



## **Equality Diversity and Inclusion Action Plan – Accent Music Education Hub – 2021 – 2024**

Accent Music Education Hub has a history of work in support of equality, diversity, and inclusivity (EDI)—through programming, services, teaching learning and advocacy.

This EDI strategic Action Plan builds on that history. We are dedicated to achieving a more diverse, equitable, accessible, and inclusive environment for all who engage with Music and Arts education within Warrington and Halton; characterised by a fundamental shared commitment to respectful engagement and human dignity. We value academic freedom, and welcome and support a diversity of perspectives.

This strategic Action Plan aims to embed EDI into the culture of Accent MEH, from grassroots activity to the senior-most levels. It sets out strategic directions and management /governance accountabilities that are intended to empower colleagues, students and community members and includes a set of proposed objectives and outcomes that will support activity across Warrington and Halton communities, as we seek to become more diverse, equitable, and inclusive. Accent MEH intends to weave EDI into the fabric of its culture, whilst developing plans and initiatives at a local level.

### **Vision and Mission Statement**

- Accent MEH is committed to cultivating an organisational culture that values supports and promotes equity, human rights, respect and accountability to those we represent and serve.
- Accent MEH is committed to ensuring that, in line with UK legislation, nobody is discriminated against because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- We will promote an inclusive community and encourage individual and collaborative efforts to promote EDI.
- Accent MEH will make evidence - based decisions and is committed to achieving equitable access and opportunities to create an environment which is free from discrimination.
- We will cultivate a working and learning environment which recognises EDI as being central to encouraging excellence in teaching, learning and community engagement.
- We commit to identifying formal and informal barriers to EDI and develop strategies to embed EDI in all aspects of our work. Colleagues will be offered training opportunities and encouraged to network with others on EDI-related activities.
- Accent will pledge resources and time on an annual basis to offer relevant EDI Continuous Professional Development in order to continually promote EDI awareness and values.

- We will continue to promote a diverse and inclusive culture that celebrates the achievement and potential of all.

**The following Action Plan identifies themes and benchmarks of excellence, goals, outcomes and monitoring, to help Accent MEH achieve its EDI vision.**

The plan is organised around four strands:

1. Governance and Leadership
2. Workforce
3. Young People
4. Organisational Development Summary

<b>EDI Strand: (Governance/Leadership)</b>					
2021-24 Objective	2022/23 Actions	Measures of success	Timescale/Date	Lead	Monitoring/Update
<i>Embed EDI in all aspects of Leadership and Governance</i>	<ul style="list-style-type: none"> <li>• <i>Board training – EDI</i></li> <li>• <i>EDI Training framework for schools approved</i></li> </ul>	<i>All members engaged with training.</i> <i>Members attend framework discussion with Nate Holder</i> <i>Raise awareness of EDI with board members.</i> <i>Senior Leaders understand their role as EDI Ambassadors on behalf of AMEH</i>	<i>October '21</i>	<i>JP</i>	<i>On-going monitoring and EDI update built into meeting agenda.</i> <i>Nate Holder to deliver 6 hours of training during 2021 – 2022 in relation to the Decolonisation of the Music Curriculum</i> <i>Colleagues signposted to EDI Training through Music Mark Membership Scheme</i>
<i>Music Education Commissioner engaged in external EDI training / Meeting Forums</i>	<ul style="list-style-type: none"> <li>• <i>YM EDI Bootcamp</i></li> </ul>	<i>EDI knowledge and context</i> <i>Completion of Accent EDI Strategy.</i> <i>Accent attends National Music Services Working Group on Inclusion</i>	<i>October '21</i>  <i>December '21</i>  <i>January '22 to date</i>	<i>JP</i>	<i>EDI Strategy monitored and updated in context of YM training and Accent schools' EDI training with NH.</i> <i>National Working Group updates to inform Accent EDI Documentation</i>
<i>EDI becomes a regular meeting agenda item</i>	<ul style="list-style-type: none"> <li>• <i>EDI statement on meeting agendas</i></li> <li>• <i>Monitoring of EDI and DMC training events</i></li> </ul>	<i>Members acknowledge statement and share with other groups.</i>	<i>Ongoing</i>	<i>JP</i>	<i>EDI Statement on every agenda</i> <i>EDI Update at each board meeting</i>

