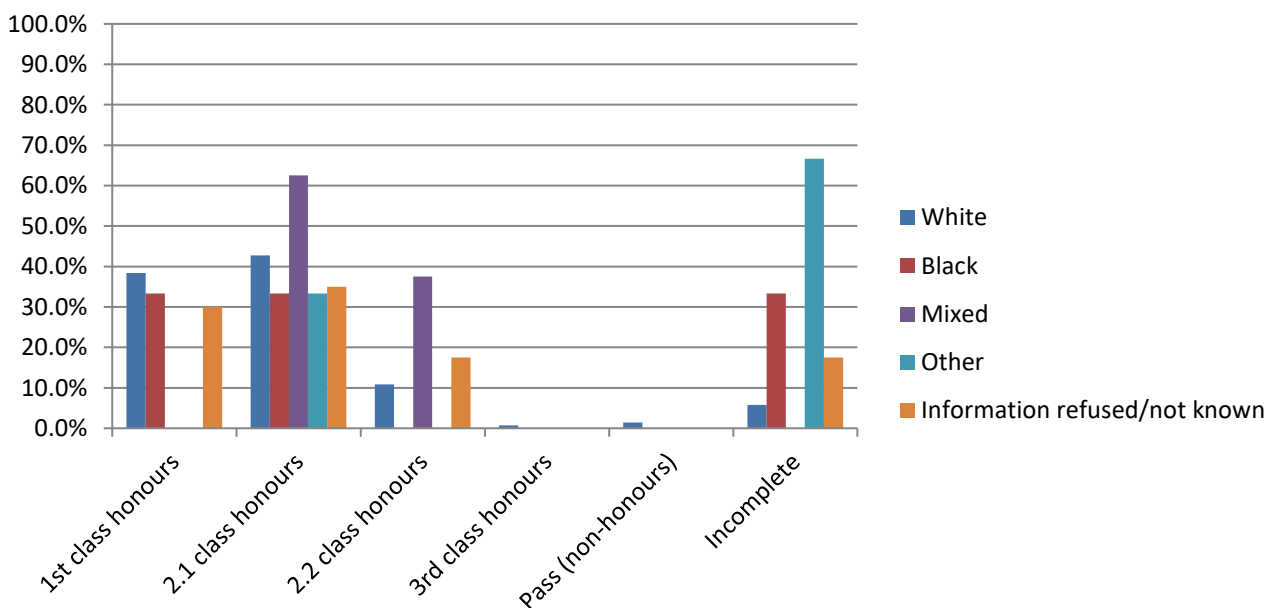
UK resident HE students by ethnicity



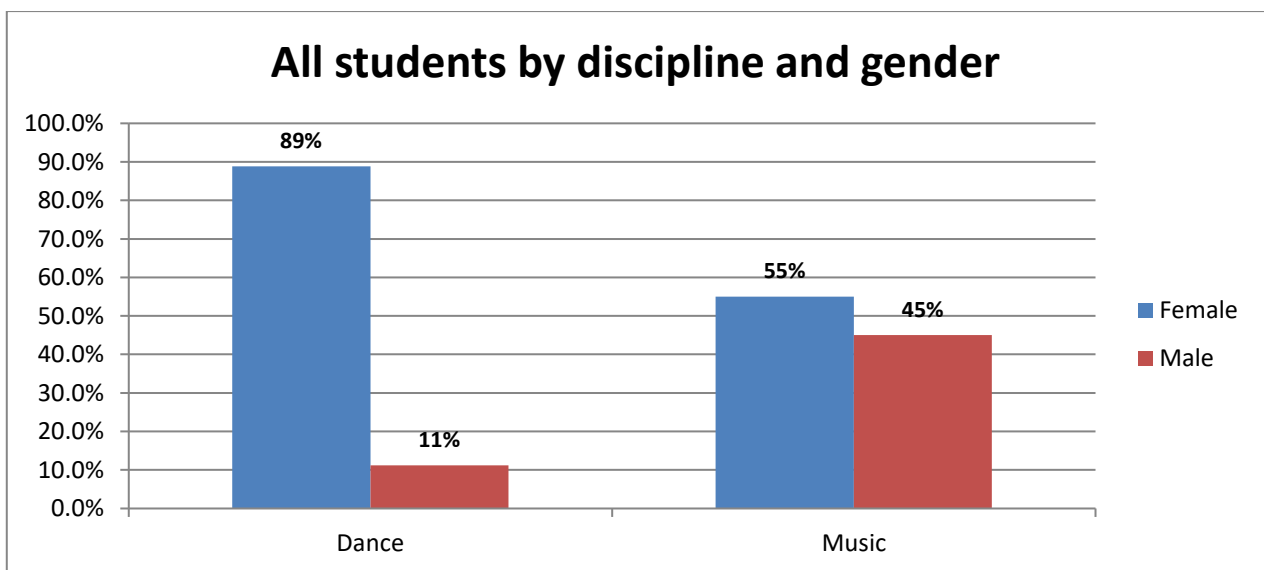
