

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: JUNE 2026

Introduction

Our Commitment to Equality, Diversity and Inclusion

Trinity Laban holds Equality, Diversity and Inclusion at the heart of its identity, with 'inclusive' as one of our three organisational values. Throughout our history, we have been characterised by risk-taking, creativity and a mission to reach out to all sections of society as a force for cultural and social progress. We aim to ensure that:

- ❖ Individuals are treated fairly, with dignity and respect regardless of their age, disability, sex, gender reassignment, pregnancy, maternity, race, sexual orientation, religion or belief, or because someone is married or in a civil partnership.
- ❖ Everyone is given the opportunity to fulfil their potential
- ❖ We promote an inclusive and supportive environment for staff, students and visitors
- ❖ We recognise the various contributions to the achievement of Trinity Laban's organisational mission – *Excellence Beyond Tradition* - made by individuals from all backgrounds and with a wide range of experiences
- ❖ We reflect the diversity of talent, experience and skills from the local, national and international community from which we draw our students and workforce
- ❖ We uphold academic freedom and freedom of speech within the law, recognising that open, respectful dialogue is vital to creativity, critical inquiry, and cultural exchange. We provide an inclusive environment where diverse and challenging perspectives can be shared and debated, while ensuring all members of our community are safe from harassment, hatred, or discrimination

Responsibilities

Board

Our Board of Governors has formal responsibility for ensuring that Trinity Laban meets statutory and institutional requirements and objectives in respect of equality and diversity; and for achieving adherence to the equality and diversity policy across our community.

Equality, Diversity and Inclusion Board

Our Equality and Diversity Board ('the EDIB') 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, Diversity and Inclusion 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 unlawful discrimination, harassment, bullying or victimisation in any way.

Equality and Diversity Objectives 2025 – 2026

Our Equality Objectives are intended to address areas where the Conservatoire has identified opportunities for improvement internally, as well as issues that are significant within the wider social and educational environment in which we operate. During 2025–2026, we are undertaking a comprehensive review of our Equality Objectives to ensure they remain relevant, impactful and aligned with our strategic priorities. Following this review, a revised set of Equality Objectives will be presented to the Board of Governors for approval in July 2026.

Pending completion of this review, we have extended our 2021–2025 Equality Objectives for a further year. These objectives continue to reflect key priorities and provide an appropriate framework for advancing equality, diversity and inclusion across the institution in the immediate term. The Institution's Equality Objectives for the period 2025-2026 have been:

- ❖ To promote an inclusive culture in which equality & diversity is supported, showcased, celebrated & championed throughout the institution;

- ❖ To increase the institution's understanding of the differences in challenges and barriers to Global Majority and Disabled student attainment and progression and work to eliminate those gaps;
- ❖ To increase the number of Global Majority students and staff;
- ❖ To develop the Institution's understanding of issues faced by trans and/or non-binary students and staff and work to address those issues.

To monitor progress, we have established both qualitative and quantitative measures and targets for each Equality Objective. These are supported by action plans that set out the activities, responsibilities and timescales required to achieve our intended outcomes. Through this approach, we are able to assess progress effectively, identify areas for further improvement and demonstrate accountability. In setting and publishing these Equality Objectives, we also fulfil our obligations under the Equality Act 2010 and the Public Sector Equality Duty, including the requirement to publish at least one measurable Equality Objective.

• 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:

- put an end to unlawful behaviour that is banned by the Equality Act 2010, including discrimination, harassment and victimisation;
- advance equal opportunities between people who have a protected characteristic and those who do not;
- foster good relations between people who have a protected characteristic and those who do not.

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.

• Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which includes our:

- Equality and Diversity Policy
- Equality Objectives
- 2024-2027 Anti-Racism Strategy
- Black Lives Matter Action Plan
- 2025-2029 Access and Participation Plan
- Freedom of Speech Policy

• 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

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 data, and 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.

The report presents performance against each of our equality objectives over the past year including data outcomes and equality and diversity initiatives and plans.

