

SUSSEX MUSIC HUB EQUALITY, DIVERSITY & INCLUSION STRATEGY 2024/25

1. EQUALITY, DIVERSITY & INCLUSION STATEMENT

Sussex Music Hub is committed to making a step-change in Equality, Diversity and Inclusion (EDI), believing that this is a key driver in realising our vision for a future where children and young peoples' lives are forever transformed by the power of music, the value of belonging and opportunities without barriers.

To achieve this, we will centre the voices of children and young people as we work with our partners and stakeholders to inspire engagement with a diverse range of high-quality music experiences.

We are committed to being more representative and to better reflect the communities we serve, in all areas of our work, from our placed-based programmes to our workforce and governance structure.

This commitment is underpinned by our belief that:

- Music has the power to illuminate and transform.
- Music has no hierarchy.
- Music is for anyone.
- Music brings communities together.

This EDI Strategy is a live document, designed to develop and change over time as we work with children and young people, our partners and stakeholders to ensure it remains relevant and able to meet the changing needs and wants of the communities we serve.

2. DEFINITIONS

Due to the changing nature and different understanding of language around equality, diversity and inclusion, we have developed the definitions below to explain what we mean by some of the key terms used in this strategy.

Equality – we recognise that true equality can only be achieved through equity – to us, this means ensuring that everyone is given what they need in order to succeed.

Diversity – we recognise that everyone is different in a variety of visible and non-visible ways. At Sussex Music Hub we want to make sure that those differences are recognised, respected and valued.

Inclusion – this means the actions that we take to create an environment where opportunities are open to all, diversity is valued, and where everybody can reach their full potential without fear of harassment, prejudice or discrimination.

Belonging – we understand this to be a sense of fitting in or feeling like you are an important part, or a member of, the Sussex Music Hub. Experiencing belonging can also have a positive impact on well-being.

Access – this means making sure everyone has the ability, feels they have permission, and/or has the right to take part in an activity or benefit from services provided by the Sussex Music Hub.

3. INCLUSION LEAD

The Sussex Music Hub Board holds ultimate responsibility for this strategy. To enable the effective implementation of this work, the Sussex Music Hub has designated Emma Collins, Deputy Director and Strategic Lead for Quality and Inclusion at Create Music as the Inclusion Lead for the Sussex Music Hub. The Inclusion Lead will work with the Hub Board, as part of the Create Music/West Sussex Music Leadership Team, and with wider staff teams, partners and children and young people to realise the ambitions set out in this strategy and in our Local Plan for Music Education.

4. STRATEGIC PRIORITIES

We have identified five strategic priorities to drive change in terms of Equality, Diversity and Inclusion. Supported by data and co-developed with our stakeholders, these priorities are:

1. Access and participation

Working with schools, partners and local communities to identify and better understand barriers for currently under-represented groups accessing the Music Hub; and working collaboratively to find creative ways to facilitate participation.

2. Diversifying musical opportunities

Reviewing and developing our Music Hub programme to offer a wider range of authentic musical experiences and progression pathways that better represent the musical identities, cultures and interests of children and young people.

3. Governance

Creating a diverse and representative Strategic Board that has the skills and experiences to drive change.

4. Workforce

A diverse and skilled workforce that facilitates high quality experiences in music and multiple, inclusive, progression pathways for children and young people across our region.

5. Data collection and evaluation

Better understanding our localities and communities by collating and

analysing data to inform development of place-based responses that meet local needs.

5. TARGETS FOR 2024/25

To monitor and support progress in this important area, the Sussex Music Hub SMART objectives for 2024/25 include the following targets:

- 786 children and young people take part in inclusive programmes (featuring genres and traditions of music other than Western Classical)
- 663 children and young people with SEND take part in activities with the Sussex Music Hub.
- 1389 digital badges, recognising informal learning and skill development are awarded.
- 2550 children and young people access tuition by using a Create Music/West Sussex Music/Sussex Music Hub instrument.

6. SUPPORTING ACCESS TO TUITION

We know that the cost of tuition can be a barrier to participation for some children and young people and so the Sussex Music Hub offers a range of support for low-income families and learners with specific needs, including bursary schemes, a SEND tuition scheme, subsidised instrument hire scheme, free access to first access programmes and taster sessions, free and discounted lessons, ensemble membership, specialist instrument loan, workshops, and holiday activities.

BURSARIES

Details of local arrangements for financial assistance are published on the Create Music and West Sussex Music websites:

Create Music (Brighton & Hove, East Sussex):

<https://createmusic.org.uk/information-for-learners/fees/help-with-fees/>

West Sussex Music:

<https://www.westsussexmusic.co.uk/make-music/help-with-costs/>

SEND PROVISION

Across SMH, a range of support is provided to increase access, engagement and progression in music for children and young people with Special Educational Needs/Disabilities (SEND). This includes inclusive ensemble provision delivered through the orchestra360 (Create Music) and Orchestras Inc. (West Sussex Music) programmes, instrumental/vocal tuition and CIL programmes in special schools, and a sustained focus on inclusive practices through CPD offered for instrumental teachers.