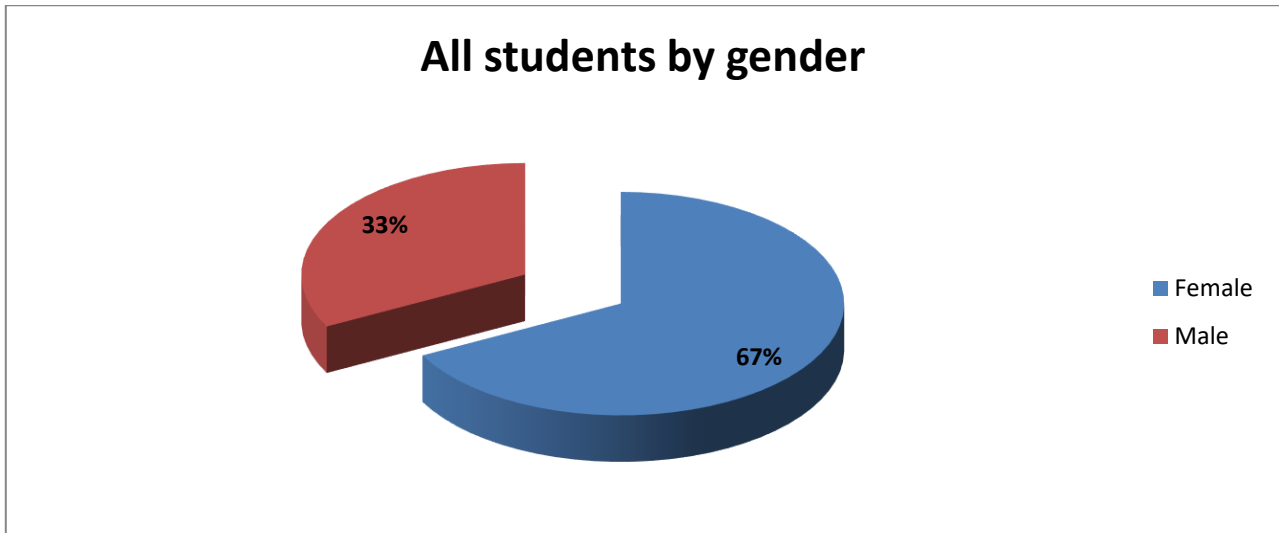
Junior Trinity and Laban CAT students by ethnicity