Equality Objective 1: To promote an inclusive culture in which equality & diversity is supported, showcased, celebrated & championed throughout the Institution

Desired Outcome: All students, staff, and other stakeholders are aware of and understand the Institution's values and aims in relation to equality and diversity. The Institution works to support and promote the interests and successes of its students and staff, especially those coming from traditionally underrepresented groups.

1.1 Metric

Target group or measure	Baseline Data	Target	Previous Actual	Latest Actual	Commentary	Trajectory	Status
Number/percentage of staff undertaking equality, diversity and inclusion e-learning course	2018/2019: 84 new staff, 31 completed (37%)	100% completion	2024/2025: 407 allocated training; 214 completed/in progress (53%)	2025/2026 to date: 97% of eligible staff completed training	Year on year improvement; well above baseline and close to target		G

1.2 Equality and Diversity plans and activities

Promoting and celebrating diversity

Each year Trinity Laban runs a number of events aligned to national awareness raising days. Key activities include celebrations of Black History Month, Pride Month and International Women's Day, alongside year-round initiatives that highlight underrepresented voices and diverse artistic traditions. Trinity Laban's Black Culture 365 programme continues to build on Black History Month activity by embedding the celebration of Black, Asian and ethnically diverse creativity across music, dance and musical theatre throughout the year. Many events were student-led, providing opportunities for students to shape and contribute to the institution's EDI agenda. This year, events have included:

- ❖ *Women in the Groove/Siren Cycle* celebrated International Women's Day 2026 with an evening of music, dance and spoken word. The event featured a pre-concert talk exploring the often-overlooked contributions of women to jazz, followed by *Women in the Groove*, showcasing the creativity and innovation of women in jazz through improvisation and new compositions under the direction of Andrea Vickery, and *Siren Cycle*, a new dance work created in collaboration by composer Olivia Murphy and choreographer Temitope Ajose and performed by Trinity Laban's MA/MFA Dance Performance students.

- ❖ Two events commemorating the landing of the Empire Windrush in June 1948 and particularly marking the musical legacy of the Windrush Generation:
 - *Windrush Day*: A musical tribute at Trinity Laban to commemorate 77 years of Windrush sharing some of the personal stories of those who travelled on this and subsequent voyages, talking about what everyday life was like for the Windrush generation over the subsequent years and recognising the legacy of this generation.
 - *Trinity Laban x Theatreship: Spirit of Windrush*: An evening of music onboard The Theatreship in Canary Wharf featuring the Trinity Laban BA Music Performance and Industry Calypso Band with Marlon Hibbert AKA Marlon The Pannist and the Luke Bacchus Quartet

Cultural change

Trinity Laban recognises that advancing equality, diversity and inclusion is a long-term, institution-wide endeavour, and the Conservatoire continued in 2025–2026 to build a culture in which all students, staff and visitors feel valued, respected and able to participate fully in our community. A key element of this work has been strengthening the voice of our community, including a recent staff EDI survey designed to deepen our understanding of colleagues' experiences and highlight opportunities for further progress.

The findings demonstrated a strong, shared commitment to inclusive values across the organisation, with staff expressing clear support for initiatives that celebrate diversity and promote a welcoming environment. The survey also provided constructive insights into areas where colleagues would welcome further development, including confidence in reporting discrimination, the visibility and accessibility of reporting routes, and assurance that concerns are addressed consistently.

Colleagues signalled a desire for a stronger sense of belonging, enhanced opportunities for staff voice in decision-making, more visible leadership on EDI, more consistent training, and clearer communication about ongoing inclusion work. These insights will shape the next phase of Trinity Laban's EDI activity, supporting actions that build trust, strengthen accountability and further embed an inclusive environment for all staff and students.

Diversity and inclusion training

The eLearning course *Equality, Diversity and Inclusion in the Workplace* is provided to all new salaried employees as part of their induction; this is mandatory and line managers are required to ensure that staff undertake the programme. We have been pursuing a mandatory training action plan to address historically low completion rates that has significantly bolstered the number of staff who have received training with the completion rate in the past year increasing from 53% to 97%.

