

SIPS Education, Sandwell Music Hub EDI Strategy 2022-2023



Document information

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Purpose	To Outline aims expectations and practices from our management team, workforce, and partners in relation to equality diversity and inclusion		

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1. Introduction

This strategy sets out our approach to equality, diversity, and inclusivity. It is a public declaration to develop a community which is fully inclusive where workforce 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:

- How do all students in the hub region receive a high-quality music education that is tailored to their needs, interests, and abilities?
- How do we empower our workforce to be positive role models and ambassadors for EDI?
- How well can the hub develop on an organisational level to promote EDI?

2. Our Vision

As SIPS Education our vision is to enable all our workforce and students to become people who flourish. We will take a lead in ensuring equality and developing a culture that not only respects but values and celebrates differences.

As a result of this, the service we offer our customers will be professional, high quality, inclusive and personalised.

As an organisation we aim for a workforce to be representative of all sections of society and for each employee to feel respected and supported.

The organisation - in providing goods and/or services and/or facilities - is also committed to ensuring that there is not unlawful discrimination of pupils, customers, or the general public.

3. Our Context

SIPS Music and Arts Service (SMAS) is a partnership led by SIPS Education. It serves the Local Authority area of Sandwell with a population of 328,450 people, of which 89,783 (27.3%) are aged 0-19. (The Office for National Statistics 2019)

Sandwell is ranked 12th in the most deprived Local Authorities out of the 317 in England (IoD, 2019, Rank of Average Score). It is an ethnically diverse Borough with 57.1% of school children from minority ethnic groups.

The Public Health England (PHE) Child Health Profile (March 2020) stated the Health and Wellbeing of children in Sandwell is worse than England particularly in terms of infant mortality, teenage pregnancy, and child obesity. 25.5% of children aged 16 years were living in poverty (2016), 2.7% of school pupils had social, emotional, and mental health needs (2018) and 4.3% of young people aged 16 to 18 were not in education, employment, and training.

Sandwell is a high crime/low-income area but with higher-than-expected employment, however this employment is mainly minimum wage jobs with less hours than full time. 24% of children attending school are eligible for free school meals.

The diversity of the population needs to be considered when planning and engaging with children and young people. This diversity interfaces with other social, cultural, and environmental factors which all need to be taken into account for methods of communication and engagement.

4. Legislative Framework

Educators must meet the needs of children with SEN and disabilities. Educators must promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing education and working with parents to give each child support to fulfil their potential. (DFE, SEND Code of Practice)

Educators must not discriminate against, harass, or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. (DFE, SEND Code of Practice)

It is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of race, sex, disability, sexual orientation, gender reassignment, pregnancy and maternity, and religion or belief in admissions, access to benefits or services, exclusions, and in the employment of staff. There are some exceptions so as to allow for the maintenance of faith schools and single-sex schools; some disabled pupils and pupils with a statement of “special educational needs” may be segregated in special schools, and schools may temporarily or permanently exclude pupils for disciplinary reasons. (The Equality Act 2010)

5. Our Pledges



Our EDI Pledges

To Support our students and our communities.

*We believe each individual and community should be treated with respect.

*We acknowledge that different students and communities have a wide range of protected characteristics, and that it is our duty to be aware of these to ensure no one is discriminated against.

*We appreciate that the needs of each individual are unique and we will always do our best to meet their needs in a personalised way supporting all towards achieving their full potential.

*Our offer is child centred and lead by discussions with our young people and youth voice group. We aim to provide more opportunities for young people children part of performing ensembles regardless of background or performing ability.

*We work with partners providing specialist support to engage students who have addition needs or challenging circumstances.

Empower and support our workforce to be positive role models.

*Our workforce are our customer facing representatives and should be role models for our EDI beliefs.

*We aim to create an EDI aware workforce.

*We offer regular training in EDI best practices and monitor and support implementation of these through appraisals and meetings.

*We aim to hold our workforce accountable to high standards, including in areas of EDI. We strive to create an organisation which is both diverse and also reflective of our communities.

