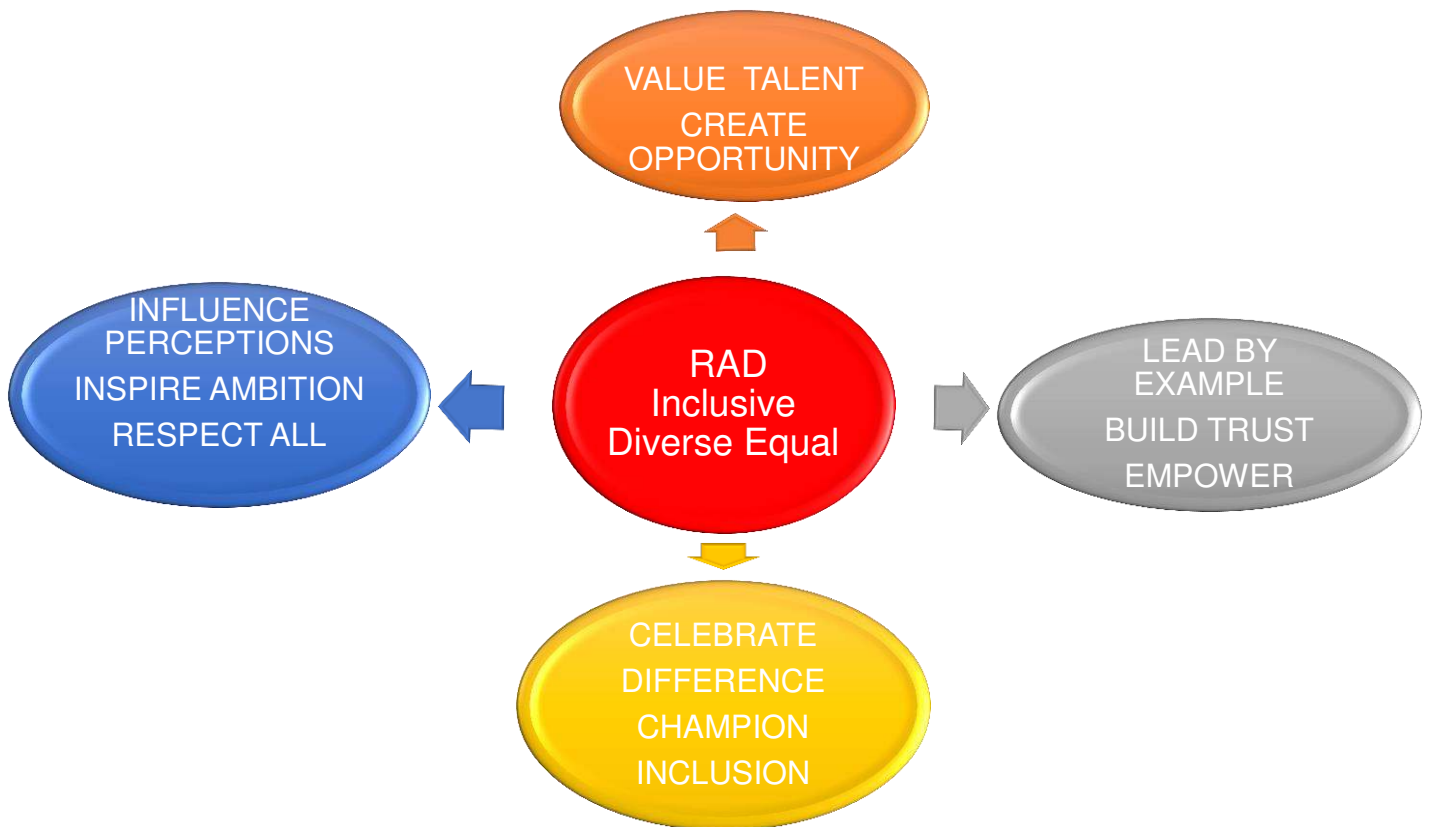# ROYAL ACADEMY OF DANCE

# Equality, Diversity and Inclusion Strategy

# Equality, Diversity and Inclusion Strategy

## 1.      Aim

To be an organisation that supports inclusion, celebrates diversity, challenges stereotypes, and recognises and values different cultures.



