

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: MARCH 2021

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 and Diversity Board

The Equality and Diversity Board ('the EDB') 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 2018-2019 the institution engaged with: 5,750 CYP from BAME backgrounds; 935 disabled CYP; 722 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 2019-2020, included our:

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

Equality monitoring data and activities: 2019-2020

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 2019-2020 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

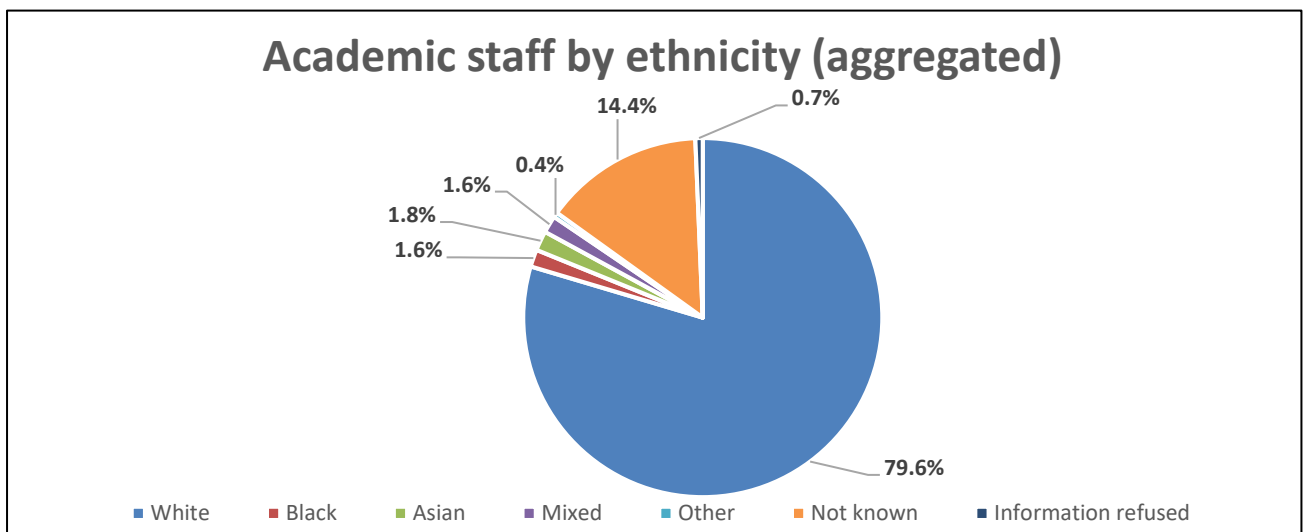
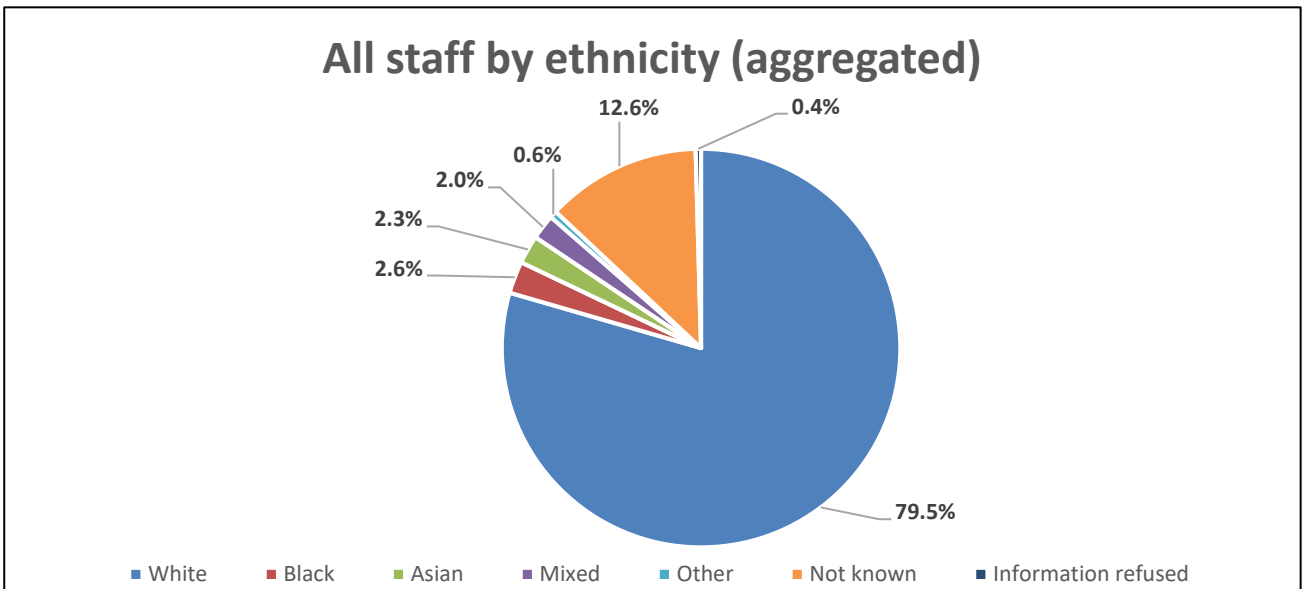
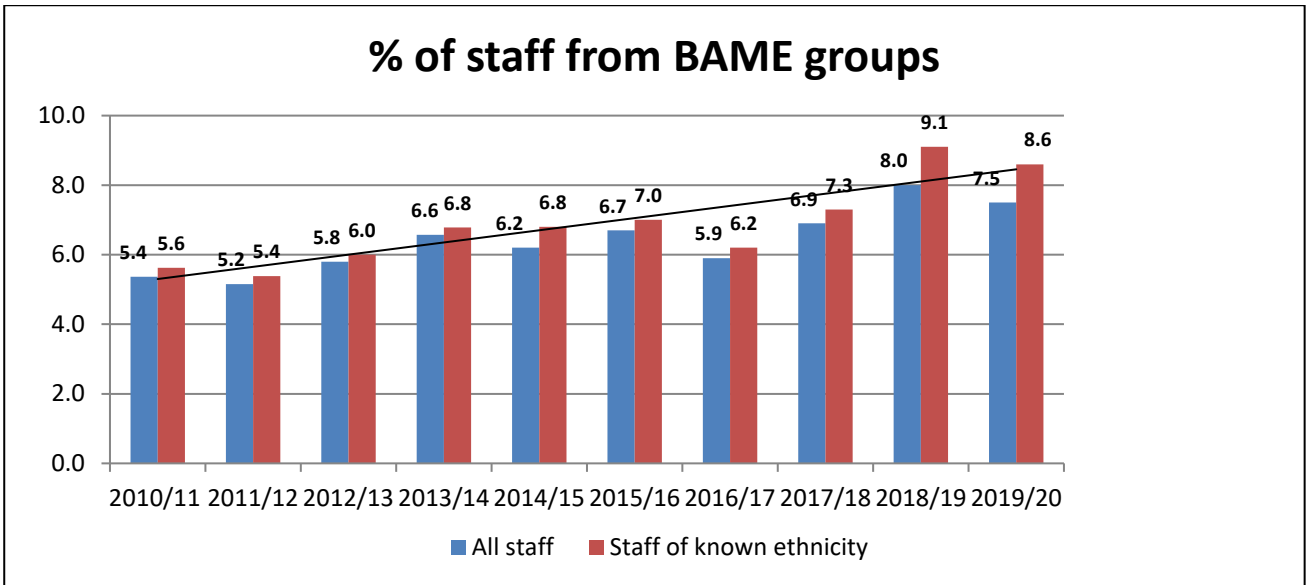
9. Staff

