



Inclusion Strategy

DIVERSITY	INCLUSION	BELONGING
is being invited to the Party	is being asked to Dance	is dancing like no one's Watching

Purpose

The purpose of this Inclusion Strategy is to build on the existing foundations of good practice across the four local authority areas (East Riding of Yorkshire, Hull, North Lincolnshire, North East Lincolnshire) by the three strategic partners of the Humber Music Hub (East Riding School's Music Service, Hull Music Service and North Lincolnshire Music Service), and the potential opportunities and possibilities created by the new geography of the Humber Music Hub.

This will enable the Humber Music Hub to embed, maintain and develop a sustainable, inclusive, and diverse offer. This will ensure that all children and young people, irrespective of their background or circumstances, can access and enjoy a diverse range of high-quality musical opportunities as effectively as possible, enabling all children to achieve their potential.

Commitment to Equality, Diversity and Inclusion

Humber Music Hub (HMH) committed to ensuring a strong culture of Equality, Diversity and Inclusion (EDI). We are committed to making sure that everyone is treated fairly and with dignity and our aim is to remove unnecessary barriers for everyone who works for us and for the children and families that access our services.

We want to improve the wellbeing of children, and we want to do this by putting them at the heart of everything we do.

Each of the partners that make up the HMH are part of a local authority and are bound by their policies around recruitment, training and workplace practise. As local authorities, through the Equality Act 2010, we recognise our duty to take steps to:

- Eliminate discrimination, harassment and victimisation
- Advance equal opportunities for all
- Foster good relationships between individuals.

We aim to prevent discrimination and promote equality and diversity for people from protected characteristic groups defined in the Equality Act 2010 and recognise the barriers that arise from class and socio-economic status. We aim to ensure that the work we do is accessible to as many children and young people (CYP) as possible across our region.

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We support Department for Education's vision as outlined in The National Plan for Music Education (NPME *"to enable children all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally"*).

Children from Challenging Circumstances

We acknowledge that many of the children we work with may be experiencing challenging circumstances and we aim to ensure that these children have equal opportunity to accessing music making and will work closely with schools and other agencies where we can enable this to happen.

These groups may include:

- CYP in receipt of Free School Meals (FSM)
Looked After Children (CLA)
- CYP with Special Education Needs and Disabilities (SEND)
- CYP with Special Education Needs and Disabilities (SEND)
CYP from the Global Majority
- Asylum-seekers and those with refugee status
CYP with English as an additional language
CYP with mental health conditions
- Young People Not in Education, Employment or Training (NEET)
CYP with behavioural / social difficulties
- CYP with mental health conditions
- Young carers
Young offenders
- Absentees

Barriers to Musical Inclusion

While recognising the protected characteristic and the barriers these might present, we also recognise that for children there might be additional barriers that could hinder their access to music, such as:

- Lack of parental/adult support
- Lack of money to be able to afford lessons, instruments, sheet music etc
- Inability to travel independently/lack of public transport
- Unable to access appropriate resources
- Relevance when faced with other pressures
- Time / timetable restrictions/perceived overload of homework
- Lack of specialist expertise locally to them
- Lack of confidence

We will seek to be aware of these barriers when planning services and events.

Strategic Themes

HMH aims to ensure that all its services are actively inclusive, fully accessible and meet the needs of all stakeholders, children, young people and adults, across the region.

HMH is committed to ensuring that action is taken to overcome barriers to inclusion and involve its communities as much as possible.

HMH aims to make positive impact across four key strands, with equity at the core in the following areas:

1. Governance & Leadership

The overall approach the HMH takes to ensure that equality and inclusion is at the heart of decision making and promotes equal opportunities for all children to allow them to reach their full potential.

2. Workforce

Ensure that our employees feel equal and enabled to feel a sense of belonging. That employees are supported to reach their potential and are not subject to any unfair disadvantage regardless of their background and/or characteristic and are representative of the communities they serve. That they are appropriately trained and confident to work with children.

3. Children and Young People

Action to support the creation of a service where children and young people feel understood, safe, and can fully participate in music making activities.

4. Programming (Curriculum & Content – with Youth Voice embedded)

Ensure all our programmes are designed in an accessible and inclusive way including co-production with children.

These are the foundation for the HMH's continued work through the inclusion strategy, and further information around these strands can be found in Appendix 1 which outlines our ongoing approach to inclusion.

Strategic Delivery

To inform the development of this strategy further it has been agreed that using the four key strands:

- Each Strategic Partner will undertake a needs analysis to determine what inclusion needs exist for children and young people in challenging circumstances using the four strategic priorities outlined in this strategy.
- As a partnership they will compile and analyse the findings of the needs analysis, identifying common themes and barriers to accessing music.
- Each local authority represented by the HMM will have an Inclusion Lead who will work together and form the HMM Inclusion Working Group. Together they will be responsible for sharing good practice, developing training around inclusion, and for monitoring the success of any inclusion themes and activities delivered on behalf of the HMM. As part of their inclusion strategy, Hull Music Service will be forming a partnership with the Disability Arts Network (DAN).
- The Inclusion working group will be chaired by the HLO Lead and as such James Dickinson will be the named Inclusion Lead.

