



Music Education Equality, Diversity, and Inclusion Strategy

South Yorkshire Music Hub Alliance

(Barnsley Version – December 2022)

‘Music is for All’ – let’s help make it happen

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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:

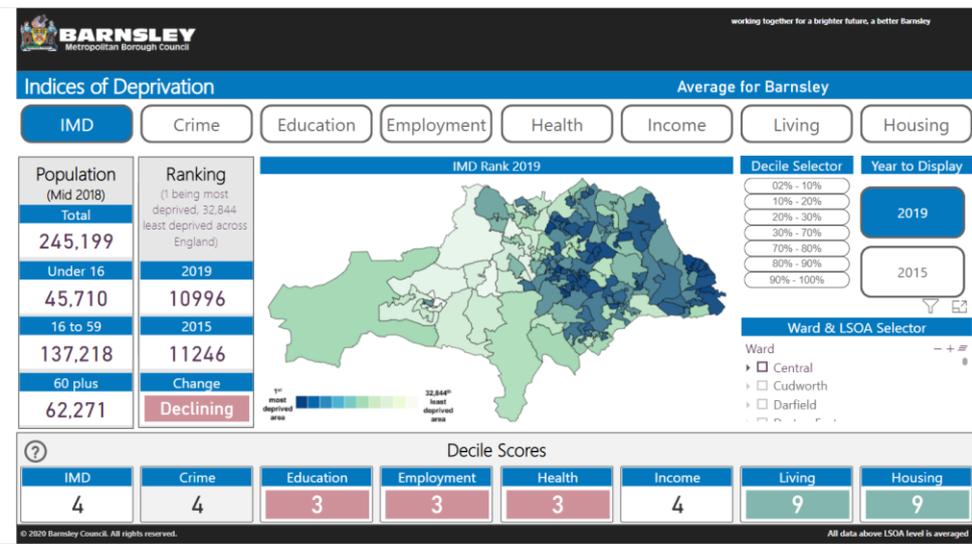
- How do all students in the hub region receive a high-quality music education and cultural experience that is authentic and tailored to their needs, interests and abilities?
- How do we empower our workforce to be positive role models and ambassadors for EDI?
- How well can the hub develop on an organisational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

2. Our Vision

The vision of Barnsley Music Education Hub is to enable all our workforce and pupils to become people who succeed. We will take a lead in ensuring equity of opportunity 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, authentic and personalised. 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. Local Context

Barnsley is a town with just under 250,000 inhabitants, of whom in the region of 35,000 are children and young people between the ages 4 and 18. Typically 30%+ of pupils are eligible for free school meals (Over 10,000 pupils). Approximately 96% are from a white ethnic British backgrounds (Ethnicity overview below). In January 2019 14.9% of pupils in Barnsley schools had an identified special education need or disability. As displayed below (Latest figures 2019 BMBC BI report), Barnsley has many more areas of deprivation to the centre and East, compared to the generally more affluent West. In 2019 Barnsley was the 39th most deprived LA out of 326. (Top 10% in the country)



Barnsley Children and Young People's Plan 2019 to 2022

About Barnsley

Life for children, young people and families in Barnsley is an improving picture and Barnsley residents have a lot to celebrate and enjoy. Barnsley is proud of its industrial heritage but this legacy has brought with it many challenges that local services have to work to overcome. These challenges range from; high levels of deprivation in relation to health, employment, low paid work, education, skills and training. This means, although there is good progress being made, there is still more to do to ensure we narrow the deprivation gap for Barnsley children, young people and families and achieve good outcomes. Raising aspirations by providing good quality education, life opportunities and developing enterprising behaviours is essential.

There are... 52,858 Children between 0 and 18 in Barnsley this is 21.7% of our town's total population.

Barnsley is the... 39th most deprived Local Authority in England; there are 326 Local Authorities in total.