In summer 2023, Create Music introduced a new scheme for children in receipt of an Education Health and Care Plan (EHCP) to increase equity of access to instrumental tuition. In many cases, children with SEND require an individual lesson, and while this was available for pupils at the beginner stage of learning, there was a higher cost for this tuition. Create Music has increased the available

subsidy, so that children and young people with an EHCP can now access a 20-minute individual lesson at the same rate as a group lesson, meaning that the cost of tuition for all beginners is the same. Pupils in receipt of an EHCP are eligible for this scheme whether they attend mainstream or special schools. As with the Young Musician's Bursary Scheme, Create Music; this work is supported by our fundraising strategy.

INSTRUMENT LOAN

Most instruments available to learn can be hired from Sussex Music Hub and it is recommended that parents/carers hire an instrument, particularly in the early stages of learning. The instrument hire service offers access to instruments at a subsidised rate and families eligible for financial assistance are prioritised for the hire of an instrument if stocks of a particular instrument are low.

Sussex Music Hub provides free instrument loan (subject to availability) to benefits-related free school meal pupils, including those looked after, with their tuition or ensemble membership. The Hub also provides subsidised instrument loan for non-benefits related free school meal pupils whose families receive other state benefits.

Instruments are also loaned free of charge to schools engaged in Classroom Instrumental Lessons (CIL) programmes. These instruments may remain at a school for the duration of the CIL programme if it is continuing from one term or one year to the next.

7. RESEARCH AND WORKFORCE TRAINING

OUR FUTURE MUSIC

'Our Future Music' was a five-year strategic programme funded by Youth Music that the Southern Music Hub Alliance (which includes Create Music and West Sussex Music) worked on, to increase musical inclusion for children and young people. The programme offered diverse and inclusive music programmes, supported young people with SEND, facilitated youth-led music spaces, and co-developed training and resources for inclusive approaches.

The programme has a significant legacy, impacting the way that Sussex Music Hub continues to work, with an ongoing focus on developing, embedding and advocating for greater musical inclusion. In 2024 we launched a new website with resources and case studies focused on musical inclusion to support the wider music education sector and embeds learning from the 'Our Future Music' programme: <https://ofm.createmusic.org.uk>

RESEARCH

Dr Maruša Levstek from the School of Psychology, University of Sussex has worked alongside music teachers and pupils at Create Music since 2018, focusing on the impact of inclusive music-making on well-being.

This work supported the evaluation of the 'Our Future Music' programme and the development of inclusive practice across the members of the Southern Music Hubs

Alliance (Create Music, Kent Music, Surrey Arts and West Sussex Music). During this period Dr Levstek had two articles published and produced several reports, presentations and resources for teachers. Sussex Music Hub continues to work with Dr Levstek, and together we are developing a training programme for music leaders, based on learning from the research to support the design of inclusive music activities and to continue to improve opportunities and access.

I'M IN!

I'M IN! is a self-analysis diversity & inclusion (D&I) tool created by Music Masters which enables organisations working in and with music to evaluate how, where, and why D&I is considered within their strategy, structure, practices and policies, and – crucially – to identify where improvement and change is needed.

During 2023/24, Create Music and West Sussex Music collaborated and undertook the 'I'M IN!' self-audit process, bringing together groups of staff working across the Music Hub to complete a process of self-review and reflection, focusing on 5 core areas of our work. The 5 areas, or "dimensions" that we reviewed were:

1. Motivation
2. Leadership and accountability
3. Organisational responsibility
4. Recruitment
5. User experience (focus on CYP and parents/carers)

Following the completion of this process, colleagues met to share the outcomes and identify common areas for development, which have been used to inform the creation of the Sussex Music Hub EDI Strategy 2024/25 and EDI Action Plan 2024/25 (please see below).

8. REPRESENTATIVE WORKFORCE AND GOVERNANCE

Sussex Music Hub values the diversity of our workforce, users and communities. We aim to make our provision as accessible and responsive as possible to all existing and potential users, and to provide a service to them which recognises and respects their differences. We recognise that our ability to meet their needs is improved by having a diverse workforce which generally reflects our customer base. We also wish to provide the best opportunities to all of our engaged workforce based on their abilities and potential.

Both Create Music's and West Sussex Music's Equality and Diversity Policies cover all aspects of their employment practices, including advertisements, recruitment, induction, pay, conditions of service, staff development, change management, promotions, grievance and disciplinary procedures, training and development and assessment. It applies also to relationships with suppliers and contractors, as well as to potential employees. In addition, Brighton Dome & Festival Ltd is a Living Wage Employer, a Disability Confident Employer and Create Music is a founder member of Black Lives in Music.