Appendix 1 – HMH’s commitment to Inclusion

Strategic Strand: Governance and Leadership

To ensure that those who govern and lead:

- Continue to maximise opportunities that demonstrate equality, diversity and inclusion (EDI) is at the heart of the Hub’s vision, mission and values
- Consider EDI in all decisions, everyday
- Compile, develop, produce and disseminate sector-specific EDI guidance and research as appropriate
- Maintain and develop training opportunities for leadership and staff in current issues relating to EDI
- Discuss EDI routinely at Governance/Leadership level including Board Meetings
- Contribute to change across music education, education and the music industry more broadly

Policies, Procedures & Strategy

- Monitor and review all Hub policies, plans, procedures, across SCMP, ensuring a range of perspectives are considered, including from an EDI perspective
- Regularly review the Inclusion Strategy and consider how the strategic priorities are moving forward

Employment Practices

- Oversee employment practices to maintain and develop a skilled and competent workforce that is responsive to ever changing EDI needs
- Create new opportunities for more diverse leadership within the HMM e.g. mentoring programmes, coaching, networking opportunities, youth ambassador programmes.
- All staff receive regular support and have regular contact with line management including observations, feedback and annual appraisals, so that staff are supported and able to develop their professional development and support for wellbeing

Community and Partnerships

- Maintain and develop HMM Board members' understanding of the issues across the region's diverse communities
- Utilise local partner organisations to engage under-represented communities and improve equality, diversity and inclusion
- Review partnership agreements to promote EDI

EDI Culture

- Provide platforms for diverse voices to be heard
- Explore options to visibly signal commitment to EDI practices
- Encourage and support other key stakeholders to develop their EDI practice
- Challenge unconscious bias and systemic and structural racism in music education, and education more broadly
- Challenge white fragility, white maternalism and paternalism, through understanding about and addressing these issues
- Address issues of equality versus equity in music education
- Recognise intersectionality between issues around racism, racial and ethnic inequalities, and class, disability, gender and sexuality

Strategic Strand: Workforce

Recruitment

- Ensure all aspects of recruitment practice are inclusive, promote diversity and follow best practice in line with strategic partner's LA guidelines
- Ensure the ability of applicants to work inclusively is considered in recruitment
- Check recruitment adverts include diversity and inclusion statements
- Develop recruitment to attract and achieve diverse representation on workforce

Training

- Ensure new Hub staff have access to full induction including musical inclusion training
- Develop an inclusion CPD programme for hub staff that ensures all staff are equipped with EDI skills to work with and support all children and young people, especially those in challenging circumstances including specific inclusion knowledge, music specific knowledge as well as providing the opportunity for staff to have time for reflective EDI practice.
- Ensure employment practices are inclusive and nurture progression
- Provide opportunities for EDI training/ professional development, including from local and national experts, and check it is offered regularly to the board, staff and invited partners wherever possible
- Monitor attendance to make certain all staff have regular EDI training
- Agree the use of appropriate and inclusive language in music education contexts, involving sector experts and youth representatives
- Provide training for staff on the nature of the challenge and how to manage unconscious bias in the classroom
- Ensure local and national EDI training opportunities, networking groups and sector-specific guidance and research are utilised and disseminated

Support / Accessibility

- Continue to develop platforms to provide regular support for the workforce including support for wellbeing and EDI needs
- Amplify existing diverse voices across the Hub, schools and local communities
- Ensure workplaces, meeting / learning spaces and performing venues are physically accessible
- Maximise support for participation and attendance, including online/ remote attendance
- Monitor location and timings of events to make sure all are scheduled to promote attendance and participation for all
- Help remove financial barriers to participation and work with schools to ensure that fee remissions are available subject to available funding
- Continue to review recruitment, training and support/accessibility to address the inequalities inherent in music education
- Actively engage youth voice and develop community engagement to support these aims

Strategic Strand 3: Children and Young People

Equity

- Monitor programmes to ensure that equity for CYP runs through all programmes
- Monitor and signpost pathways for CYP who attend alternative provision

Wider engagement

- Identify and strive to overcome barriers for the city's diverse communities
- Provide diverse opportunities for CYP to perform in ensembles e.g. choirs, rock bands, orchestras and wind bands
- To ensure inclusion and equity work actively with diverse settings to increase and sustain engagement for those CYP in challenging circumstances
- Work with HMH to develop engaging opportunities with CYP particularly from challenging circumstances and seek to have an effect through music and beyond
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Youth Voice

- Continue to consult with the region's CYP and their families to evaluate, develop and celebrate diverse music
- Actively engage CYP who do not currently engage with the HMH to explore barriers to participation and strive to find solutions to overcome these barriers
- Ensure a strong youth voice element in music programmes and initiatives so that CYP have a say in what their music education looks like and feel empowered to better reflect their own identity within this
- Work with Young Music Leaders to consult and acquire feedback and views of CYP

