

Kingston Music Service

Equality, Diversity & Inclusion Strategy & Action Plan



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Equality, Diversity & Inclusion (EDI) Statement

Kingston Music Service is committed to a variety of diverse and cultural musical experiences that are reflective of the children and young people we serve. Our Inclusion Lead is Anne Pearman (Outreach & Engagement Manager)

Why?

Vision

Kingston Music Service will nurture young people in the Royal Borough of Kingston regardless of background to create, perform, be inspired by and celebrate the music they love; reaching all corners of the borough, ensuring children who want to make music are able to.

Mission

To enrich and transform lives through making music; in school, at home and in the wider community. We do this by:

- Widening accessibility
- Increasing Engagement
- Delivering quality activity
- Providing relevant and accessible progression pathways

Values

As the lead organisation in the Hub, KMS sits within Royal Borough of Kingston Council and is committed to the Council's key values:

Supportive of trying new ideas, with the courage to change direction.

Transparent and connected in all that we think, say and do.

Appreciative of each other, recognising and celebrating success.

Respectful of difference and valuing diversity.

These are underpinned by:

- Respecting the contribution young people make to the development of our work and practice
- Listening to our local residents and service users and responding to local need
- Providing a working environment which is safe and respectful of others
- Creating an environment where artistic excellence can thrive and creative thinking is celebrated
- Devising and delivering work that meets the organisation's commitment to diversity and equality of opportunity
- Embracing partnership working and making effective connections in order to provide high impact activities

What do we mean by Equality, Diversity & Inclusion (EDI)?

- We want to bring as many children and young people together as possible to make music with us – *all are welcome!*
- We want children and young people to know that their musical cultures and tastes are important and that we want to hear and celebrate them.
- We want to create as many musical opportunities as possible to celebrate all forms of music.
- We want our activities to be a true reflection of the cultures we celebrate and will seek specialist partners to create high-quality musical experiences.
- We want our children and young people to have the opportunity to work with specialist musicians that reflect the diversity of the London Borough of Sutton.
- We want to support all children and young people to be accessing a brilliant, inspiring musical education, regardless of the barriers that they face.
- We want to listen to what young people have to say and work with them to develop their Music Hub.

Where are we?

We are very much at the start of our EDI journey. Our Action Plan below shows our intentions to push for equality, diversity and inclusion in all that we do as a hub. To ensure fair treatment and opportunity for all, the Kingston Music Hub has signed the Music Mark Talk in Action Pledge.

Royal Borough of Kingston

We serve a total school population of 27,366. The school population has steadily grown over successive years, as has the number of students who receive Free School Meals (13%). The Income Deprivation Affecting Children Index (IDACI) puts 0% of children in the most deprived decile, and 15% in the least deprived. 2% of pupils are enrolled in Special Schools and 0% in Pupil Referral Units (PRU). 4% of pupils have an Education and Health Care Plan (EHCP), and 10% receive Special Educational Needs support. The top three spoken languages other than English are Tamil (3%), Arabic (3%) and Urdu (2%).