VALUE  TALENT
CREATE OPPORTUNITY

INFLUENCE PERCEPTIONS
INSPIRE AMBITION
RESPECT ALL

RAD
Inclusive
Diverse Equal

LEAD BY EXAMPLE
BUILD TRUST
EMPOWER

CELEBRATE
DIFFERENCE
CHAMPION
INCLUSION

## 2.    Action planning

### Action 1: Engage
We will engage with employees, freelance and casual workers, students, and members to ensure that we tailor our services and what we do to their needs, in order to create an inclusive environment.

| Focus | Action | Measure | Timeframe | Action Owner |
|---|---|---|---|---|
| 1.1 Members | Include EDI directed questions into annual Membership Satisfaction Survey covering many aspects including potential language barriers. | Survey carried out and results disseminate within RAD to review services provision. | 2017 and ongoing | Membership |
| 1.2 Tutors & Registered Teachers | Act upon feedback received to translate more documentation as appropriate (and budget permitting) and aim to use inclusive language in a wide range of formats. | Increase in accessible and translated documentation | 2017 and ongoing | CPD |
| 1.3 Employees and freelance and casual workers | Conduct a worldwide employee, freelance and casual worker survey to obtain equality data and opinion on RAD current culture.<br><br>Analyse data and produce action plan | Survey conducted<br><br><br><br><br>Action plan in place and monitored | December 2016 / January 2017<br><br><br><br>2017/18 | HR department |
| 1.4 Exams | 1.4.1 Examinations department to work with the Marketing department to develop a communication campaign for teachers explaining the importance of providing EDI data in pupil registration. | Communications campaign developed and rolled out. | November 2016 and ongoing depending on results from future data analysis, ie if further campaigns are required. | Examinations department with the Marketing department. |

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| 1.4 Exams | 1.4.2 Examinations department to develop a workable method of data collection, storing and reporting for data from pupil registration and Reasonable adjustment forms to inform process and policy review. | Framework in place. Data collected and used to inform process and policy review | 2017 and every year thereafter. Month to be confirmed with Examinations Results and Customer services Managers to identify reporting period. | Examinations department |
| 1.4 Exams | 1.4.4 Include EDI directed questions in the Teacher Feedback Survey relating specifically to their examinations experience. | Questions added and answers used to inform process and policy review | End of 2016 | Examinations department |
| 1.5 FOE Students | 1.5.1 Faculty of Education to review recruitment processes and admissions requirements to actively encourage greater diversity within the student body | Improve granularity in application information to include all demographics. Monitor male: female ratio and students enrolled with disabilities. | 2017/18 | Registrar |
| 1.5 FoE Students | 1.5.2 Faculty of Education to review marketing materials | Marketing materials are fully inclusive | 2017/18 | Head of Business management |
| 1.5 FoE Students | 1.5.3 Monitor and report on progression and completion rates for students who have a disability; | Produce Comparative Report between those students without a disability, from which targets can be agreed to work towards improvement by: a) making reasonable adjustments b) eliminating barriers | a) across university-validated programmes September annually b) across RAD Awards March annually Publish how students are supported in Prospectus | Head of Quality Assurance |

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| 1.5 FoE students | 1.5.4 Publish annual statement on widening participation initiatives | Statement published | 2016 / 2017 | FoE |
| 1.6 Students | Application forms for activities within the Training department to have optional EDI monitoring questions | Questions added and answers used to inform future activities and practice | 2017 | Training department |
| 1.7 All | Address perceptions that RAD is only about ballet | | 2020 | Marketing & Communications department |

**Action 2 Embed:**

We are committed to embedding equality, diversity and inclusion in all RAD activities.

| Focus | Action | Measure | Timeframe | Action Owner |
|---|---|---|---|---|
| 2.1 Employees | Audit HR policies and Employee Handbook and make necessary immediate amendments to ensure they integrate best practice in terms of EDI. | Audit carried out and amendments achieved and implemented | 2017 | Head of HR |
| 2.2 RAD | Audit corporate policies and make necessary amendments to ensure they integrate best practice in terms of EDI | Audit carried out and amendments achieved and implemented | Through natural timescale of policy review 2016 – 2018 | Head of HR, Executive Board and Board of Trustees |
| 2.2 Students FoE and Dance School | Review teaching and learning strategy and embed EDI within it | EDI is within the strategy with SMART actions | July 2017 | Head of Learning and Teaching Head of Training Dance School Manager Dance School Principal |

