

## HARROW MUSIC SERVICE

### EQUALITY, DIVERSITY AND INCLUSION STRATEGY FOR 22-23

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## INTRODUCTION

Harrow Music Service is part of Harrow Council and is bound by the Equality Act 2010 which tasks us with ensuring we promote equality of opportunity, eliminate unlawful discrimination and foster good relations between all including those with and without the protected characteristics including age, disability, gender reassignment, marriage and civil partnership (but only in respect of eliminating unlawful discrimination), pregnancy and maternity, race – this includes ethnic or national origins, colour or nationality, religion or belief – this includes lack of belief, sex and sexual orientation.

## HARROW COMMUNITIES THAT WE SERVE

Harrow is amongst the most diverse in London with 88 different languages spoken, many faiths represented and communities that have a diversity of cultural inheritance. From 2011 census data, the most common twelve languages spoken at home in descending order of population percentage were English, Gujarati, Tamil, Romanian, Polish, Persian/Farsi, Arabic, Urdu, Somali, Hindi, Nepalese and Pashto.

HMS teachers teach in the majority of schools and therefore will be in contact with young people who speak diverse languages, have diverse beliefs, religions, cultural practices and identities. Young people will also be contributing to emerging youth cultures as culture is not static.

The most recent analysis of demography of the 2333 students HMS teachers taught **progressive instrumental lessons in small groups** to last year (funded by parents and subsidised by some schools) was as follows:

37% Indian, Pakistani or Bangladeshi  
28% White British, White Irish or any other White background  
13% Mixed White and Black (Caribbean, African) or White and Asian or Any other Mixed background  
11% Any other Asian background  
7% Black African, Caribbean or of any other Black background  
2% Any other ethnic group  
1% as Chinese



Please note that all whole class programmes are by their nature serving students across the local demographic for that school cohort (last academic year this amounted to 3800 pupils in Harrow).

There were 341 students with Special Educational Needs and Disabilities being taught in both progressive small groups and whole classes in 20-21 amounting to a percentage of approximately 9.8%.

The number of programmes being supported in Special Schools and with students has expanded:

- 'changing:minds' is a programme funded by John Lyon's Charity serving five Special Schools in the borough and working with cohorts of students with special needs in many different art areas
- Live Music Now is a programme funded by John Lyon's Charity and Harrow Music Service which funds residencies in autism units and Special Schools to work directly in music with those students with a diagnosis of autism and develop their creative, musical and technical skills
- Creative Music sessions are being piloted in a new Special School in Harrow with a flexible approach to instrumental and music learning

Harrow Music are also running programmes which focus on wellbeing and inclusion:

- Music for Wellbeing is a programme researched, written and piloted by a Clinical Psychologist designed to enhance children and young people's wellbeing and resilience through music and the creative arts. Harrow Music has supported this programme in two Primary schools so far and hopes to do so in others.
- Creative Music Nurture Groups is a programme researched and piloted by Hertfordshire Music Service's programme 'Changing Tracks'. They have used funding from Youth Music to support Harrow Music's CMNG in one Primary School so far with five students taking part.

## HARROW MUSIC EDUCATION HUB STEERING GROUP

The Music Education Hub Steering Group has a responsibility to authorise this EDI Strategy before it is presented to the Arts Council and the published on the Music Service website. An audit of representatives on the Steering Group shows they have a diverse range of protected characteristics and skill sets and are well placed to challenge and support the direction of the Lead Organisation in its higher level policies and priorities including Equality, Diversity and Inclusion.

## HARROW MUSIC SERVICE WORKFORCE

Diversity data for the year 21-22 shows that of the 80 strong workforce teaching, managing and administrating for the Music Service

76.25% White British, White Irish or any other White background  
11.25% Mixed White and Black Caribbean, White and Black African, White and Asian or any other Mixed background  
6.25% Black African, Caribbean or of any other Black background  
5% a Indian, Pakistani and Bangladeshi  
1.25% Chinese

11% of HMS teachers identified as having a disability or a long-term health condition.

There is a marked difference in demographics between the cohorts of students we serve in Harrow's communities and the Harrow Music Service workforce.

The specialist nature of the workforce, with qualifications such as degrees and diplomas in Music/Music Performance/Music Technology etc means that there will never be a perfect representation that reflects Harrow communities, and many musician/teachers are tending to travel further distances, working a portfolio career of teaching and performance for multiple boroughs and counties. The conservatoires, universities and



colleges from whom we recruit our teachers are looking at the same issues of access to music education so that there are role models for every cohort of students.

Nevertheless, there is a commitment to the responsibility of equitable recruitment and HMS senior leadership have taken steps to reform interview processes to reflect this.

The recent reorganisation has also meant that there are fewer barriers to leadership for teachers working for Harrow Music Service and a structure that allows for graduated stepping-stones to leadership roles for every teacher who wants to follow this path.

## EQUALITY, DIVERSITY AND INCLUSION AIMS AND OBJECTIVES FOR 2022-23

### OVERARCHING AIMS

TO CREATE ACCESSIBLE MUSIC MAKING OPPORTUNITIES FOR ALL (REGARDLESS OF CHALLENGING CIRCUMSTANCES).