Our Current Offer

Offer	Musical Preference	SEND	Low Income	Cultural	Youth Voice
Vocal & Instrumental Learning	<ul style="list-style-type: none"> → Music Centres → In-School tuition → Western classical instruments → Singing → Contemporary instruments (guitar, drum kit, etc.) 	<ul style="list-style-type: none"> → SEND students 1:1 lessons. Unique lessons for unique individuals → Music therapy 1:1 	<ul style="list-style-type: none"> → FSM Remissions → Sibling discount → Additional ensemble discount → KMS bursaries → FKMS hardship fund → London Music Fund Scholarships → STARter groups → Searby Fund Scholarships 	<ul style="list-style-type: none"> → “Creative weeks” offering a chance to try something new in lessons 	<ul style="list-style-type: none"> → Youth Board
Music Groups (Ensembles)	<ul style="list-style-type: none"> → 3x String Orchestra → 3x Concert Bands → Partner Org Choirs → Percussion Ensemble → First Access Groups (STARter groups, UpBeat) → Ad hoc ensembles (i.e. Brass Quintet) 	<ul style="list-style-type: none"> → In development 	<ul style="list-style-type: none"> → FSM Remissions → Sibling discount → Additional ensemble discount → KMS bursaries → London Music Fund Scholars → STARter groups 	<ul style="list-style-type: none"> → Ensembles trips to professional concert performances 	<ul style="list-style-type: none"> → Youth Board
Concerts & Events	<ul style="list-style-type: none"> → Autumn, Spring & Summer Concerts → Performing in local settings 	<ul style="list-style-type: none"> → SEND settings involved in Singing Festival → Yorda Centre project in Aug 24 	<ul style="list-style-type: none"> → Discounted tickets for FSM students 	<ul style="list-style-type: none"> → Family Concerts bringing new music to a wider audience 	<ul style="list-style-type: none"> → Youth board recommendations/future project
Schools’ Offer	<ul style="list-style-type: none"> → Whole Class Ensemble Tuition (WCET), 	<ul style="list-style-type: none"> → Bespoke SEND projects 	<ul style="list-style-type: none"> → Lessons and musical groups at all price points. → Remissions & subsidy 	<ul style="list-style-type: none"> → Black History Month Performance/Workshop 	<ul style="list-style-type: none"> → What Music Means to You Youth Voice Survey

Needs Analysis - What's missing?

Offer	Musical Preference	SEND	Low Income	Cultural	Youth Voice
Vocal & Instrumental Learning	<ul style="list-style-type: none"> → More inclusive use of Music Studio → What do young people want to learn? 	<ul style="list-style-type: none"> → first access offer → Offers in specific locations (i.e other than our centres) 	<ul style="list-style-type: none"> → Continue to market the first access offer → Offers in specific geographical locations 	<ul style="list-style-type: none"> → Continue to hire a diverse tutor workforce 	<ul style="list-style-type: none"> → Development of Youth Board to assist in offer planning
Music Groups (Ensembles)	<ul style="list-style-type: none"> → Partner with local providers including Korean community → Liaise with ensemble leaders to develop Ensemble repertoire 	<ul style="list-style-type: none"> → Make links with AfC and local independent charities to seek to provide music activities 	<ul style="list-style-type: none"> → Enhanced first access offer → Offers in specific geographical locations 	<ul style="list-style-type: none"> → Partner with local providers including Korean community 	<ul style="list-style-type: none"> → Development of Youth Board to assist in offer planning
Concerts & Events	<ul style="list-style-type: none"> → WCET sharing events (multiple schools in cluster locations) → Research cultural offer → Signposting to partner events/concerts 	<ul style="list-style-type: none"> → SEND friendly performances 	<ul style="list-style-type: none"> → Continue to market events so that families are aware 	<ul style="list-style-type: none"> → Research cultural offer → Work with Kingston Uni to utilise their Gamelan 	<ul style="list-style-type: none"> → Development of Youth Board to assist in offer planning
Schools' Offer	<ul style="list-style-type: none"> → Ensure that WCET content is diverse 	<ul style="list-style-type: none"> → Researching possible offer: seeking to observe good practice in other hubs and plan to deliver as soon as practicable 	<ul style="list-style-type: none"> → Lobbying Headteachers to consider using their PP funding to offer continuation beyond WCET 	<ul style="list-style-type: none"> → Ensure that WCET content is diverse 	<ul style="list-style-type: none"> → Use Secondary HoM to recruit for Youth Board
Funding	<ul style="list-style-type: none"> → Funding will be required to support and deliver these aims: → We will bid for funding for the following projects: <ul style="list-style-type: none"> ● Gamelan project with Kingston Uni ● SEND projects in schools ● Annual SEND concert for special schools ● Cultural festival celebrating cultural partnerships 				

