



Equity, Diversity and Inclusion

Overview

Equity, Diversity and Inclusion (EDI) is integral to Southwark Music's [Mission and Values](#). We celebrate the fact that everybody learns in their own way and aim to provide all Southwark children and young people with an experience suited to their individual needs. We strive towards providing a wide range of musical activities that promote the diversity of the community.

Our EDI Policy and Strategy is informed by [Youth Music's Self-Assessment Tool](#) which helps us to monitor and assess our work. This resource has been produced to show what positive EDI action looks like and helps Southwark Music's Senior Leadership Team to self-assess strengths and areas for development. The results of this self-assessment feed directly into our EDI action plan and our business planning. SLT meet at least 3 times a year to discuss on-going actions, ensuring consistency throughout the service. This strategy is reviewed and updated annually.

EDI Policy

Southwark Music strive towards the following positive EDI practices which are based on 3 main themes; Embedding equality, diversity and inclusion; Organisational policies and procedures; Programming policies and procedures.

- 1) Equality, Diversity and Inclusion is a strategic priority.
- 2) The organisation has adequate expertise to set and achieve its EDI objectives.
- 3) A culture of Equality, Diversity and Inclusion is promoted within and beyond the organisation.
- 4) Recruitment practices are inclusive and promote diversity.
- 5) Employment practices are inclusive and nurture progression.
- 6) Workplaces, meetings and learning spaces are physically accessible.
- 7) Communications, marketing and learning materials are accessible and promote diversity.
- 8) Physical barriers to participation are removed and policies widely publicised.
- 9) Programming is informed by EDI objectives.
- 10) Positive action is taken to reach under-represented groups.
- 11) Inclusion drives quality assurance processes.

We commit to:

- Collecting and monitoring information and data to support our understanding of how barriers and perception influence people's access and/or engagement with Southwark Music.
- Become more aware of the challenges and difficulties faced by young people
- Train staff every year to be aware of and avoid any prejudice around a truly equitable, diverse, and inclusive approach to our work, and from making assumptions based on 'common understandings' that may create barriers.
- Make clear that any form of prejudice, bias, or hate speech towards anyone has no place in Southwark Music.

2024/2025 Strategy

	Objectives	Actions	Measures of Success (including KPIs)
Communication	The board and workforce understand and buy into our EDI objectives	Communicate EDI objectives to all staff at least once a year. SLT to meet specifically about EDI objectives at least once a term.	SLT to have met 3 times a year, engaged with and progressed actions. Staff are engaged with our EDI objectives and seek out opportunities to improve practice.
	Staff have the opportunity to influence our EDI plans	Proactively give all staff the opportunity to influence our EDI plans at least once a year. Ensure that EDI matters arising from staff throughout the year are feeding into our EDI plans.	At least one opportunity where tutors have been encouraged to share thoughts on our EDI plans. Broad and ambitious EDI plans are influenced by both SLT and tutors.
	We encourage others to develop their EDI practices	Ensure at least one CPD session has an EDI focus. Share knowledge and expertise with staff when appropriate.	1 CPD with an EDI focus. To share EDI knowledge, expertise and reflections with staff at least 3 times.
Recruitment	Reasonable adjustments are available and widely advertised	Ensure that reasonable adjustments are spoken about during each induction process and during September CPD.	Increased take up of opportunities and adjustments available.
	Recruitment is targeted to reach new and diverse demographics and from underrepresented areas	Advertise all adverts to partner organisations.	At least 3 partner organisations to have advertised roles.

	EDI expertise is considered in skills audits and role descriptions, and actively recruited to	Add in EDI expectations into Role Descriptions	All role descriptions include EDI expertise.
Accessibility	Access audits are undertaken in key venues and used to inform when and where we hold activities	Complete Access Audit for the Saturday Centre	Access audit is in place for the Saturday Centre.
	Material is promoted as being available in other formats	Offer large text and Speech to Text alternatives for relevant materials	SLP, schemes of work and evaluation forms are all offered in other formats.
	Printed resources use a minimum 11pt font	Offer a minimum 11pt font alternative to CPP scheme of work	Scheme of work is available in larger print.
	Assistive technology or adaptive instruments are available	Set up iPads for use at Saturday Centre and in Schools Consider purchasing adaptive instruments with Capital Fund Grant	iPads are being used in schools and at the Saturday Centre. Adaptive instruments are available to students where necessary.
Evaluation	Participants inform programming (e.g. through feedback or advisory groups)	Ensure that feedback from advisory groups and evaluation forms are being monitored, analysed and acted upon at least 3 times a year.	At least 3 meetings a year to discuss feedback and necessary actions. Programming, strategic decision making and improvement plans are influenced by stakeholders.
	Strategic decision-making is influenced by beneficiaries, volunteers and staff		
	Evaluation processes feed into programming and/or quality improvement plans		
Progression	Programming for young people encourages progression into the workforce or the organisation's decision-making structure	Advertise Progression Pack to young people and encourage engagement with it.	Advertised the Progression Pack at least 4 times. More young people aware of the opportunities available to them.