| 2.3 Dance School, GCSE and A Level students | Provide student support services | Service provided | September 2017 | Head of Training |
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| 2.4 SEN students (Training activities) | Consider provision of additional support required for SEN students | Appropriate support in place | January 2018 | Training Department |
| 2.5 All | Conduct an EDI audit of the RAD examination syllabus and FoE programmes to address areas of under-representation highlighted by participant data captured, whilst maintaining the integrity of existing syllabus and programme content and relevant assessment criteria. | Future syllabus and programme content is developed in a way which is mindful of the inclusivity of diverse groups. | End 2020 | Executive Board, Artistic Director, EDI group and others<br><br>Student support Officer and Head of Quality Assurance for FoE curriculum |
| 2.6 All | In order to embed EDI throughout the RAD, each dept. will have an EDI action plan generated from feedback received from surveys (staff, membership, students) and the outcome will be reported by the EDI representative at the EDI Working Group. | Actions in place and measured | Every year in December | EDI Working Group |

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| 2.7 Members | 2.7.1 Conduct an EDI audit of the Code of Conduct for members and Code of Professional Practice for RAD teachers | Code of Conduct and Code of Practice are fully inclusive | 2018 | Membership department |
| 2.7 Members | 2.7.2 Include EDI-specific elements to campaigns such as "My Dance" | To be fully inclusive in our approach | Ongoing | Membership department |
| 2.8 Physical and digital environment | 2.8.1 Conduct an accessibility audit of the RAD's current HQ premises | Audit conducted | 2017 – 2020 | Facilities department |
| 2.8 Physical and digital environment | 2.8.2 Ensure physical accessibility is a priority in the plans for the new building | Action plan from audit created and actioned. Plans and developments monitored | 2016 - 2020 | Executive Board, Facilities / project manager |
| 2.8 Physical and digital environment | 2.8.3 Conduct and accessibility audit of the RAD's website (W3C web accessibility standard – to improve accessibility and search engine optimisation (SEO)), including for the visually impaired. Also consider adaptation of promotional videos for hearing impaired | Action plan from audit created and actioned. | 2017 | Marketing and Communications team |
| 2.8 Physical and digital environment | 2.8.4 In a second stage the audit will cover socio-economic accessibility (Talent Fund) and language | Second stage audit  Action plan from audit | 2020 | Marketing and Communications team and as others as appropriate. |

| Focus | Action | Measure | Timeframe | Action Owner |
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| 2.8 | 2.8.5 Consider location / environment / acoustics of venues of activities beyond HQ | Improved venue facilities used | Ongoing | Training / Regional teams |

## Action 3: Equip

In order to embed EDI throughout the RAD, we will equip staff, students, members and service users with relevant knowledge.

| Focus | Action | Measure | Timeframe | Action Owner |
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| 3.1 Teachers/ tutors | Prepare and provide materials to teachers and tutors on inclusive teaching and EDI in the classroom | Teachers/tutors have been equipped and are confident in EDI | End of 2018 | HR, Training and CPD team |
| 3.2 | New CPD workshops and courses to be created to support RAD teachers in understanding EDI principles, eg. introducing mixed ability and/or SEN classes within their school / teaching environment | | End of 2018 | CPD team |
| 3.3 teachers/ tutors | Work with international colleagues to provide them with the tools to develop activities with local practitioners in native languages for local and specific markets | 2 workshops/modules prepared in each country / region

2 workshops/modules offered in each country / region | By February 2018

By May/June 2018 | Cross-departmental initiative led by CPD, with support from membership for promotion |

| Focus | Action | Measure | Timeframe | Action Owner |
|---|---|---|---|---|
| 3.4 Employees | Establish EDI training strategy and provide training to employees, freelance / casual workers and Trustees using face-to-face and potentially online training methods | Staff are equipped with knowledge and practical application of EDI principles (all employees and freelance workers including managers and Executive Board, and Trustees) | 2017 – 2019 specific time frame to be established, according to budget | HR team |
| 3.5 Members | Provide members with knowledge about EDI in different formats to ensure they have access to appropriate information and tools, ie. newsletters, factsheets, website | Members feel equipped in EDI as reported in the annual Membership satisfaction survey | 2017 and ongoing | Marketing and Membership teams |