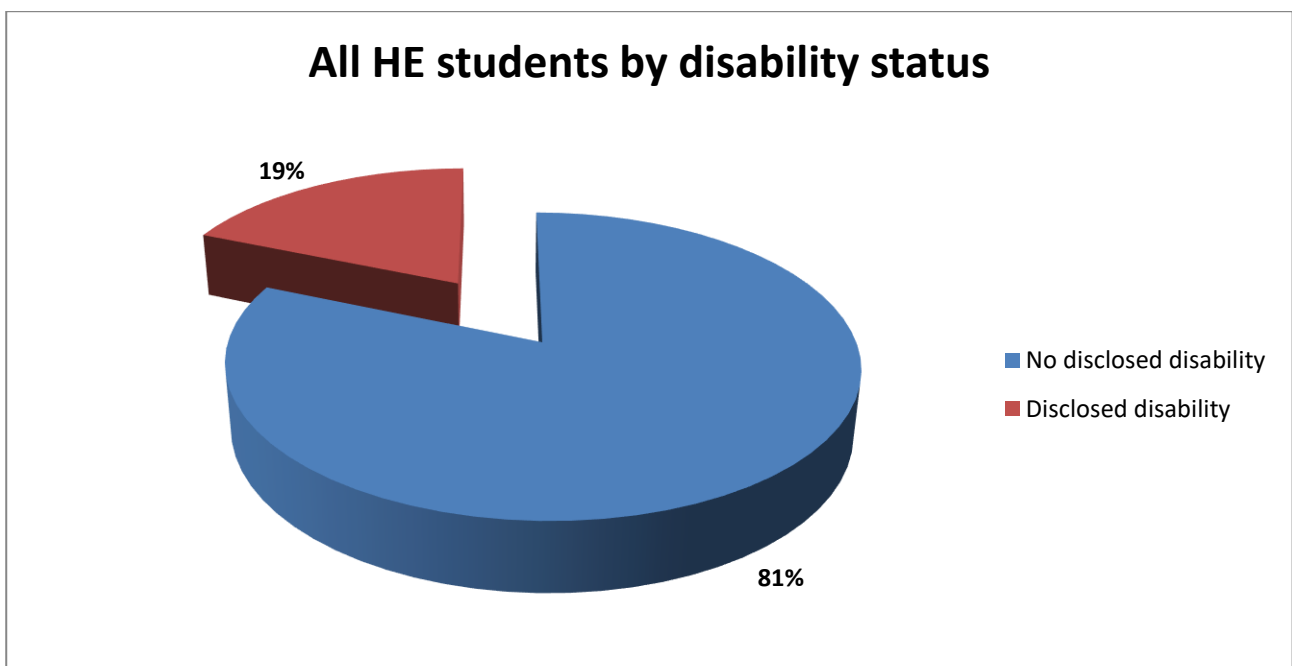
UG Qualifiers: degree class by ethnicity



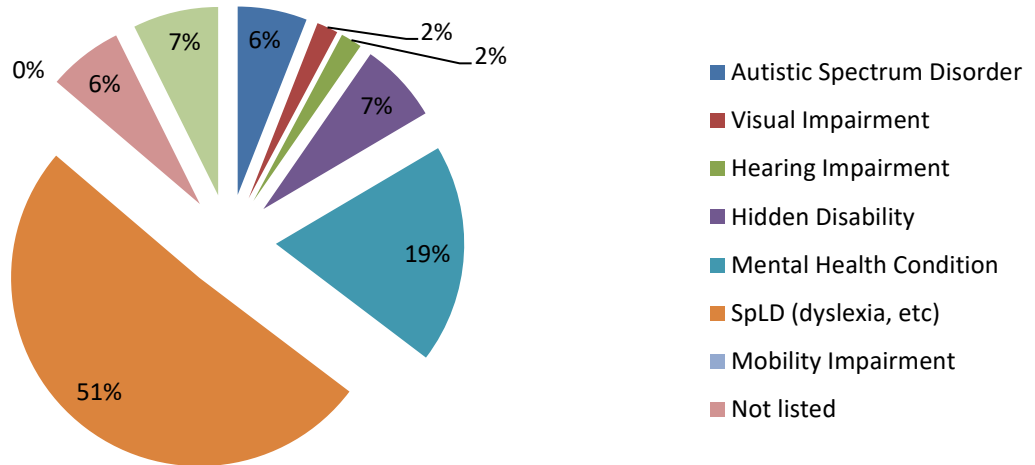
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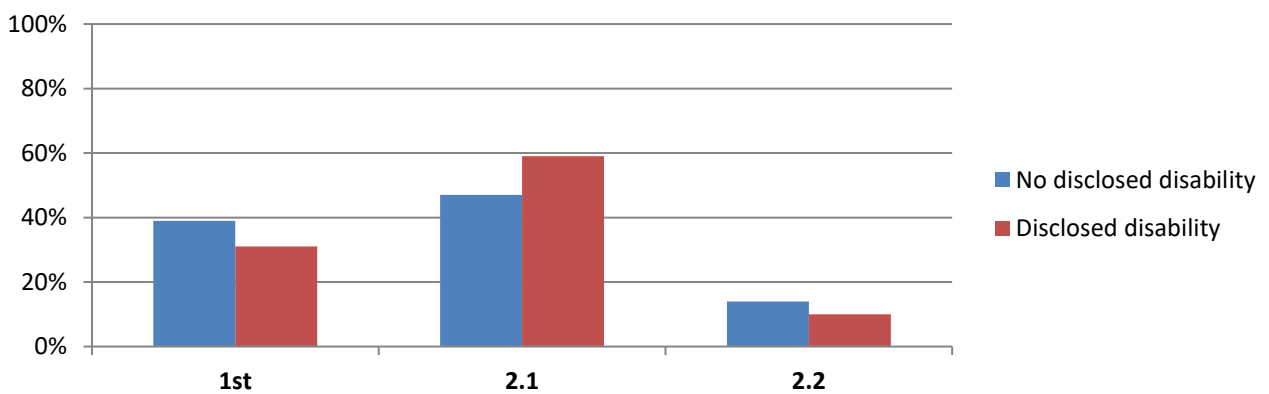
DISABILITY