Sussex Music Hub values diversity, promotes equality and challenges discrimination. Create Music and West Sussex Music encourage and welcome applications from all backgrounds and all parts of the community, particularly people with disabilities and from ethnic minorities who are currently under-represented. All applications are judged on merit and, for those working with children and young people, are subject to safer recruitment practices. Both organisations review their recruitment processes continually. Initiatives to improve transparency and access have included: anonymous shortlisting, providing all candidates with questions in advance of an interview, and offering interviews at a range of geographic and online options.

In September 2024 the new Sussex Music Hub was launched and members of the existing Create Music Board and West Sussex Music Hub Board came together to form the Sussex Music Hub Board. The new board will be asked to take part in annual diversity and skills monitoring to ensure that the group remains sufficiently diverse to support and challenge the Sussex Music Hub and the communities which it serves.

9. HOW THIS DOCUMENT WILL BE USED

The Sussex Music Hub Equality, Diversity & Inclusion Strategy sets out our ambitions and intentions to bring about positive change, believing that inclusion is a key driver in realising our vision for children and young people. Inclusion is also one of the five strategic functions for Music Hubs set out in the National Plan for Music Education and as such, is represented in our Local Plan for Music Education and SMART objectives for 2024/25.

This implementation of this strategy will be monitored regularly (through the Action Plan below) by the Create Music/West Sussex Music Leadership Teams, with progress reported to the Sussex Music Hub Board and ACE on a regular basis. A summary of this strategy will also be published on the Sussex Music Hub/Create Music/West Sussex Music websites and shared with schools, Hub partners, our pupils and their families.

10. SUSSEX MUSIC HUB EDI ACTION PLAN 2024/25

Aim	Activity	Target / Success Measures
<p>Champion inclusion and effective EDI practice as key to the SMH's success.</p>	<p>Adopt shared wording for SMH Vision, Aims and Values, that accurately reflects importance that the Hub places on inclusion.</p> <p>Increase communication with staff about the SMH vision, aims and values (published on website and displayed in offices).</p>	<p>Staff, stakeholders and children and young people recognise the importance that SMH places on inclusion.</p> <p>All staff understand their role in promoting a culture where EDI is valued and further developed.</p> <p>Our inclusive values are evidenced through all</p>

		<p>communications and daily operations of the SMH.</p> <p>Our inclusive values are referenced regularly in communications with staff (e.g. through appraisals, training and staff meetings).</p>
<p>SMH provision includes a diverse range of musical traditions, genres and cultures.</p>	<p>EDI is established as a key factor when planning curriculum, artistic programming and training programmes.</p> <p>Progress towards SMART objectives is reviewed regularly by the Board and ACE.</p> <p>SMART objectives and progress towards these are shared with workforce during the year.</p> <p>Introduce quotas for programming of composers considered to be under-represented.</p> <p>Engage instrumental/vocal teachers in reviewing curriculum, considering decolonisation and opportunities to expand breadth of repertoire that is taught.</p> <p>Work with schools to support decolonisation of the music curriculum.</p>	<p>SMART objectives relating to inclusive programmes, SEND engagement, digital badges and instrument loan are met.</p> <p>More diverse programming across SMH performances.</p> <p>SMH teachers and pupils increase knowledge and experience of performing music by under-represented composers.</p> <p>Music from a greater range of musical traditions, genres and cultures are spotlighted and celebrated across the SMH.</p>
<p>A range of voices are heard and able to contribute to the development of the SMH.</p>	<p>Engage with children and young people and other stakeholders to better inform EDI practice with the SMH.</p> <p>Engage with Youth Voice groups on topics such as programming and curriculum.</p>	<p>CYP are more involved in creative decision making across the SMH.</p> <p>Service users (CYP and parents/carers) have increased opportunities to</p>

	<p>Include questions about EDI practice and user experience as part of annual parent/carers survey.</p> <p>Introduce post-performance surveys that seek audience feedback on accessibility of venues.</p>	<p>share their views on inclusive practices across the SMH.</p> <p>SMH considers accessibility of venues used for public performances.</p>
<p>The SMH consortium recruits and retains a diverse and representative workforce.</p>	<p>Review current recruitment processes, including how/where vacancies are promoted.</p>	<p>Recruitment processes take positive action to reduce potential barriers faced by underrepresented groups.</p> <p>Diversity of workforce increases to better reflect local population demographics.</p>
<p>Governance and leadership of the SMH values and articulates our commitment to embedding good EDI practices.</p>	<p>Responsibility for EDI is encouraged and promoted at all levels of the organisation.</p> <p>The SMH Board members take part in annual diversity monitoring and skills audit to ensure that the Board is representative of the communities we serve.</p> <p>SMH leaders/managers take part in inclusive leadership training.</p>	<p>Leaders communicate regularly with their teams about EDI, normalising the language and intentions of the EDI strategy and reinforcing that everyone has a role to play in creating a positive and inclusive culture.</p> <p>SMH is recognised for a commitment to inclusion from the outset of our operation.</p>