*We aim to celebrate diversity in our workforce and act in a way where their protected characteristics are respected:

*Our goal is a workforce where each individual is celebrated, supported, and encouraged to become their best self.

Develop at an organisation level

*We work alongside other organisations to keep up to date with latest best practices and developments in the area of EDI.

*We acknowledge the importance of working with other Hubs, Schools and SENCos to make practices more inclusive.

*We will use trusted expert partners as necessary for training and to support our delivery when this is beneficial for students and families.

*We strive to create a working environment free of bullying, harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all,

*We aim to recognise and value individual differences and the contributions of all members of our workforce.

EDI: Equality (Equity) Diversity and Inclusion
Protected Characteristics: Includes age; gender; sex; sexual orientation; race; culture; disability; religious beliefs; maternity; pregnancy; marriage; and civil partnerships.



6. Roles And Responsibilities Of Leadership

The management team are responsible for publicly advocating SIPS Music's vision of equality, diversity, and inclusivity. They should directly challenge prejudice, discriminatory behaviour, and attitudes.

The Management team should also ensure that all the workforce have the opportunity to be trained in our ideal approach, helping our service create a truly inclusive offer. Appraisals of workforce will be carried out with EDI in mind and clear targets set to ensure the workforce is supported in meeting our EDI pledges.

Management will also ensure that individual workforce member's needs are met and that they are treated fairly regarding their own 'protected characteristics'.

7. Roles And Responsibilities of The Workforce

Each member of the workforce should ensure they are aware of this policy and attend training related to equality, diversity, and inclusion.

Every member of the workforce must act in accordance to this policy while representing SIPS Education. They should be respectful to the 'protected qualities' of other members of the workforce, students, and adults they may come into contact with while representing SIPS. Members of the workforce should not undertake actions contrary to the advice in this document, which could bring SIPS Education into disrepute.

Members of the workforce are expected to report any instances where 'protected qualities' are not being respected so that management can seek a prompt solution.

Workforce are expected to actively include our pledges in their practice.

8. Challenges And Possible Actions.

Changing financial status and business pressure

- Sell offer to schools based on musical, personal, and social outcomes.
- Embed and develop key partnerships to support service EDI goals
- Creative ways of sourcing SEMH/EDI budgets

Nature of current workforce: representation/ understanding/skills

- Find producers and urban music artists and give appropriate induction.
- New hires taking into account who is in the region.
- Further develop 'world music' team if appropriate.
- All workforce to receive inclusion, equality, diversity training or induction.

Empower schools to have deeper involvement with music engagement

- Strengthen links with SENCOs.
- EDI lead to embed a deeper understanding of EDI in Sandwell schools .
- Embed ensembles with children in challenging circumstances in schools /additional needs.
- Approach/attend special and mainstream schools' forums.

How to engage in a sustained way with SEMH

- Shadow MAC team.
- Embed understanding of SEMH in workforce and strategies to Use technology solutions for intensive work.
- Develop best practice booklet through MAC/ Advisory Board
- Develop structured reflective practice.
- Inclusion specialist to build evidence base of social / personal outcomes and share with PRUs etc.

Engaging CIC

- Embed CIC offer and partnership with Sandwell Virtual school
- Update data /reports on CIC engagement annually and set targets.
- Set up CIC ensemble.
- Draw on national best practice to ensure all staff are training in trauma/attachment theories: share initiative across hubs.

9. Monitoring and Review

Workforce will be updated and trained at staff meetings across the year.

Implementation of this document, and the pledges within, will be monitored during workforce appraisals. Opportunities for workforce to share good examples of practice will occur across the year, including opportunities to visit examples of good practice in other West Midlands Music Hubs.

Peer review of this document will happen in consultation with West Midlands Music Hubs will take place in Winter 2022.

Full review will take place in October 2023 and updated document produced in November 2023.

10. Breaches of The EDI Protocol

Should a member of the management team or general workforce be in breach of the pledges made within this document, the disciplinary policy could be used if the employees alleged misconduct warrants such action. HR advice and support will be sought in all circumstances.

