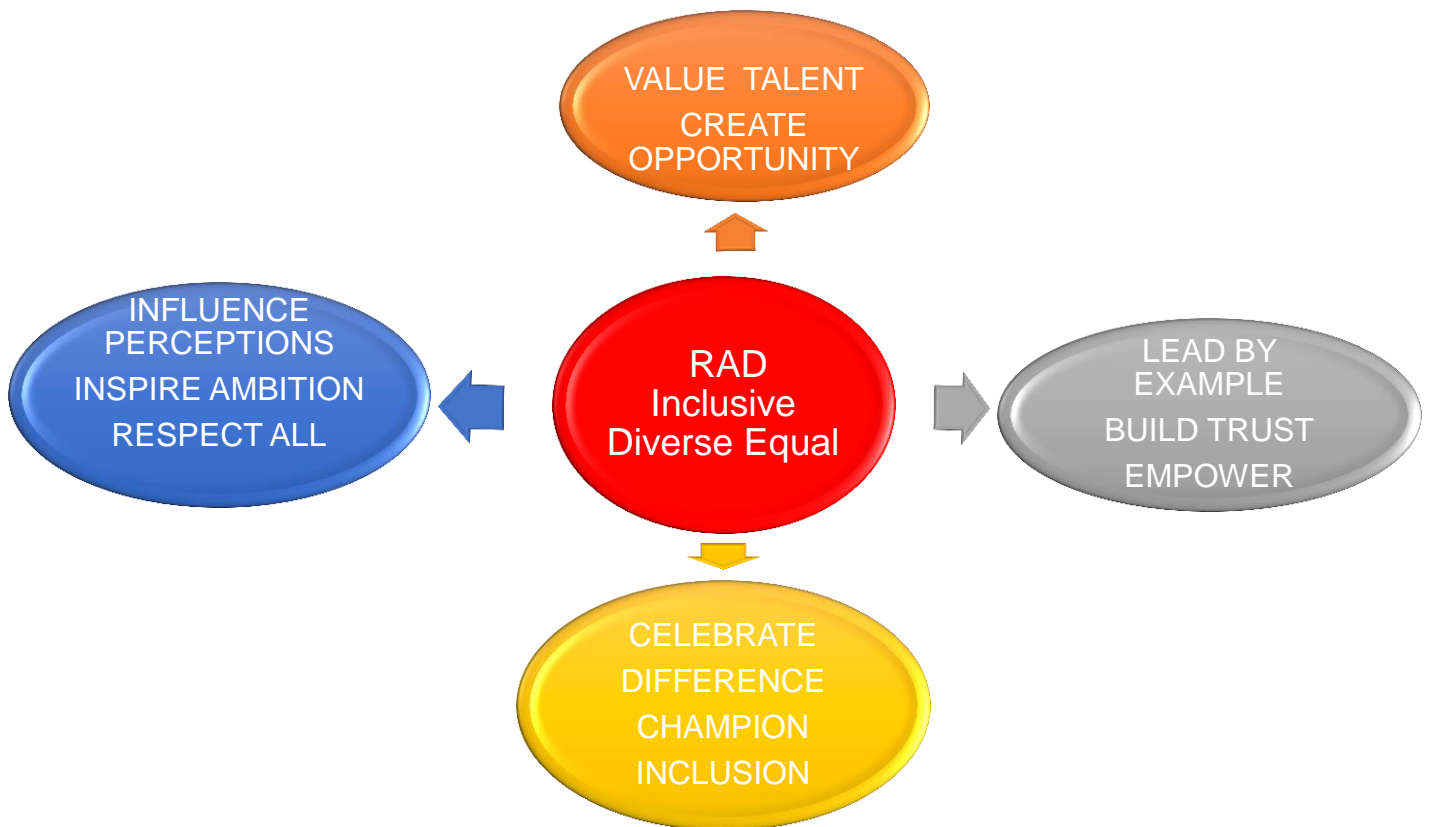


Equality, Diversity and Inclusion Strategy

1. Aim

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



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. Analyse data and produce action plan	Survey conducted Action plan in place and monitored	December 2016 / January 2017 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.

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

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
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 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

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.

2.8	2.8.5 Consider location / environment / acoustics of venues of activities beyond HQ	Improved venue facilities used	Ongoing	Training / Regional teams
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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
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

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 Consider translation being implemented centrally to ensure consistency and quality	Analysis carried out Action plan	2017 and ongoing	Executive Board and all departments for consideration of how best to co-ordinate

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 Increase number of local tutors	Start end 2016 and ongoing 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
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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

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