Strategic Stand 4 : Programming Curriculum and Content (with Youth Voice embedded)

- Promote, celebrate and provide musical experiences and programmes across a wide range of musical genres with equitable treatment for all
- Showcase diverse musicians of all abilities and backgrounds reflecting the diversity of the region's communities
- Create musical programmes and experiences with personal and social benefits and outcomes, as well as musical outcomes for all CYP including those in challenging circumstances
- Generate opportunities for participants to evaluate and inform musical programmes and events including CYP, leaders, schools, partners, families and audience members, as appropriate
- Maximise opportunities for programming for CYP, building sustainable progressive pathways, nurturing musical talent and encouraging progression into the workforce including musical professions
- Take pro-active steps to reach under-represented groups and encourage their participation
- Celebrate the musical and cultural achievement of CYP across the region

Schools /Academies / Colleges

- Support schools / academies / colleges to provide an appropriate adaptive and challenging curriculum
- Agree, and challenge, the use of appropriate music education resources, material and content to diversify the curriculum
- Work with staff to research and refresh the curriculum content to better reflect diverse music from different cultural contexts
- Be pro-active in encouraging schools / academies/ colleges to take up innovative offers
- Work with Special Educational Needs Co-ordinators (SENCOs) and leadership teams to make whole class music as inclusive as possible, enabling all CYP to have the opportunity to participate in music regularly
- Work with schools to ensure staff are sufficiently informed and equipped to understand the CYP they teach and able to support them to embrace social and personal outcomes as well as musical ones.

Marketing & Communications

- Amplify existing diverse voices from across the region and look for opportunities to develop further new initiatives with partners, actively engaging youth voice and community engagement
- Ensure all marketing materials, learning resources, website, photos, social media and all other channels are accessible and represent the region's diverse communities
- Ensure publication of any future materials and publications use a minimum 11pt font size and provide support for any with accessibility requirements
- Ensure resources are available digitally where possible
- Ensure the website conforms to accessibility standards
- Ensure all events and musical opportunities (ensembles, bands etc) are widely advertised and promoted

Networks & Partnerships

- Provide opportunities for musical excellence to flourish through collaborative working with diverse partners
- Consult and work with stakeholders on decolonising music education
- Consult with workforce, students, and the community to establish a true sense of ownership via regular network meetings
- Ensure that partnership working meets the needs of appropriate programming of activity
- Work with partners and the community to strive to diverse reach sectors of CYP, including those in challenging circumstances, to enrich their lives through engaging music and cultural activities
- Work with knowledgeable practitioners /local organisations to embed or signpost progression routes for CYP
- Share best practice across the partnership, the HMH Board, partner organisations and beyond
- Continue to develop HMH collaboration, liaising with strategic partner inclusion leads and others

Hub programmes

- Continue to create programmes and initiatives that are more broad-ranging and reflective, in response to identified needs
- Develop meaningful links with positive role models in the music industry who affirm representation
- Provide a diverse range of positive role models, skilled staff and high-quality music as sources of inspiration and aspiration

Appendix 2

SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none">• A region rich in culture, many diverse communities, a maritime city, diverse cultural network• Existing examples of collaboration with diverse stakeholders• Discussions on EDI challenges and opportunities have already started• Strong track record if high quality delivery• 3 employed teams with access to EDI training and support• Leadership of 3 strategic partners promote EDI within their own organisation and partner network	<ul style="list-style-type: none">• Funding uncertainty• Teams working at full or near to full capacity• Local partners often face similar diversity challenges• Areas of significant poverty and high numbers of vulnerable children across the region• Workforce and Hub partners do not represent the communities they serve• Recent recruitment has not increased diversity representation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none">• Development of an EDI action plan as part of this new regional focus• Address more successfully the diverse needs of children and young people in the region• Improve relationships with other Hubs and through EDI discussions• Develop diverse relationships and awareness-raising of EDI opportunities with Hub partners	<ul style="list-style-type: none">• No clarity for Hub funding or Grant holder past 2026• The challenge of change and perception of additional work for some staff• Uncertainty in community acceptance• Economic conditions of large parts of the region prevents involvement e.g. Lower Super Output Area statistics / children & young people in deprived areas unable /unwilling access to Hub• Both urban and rural challenges e.g. costal deprivation / marginalised communities

Appendix 3 Demographics

Inclusive Engagement Research Project - Humber, Coast and Vale Health and Care Partnership

https://humberandnorthyorkshire.org.uk/wp-content/uploads/2021/10/Inclusive-Engagement-Diversity-Report_October-2021.pdf

Whilst this report covers the whole of Humber, Coast and Vale, and an LA level it provides useful demographic data for quick reference and for comparison.

This report may be replaced at some point, but it gives a regional platform for information including, but not restricted to:

Population, Health, Employment, Ethnicity, Household languages, etc Car Access.