11. Resources And Documents Consulted

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- Youth Music / Drake Music (2017) Do, Review, Improve. A quality framework for use in music-making sessions working with young people in SEN/D settings <http://network.youthmusic.org.uk/resources/do-review-improve-quality-framework-music-education> accessed 1/11/2017
- Sobel, D. and Alston, S. (2021) The Inclusive Classroom. Bloomsbury Press.
- Stimpson, S. (2022) Tips for Music Education Hubs, EDI Requirements for 2022.



12. Partnerships

Below are a list of strategic partners and organisations of interest we have been working with:

MAC Makes Music	Midland Arts Centre Cannon Hill Park Birmingham B12 9QH holly.radford-james@macbirmingham.co.uk
Big Top Music	Big Top Musical Adventures C.I.C Registered Company No. 9255192 www.bigtopmusic.co.uk
National Open Youth Orchestra	National Open Youth Orchestra / Open Up Music 1.5, Streamline 436-441 Paintworks Arnos Vale Bristol, BS4 3AR https://noyo.org.uk/
SoundAbout	John Eccles House, Robert Robinson Avenue, Oxford Science Park, Oxford, OX4 4GP info@soundabout.org.uk
Drake Music	http://www.drakemusic.org/ Drake Music National Office / London & the Southeast 60 – 61 Old Nichol Street London E2 7HP Tel: 020 7739 5444 Fax: 020 7729 8942 info@drakemusic.org / LONinfo@drakemusic.org
OpenUp Music	http://openupmusic.org/ The Fonthill Centre 35 Stanton Road Southmead BS10 5SJ
Quench Arts	http://www.quench-arts.co.uk/ info@quench-arts.co.uk 07716 362478
West midlands Music Hubs	Coventry Music, Birmingham Music, Seven Arts, Solihull Music
CBSO	Berkley Street, City Centre, Birmingham B1 2LF
Leicester music Service	Knighton Fields Centre Herrick Rd, Leicester LE2 6DH
Music Share	Lichfield Cathedral School, The Palace, The Close, Lichfield, Staffordshire, WS13 7LH
Sandwell Virtual School	The Hollies Coopers Lane Smethwick
Ryders Green Primary	Claypit Lane, West Bromwich B70 9UJ

13. Glossary of Terminology Used

Age	How old a person is.
Belief	A set of principles or tenets. This may form the basis of a religion.
CIC	Children In Care
Civil Partnership	Civil union between couples open to same sex relationships as well as opposite sex relationships.
Culture	The idea, customs and social behaviour of a particular people or group of society.
Disability / Disabled	Physical or mental condition which limits an individual in some way.
Diversity	The practice or quality of including people.
EDI	Equality (Equity), Diversity and Inclusion
Environmental Issue	Young people with a challenge related to where they live. Includes social and economic.
Equality (Equity)	The state of being equal in rights and opportunities.
Gender	Either of the two sexes, male or female.
Gender Reassignment	The process undertaken by a transgender individual to alter their physical characteristics to match their gender identity.
HR	Human Resources
Inclusion	The process of including or being included.
Life condition	Young people with a permanent condition such as a disability, impairment, or a condition such as Asperger's syndrome.
LGBTQ+	Lesbian, gay, bisexual, transgender and Queer including queer questioning. + sometimes refers to the extended and additional initials.
Marriage	Legally recognised union of two people.
Maternity	The period during pregnancy and shortly after childbirth.
Pregnancy	The condition or period of being pregnant.
Protected Characteristics	Characteristics which a person should not be discriminated for, including age; disability; gender reassignment; pregnancy and maternity; marriage and civil partnership; religion and belief; sex; and sexual orientation.
Race	The concept of dividing people into groups based on characteristics and ascribing social meaning to those groups.
Religion	An organised belief system.
SEND	Special Educational Needs and Disabilities.
SEMH	Social, Emotional and Mental Health.
SIPS	Sandwell Inspired Partnership Services.
Sex	Either of the two main categories – male and female.
Sexual Orientation	The sex to which one is attracted.
Trauma informed	Practice to reduce negative impact for those who have undergone trauma