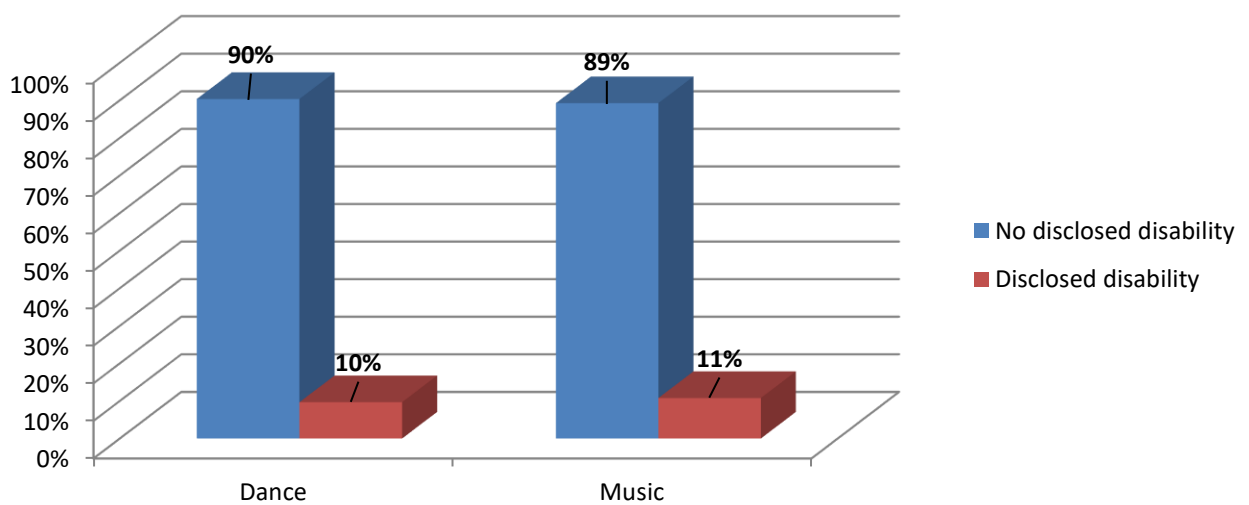
Students with a declared disability by impairment type



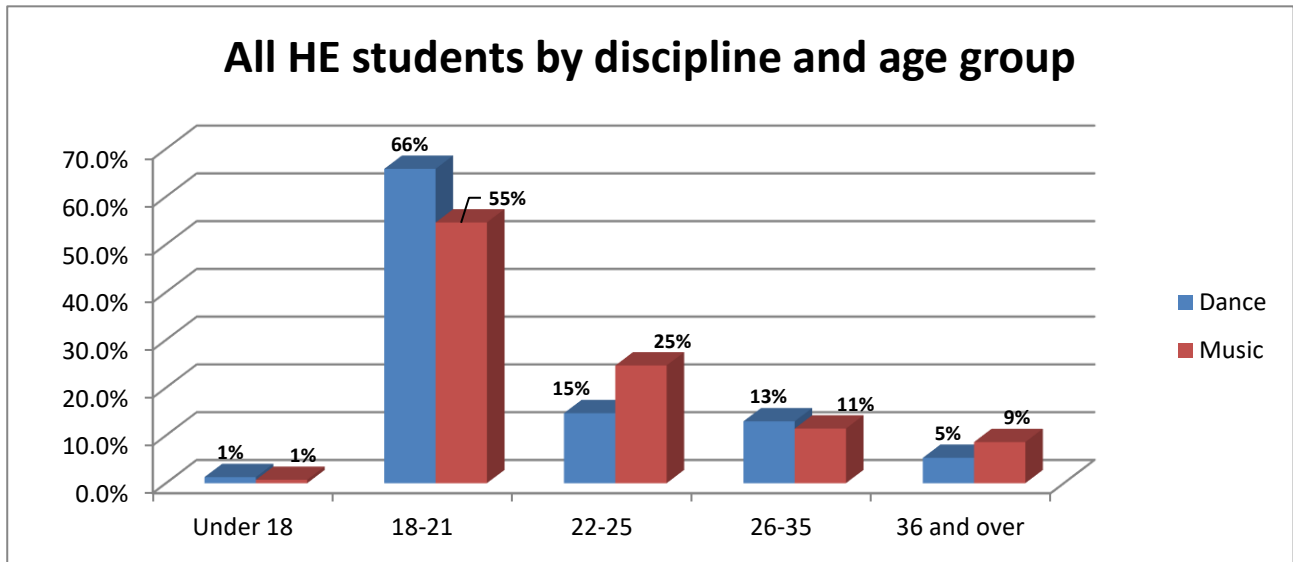
UG Qualifiers: degree class by disability status