Action Plan

What will we do?	How will we do it?	How will we measure?	When will it be done by?
Develop the recruitment and retention of high-quality, diverse tutors.	<ul style="list-style-type: none"> → Review and refine our recruitment process from job adverts and person specifications to onboarding and offboarding. → CPD for all tutors and staff on EDI and the aims of our EDI Action Plan. → Short tutor survey in Jan 24, then another later in the year to gauge value 	<ul style="list-style-type: none"> → Offer is more diverse → Increase in applications from a more diverse pool of tutors. → Reduction in tutor resignations → Survey shows in what regards tutors feel valued and where next steps lie. 	<ul style="list-style-type: none"> → Recruitment process reviewed August 2024 ✓ → CPD for tutors on EDI plan by Sep 24 ✓
Create opportunities for students to experience a diverse range of musical opportunities and activities.	<ul style="list-style-type: none"> → Work with practitioners to deliver one-off workshops and events to meet the needs of our young people.. → Seek out specialist partners to create new hub activities. → Share the SWLMEH survey with children across borough children in y6,7,8 at selected schools 	<ul style="list-style-type: none"> → Greater opportunities available to all → Levels of engagement, including engagement from children and young people new to the hub → Evaluations 	<ul style="list-style-type: none"> → Review July 2024
Ensure that all our communications are reflective of the children and young people that we serve.	<ul style="list-style-type: none"> → Review and update our communications strategy to ensure EDI principles are embedded. → Commit to regularly refreshing the images on our new website to ensure that it displays an accurate representation of our hub at any given time. → Regular tutor bulletins, at least two per half term. → Continued development of half termly newsletter to demonstrate our EDI work. 	<ul style="list-style-type: none"> → Once website up and running: Full audit of KMS website to identify images for updating. → Annual reviews organised for KMS website, flyers, and posters. → Photos taken across all KMS activities. 	<ul style="list-style-type: none"> → Review website 6 months after launch → Photo bank updated by February 25
Ensure that our curriculums are diverse.	<ul style="list-style-type: none"> → Through appraisal of WCET tutors, seek to ensure that content and resources are diverse. → Continue to develop Black History Month, #morethan31 resource → Continuously and where possible, perform works by black composers and signpost students to the work of black composers and artists. → Integrating Youth Voice in the selection of repertoire. 	<ul style="list-style-type: none"> → More diverse concert programmes performed in Autumn, Spring and Summer concerts. 	<ul style="list-style-type: none"> → Review Summer 24

Ensure strategy group represents the borough's diversity	<ul style="list-style-type: none"> → Do a strategy group audit → Invite new members where needed 	<ul style="list-style-type: none"> → Strategy board represents make up of student body 	<ul style="list-style-type: none"> → Strategy Board "shake-up" planned for Sep24 → Audit by Jan 25 → Complete by Jul 25
Make more use of the Music Studio	<ul style="list-style-type: none"> → Invite secondary schools to use the studio to study diverse genres → Publicise the studio to local area 	<ul style="list-style-type: none"> → Studio is used more 	<ul style="list-style-type: none"> → Jul 25
Find local cultural groups to partner with	<ul style="list-style-type: none"> → Research groups and make contact 	<ul style="list-style-type: none"> → Hub is working with at least two local cultural groups 	<ul style="list-style-type: none"> → Mar 25
Ensure students of all ages have access to a wide variety of live performances	<ul style="list-style-type: none"> → Signpost opportunities → Work collaboratively with cultural partners → Fundraise to bring live music into schools 	<ul style="list-style-type: none"> → Survey schools → Undertake comparative data analysis 	<ul style="list-style-type: none"> → Jan 25

Training

<p><u>Hub leader training</u> Observing good practice in action to help build our offer. Updating appraisal systems. Using network opportunities to remain up to date on EDI developments and best practice.</p>	<p><u>Tutor training</u> SEND EDI training</p>
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Targets

Target	Measure	Deadline	Completed
Increase engagement with SEND settings	As at May 24: 2 out of 6 settings Target: 4 out of 6	May 25	
Increase SEND pupil numbers	As at May 24: 13 students Target: 18 students	May 25	
Increase level of diversity in student lesson take up	As at May 24: 54 students (31%) Target: 65 students	May 25	
Increase level of diversity in student ensemble take up	As at May 24: 279 students (17%) Target: 300 students	May 25	
Student representation on the Music Hub Strategy Group	One student is a member of the Strategy group	Jan 25	