9.1. Staff profile: key facts and figures

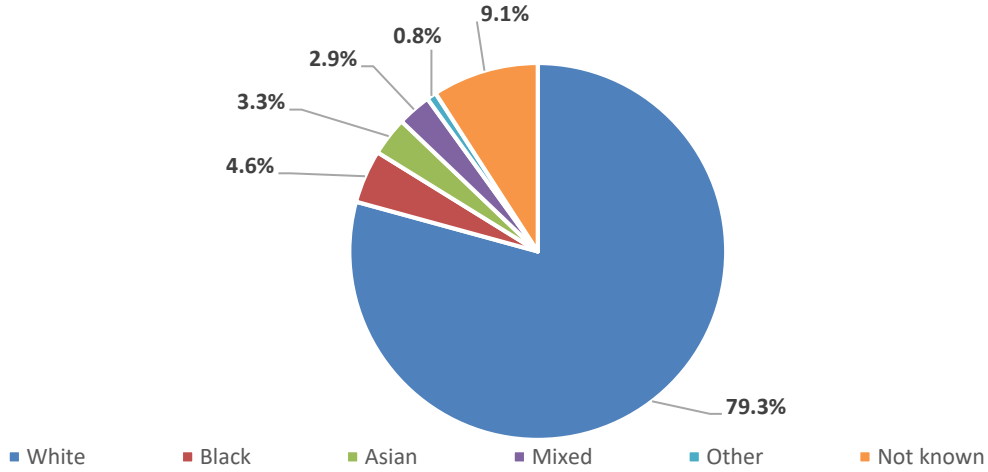
- ❖ *The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 8.6% in 2019-20, a fall of 0.5 points on 2018-19, albeit absolute numbers fell by only 1 staff member.*
- ❖ *The 8.6% proportion of BAME staff at Trinity Laban exceeded the Conservatoire mean of 7.0% but moved further from the HE sector average of 10.3%.*
- ❖ *13.8% of appointees came from BAME backgrounds; this was an increase from 9.5% in 2018-2019.*
- ❖ *BAME staff represented 9.3% of staff from grades 4 to 7, and 3.1% of staff at grade 8 or above.*
- ❖ *The overall staff split by sex was an evenly balanced 50.6% female: 49.4% male. At higher grades, there was marginally higher female (51.5%) than male representation at grade 8 and above, but a male majority of 71% remained within Executive.*
- ❖ *6.0% of staff, where disability status was known, had a declared disability, which exceeded the HE sector average of 5.3%. The percentage of staff whose disability status was unknown stood at 29.6%, a small increase from 28.7% unknowns in the previous year.*
- ❖ *The age profile of staff at Trinity Laban continued to show a very even spread across age ranges: 13% of staff were 30 and under and 11% were over 65.*

9.2. Staff annual monitoring data: 2019-2020

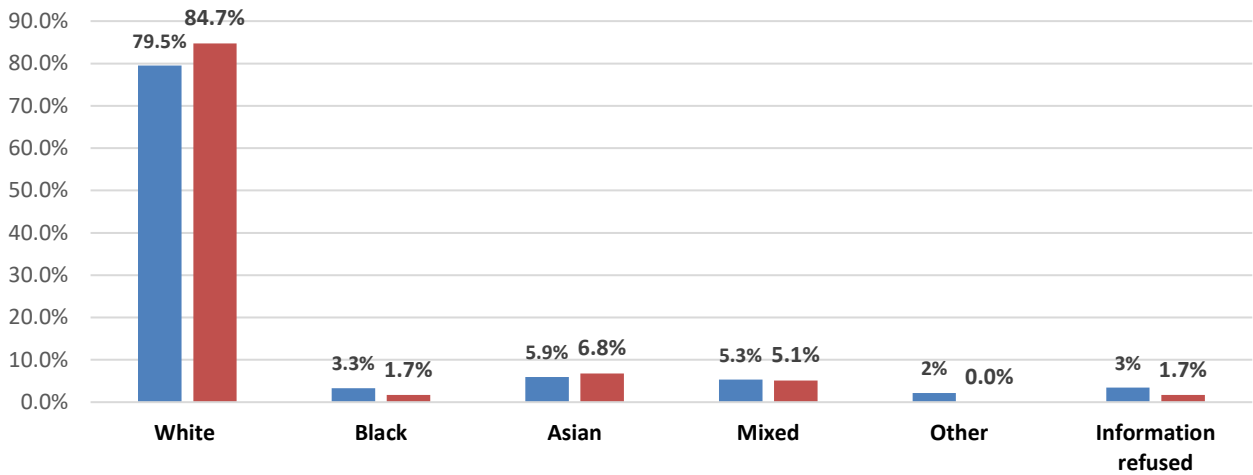
ETHNICITY



Adminstration staff by ethnicity (aggregated)