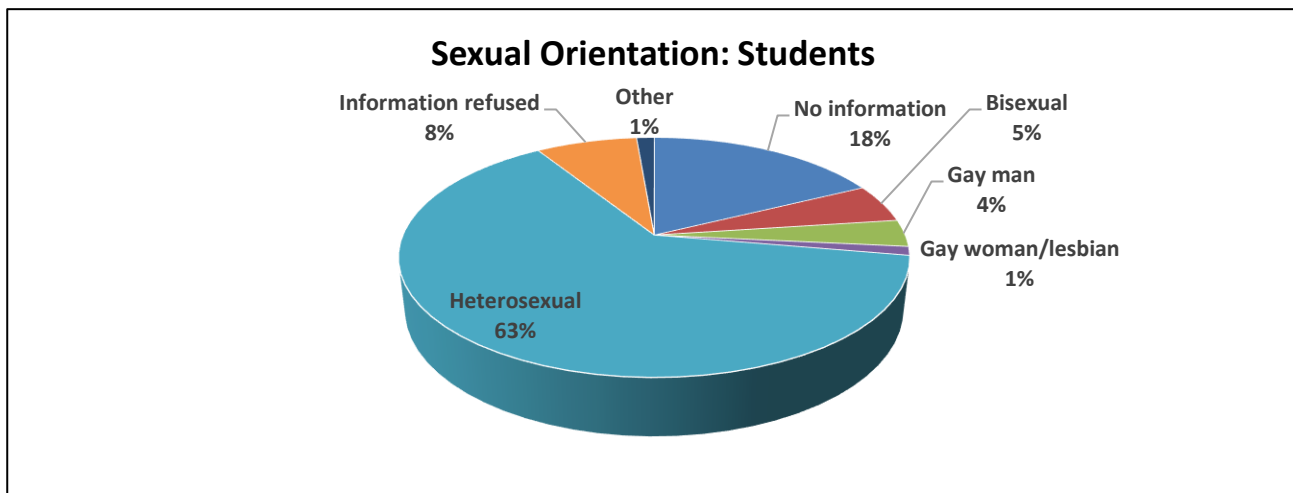
Applicants by discipline and disability status



