Sheffield Music Hub

**Inclusion (EDI) Strategy 2023 - 2024**

**Statement of Intent**

*Sheffield Music Service, as the lead organisation for Sheffield Music Hub is ambitious to instigate real and lasting change to become more inclusive, diverse and representative within our governance structure, workforce and the work we do with, and for, children and young people in Sheffield.*

**Inclusion is change.**

It’s about increasing learning, participation and meaningful progression for all children and young people.

It is mission for Sheffield Music Hub and inclusion happens as soon as the process of increasing participation is started.

Being an inclusive organisation will make us stronger. It will improve the outcomes of our children and young people. It will enable us to reach children and young people from all backgrounds.

# What is the purpose of the strategy?

The strategy builds on our ambition to develop an inclusive educational culture where all children and young people are valued and recognised for their unique qualities, ideas, voices and perspectives.

The strategy is based on seeking positive answers to three key questions:

1. How do we enable all children and young people in Sheffield to receive a high quality music education that is tailored to their needs, interests and abilities and supports meaningful progress?
2. Do the hub’s values embrace inclusion and does its practice promote it?
3. How well can the hub partnership, individually and collectively, recognise and overcome barriers to learning – how can we learn from the leaders in the sector, sharing good practice and adapting as we learn?

We commit to using our ongoing Needs Analysis and Data Strategy to influence our choices, planning and development.

As we develop our strategy we aim to ensure we explore and understand the barriers to access to our organisation across all protected characteristics. We understand that language has power and will work to ensure that every step we take moves us closer to this ambition.

**Our relationship with Sheffield City Council and our shared drive for change**

Sheffield Music Service, as the lead for Sheffield Music Hub, is integral to the Education and Skills portfolio within Sheffield City Council (SCC).

We share the vision of SCC and aim to align with Council Wide priorities as outlined below:

SCC wide Equality Policy – [Our equality duties | Sheffield City Council Intranet](https://intranet.sheffield.gov.uk/hr/equality-diversity/our-equality-duties)

SCC Equality Objectives (response to the Equality Act 2010 Public Duty). *Due update in 2023 -* [Our Equality Objectives 2019-23 | Sheffield City Council Intranet](https://intranet.sheffield.gov.uk/hr/equality-diversity/equality-objectives)

Sheffield Race Equality Commission Report. *Second report and action plan is currently being finalised for Strategy and Resources Committee on 5 Dec 2022. ­-* [Race Equality Commission | Sheffield City Council](https://www.sheffield.gov.uk/your-city-council/race-equality-commission)

**Why?**

We know that in order to fully support the learning of children and young people in Sheffield we must ensure that the creativity and innovation that comes from a broad and diverse workforce is key. Our existing workforce should be able to work with awareness of their conscious and un-conscious bias to ensure this does not limit opportunities for children and young people to explore music and expression that is authentic to them. We should look at creative programming, the decolonisation of the curriculum and the broadest possible spectrum of possibility and collaboration.

# Musical Inclusion and Children in Challenging Circumstances

A key goal of our musical inclusion strategy is to enable all children in challenging circumstances to avail of a useful, high quality and personally suitable music education. Children in challenging circumstances may be categorised in the following groups:

**Life condition** - Young people with a permanent condition such as a disability, impairment or a condition such as Asperger’s syndrome.

**Environmental issues** - Young people with a challenge related to where they live. This could be about such issues as rural isolation or living in areas of social and economic deprivation or issues around differing cultural heritage.

**Life circumstances** - Young people who bully or are being bullied, who live in state or foster care, refugees - to name but some.

**Behavioural issues** - Young people with behavioural, emotional and social difficulties who become excluded from mainstream school.

**What do we know?**

* Our workforce and governance is almost exclusively white
* Our recruitment processes, roles and structure need to be reviewed and updated.
* Our team are driven by a social conscience – there is capacity and willingness to change, but only an emerging framework to accelerate this
* We achieve good outcomes in our universal work (WCET and vocal strategy) but this is only slowly translating into the demographics of learners who are progressing.
* Our external communications should at all times celebrate our values and demonstrate that musicians from all cultures and genres are welcome into our family.

**Our Priorities - as outlined in SMH Local Plan for Music Education and SMART Objectives:**

*DATA AND NEEDS ANALYSIS* - We must continue to strive to understand ALL the challenges faced by learners who face the most barriers to musical engagement and progression

*YOUTH VOICE AND MUSICAL DIVERSITY* - We must move forward side by side with the young people were are here to serve, through meaningful consultation and engagement (Youth Voice & Musical Diversity).

*WORKFORCE* - We must develop with purpose to ensure our workforce is fully representative of the city we serve and knowledgeable about how to work best in the rich cultural tapestry in which we work. We should learn from areas of expertise, develop stronger community links, explore how we can support the wider network in the future.