## Action 4: Empower

We will recognise and learn from the information we obtain in order to improve EDI practice

| Focus | Action | Measure | Timeframe | Action Owner |
|---|---|---|---|---|
| 4.1 All | Discuss and put into place a framework to ensure all RAD communications follow inclusive principles | Framework in place, actively used and feedback sought | Ongoing | Marketing team |
| 4.2 All | Analyse the need for and feasibility of translation of materials / communication to members and where applicable, others including students, to increase reach and impact<br><br>Consider translation being implemented centrally to ensure consistency and quality | Analysis carried out<br><br>Action plan | 2017 and ongoing | Executive Board and all departments for consideration of how best to co-ordinate |

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| 4.2 All | Explore feasibility of the wider use of plain English | Analysis carried out Action plan | 2017 and ongoing | Executive Board and all departments |
| 4.3 Tutors international | Increase the number of local tutors in relevant member countries. Produce recruitment campaigns in different languages | Recruitment in different languages<br><br>Increase number of local tutors | Start end 2016 and ongoing<br><br>2017/18 | CPD, International offices and HR |
| 4.4 International offices | Work with international colleagues to translate application forms, guidelines and other documentation | Increase in membership, examinations, course attendees | Start end 2016 as a gradual ongoing process | Relevant HQ departments and international offices |
| 4.5 Communities | 4.5.1 Continue to empower communities through specific programmes such as Step into Dance, Radiate, Silver Swans and Dance for Lifelong Wellbeing (funding permitted) | Diverse empowered communities | 2017 and ongoing | Relevant leaders of specific projects |
| 4.5 Communities | 4.5.2 Expand RADiate to more schools | Expand number of participating SEN schools | 2016 – 2019 | Head of Training |
| 4.6 Exams | Work with international colleagues to translate examinations specifications, guidelines and feedback seminars as appropriate | Increase accessibility of examinations documentation for international members | 2017 and ongoing | Examinations department |
| 4.6 Exams | 4.6.2 Consider EDI for future recruitment campaigns for the Panel of Examiners to increase diversity amongst the Panel | Increase diversity amongst the Panel of Examiners | 2017 and ongoing | Examinations department |

**Action 5: Evaluate**
We will evaluate actions taken and measure our performance in achieving objectives.

| Focus | Action | Measure | Timeframe | Action Owner |
|---|---|---|---|---|
| 5.1 Member | Embed EDI questions within the annual Membership Satisfaction survey | Survey carried out, results disseminated, action plan produced | Annually | Membership team |
| 5.2 Tutors | Analysis of the success of use of translated materials, following feedback | Analysis carried out and review of further materials to produce. Long term aim of CPD courses written locally | By end of 2020 | CPD and Membership teams |
| 5.3 Employees, freelance and casual workers | 5.3.1 Equality demographic data collection is carried out for existing staff to ensure that EDI is embedded throughout the RAD | Arrange to collect staff data by protected groups | By end 2020 | HR |
| 5.3. Recruitment | 5.3.2 Strengthen the collection of data during the recruitment process to ensure that EDI is embedded through recruitment and selection | Increase the number of returned EDI monitoring forms, record and analyse data and produce necessary action plan | By end of 2018 | HR |
| 5.4 Employees, freelance and casual workers | Monitor take-up in EDI training and development activities | Monitor every year and action to ensure all staff are equipped | Ongoing from start of training provision | HR |
| 5.5 Exams | Evaluation of examinations data looking at pupil registration and reasonable adjustments in relation to examination results | Evaluation carried out and disseminated for policy and process review | By end of 2017 | Examinations department |

**Departmental Actions**

Actions identified above are listed per department below for ease of reference

**Examinations - actions**

| Action | To achieve by |
|---|---|
| Work with the Marketing department to develop a communications campaign for teachers explaining the importance of providing EDI data in pupil registration | November 2016 and ongoing |
| Develop a workable method of collection, storing and reporting for data from pupil registration and Reasonable Adjustment forms to inform process and policy review | 2017 and ongoing |
| Include EDI directed questions in the Teacher Feedback Survey relating specifically to their examinations experience | End of 2016 |
| Work with international colleagues to translate examinations specifications, guidelines and feedback seminars as appropriate | 2017 and ongoing |
| Consider EDI for future recruitment campaigns for the Panel of Examiners, to increase diversity amongst the Panel | 2017 and ongoing |
| Evaluate examinations data looking at pupil registration and reasonable adjustments in relation to examination results | By end of 2017 and ongoing |