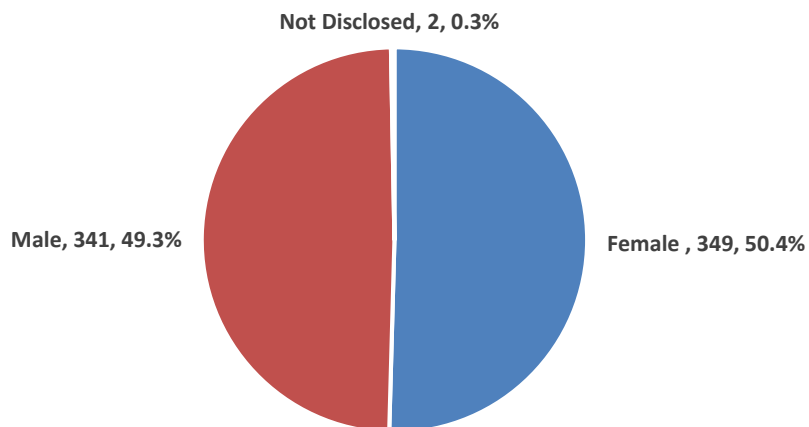


Job applicants and appointees



GENDER

All Staff by gender: 2019 - 2020



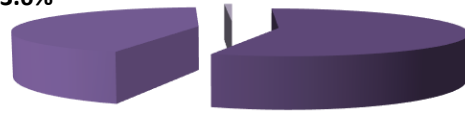
Academic staff by gender

Male, 236, 52.3% Female, 215, 47.7%

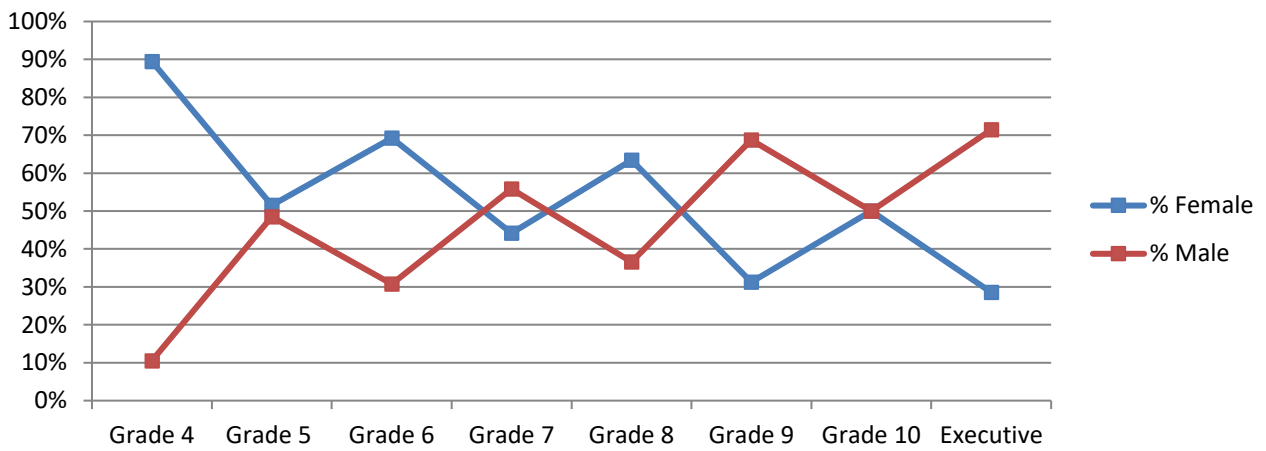


Admin staff by gender

Male, 105, 43.6% Not Disclosed, 2, 0.8%
Female, 134, 55.6%

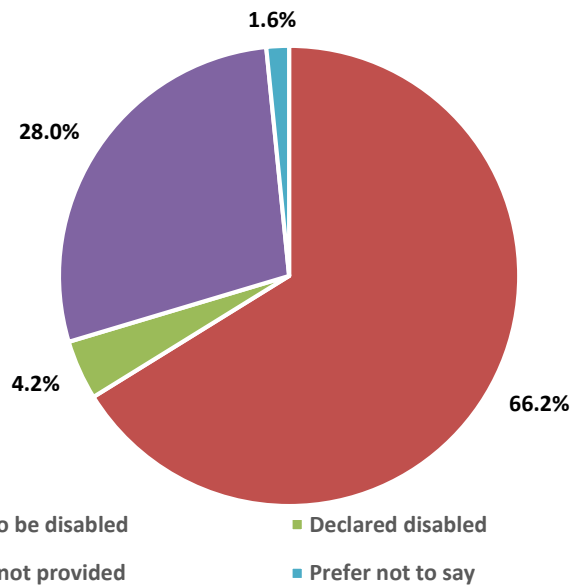


Pay grade by gender

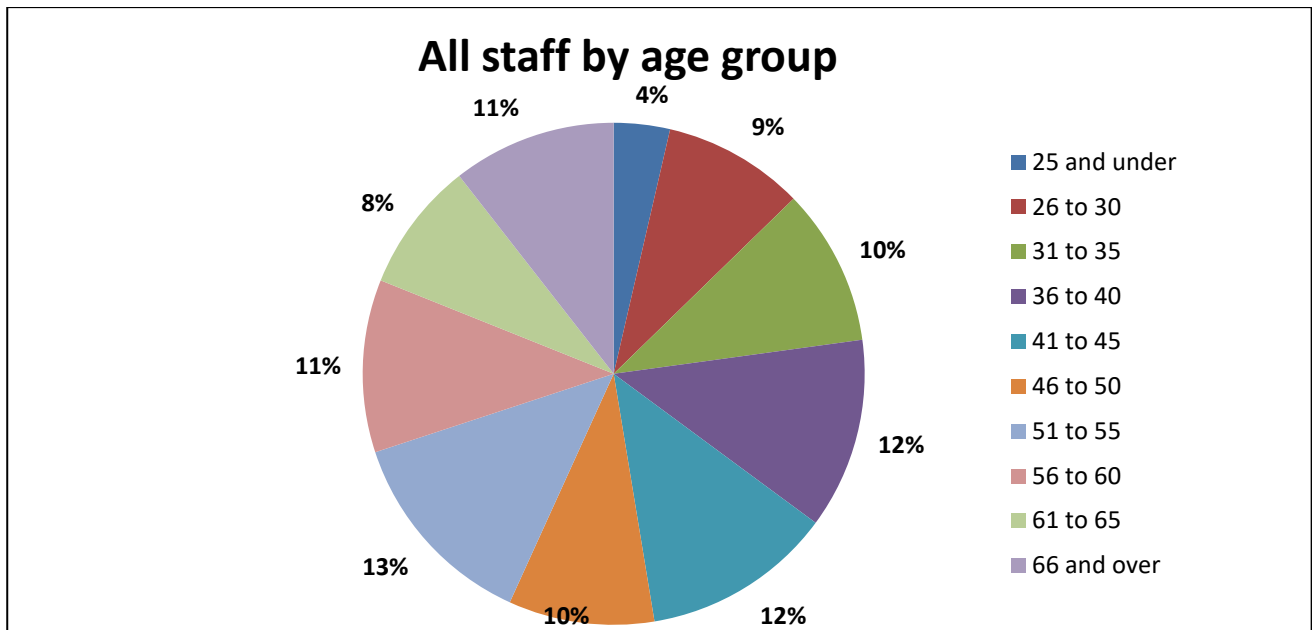


DISABILITY

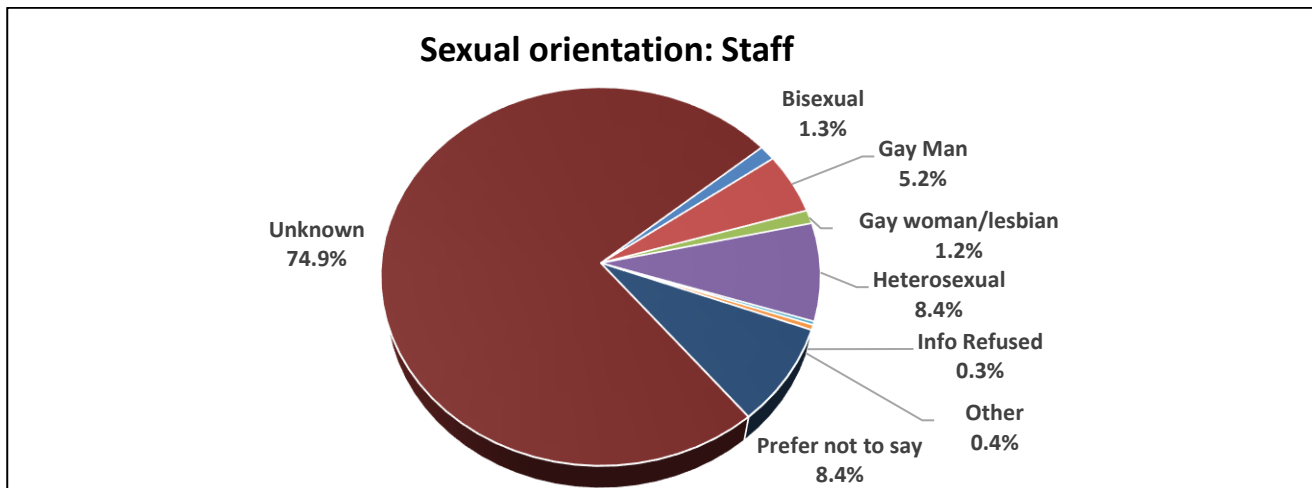
All staff by disability status



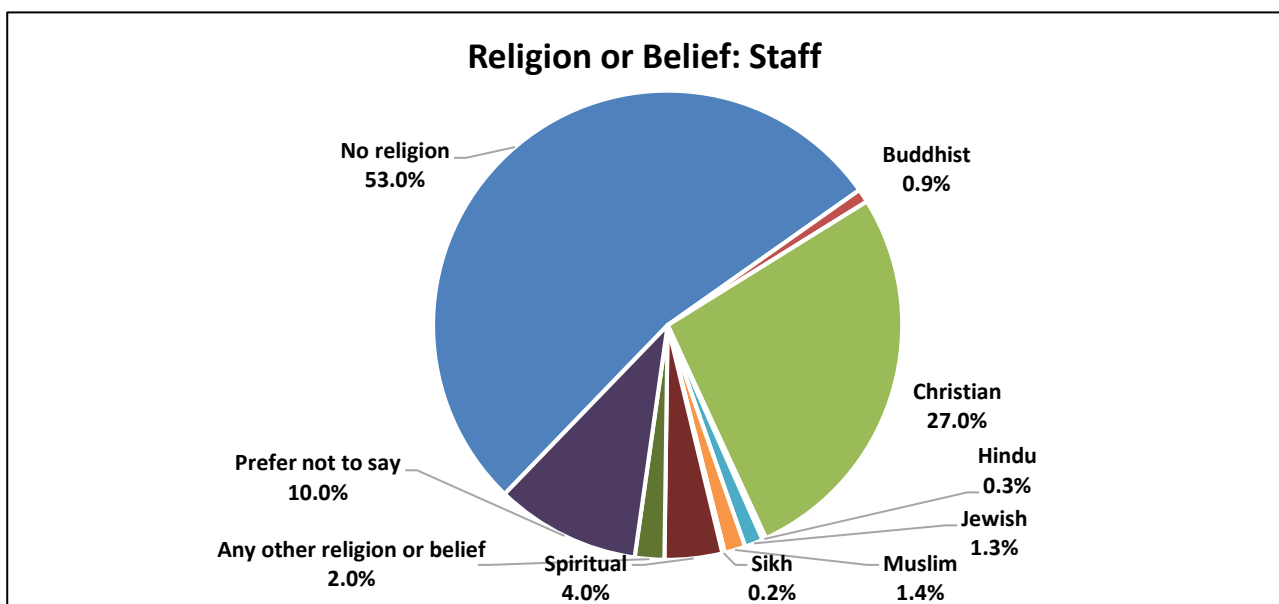
AGE



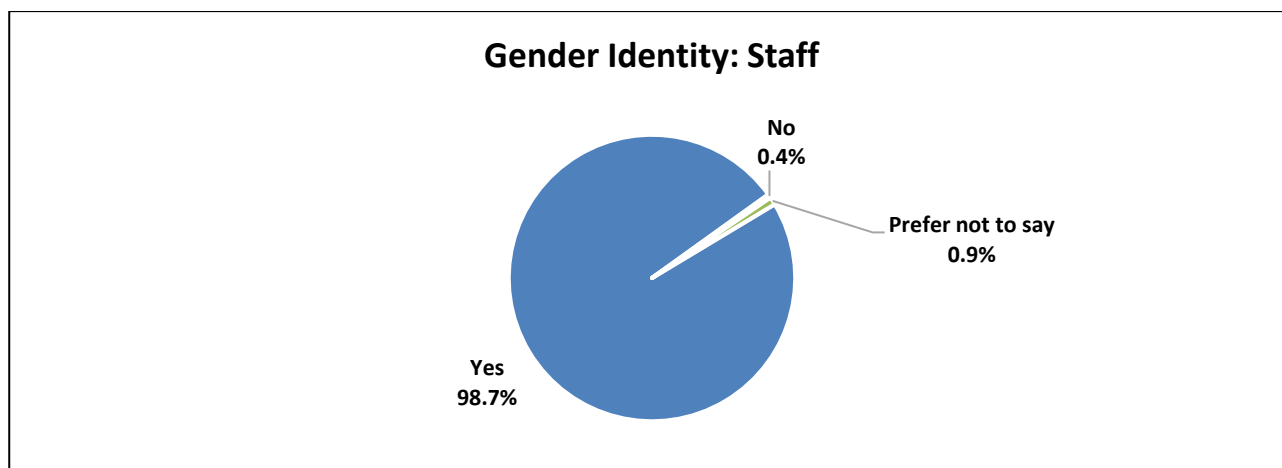
SEXUAL ORIENTATION