Equality Objective 2: To increase the institution's understanding of the differences in challenges and barriers to Global Majority and Disabled student attainment and progression and work to eliminate those gaps

Desired Outcome: The Institution has a clear understanding of how to successfully remove barriers and address challenges so that students, regardless of background and experience, succeed.

2.1 Metrics

Target group or measure	Baseline Data	2022-2023 Target	Previous Actual	Latest Actual	Commentary	Annual Trajectory	Status
Reduce percentage difference in continuation rate of white students and Global Majority students	13.4 pp	6 pp	2.1 pp (21-22 entrants)	1.6 pp (22-23 entrants)	Performance above baseline and target but declined year on year	↑	G
Reduce percentage difference in degree attainment (1st and 2:1) between white and Global Majority students.	19.2 pp	13 pp	8.9 pp (22-23 2yr aggregate)	8.8 pp (23-24 2yr aggregate)	Performance static year on year and above baseline and target	↔	A-G
Reduce percentage difference in degree attainment (1st and 2:1) between students not known to be disabled and students with a disability	11 pp	4 pp	3.2 pp (22-23 graduates)	0.9 pp (23-24 graduates)	Performance improved year on year and above baseline and target	↑	G

2.2 Equality and Diversity plans and activities

Learning and Teaching

In November 2025, we approved a new Trinity Laban Learning, Teaching, Student Experience and Engagement Strategy 2025–2028 that adopts a whole-institution approach to equality, diversity and inclusion, embedding EDI principles across teaching, assessment, student support and governance rather than treating them as a standalone priority. The strategy positions inclusion as fundamental to educational excellence, aiming to create an environment in which all students and staff can participate fully, feel a sense of belonging and achieve their potential. Key commitments include:

- Inclusive learning and teaching: Adapting pedagogy, curriculum design and assessment to meet diverse learner needs and promote equitable outcomes. Assessments are designed to minimise bias and support different learner profiles.
- Accessibility: Ensuring physical and digital learning environments are accessible, with explicit support for neurodiverse learners, equitable access to technology, and culturally and linguistically inclusive resources.
- Anti-racism and cultural inclusion: Embedding anti-racist practice, challenging systemic barriers and fostering environments where all identities are respected, valued and empowered.
- Belonging and wellbeing: Prioritising psychological safety, belonging, holistic wellbeing and integrated academic and pastoral support.
- Student voice and co-creation: Embedding student representation and feedback mechanisms to ensure diverse lived experiences shape decision-making and continuous improvement.
- Equity across the student lifecycle: Supporting inclusive recruitment, transition, progression and access to graduate careers through targeted support and barrier reduction.
- Evidence-based accountability: Using institutional data to identify disparities in access, attainment and progression, with regular review processes focused on equity and impact.

Understanding differential attainment

Trinity Laban undertook the first in-depth, long-term research within the conservatoire sector examining the learning experiences of students from global majority and marginalised ethnic backgrounds in relation to differential success. The final report from the five-year study, published in May 2026, identified four interconnected factors shaping students' experiences: roots, relationships, identity and orientation towards the future. Findings demonstrate that belonging is not simply about integration into existing institutional cultures; rather, students thrive when they can maintain connections to their cultural roots while developing authentic artistic identities. Across all disciplines, social support emerged as the strongest predictor of positive outcomes. Supportive relationships with staff and peers, culturally responsive teaching and opportunities for creative expression significantly enhanced engagement and success.

Trinity Laban is now taking forward the report's key recommendations which include strengthening inclusive outreach and transition support; expanding opportunities for social connection and affinity-building; embedding anti-racist and culturally responsive pedagogy; diversifying curricula, assessment and staff representation; addressing financial and structural barriers to participation; and investing in sustained staff development.