**Training - actions**

| Action | To achieve by |
|---|---|
| Provide student support services for GCSE and A Level students | September 2017 |
| Add optional EDI monitoring questions to appropriate application forms | 2017 |
| Develop student activities that are as inclusive as possible or adapt existing formats where possible | Ongoing |
| Consider additional support that is required for SEN students | January 2018 |
| Explore the possibility of introducing a bursary scheme for RAD Dance School | September 2017 |
| Consider location / environment / acoustics of where activities take place (beyond HQ) | Ongoing |
| Review teaching and learning strategy of the Dance School and ensure EDI is embedded | July 2017 |
| Expand RADiate to more schools | 2016 – 2019 |

**Membership – actions**

| Action | To achieve by |
|---|---|
| Include EDI directed questions into annual Membership Satisfaction Survey covering many aspects including potential language barriers | 2017 and ongoing |
| Conduct EDI audit on the Code of Practice for members to ensure fully inclusive | 2018 |
| Inform members with knowledge about EDI in different formats to ensure that they have access to appropriate information and tools | 2017 and ongoing |
| Consider website / publications for the visually impaired or promotional videos for the hearing impaired | 2017 and ongoing |
| Include EDI specific elements to campaigns such as "My Dance" | Ongoing |

| Evaluate the responses from EDI inclusion in Membership Satisfaction survey, disseminate results and produce action plan | 2017 and ongoing |
|---|---|

**Marketing Actions**

| Action | To achieve by |
|---|---|
| Ensure all marketing materials indicate commitment to a culture of equality, advocacy and support through images and text, and review regularly | 2017 and Ongoing |
| Conduct accessibility audit of the RAD website, communications and marketing services | 2017 and ongoing |
| Address perceptions that RAD is only about ballet | Ongoing |

**HR – actions**

| Action | To achieve by |
|---|---|
| Conduct a worldwide employee, freelance and casual worker survey to obtain equality data and opinion on RAD current culture | Dec 2016/ Jan 2017 |
| Analyse data and produce an action plan | 2017 / 18 |
| Audit HR policies and make necessary immediate amendments | 2017 |
| Audit corporate policies and make necessary amendments | 2016 – 2018 |
| Devise a UK EDI training strategy for employees, freelance and casual workers and implement, before considering how this can be rolled out internationally | 2017 – 2019 |

**Faculty of Education – actions**

| Action | To achieve by |
|---|---|
| Review teaching and learning strategy using the guiding principles of equality of opportunity, diversity and transparency. Monitor annually in annual policy review process to monitor progression and completion rates of students with disability | September and March annually |
| Review recruitment processes and admissions requirements to actively encourage diversity in the student body | 2017 /18 |
| Review FoE marketing materials | 2017 / 18 |
| Monitor and report on progression and completion rates of all students (including those with disabilities) | September and March annual |
| Publish annual statement on widening participation initiatives | 2016/17 |

**CPD – actions**

| Action | To achieve by |
|---|---|
| Increase the number of local tutors in each country/region | 2017 and ongoing |
| Tutor recruitment campaign documentation available in a number of languages | From October 2016 |
| Course written/offered in the native language of country | End of 2018 |

| Action | To achieve by |
|---|---|
| Work with international colleagues to provide them with the tools to develop activities with local practitioners in native languages for local/specific markets.  We would hope that this would increase engagement and relevance to international members as well as empowering international offices to develop future activities with confidence. | Start Sept 2017 For workshops to be written 2018 |
| Analysis of the popularity of the use of translated materials following feedback | End of 2020 |

**Facilities – actions**

| Action | To achieve by |
|---|---|
| Conduct an accessibility audit of RAD's current HQ premises, produce action plan for improvement and implement | 2017 |
| Prioritise accessibility in the plans for the new building | 2016 – 2020 |

**All / Executive Board / Board of Trustees – actions**

| Action | To achieve by |
|---|---|
| Address perceptions that the RAD is only about ballet | 2017/18 |
| Conduct an EDI audit of the RAD examination syllabus and FoE programmes to address under-representation of participation, whilst maintaining integrity | End of 2020 |
| Co-ordinated response to the feasibility of the wider use of translation of materials / communication. | 2017 and ongoing |
| Co-ordinated response to the feasibility of the wider use of plain English | 2017 and ongoing |