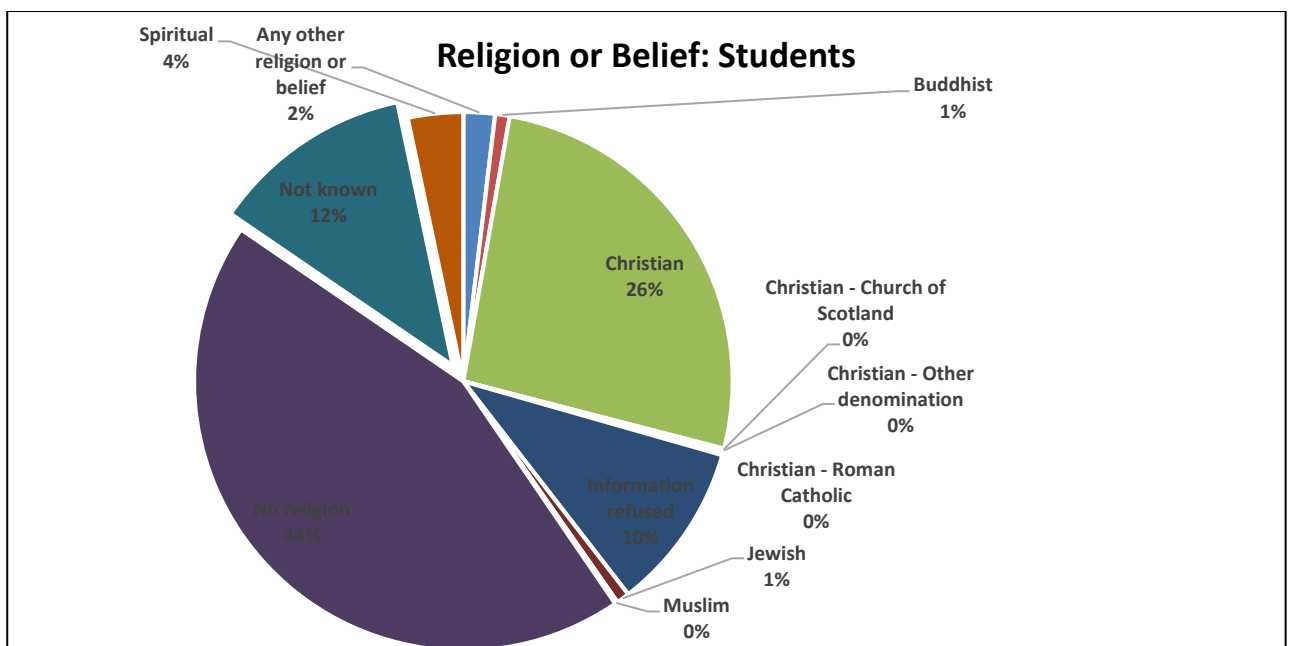
AGE



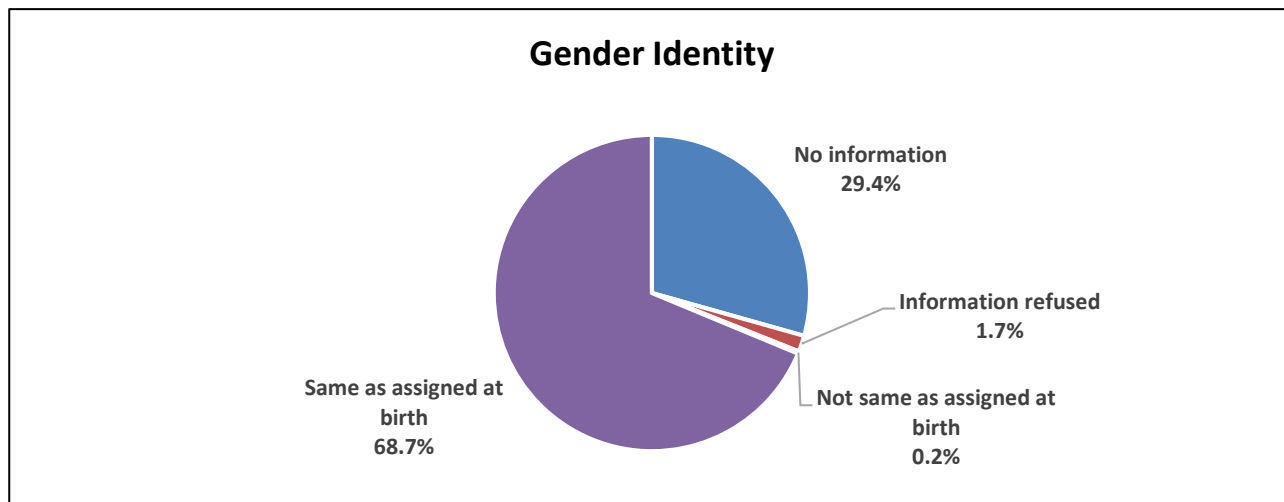
SEXUAL ORIENTATION



RELIGION AND BELIEF

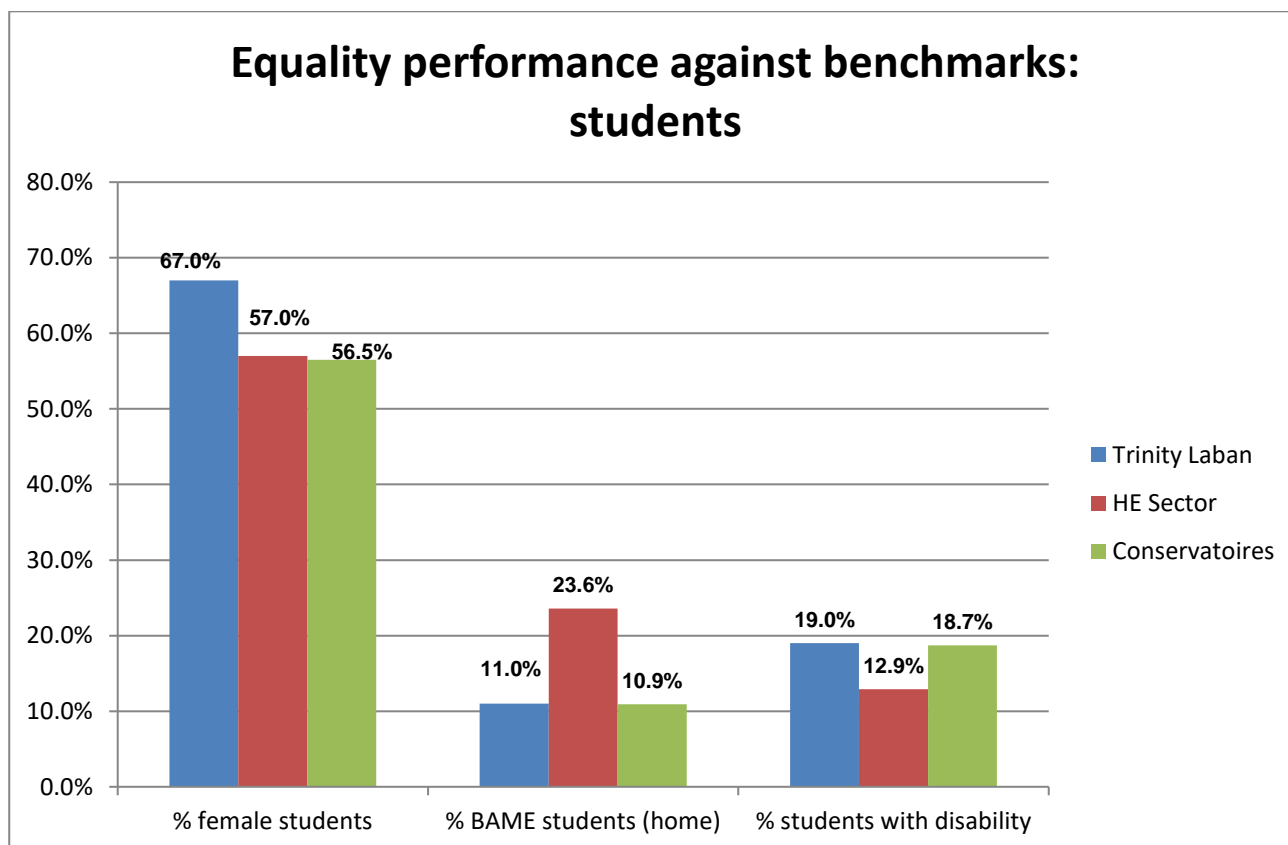


GENDER IDENTITY



10.3. Performance against benchmarks

The following chart shows Trinity Laban’s performance against student equality benchmarks taken from two groups: UK HE sector performance and the conservatoire group identified above.



Trinity Laban continues to show strong performance in the recruitment of students with disabilities, and the proportion of UK resident students from BAME backgrounds is in line with our Conservatoire benchmark group average, if some way behind national prevalence. Our gender balance is significantly less even than either benchmark group, reflecting the predominance of female students and participants in the dance sector.