TO PROMOTE EQUITABLE MUSIC EDUCATION THROUGH DIVERSE PROGRESSION ROUTES AND PATHWAYS AND SIGNPOSTING

PROVIDE ACTIVE SUPPORT AND FURTHER OPPORTUNITIES FOR PERSONAL AND SOCIAL OUTCOMES IN MUSICIANSHIP AND PARTICIPATION.

TO CREATE A POSITIVE LEARNING ENVIRONMENT WHERE ALL OUTCOMES AND ACHIEVEMENTS ARE DIFFERENTIATED, ACKNOWLEDGED AND CELEBRATED.

TO ADOPT BEST PRACTICE IN RECRUITMENT, PROGRAMMING, COMMUNICATIONS AND PROFESSIONAL DEVELOPMENT.

TO ENGAGE WITH OUR STUDENTS AND STAFF TO ENSURE THEIR LIVED EXPERIENCES INFORMS OUR ACTIONS

TO CONTINUE TO MAKE EFFORTS TO RECRUIT A WORKFORCE THAT IS REFLECTIVE AND REPRESENTATIVE OF HARROW'S DIVERSE COMMUNITIES.

## OBJECTIVES

The following objectives have been identified as ways to deliver these aims. They are informed by training (specifically Changing Tracks EDI Bootcamp), consultation with staff and consultation with Steering Group members.

Governance/Leadership objectives
<ol style="list-style-type: none"> <li>1. Promote the value of personal and social outcomes</li> <li>2. Keep EDI at the forefront of governance and leadership</li> <li>3. Support neurodiverse and LGBTQ communities</li> <li>4. Develop awareness of the ways in which the teaching community can help children with mental health difficulties (trauma informed training)</li> </ol>
Workforce objectives
<ol style="list-style-type: none"> <li>1. Develop a common understanding amongst the HMS workforce of the importance of EDI</li> <li>2. Reflect inclusive practice in standards used to measure quality of lessons/set appraisal targets</li> <li>3. Plan for personal and social learning outcomes as well as technical and musical outcomes</li> </ol>
Young People objectives
<ol style="list-style-type: none"> <li>1. More young people contribute to the strategic direction of the Music Service</li> <li>2. Progression routes for non-classical instruments are mapped and supported</li> <li>3. Progression routes for South Asian instruments are supported</li> <li>4. Students with SEND served better by HMS whole class programmes</li> <li>5. Students with SEND have access to instrumental opportunities</li> <li>6. Observe major cultural festivals such as Black History Month, South Asian Heritage Month and Tamil Heritage Month</li> </ol>
Organisational Development objectives
<ol style="list-style-type: none"> <li>1. More accessible communications and marketing which promotes diversity</li> <li>2. Work to remove communication barriers to ensure participation by students with home language that is not English</li> <li>3. Policies and procedures updated to include EDI criteria/principles.</li> <li>4. Recruitment and reorganisation reflect moving towards the workforce more representative of the communities we serve</li> </ol>

See Action Plan for details of how these objectives are being implemented.

## CHARGING AND REMISSIONS

Harrow Music Service is a traded service within the council that does not receive any direct subsidy. HMS manages its budget by balancing income and expenditure. HMS income consists of income from schools, income from parents/carers, income from charities and trusts and income from ACE Music Education Grant.

The majority of HMS teaching is done in schools and teaching time is bought in by schools with schools directly paying the Music Service. This means that the majority of financial relationships with parents/carers are managed by schools and HMS does not determine the levels of charge and the remissions available to parents/carers. However HMS can and does ask schools to use Pupil Premium and to take advantage of Bursaries and Scholarships brokered by Harrow Music Service and funded by the London Music Fund, John Lyon's Charity and the Peter Hinkley Trust.

### REMISSIONS PROVIDED BY HMS

BRAVO out of school lessons and HMS Ensembles are provided by HMS at Harrow Arts Centre on weekday evenings and remissions of 50% are provided to parents/carers in financial difficulties who can show proof of:

- Income Support (IS)
- Income Based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by Her Majesty's Revenue and Customs) does not exceed £16,190 (Financial Year 2019/20)
- Universal Credit (if applied for on or after 1 April 2018 and household income must be less than £7,400 a year (after tax and not including any benefits received))

Children Looked After automatically receive a total remission of fees for these activities.

## FUTURE OBJECTIVES FOR 23-24 AND BEYOND

FOCUS ON SCHOOL AGE YOUTH VOICE, INCLUDING REPRESENTATION AT BOARD LEVEL

PLATFORM FOR YOUNG PEOPLE TO SHARE THEIR MUSIC

CONTINUED PROFESSIONAL DEVELOPMENT FOR HARROW MUSIC SERVICE AND HARROW MUSIC EDUCATION HUB STAFF AROUND DIVERSITY AND INCLUSION

CELEBRATING THROUGH MUSIC: BLACK HISTORY MONTH, WINDRUSH DAY, WORLD MUSIC DAY, CARNIVAL

UPDATING THIS STRATEGY ON A QUARTERLY BASIS

**Sue McCall**

**February 22**