RELIGION AND BELIEF

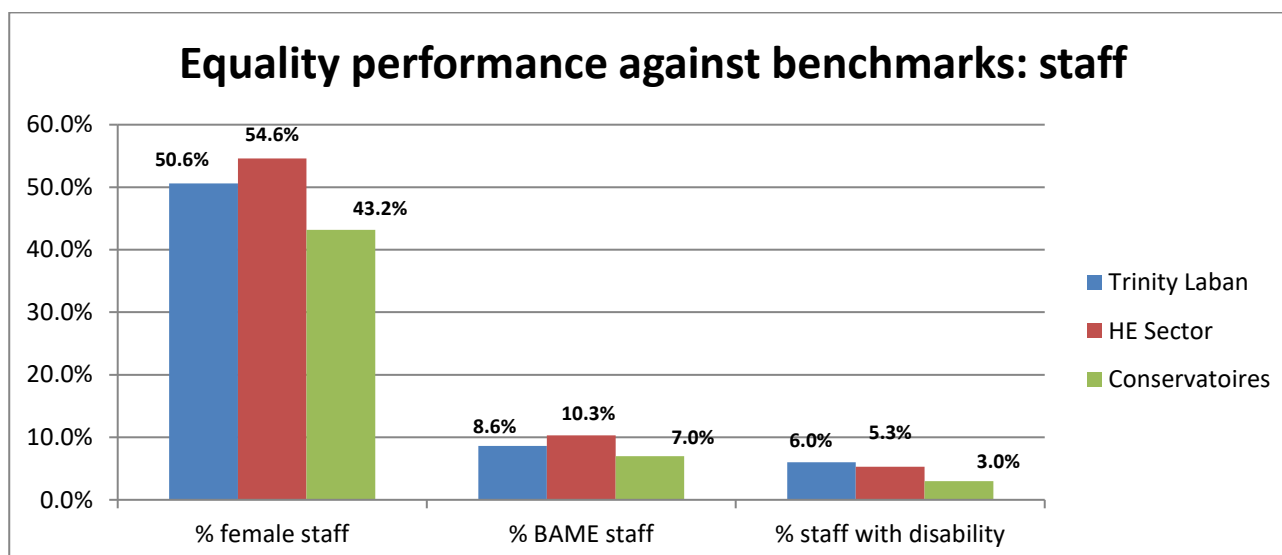


GENDER IDENTITY



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 a peer group of conservatoires.



Trinity Laban out-performs the conservatoire and HE sector mean averages for staff declaring a disability and also has a more balanced staff gender split than both the conservatoires and the sector nationally. We have above conservatoire average BAME representation but have slipped further behind the UK sector prevalence.

10. Students and applicants

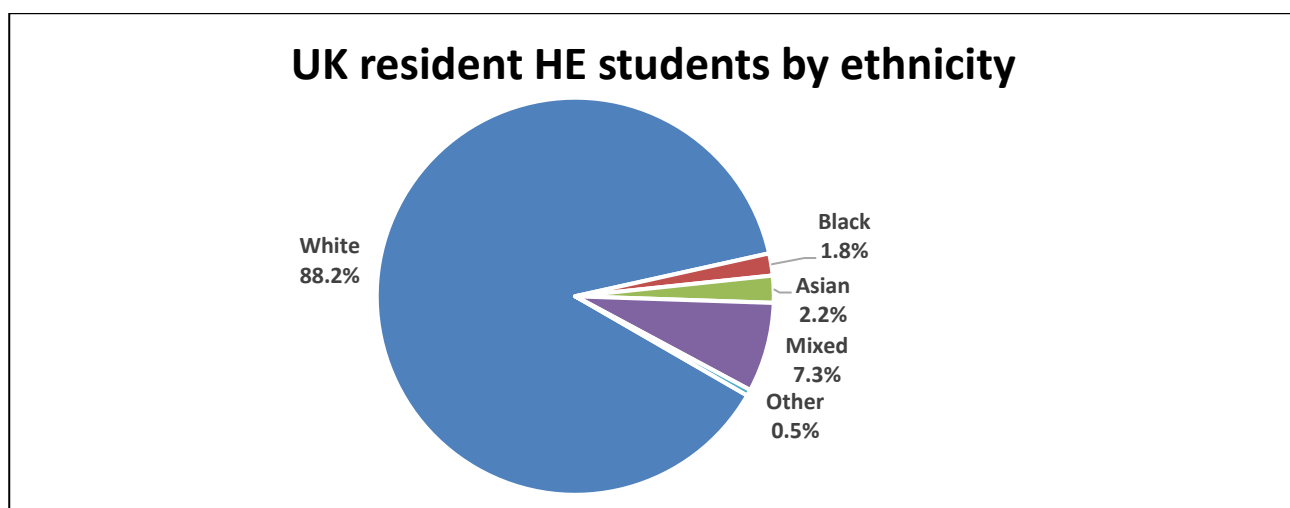
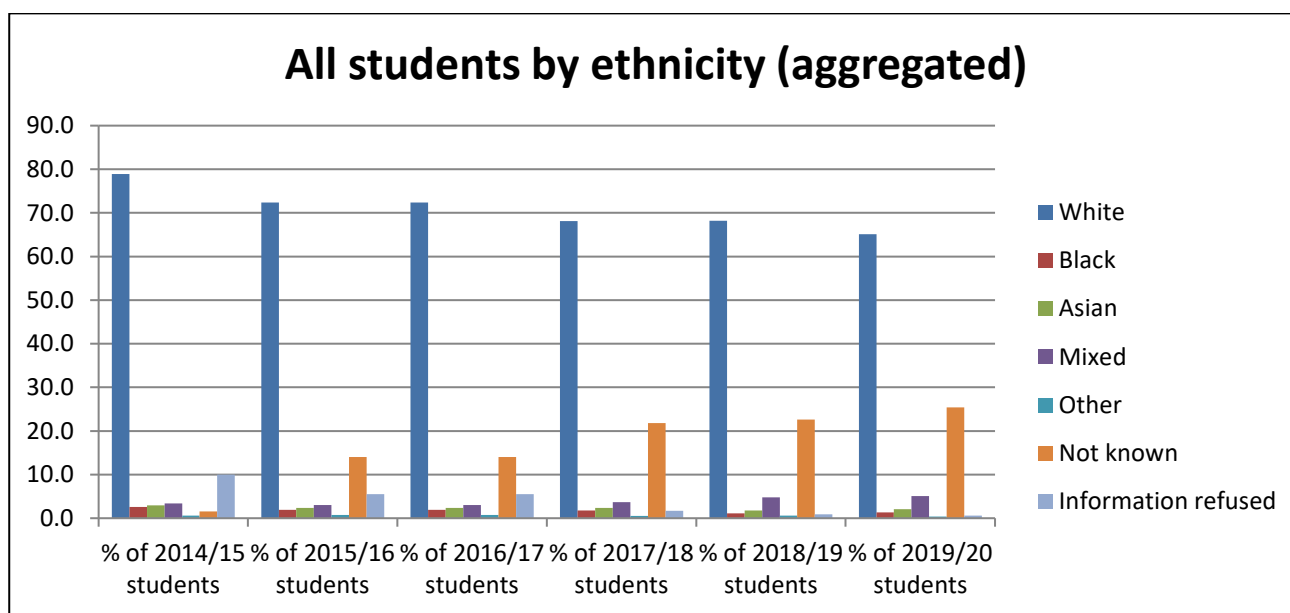
10.1. Student and applicant profile: key facts and figures