	The organisation partners with others to reach new groups or improve its understanding of inclusive practices	To refocus EDI working group and continue to meet termly. Work with South East London Music Hub to improve inclusive practices.	Regular meetings with all South East London Inclusion Leads to ensure co-ordinated approach to EDI. 1 member of staff to complete CPD around EDI practice.
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Needs Analysis

Equality, Diversity and Inclusion is a strategic priority

EDI is central to Southwark Music's vision, mission and values and Key Performance Indicators (KPI's) are built into our business plan and regularly reviewed. EDI is routinely discussed at board level and there is sufficient budget available to achieve our EDI objectives. EDI KPI's identify activities and outputs and are also starting to identify change targets.

The organisation has adequate expertise to set and achieve its EDI objectives.

EDI training and professional development activity is offered regularly to all staff at Southwark Music. The Southwark Music Senior Leadership Team (SLT) understand and buy into our EDI objectives. However, these objectives are not currently effectively communicated to tutors. Strategic decision-making is influenced by stake-holders through feedback forms and other methods. We feel that the feedback loop could be improved with evaluation forms more regularly being reviewed and acted upon. EDI expertise is considered in skills audits and actively recruited but does not currently appear in role descriptions.

A culture of Equality, Diversity and Inclusion is promoted within and beyond the organisation.

Southwark Music regularly monitor the diversity characteristics of their workforce. Although this data is monitored we are currently unable to use this analysis to inform our recruitment. Tutors are regularly asked for feedback which is beginning to

influence our EDI plans. We provide platforms for diverse voices to be heard such as in our EDI working group and Saturday Centre student council however the recruitment for these groups could be improved. We believe that we demonstrate good examples of positive EDI practice but currently do not directly influence other organisations to develop their EDI practices.

Recruitment practices are inclusive and promote diversity.

Southwark Music follow Southwark Council's recruitment processes which currently does not allow for anonymised recruitment. However, adverts always have an explicit diversity and inclusion statement and, where possible the essential requirements of job roles are linked to potential and competencies, rather than educational or musical attainment. The ability of applicants to work inclusively is always considered in recruitment. Reasonable adjustments for staff are available but should be more effectively signposted during the induction process and performance appraisals. Southwark Music advertises regularly on a range of music job sites but more targeted recruitment to partner organisations would help reach new and diverse demographics and from underrepresented areas.

Employment practices are inclusive and nurture progression.

All staff at Southwark Music are paid above the living wage and we do not have a pay gap. Staff receive an induction process and regular support and supervision, which includes support for wellbeing. Appraisals help us to develop individual development plans with staff and in-work mentoring, coaching, and networking is available and widely offered.

Workplaces, meetings and learning spaces are physically accessible.

Access audits have been undertaken in most key venues although this is currently not true of our Saturday Centre. Where appropriate, staff are offered transport or remote working solutions. Location and timings for meetings are scheduled to promote attendance by all.

Communications, marketing and learning materials are accessible and promote diversity.

Opportunities for young people are openly and widely advertised and promoted. The Southwark Music website conforms to accessibility standards and has recently undergone an accessibility check as part of our ongoing improvements. All our communications materials and channels feature diverse people and voices and plain English is used. Learning resources are available digitally where possible and we are taking action to promote printed resources as being available in other formats.

Physical barriers to participation are removed and policies widely publicised.

Southwark Music have recently secured funding to ensure we can offer fee remissions to all students eligible for Pupil Premium at our Saturday Centre for the academic year 24-25. This bursary scheme is widely publicised. Location and scheduling of activity for both staff and students aims for fullest participation. We have recently purchased a fleet of iPads for use at our Saturday Centre, in schools, and SEND settings. We are researching the possibility to purchase adaptive instruments in upcoming Capital Grant funding.

Programming is informed by EDI objectives.

Diverse music, people and abilities are showcased and celebrated both in lessons, concerts and events and this is also evident in the Southwark Music Listening Project. Tutors take steps to use participants' pre-existing musical identities for the basis of their initial engagement and, where possible, allow participants to inform programming. At our Saturday Centre individual learning plans are developed between participants and leaders, however this is currently more difficult to do in a classroom setting. All our programmes are designed to foster personal and social outcomes as well as musical outcomes. Participants occasionally program activities in schools and our Saturday Centre. Southwark Music is developing a Progression Pack that will encourage young people in the workforce. Southwark Music are developing a Progression Pack that will encourage young people to take the next step in their musical journey, providing support and guidance. Publication is due for the start of the 2024/25 Academic Year.

Positive action is taken to reach under-represented groups.

Southwark Music currently work with Margaret's Music to reach families with young children who would not usually be able to afford music provision. We have also set up and are expanding our work with children with social, emotional and mental health difficulties in the form of Musical Nurture Groups in mainstream schools. We would like to partner with more organisations, to broaden our reach, and improve our understanding of inclusive practices.

Inclusion drives quality assurance processes.

Southwark Music use observation templates based on Youth Music's Quality Framework which feature explicit inclusion indicators. We have recently improved our evaluation processes and are now receiving more feedback from all stakeholders. Although at an early stage, these changes are starting to feed into programming and quality improvement plans. Our definition of quality goes beyond musical attainment and performance - something our whole workforce has a common understanding of.

Prepared by Jennifer Cable, July 2024

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