*TRAUMA INFORMED APPROACH –* As we continue to work with a broader range of children and young people our workforce, systems and processes must respond to the lived experiences of all of the children and young people in our care. By adapting a Trauma informed approach we will build a reflective community that is able to respond to the diverse needs of children and young people

**Progress so far**

* Establishment of an EDI working group to review our current position and shape a future action plan and to hold us all to account for progress made. This group includes Senior Leaders, Advisory Board Members, Music Leaders and Trainee Music Leaders
* Ongoing review of current position using Youth Music EDI tool
* Draft action plan developed and clear structure for EDI group formalised.
* Meaningful engagement with Sheffield City Council HR and wider teams to transform structures and processes – updated recruitment processes to include best practice anonymised recruitment and specialist recruitment training for senior managers.
* Focussed commissioning and projects improving diversity of experiences, voices and musical genres
* Early stages of Youth Voice surveys and “Young Producers” youth voice action groups.
* Targeted programmes of activity including: CLA programme (including children in care council voice and influence worker), Furthering Talent, Commercial Music Strategy, FSM and SEN bursaries, pathways, PP targeted interventions (mainly secondary schools), HAF commissions (TRACKS), Trauma informed training and development, Individual Learning Plans.
* Launch of wide ranging stakeholder engagement including the important commission of the council Voice and Influence team to gather the seldom heard voices of young musicians who don’t engage in extended Hub activity.

**ACTIONS and NEXT STEPS**

Actions are spread across the team and are deeply embedded in all of our planning and delivery.

Specific targets can be seen in:

Remissions and Subsidy Policy

SMART targets

Communications Strategy

Where they are not addressed in the above strategies specific targets can be seen in the EDI action plan below.

Sheffield Music Hub Inclusion Team:

**Inclusion Lead:** Heather Burge – Music Leader and CLA programme co-ordinator

**Inclusion Team:** Ian Naylor, Head of Music Education Sheffield; Gillian Hume – Music Hub Manager; Travis Finch – Music Leader and commercial music strategy lead; Rachel Greene – Music Leader and furthering talent connector.

|  |
| --- |
| **EDI Strand: (Workforce)** |
| 23-26 Objective | 23-24 Actions | Measures of success | 24 + | Lead | Monitoring/Update  |
| Restructure Workforce to include artists from a diverse range of musical backgrounds | Launch Tutor role to respond to growth and make immediate response to particular demand for wider reach around Rap / Drill / BasslineBegin formal restructure process to build new workforce profile and career development framework | New tutors recruited across a range of genres and increase in existing genres.More pupils from a range of schools and settings learning and progressing. | A workforce truly representative of our city. Paid equally and fairly with clear progression framework.Partners delivering outstanding work in this space are supported and / or comissioned | INGHTF |  |
| Develop and celebrate localised partnerships reflective of the musical diversity of Sheffield | Widen number and range of partners who work across a range of musical genre and broader communities.Explore funding options to support partners delivering quality work in this space | Quality reflective conversations with existing partners complete – understanding their needs and areas where they most need support.Focussed commissioning to support partners (subject to funding).Joint bids constructed and submitted | Ongoing commissioning to support partners. | INHub Board |  |

|  |
| --- |
| **EDI Strand: (Young People)** |
| 23-26 Objective | 23-24 Actions | Measures of success | 24+ | Lead | Monitoring/Update  |
| Develop a meaningful process to capture and respond to Youth Voice as an integral and key tool to our ongoing development. |   |  |  |  |  |
| Embed personalised progression and feedback into all elements of our work through Individual Learning Plans (ILP) | Improve the quality of existing ILP’S.Develop a clear strategy to roll out ILP across the organisation | Training planned and deliveredILP’s consistent in quality and depth – measured through Awards for Young Musicians Teacher Forums |  |  |  |
| Understand the lived experiences of children and young people from the global majority in our work | Specifically work with young people who engage in progression programme  | Small working parties, youth voice driven, established and framework developed. |  |  |  |

|  |
| --- |
| **EDI Strand: (Trauma Informed)** |
| 23 – 26 Objectives | 23-24 Actions | Measures of success | 24 + | Lead | Monitoring/Update  |
| Develop a trauma informed approach across the organisation.Train Inclusion Lead to Diploma Level.Continue training and reflection for Hub staff and Partner staff | One Page Profiles (OPP) | Develop OPP and trial with certain pupils/MLs | OPPs completed for all young people and stored on Eepos | HB, RG, IN, LS |   |
| Changes to ensembles/events to support diverse range of learners and characteristicsMeet with Projects Team (PT) to discuss initial ideas and draft initial plan (including young ambassadors | A toolkit available at all venues/events.CPD for Ensemble Directors on activities/games that can be used.Ensembles to develop their own relationship policies. | Further meetings with Projects Team as training continues and to reflect on changes | HBPT |  |
| Encouraging information sharing with schools coming from a Trauma Informed approach | Trauma informed section included in Handbook for schools.Information sharing agreement formalised | Refine the best way to collect any information in a uniform way | HBLSBS |  |
| Celebrate our Trauma Informed approachDevelop links and case studies / stories.Make any connections we already know about | Master list of practitioners in schools collated and added to master contact list so Music Leaders know who to speak to.Website development and update – we may need to apply to be classified as a TIS. | SMH is recognised as trauma informed. | HB |  |
| Improved understanding and how to implement the approach for MLs and other relevant staff / partners | CPD sessions delivered.Prompts pages in the ML digital handbook |  | HB |  |