Wellbeing and support

Workshops on *Fostering Psychological Safety for an Inclusive Working and Learning Environment* were delivered during Staff Development Week, supporting staff to build cultures where all individuals feel respected, valued, and empowered to contribute. A review is now underway to evaluate how effectively the learning has been translated into practice and how key messages have been embedded through leadership and line management structures. This review will help assess the extent to which principles of psychological safety, inclusion, equity, and belonging are becoming integrated across teams and informing day-to-day practice. In addition, attention has been given to ensuring that physical environments are accessible, welcoming, and supportive of the diverse needs of staff and students, promoting wellbeing, inclusion, and safe participation for all members of the community.

Over the past year, Learning Support has undergone a comprehensive review, resulting in several new initiatives designed to strengthen alignment between learning support services and programme-level activity. The appointment of a new Learning Support Tutor has enhanced capacity to provide targeted and inclusive support. Work is underway to develop a programme of group-based activities aimed at increasing visibility, accessibility, and engagement, while fostering a greater sense of belonging and connection among students from diverse backgrounds and with differing support needs.

Student voice

The Student Voices Group has continued to strengthen a more embedded and representative approach to student engagement across institutional platforms. Efforts have focused on ensuring that a broad range of student perspectives are heard, particularly those from underrepresented or less frequently engaged groups. Data on student engagement and attendance at meetings is now being captured more systematically, enabling effective monitoring of participation, representation, and inclusivity throughout the year, and supporting evidence-informed action to address barriers to engagement.

Equality Objective 3: To increase the number of Global Majority students and staff

Desired Outcome: We see rich and diverse student and staff bodies across all programmes, departments and levels of engagement with the institution.

3.1 Metrics

Target group or measure	Baseline Data	Target	Previous Actual	Latest Actual	Commentary	Trajectory	Status
Number (%) of UK domiciled Global Majority students	97 students (11.5%) (2019-20 students)	Exceed conservatoire average % (2024-25 = 17.2%)	187 students (19.3%) (2024-25 students)	187 students (21.2%) (2025-26 students)	Performance improved year on year in percentage terms. Above baseline and target.		G
Number (%) of UK UG domiciled Global Majority entrants	26 entrants (14.9%) (2020-21 entrants)	Exceed conservatoire average % (2024-25 = 19.4%)	60 entrants (22.1%) (2024-25 entrants)	47 entrants (20.2%) (2025-26 entrants)	Performance declined year on year in absolute and percentage terms. Above baseline and target.		A-G
Number (%) of Global Majority staff	53 staff (9.1%) (2018-19 staff)	Exceed HE sector averages (2022-23 = 12.9%)	99 staff (19.9%) (2023-24 staff)	93 staff (18.7%) (2024-25 staff)	Performance declined year on year in absolute and percentage terms. Above baseline and target.		A-G

3.2 Equality and Diversity plans and activities

Student access and diversity

Trinity Laban continues to work for wider participation in higher education and specialist arts training through:

- Outreach programmes
- Community partnerships
- Financial support initiatives
- Inclusive admissions practices
- Access and participation planning

Our 2025–2029 Access and Participation Plan came into effect this year, setting ambitious goals to increase representation among global majority students and other under-represented groups within our UK student community. The plan reinforces our commitment to widening participation by creating clearer, more accessible pathways into conservatoire training. Targeted action plans focus on expanding early engagement opportunities and strengthening pre-higher education specialist skills development, particularly for students in the state-school sector. We are also addressing perceptions of training and careers in the performing arts that can discourage applications, promoting the breadth and viability of creative careers to inspire more young people to pursue conservatoire study. Key activities in 2025–26 included:

- ❖ AYD100 2025 brought together 75 young dancers of African and Caribbean Heritage for five days of intensive training, industry insight and creative exploration at Trinity Laban. Delivered in partnership with Artistry Youth Dance Company, the programme offered participants the opportunity to experience a wide range of dance styles, engage with current students, alumni and industry professionals, and explore pathways into higher education and careers in the performing arts. The event had a significant impact on participants' confidence, aspirations and understanding of vocational training. Many reported a greater interest in studying at Trinity Laban and a clearer understanding of the diverse opportunities available within the dance and performing arts sector.
- ❖ A broad programme of music and musical theatre opportunities designed to inspire creativity, develop skills and support progression into further study. This included Jazz Hang, a year round programme of inspirational jazz learning delivered in partnership with Tomorrow's Warriors and Lewisham Music that targets high representation from global majority and female students; our annual Young Musicians' Summer School bringing together participants from diverse backgrounds for intensive music-making and performance experiences; Musical Theatre Experience Days offering aspiring performers practical training in music, dance and acting; and Battle of the Bands allowing young bands and singer-songwriters from South-East London to receive coaching, perform on a professional stage, gain industry feedback and, for the winning act, benefit from further coaching and a professional recording session.