This ranking is calculated based on seven areas of deprivation, these include:

- Income Deprivation
- Employment Deprivation
- Education
- Skills & Training
- Health Deprivation & Disability
- Crime
- Barriers to Housing & Services and Living Environment Deprivation

Life expectancy for females in Barnsley is 81.9 years but healthy life expectancy is 59.8 years. This means that 22.1 years are not spent in good health. Life expectancy for men is 78.2 years and healthy life expectancy 58.6 years so this means that 19.6 years are not spent in good health. The healthy life expectancy gap between the most and least deprived areas in the UK is 18 years.	78.2	81.9
	58.6	59.8

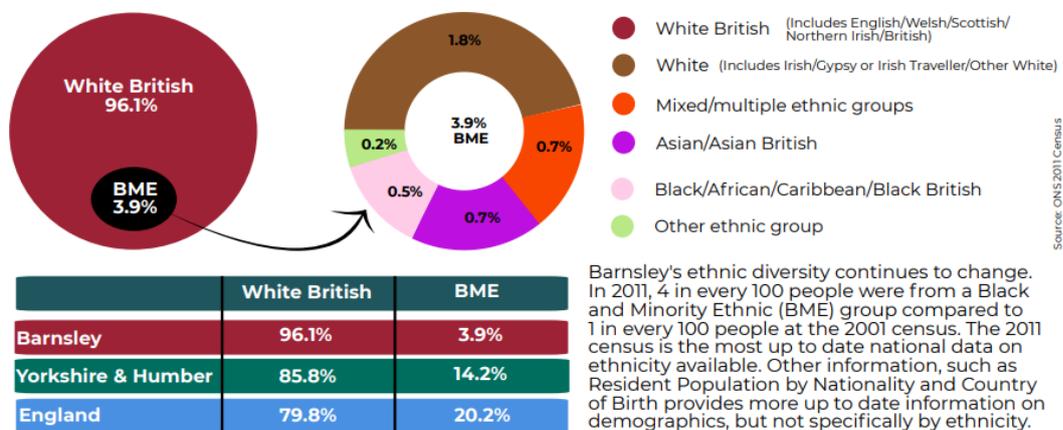
Barnsley	UK
Employed: 70.7%	Employed: 78.7%
Economically active and unemployed: 5.4%	Economically inactive: 21.3%
Economically inactive: 24.5%	

70.1% of pupils in Barnsley LA are attending a good or outstanding school

78.9% of schools in Barnsley LA are good or outstanding

Barnsley's Public Health Strategy 2018 to 2021 and Barnsley's Health and Wellbeing Board Strategy 2016 to 2019 outline how our populations' health and wellbeing outcomes will be improved. This includes priority areas of action for children, young people and families.

Ethnic Breakdown



SEND Information:

Children and young people have special educational needs if they find it significantly more difficult to learn, or if they've got a disability that prevents or makes it difficult for them to use the same educational facilities as others their age. In Barnsley, most children with special educational needs (SEN) are educated in mainstream nurseries, schools, academies, or colleges. Educational settings receive additional support and advice to help them meet the needs of children with special educational needs to help them remain in a mainstream setting.

We also have specialist provision in a number of our schools to support children with special educational needs:

- Joseph Locke Primary School and Horizon Community College, we have specialist support for children with sensory impairment (hearing and/or visual impairment)
- Oakhill, Worsbrough Common, Hoyland Springwood and Royston Meadstead primary schools/academies and Carlton Community College, we have specialist communication and interaction support for children with speech, language and communication needs such as autism.

Other teams, including our Education Inclusion Service and the Educational, Child and Community Psychology (ECCP) Team provide specialist support to children, parents or carers and educational settings.

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 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. Pledges

Supporting Young People and Communities

- We aim to be a key driver in the cultural enrichment in the borough through authentic engagement with all communities
- We believe each community and Individual should be treated with respect
- We recognise that it is our duty to be aware of pupils and communities protected characteristics and to ensure that no one is discriminated against
- We recognise that each pupil is unique, has individual needs and we will do our best to support those needs and ensure time together has good value
- We aim for our offer to be co-curated by the young people by carrying out meaningful youth voice led analysis
- We aim to create musical opportunities for more children regardless of background or ability
- We aim to work with specialist providers and staff in order to engage and support students who have additional needs or challenging circumstances