- ❖ The proportion of Trinity Laban students from BAME groups in 2019-2020 was 12.0%, which was an increase from 10.8% in 2018-2019. The percentage of BAME students among UK residents rose from 11.0% to 11.8%.
- ❖ Among undergraduate degree qualifiers, 90.9% of white students received a 1st or 2.1 classification compared to 54.5% of students from BAME groups. The attainment gap therefore rose from 31.2 points in 2018-19 to 36.4 points. This figure continues to be affected by a high percentage of unknown ethnicity among graduates as well as low absolute BAME numbers.

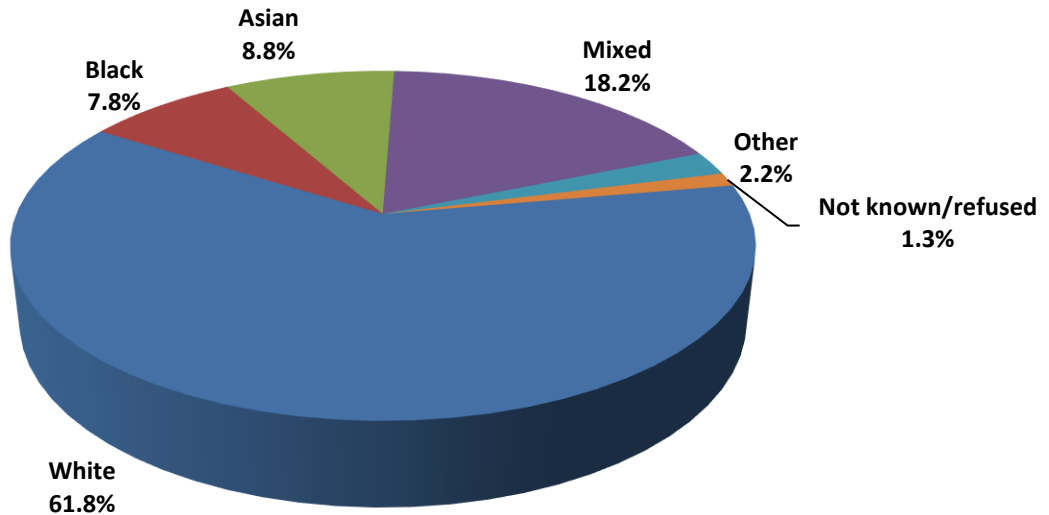
- ❖ 18.8% of students declared a disability compared to the HE sector prevalence of 21.5% within the subject area creative arts and design. 52% of Trinity Laban students who declared a disability stated that they had a specific learning difficulty compared to 35.7% in this category among the whole UK student population.
- ❖ 14.0% of music applicants and 12% 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 2019-2020 student population was 68% female: 32% male with, for the first time, 0.2% of students declaring an ‘other’ gender. The ratio was 56:44 (female to male) among music students. Students studying dance split 89:11 (female to male) which represented the same proportion of males as in 2018-19.
- ❖ 53% of enrolled students were aged 22 or over at year start, an annual increase of 12 points. 9% were 18 or younger and 5% were over 35.
- ❖ 17% 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; -2 for religion or belief).

