**Equality, Diversity and Inclusion Policy and Action Plan (DRAFT)**

Music Education Hubs exist to support music and creativity for all children and young

people; helping them to develop the confidence and skills they need to have a lifelong

relationship with music. There are, however, still too many who are prevented from fulfilling their musical potential. This document identifies five key areas where concerted, deliberate effort is

needed to address the barriers that are still holding many young people back.

We have a genuine commitment to and focus on understanding, valuing and accepting difference. We recognise that efforts must go beyond tokenism and work towards fundamental, embedded and lasting change. We recognise inter-sectionality between issues around racism; and racial and ethnic inequalities; and class, disability, gender and sexuality.

Diverse views, skills and attributes should be recognised, nurtured and celebrated within our work. We are committed to ensure that our workforce is reflective of the community we serve. That people from all backgrounds see themselves represented in the profession and that this seek to address issues of equality vs equity in music education. We will continue to drive innovation, increasing the potential for new ways of thinking, strengthening our offer and supporting our ability to understand and engage with our diverse communities.

We believe that Inclusion is a journey not a final destination. All children face barriers and challenges in their lives, which may be long-term or temporary, seen or unseen, discrete or “intersectional”. We can look to understand these barriers and challenge and find ways to change what we do so that they do not hold them back from fulfilling their musical ambitions.

This is part of our vision for “life-changing music for every child” and gives greater scope for young people shaping and leading the music-making available to them, recognising and working towards a wider set of musical and additional outcomes and breaking down the barriers young people in the most challenging circumstances face. To help us achieve this purpose, we want to focus on:

* Young people shaping and leading the music-making available to them
* Recognising and working towards a wider set of musical and additional outcomes
* Breaking down the barriers young people in the most challenging circumstances face
* Young people taking part in music led and made by people who are like them, and people who are different from them
* Celebrating the achievements of young people, and having them contribute to the cultural life of their communities

**Purpose**

We have a unique opportunity to:

● Create a safe and braver space to facilitate discussions that address nervousness around speaking

about and discussing the key challenges

● Address issues of equality vs equity in music education

● Recognise inter-sectionality between issues around racism; and racial and ethnic inequalities; and

class, disability, gender and sexuality

● Recognise that efforts must go beyond tokenism and work towards fundamental, embedded and lasting change

● Diversify progression routes in the music industry and music education professions; pilot programmes that serve to diversify

● Work to ensure that our workforce is reflective of the community we serve. That people from all

backgrounds see themselves represented in the profession, and have positive role models and sources of inspiration and aspiration

● Create new opportunities for more diverse management within Music Hubs (e.g. mentoring

programmes, youth ambassadors’ programmes, and more)

● Overcome barriers to engagement for diverse communities and ensure that our pupils are

representative of the communities we serve

● Celebrate the musical diversity of the UK and our specific locale on a local and national level

● Utilise data to track progress, monitor impact and report on impact of specific areas of work listed below

● Learn from existing models of good practise

1. **Governance**

A lack of diversity at governance level is as much a risk to the quality of our work as a lack

of skills and experience. We are committed to ensuring that leadership of hub lead

organisations is informed and guided by people with appropriate insight and experience

to address challenges within the local context. We should aim for our boards to reflect

the diversity of our local population. We should ensure that multiple disciplines are

represented. And we should all work towards having young people represented on our

boards.

Key challenges:

* **include Youth Voice within governance structure**
* Agree and design training for management staff, Boards and Trustees how policies and procedures can remove barriers to employment and progression for underrepresented groups, (e.g. through changed recruitment processes)
* Proactively recruit board members that represent the community being served
* Create an organisational culture with Equality, Diversity and Inclusion at its heart
* Compile, develop, produce and disseminate sector-specific guidance and research
* Utilise local partner organisations to reach new communities and improve workforce diversity
* Utilise Equality Impact Assessments and other tools to hold ourselves and our organisations to account

1. **Partnership**

Music Education Hubs were created to work in partnership to create and support a fertile

musical environment within which all young people can flourish. Hub lead organisations

should develop a collective impact approach to their partnership work, acting as a

‘backbone’ organisation within the partnership. We should develop relationships with a range of partners across the music industries, including education, community, and industry organisations in order to ensure that all musical genres and all communities are represented in the hub offer.

Key challenges:

* Identification and involvement of partners with lived experience and expertise
* within genres and styles not currently well-represented within the lead
* organisation.
* Develop a youth forum built from partner organisations membership with a focus on project design and programming.
* Learning from and collaborating with hub partners to develop youth voice within hub activity

1. **Workforce development**

A music education hub is only as good as its workforce. And the experience and diversity

of the workforce is critical to the hub’s ability to support all children and young people to

fulfil their musical potential. A lack of representation across the music education

workforce is a serious issue. This is particularly the case for people of non-White British

backgrounds, and of people who identify as disabled. Among the existing workforce,

there is also an urgent need for the development of inclusive practice beyond the

relatively small numbers of ‘inclusion experts’: All practitioners should be inclusive

practitioners.

Key challenges:

* Increasing the diversity of the music education workforce.
* Increasing workforce confidence in creative and inclusive pedagogy.
* Improving workforce skill in supporting musical progression of disabled children
* Improving workforce skill in working with children with SEMH.
* Providing opportunities for those at the start of their career.
* Support for a more diverse range of genres and more diverse groups of young people requires a more diverse workforce
* Supportive professional development allows them to be part of a workforce they were previously excluded from
* Actively recruiting for roles that include working towards addressing issues of under-representation in the hub’s

1. **Our offer**

Young musicians need to develop their sense of agency and musical identity if they are to

remain motivated to continue learning and growing through music for the rest of their

lives. It is a simple fact that an offer that is unable to meet the needs and interests of all

young people will leave many behind. To allow all young people to be able to progress

within and beyond the work we and our partners offer, we need to broaden of the range

of genres, instruments, and repertoire we offer.

Key challenges:

* Improving the accessibility and relevance of music activities for children who

engage with the existing offer the least.

* Developing the range of progression pathways for young musicians and genres that

are least represented in the existing offer, involving children in shaping that offer.

* Agree, and challenge, the use of appropriate music education resources, material and content to diversify the curriculum; coupled with researching and refreshing the curriculum content to better reflect a diverse range of musics from different cultural contexts
* Ensure a strong youth voice element to ensure that young people have a say in what their music education looks like and can feel empowered to better reflect their own identity within this
* Youth forum created, from partnership organisations to shape and create hub projects and activity
* Create Hub programmes that are more diverse and reflective (e.g. changing the nature of ‘ensembles’; diversification of instrument-hire schemes etc)
* Develop meaningful links with positive role models in the music industry who affirm representation
* Ensure that partnership working meets the needs of appropriate programming of activity

1. **Children and Young People**

With our focus on representing children and young people and providing services that have children and young people’s interests, needs, and ambitions at their core, we believe it is necessary to integrate youth voice within our decision making and the construction of our programmes. Integrating youth voice means making space and opportunities for CYP to be able to share their thoughts, opinions and concerns with us, carefully listening to what they have to share and using it to shape what we can offer them.  This is an ongoing process, which means continually consulting with CYP and not making assumptions about what they want.