Staff recruitment

Staff recruitment practices have continued to evolve to support greater inclusivity and diversity. Vacancies are advertised through a range of websites and recruitment agencies with strong reach into global majority communities, and these advertising channels are regularly reviewed to ensure their effectiveness and relevance. All vacancies are also shared with our partners Black Lives in Music and Black Artists in Dance to support wider circulation and engagement with underrepresented groups. In addition, an underrepresentation statement has been incorporated into job advertisements to demonstrate our commitment to addressing areas where diversity remains limited and to encourage applications from individuals whose backgrounds and experiences are currently underrepresented within the institution.

Equality Objective 4: To develop the Institution's understanding of issues faced by trans and/or non-binary students and staff and work to address those issues

Desired Outcome: The Institution has a clear understanding of trans and non-binary student and staff experience and has addressed any challenges or barriers to engagement identified.

4.1 Metrics

Under this objective we aim to capture qualitative feedback from trans and non-binary students.

4.2 Equality and Diversity activities

This strand of our equality work was initially progressed through a dedicated Trans and Non-Binary Working Group. Convened through an open call for members, the group brought together students, academic staff, and professional services colleagues from across Dance, Musical Theatre, and Music. Following its work, the group submitted a report to the Equality and Diversity Board, highlighting a number of positive developments that were already contributing to the experience of trans and non-binary students at Trinity Laban, including:

- Well-received staff training workshops delivered by Gendered Intelligence.
- An expanded programme of curriculum and networking initiatives, including LGBTQI+ social events, book discussions, and dance workshops led by LGBTQI+ artists; the Queer Book Chat programme and dedicated library displays; a Musical Theatre guest lecture exploring trans issues in performance; and the Asking Queerer Questions professional development initiative for queer and allied creatives, facilitated by Trinity Laban staff across Dance and Music.
- The provision of gender-neutral toilet facilities.
- Improvements to the Trans Student Journey webpage, including clearer signposting and enhanced student support information.

Alongside these positive developments, the group also heard confidential accounts of challenging experiences. These included the repeated misuse of names and pronouns, intrusive questioning about trans and non-binary identities, dismissive comments and inappropriate jokes, difficulties accessing relevant support, and curriculum content that reflected historical binary assumptions.

As the number of students and staff identifying as trans or non-binary continues to increase, Trinity Laban remains committed to creating an inclusive environment in which all members of our community can thrive. Previous actions in support of this commitment have included the delivery of inclusive workshops during LGBTQ+ History Month, the introduction of gender-neutral changing facilities alongside the legal requirement to provide single-sex spaces, revised toilet signage, and the integration of pronoun registration into the student enrolment process. However, as part of the review of our Equality Objectives in 2025–26, it has been recognised that progress against this objective has slowed and that a more structured approach to implementation, monitoring, and reporting is required. While important foundations have been established, further work is needed to develop robust evidence and ensure that actions are informed by the lived experiences of trans and non-binary students and staff. Accordingly, the objective will be maintained for the next period as:

‘To develop the institution’s understanding of the trans and non-binary student and staff experience and to identify and address any challenges or barriers to engagement.’

The intended outcome is that Trinity Laban develops a comprehensive evidence base relating to the experiences of trans and non-binary members of our community, alongside a clearer understanding of effective practice and areas requiring improvement. By the time of the next Equality Objectives review, we aim to demonstrate a clear narrative of progress, supported by measurable actions, effective monitoring, and tangible improvements in policy, practice, and experience.

Trinity Laban Conservatoire of Music and Dance
June 2026