10.2. Student and applicant annual monitoring data: 2019-2020

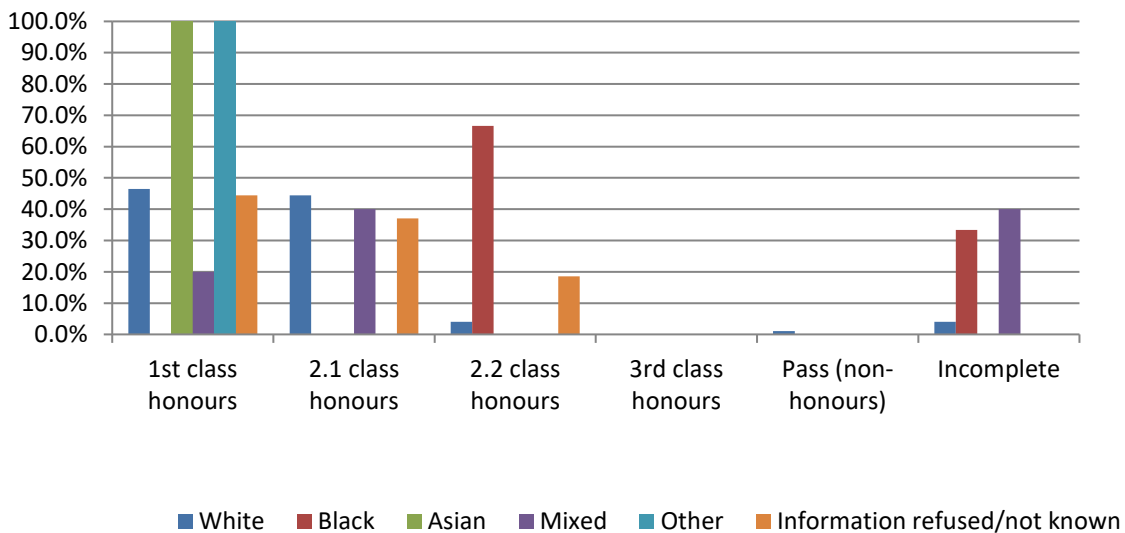
ETHNICITY: STUDENTS



Junior Trinity and Dance CAT students by ethnicity

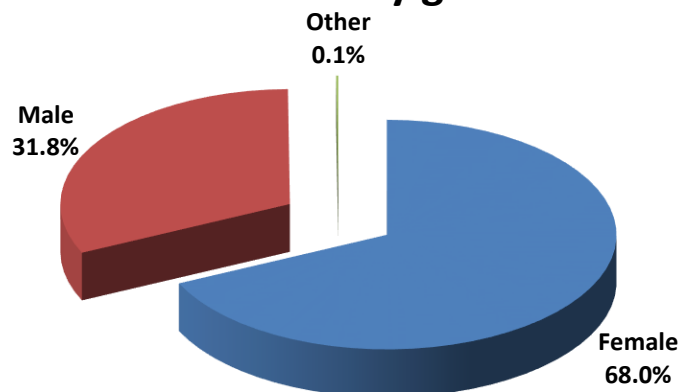


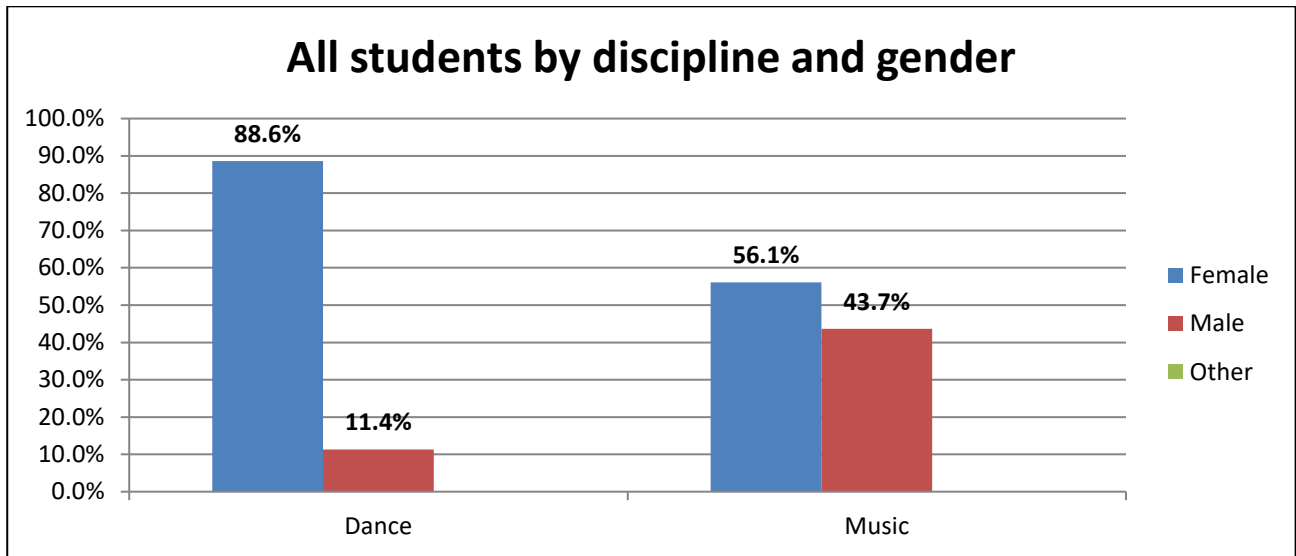
UG Qualifiers: degree class by ethnicity



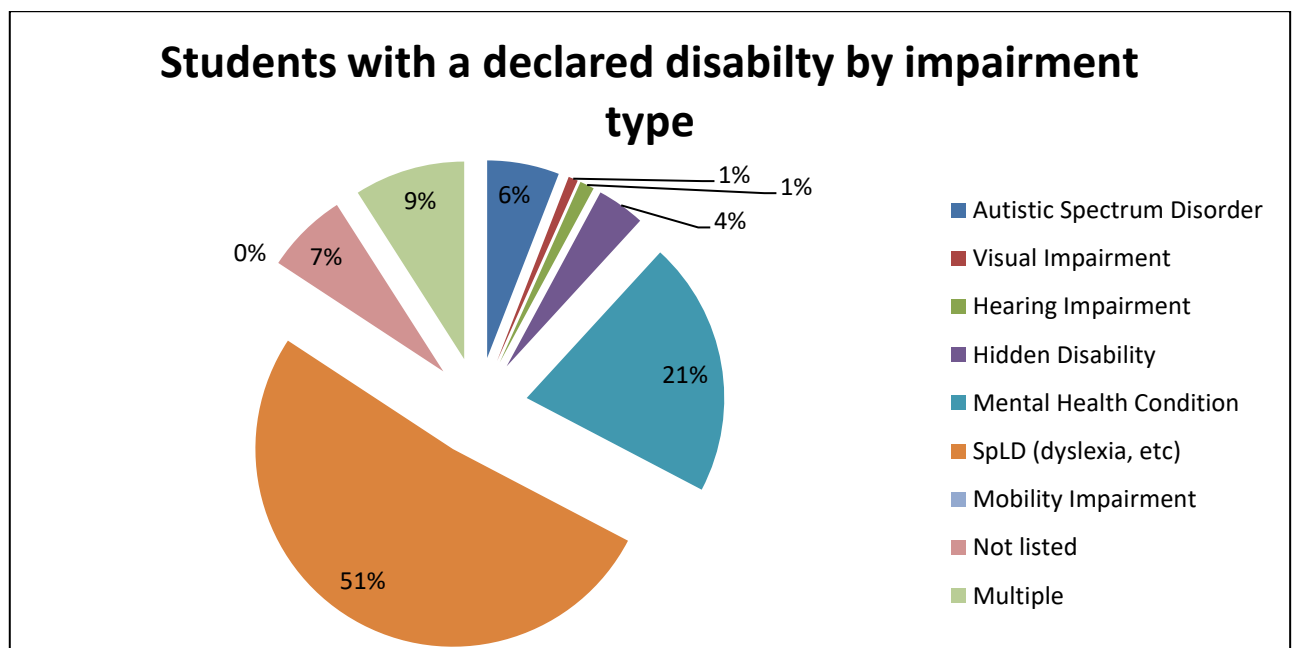
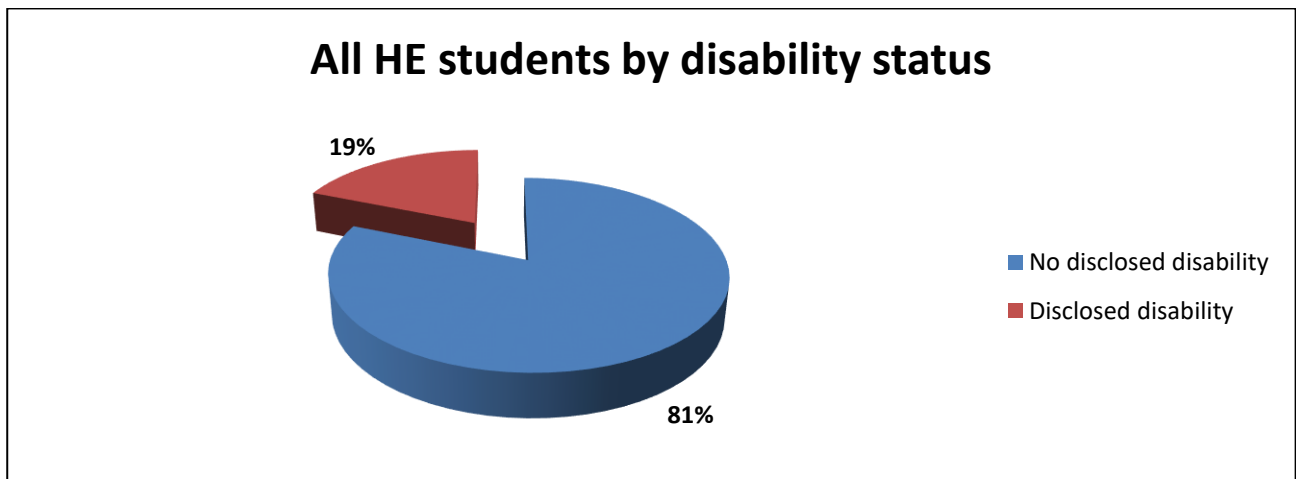
GENDER