11. Equality, Diversity and Inclusion activities

11.1. Promoting and celebrating diversity

Each year Trinity Laban runs a number of events aligned to national awareness raising days. For example, during *Black History Month* we have put on the following activities:

- Black Composers 15th Century to present presented by 2 black historians during the All Composers Module
- Afrobeat Workshop & Concert by Dele Sosimi (Fela Anikulapo Kuti's keyboard player)
- Concert at Laban Theatre performances by Alumni from Jazz & Dance faculty including some spoken word
- Desert Island Discs style interview with Cleveland Watkiss in The Stewart Room
- Black History Walks
- Poster campaign of influential black historical musicians as nominated by Heads of Department and staff
- Black Film Club
- Film Screening featuring Jazz students who are making big waves on the Jazz scene followed by Q&A featuring two of the students from the film.
- Social Media takeover (highlighting black musicians through the centuries)
- Recitals by black musicians Classical & Jazz

Across 2018 and 2019, Trinity Laban ran the *Venus Blazing* performance programme to celebrate the music of women composers past and present in an unprecedented commitment to gender equality. Drawing on centuries of interesting, challenging, and sometimes forgotten work, this commitment ensured that female composers accounted for over **half** of the music programmed by Trinity Laban at its landmark Greenwich home and in venues across London in the academic year 2018/19. This encompassed 60 concerts and opera performances given by the Conservatoire's large-scale student performing groups in the various musical genres which form part of life at Trinity Laban; including classical music, opera, and jazz.

11.2. Dignity and Respect

Trinity Laban works to promote a study and work environment that is free from bullying and harassment and based on Dignity and Respect. Recent and ongoing initiatives have included:

a. *Dignity and Respect Campaign*

The first phase of the campaign ran during Freshers week 2018. In addition to posters and postcards, the Trinity Laban website contained specific 'Expect Respect' content for the period of the campaign. The second phase is being planned in partnership between our People & Organisational Development and Marketing and Communications departments, following a comprehensive review by the Harassment Task Group led by The Registrar.

b. *Dignity at Work Learning Workshops*

In the 2018-19 academic year, we rolled out dignity at work workshops to line managers, union representatives and salaried staff. Fourteen sessions were delivered and feedback on the content and trainer was excellent. Participant comments included:

"created what felt like a safe space for discussion of the subject matter, but as someone with multiple learning difficulties it made the content more accessible"

"great opportunity to share experiences and ideas and to work cross departmentally to discuss TL ethos"

"the session was much more interesting than I thought it would be"

11.3. Equality, Diversity and Inclusion training

a. Staff training

A compulsory eLearning course *Equality, Diversity and Inclusion in the Workplace* is provided to all new employees as part of their induction. The line manager's induction checklist contains a reminder about this and also the need to signpost new employees to our Equality and Diversity Policy.

b. Equality & Diversity Training for Students

Training is run for all first-year undergraduates by Student Services. The workshop '*The value of equality and diversity*' covers the following:

- To consider how equality and diversity issues may impact on you as students
- To understand how Trinity Laban deals with incidents of bullying, harassment and unacceptable behaviour
- Principles for respectful enquiry
- What is equality and diversity?
- Accommodating, respecting and celebrating difference
- Respect the inherent dignity and value of every human being
- Removing barriers that limit access
- Everyone being able to participate fully in society
- Everyone contributing to a supportive environment
- Equality Act 2010
- Protected Characteristics
- Stereotypes and prejudices
- Flaws in how our brain processes information
- Unconscious bias
- In groups and out groups
- Confirmation bias
- Active bystanders

11.4. EDI plan

Priority equality initiatives for 2019-2020 include:

- a. Launch of the *Diversity Working Group*, mandated by the Board of Governors and chaired by the Principal, this group brings together students, staff and governors in order to enhance diversity at Trinity Laban in support of its core position in the 2018-2028 Strategic Plan. The Group held its inaugural meeting in November 2019.
- b. *Making our Equality Objectives Live*: a series of facilitated staff and student workshops using appreciative inquiry to understand existing positive behaviours and approaches, and how they might be extended and strengthened to embed our equality objectives and principles.
- c. Mapping of our policies, practices and culture against the recommendations of the Equality and Human Rights Council's report *Tackling racial harassment: Universities challenged*.
- d. Refresh the operation of the Equality, Diversity and Access Committee through inclusion of listening circles where members of our community and others from outside of Trinity Laban from diverse backgrounds can share their lived experiences with the Committee.
- e. Review and relaunch of our annual equality information report and associated update of Equality, Diversity and Inclusion website content.