Empower and support our workforce to be positive role models

- We aim to create an EDI aware workforce

- We offer training in EDI best practises and support the implementation of these through appraisals and joint working
- We aim to create an organisation that is both diverse and reflective of our communities
- We aim to celebrate diversity in our workforce and act in a way where protected characteristics are respected
- Our goal is for a workforce where each individual is celebrated, supported and encouraged to become their best self

Develop at an Organisational level

- We work alongside other organisations to keep up to date with latest best practise and development in EDI
- We acknowledge the importance of working with other Music Hubs, Schools/Colleges, SENCo's and external organisations to make our practises more inclusive
- We will use trusted external partners for training and to support our delivery where this is beneficial for pupils and families
- We aim to recognise and value individual differences and the contributions of all members of our workforce

6. Roles and Responsibilities of Leadership

Leadership teams are responsible for publicly advocating our vision of equality, diversity and inclusivity. They should directly challenge prejudice, discriminatory behaviour, and attitudes. Leadership should also ensure that all of 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 to ensure they are supported in meeting our EDI pledges. Leadership will also ensure that individual workforce member's needs are met and that they are treated fairly in regards to their own 'protected characteristics'.

7. Roles and Responsibilities of The Workforce

Each member of the workforce should ensure they embrace this strategy and follow our EDI policy, attending all relevant training as part of their roles. Every member of the workforce must follow and contribute to our EDI strategy. They should always be respectful to the ‘protected qualities’ of other members of the workforce, pupils, and adults they may come into contact with. Members of the workforce are expected to report any instances where ‘protected qualities’ are not being respected so that leadership can find solutions and potentially take action.

8. Focus and Actions

Focus	Actions
<p>1. Broaden representation of music hub boards / decision makers</p>	<ul style="list-style-type: none"> • Audit of current board membership and leadership teams • Ensure safe and fair recruitment processes in place across all areas • Learn from best practice with other arts organisations across the country
<p>2. Dedicated EDI leader in each South Yorkshire area by September 2024</p>	<ul style="list-style-type: none"> • Appoint a member of staff to strategically lead, promote and support EDI in each area • Ensure enough dedicated time is planned to drive forward change
<p>3. Pathways into the music industry for all</p>	<ul style="list-style-type: none"> • SY regional music industry partners identified, and focused plans developed to improve engagement • Review of current position • Case studies of success shared and developed
<p>4. Diversity of Training / CPD and those that lead</p>	<ul style="list-style-type: none"> • Mapping of annual CPD / Training plans, review with staff and schools • Positively engage with under represented groups to ensure all voices are heard and promoted • Work with national partners to help engage with new and diverse links
<p>5. Authentic, accessible and high-quality offer for all young people</p>	<ul style="list-style-type: none"> • Review engagement figures both in and out of schools • Ensure WCET/free access music is a secure and inclusive starting point embedded in curriculums • Ensure next steps / pathways are available for all • Review which pupil groups engage with music centre

	<ul style="list-style-type: none"> • Review which pupil groups engage with partners • Ensure SEND settings have access to subsidised or funded music offers and identify additional funding to support these settings • Work with mainstream provisions to support and adapt delivery so all can engage • Support purchase of tec and adapted instruments • Subsidy in place for FSM / LAC pupils
6. Outward digital profile that is accessible and engaging	<ul style="list-style-type: none"> • Review social media reach and usage • Ensure website is fit for purpose and usable for all people • Audit of what digital interfaces young people access and ensure we are current
7. Needs analysis that reaches all communities – all voices are heard and shape future	<ul style="list-style-type: none"> • Annual needs analysis for young people and parents/carers • Use of UPN numbers to track pupil data • Review of findings with boards and ensure action taken in development plans • Use of Power BI to link with regional / national data

9. Monitoring and Review

Workforce will be updated and trained at staff meetings across the year. Implementation of the pledges and focuses / actions will be monitored throughout the year. Opportunities for workforce to share best practice will occur across the year, including opportunities to visit examples of good practice. Peer review of this document will happen in consultation with our South Yorkshire Music Hub Alliance will take place in Winter 2022. Full review will take place in October 2023 and updated document produced in November 2023.