All students by gender

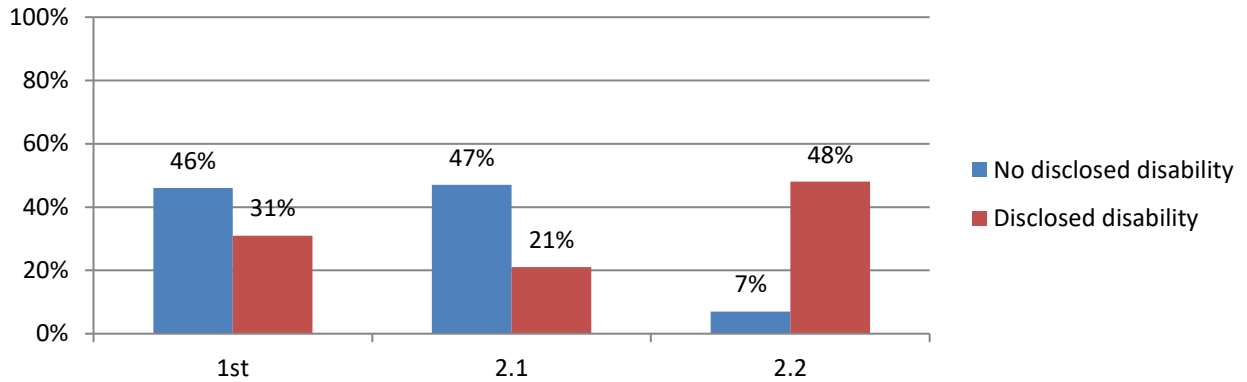




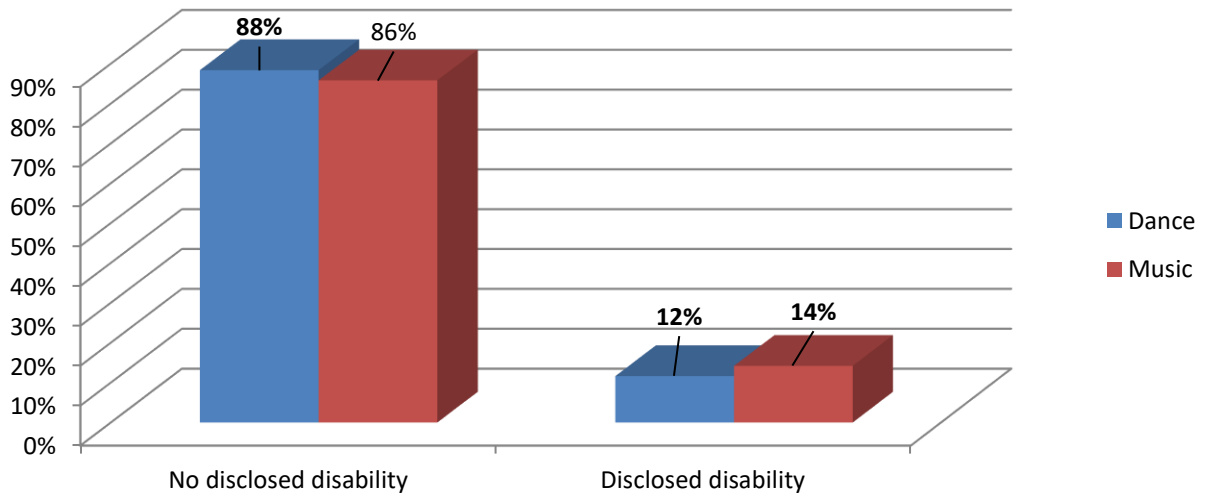
DISABILITY



UG Qualifiers: degree class by disability status

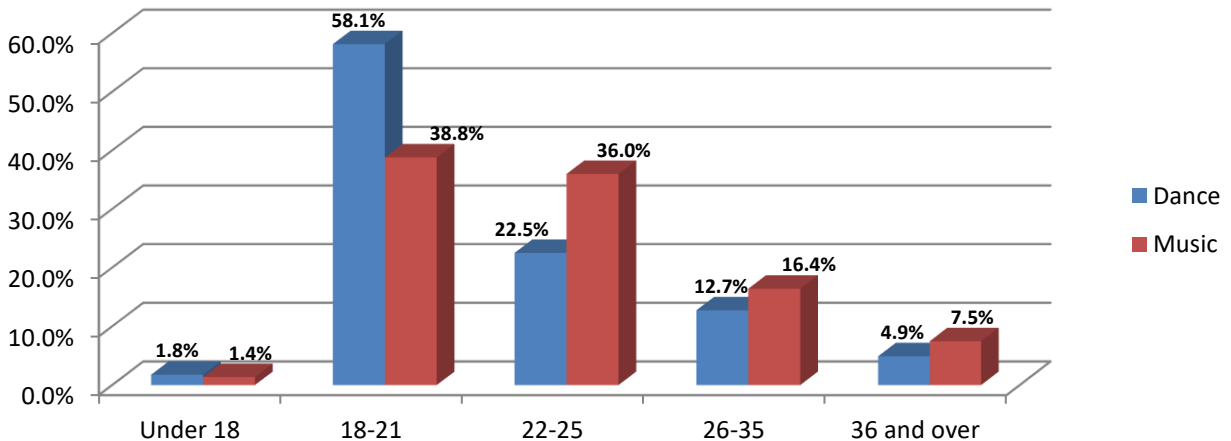


Applicants by discipline and disability status

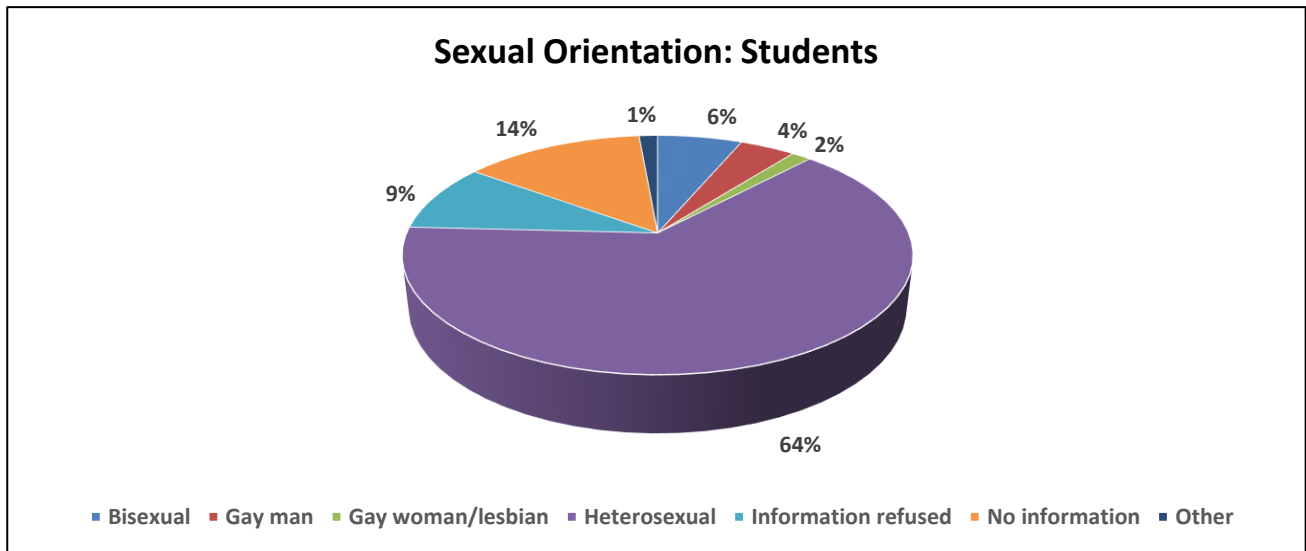


AGE

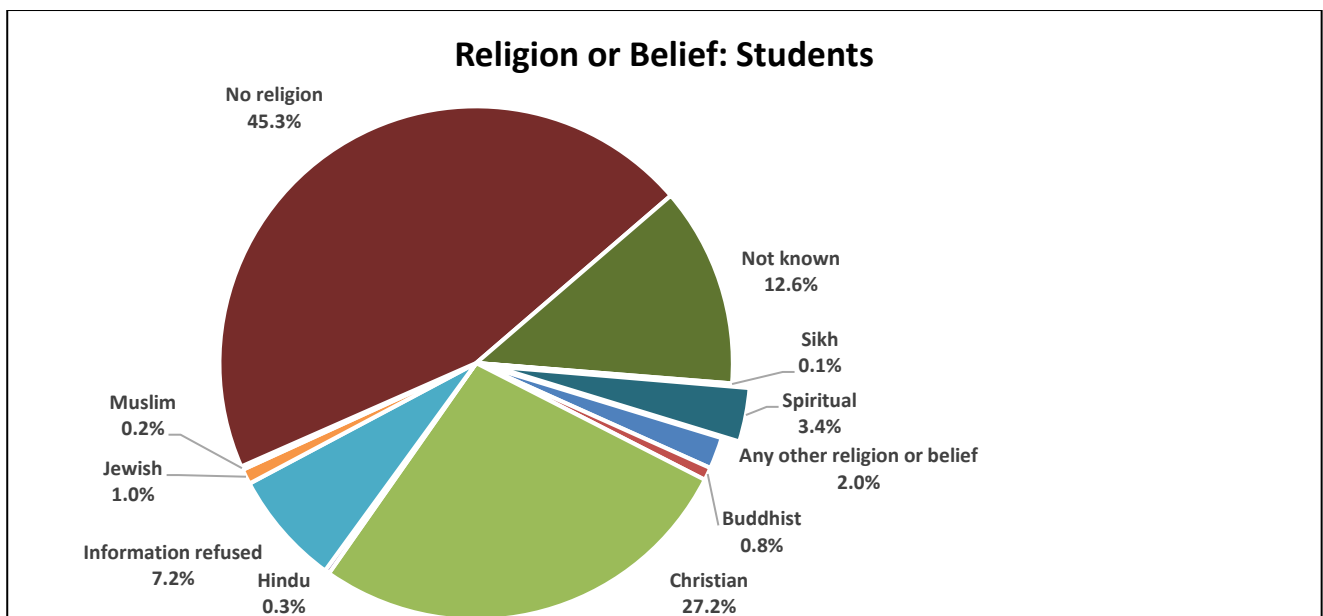
All HE students by discipline and age group



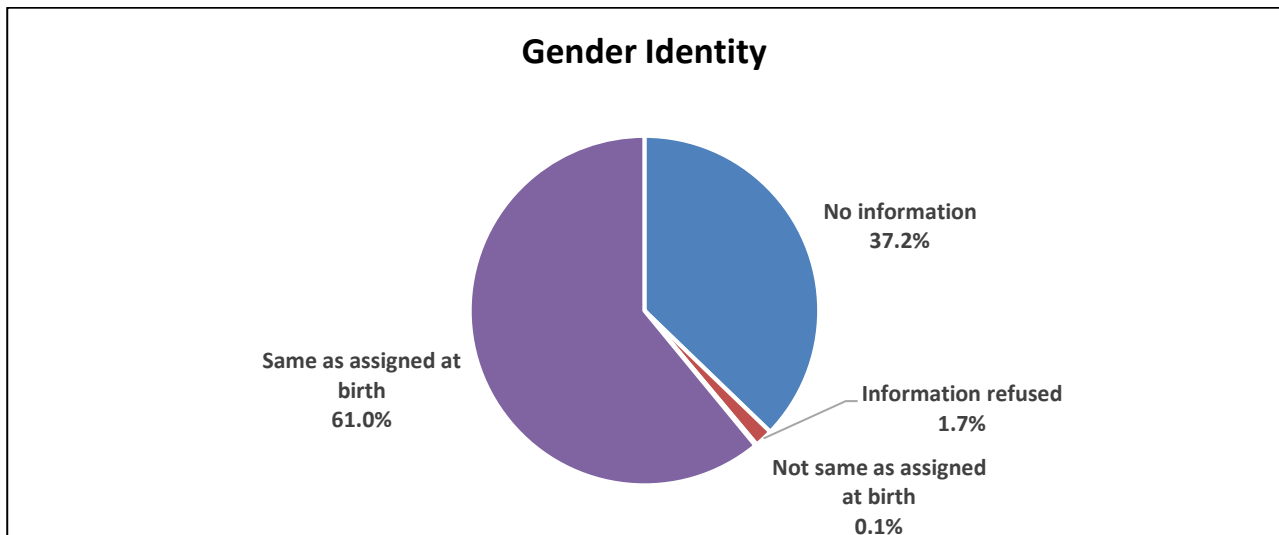
SEXUAL ORIENTATION



RELIGION AND BELIEF

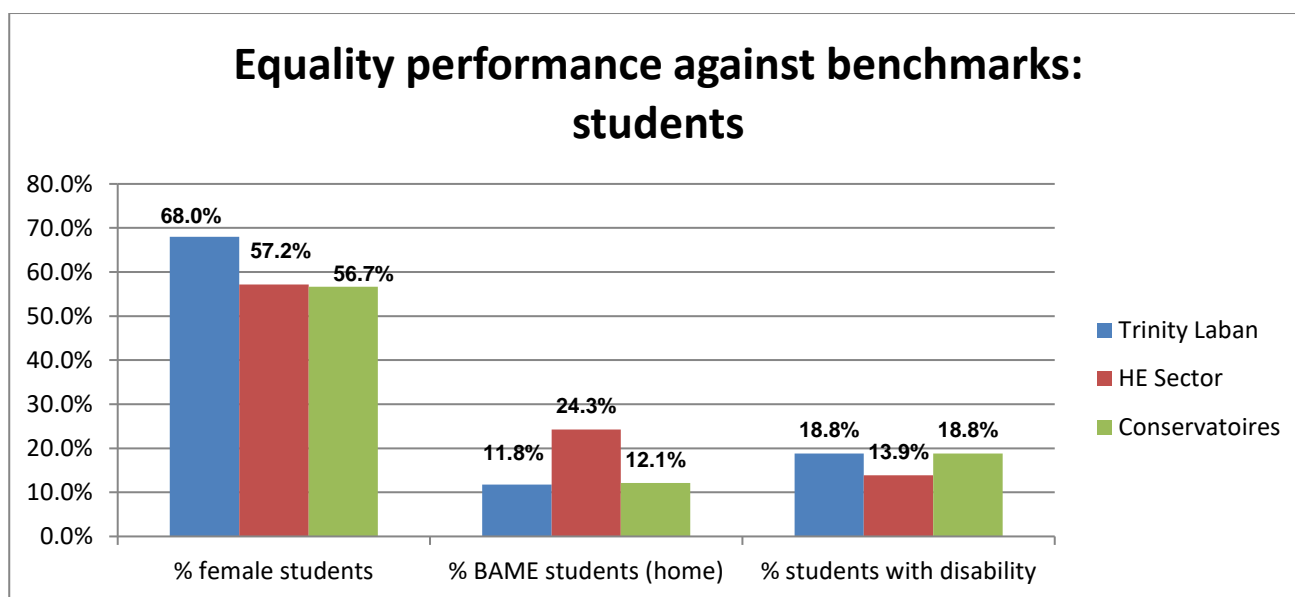


GENDER IDENTITY



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, including Black History Month, International Women’s Day and Pride Month. In 2019/20 we put on the following activities:

- ❖ Open Your Mind Hip Hop Dance Showcase and Battle at Laban Theatre
- ❖ Age Against the Machine Finale – a community event celebrating aging and diversity
- ❖ Dele Sosimi Afrobeat performance featuring alum Sahra Gure
- ❖ Decus Ensemble Concert and a Cuppa and performance at St Alfege lunchtime concert
- ❖ Guided Black History Walks for Staff and Students
- ❖ Wiki sessions with PhD student Uchenna Ngwe looking at Black composers in the library
- ❖ Student social media takeovers led by Uchenna Ngwe (showcasing Black composers throughout history) Garrett Snedeker (exploring gender fluidity in Classical Music) and Fen Lawrence (exploring LGBTQ+ issues)

Following the death of George Floyd in the USA in May, the Principal led listening sessions with Black students and staff, committing to a series of changes to improve the experience of Black people at Trinity Laban. In addition, Governor Deborah Harris facilitated session on allyship.

Trinity Laban has formed the Black Lives Matter Working Group to address inequality and to formalise avenues for celebrating Black history and art. In 2020/21, Black History Month becomes Black Culture 365, a year-round celebration and programme of online and in-person events.

11.2. 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
- Stereotypes and prejudices
- Flaws in how our brain processes information
- Unconscious bias
- In groups and out groups
- Confirmation bias
- Active bystanders

11.3. Working with students and staff

Over the course of 2019-2020, we delivered a series of facilitated Making our Equality Objectives Live 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. A report on emerging themes was presented to the Equality, Diversity and Access Committee in Summer 2020 which will inform the next stage of planning and development. The Committee also discussed an initial mapping of our policies, practices and culture against the recommendations of the Equality and Human Rights Council's report Tackling racial harassment: Universities challenged.

In January 2020, the Conservatoire appointed its first dedicated researcher in Diversity and Student Success with a remit to design and implement research and research-informed intervention activity relating to improving diversity, inclusion and student success across our higher education provision. Key to this role is the engagement with students as co-researchers as part of recognition of the assets students from diverse backgrounds bring to the Institution and the insight they provide.

11.4. Next steps

Plans for 2020-21 include comprehensive review of curricula, a programme of anti-racism training for staff and students, and review of staff recruitment processes. We are also building new partnership work with organisations such as *Black Lives in Music* and *Black Artists in Dance*.

Trinity Laban Conservatoire of Music and Dance
March 2021