<p><i>Music Education Commissioner accesses council demographic information (Warrington and Halton) to inform EDI discussion</i></p>	<ul style="list-style-type: none"> <li><i>JP to request demographic information from WBC and HBC</i></li> </ul>	<p><i>Information shared with Strategic Board and Partnership Groups</i></p>	<p><i>October 2021</i></p>	<p><i>JP</i></p>	<p><i>Demographic information will inform EDI Governance and Schools' training</i></p>
<p><i>Accent EDI Action Plan created</i></p>	<ul style="list-style-type: none"> <li><i>JP to write EDI Action Plan draft for approval by Strategic Board</i></li> </ul>	<p><i>EDI Plan is shared with colleagues and partner organisations with outcomes embedded in AMEH policy. Content to be monitored on an annual basis, taking pupil /colleague feedback into consideration</i></p>	<p><i>October '21 onwards</i></p>	<p><i>JP</i></p>	<p><i>EDI plan to be shared and ratified by December 2021.</i></p> <p><i>Review in 2022 to review progress of EDI Strategy implementation</i></p> <p><i>EDI Policy available through Accent Website – Dec '22</i></p>
<p><i>Student-specific qualifications researched</i></p>	<ul style="list-style-type: none"> <li><i>R and D Consultant to continue 0.2fte commitment to Accent</i></li> </ul>	<p><i>Strategic approach to the development of Accent's offer of Alternative Provision (AP) in partnership with Families and Wellbeing Directorate senior leaders</i></p> <p><i>Registration of AMEH as a centre for:</i></p> <ul style="list-style-type: none"> <li><i>Arts Award</i></li> <li><i>AQA Unit Award</i></li> <li><i>Rock School London (RSL)</i></li> </ul>	<p><i>September '21 onwards</i></p>	<p><i>JP /RP</i></p>	<p><i>AP offer to schools approved and assisted by WBC Virtual Headteacher.</i></p> <p><i>Quarterly monitoring of provision and participation.</i></p>

<b>EDI Strand: (Workforce)</b>					
2021-24 Objective	2022/23 Actions	Measures of success	Timescale/Date	Lead	Monitoring/Update
<i>Tutor and Class Teacher engagement in EDI training / Decolonisation of the Music Curriculum (DMC)</i>	<i>X3 DMC courses to run - access given to all schools  Commission Hertfordshire Music Hub to deliver EDI training for schools</i>	<i>Attendance levels and indication on change in practice  Target 100% of schools</i>	<i>2021 - 2022</i>	<i>JP/JW</i>	<i>Update /refresher training during 2022-23  17 % attendance – Warrington and Halton schools 10 colleagues attended from Accent /Resonate management teams /Liverpool schools</i>
<i>Colleagues to choose an aspect of their work which could highlight EDI</i>	<i>Colleagues to attend EDI training and consider the expansion of information regarding composers /artists /repertoire</i>	<i>Colleagues log /record changes and the impact on students and outcomes</i>	<i>January – July '22</i>	<i>JP/JW</i>	<i>Feedback through NH /HMS training courses</i>
<i>Colleagues to map their EDI journey and adapt their practice to meet the needs of young people</i>	<i>EDI mapping takes place through sharing of diaries and focus on agreed cultural changes</i>	<i>Key points are documented and shared with the workforce</i>	<i>2021 - 2024</i>	<i>JP/JW</i>	<i>Colleagues work closely with the school SENCO to identify specific needs of pupils  Changes evaluated and new targets set at the start of Y2 EDI training.</i>
<i>School and Peripatetic staff work closely to identify musical pathways and talent</i>	<i>Close working relationships between school and Hub ensure signposting of pupils to relevant activities</i>	<i>Key provision and ensembles information shared and increase in bespoke /ensemble provision is logged</i>	<i>2021 - 2024</i>	<i>JP/JW/PM</i>	<i>Number of ensembles and membership increases.</i>
<i>Gifted and Talented Pupils given access to additional Music education activity</i>	<i>Launch of Accent Advance Programme for cohort of 15. Work in partnership with Chet's to determine a progressive plan</i>	<i>Cohort identified and parental permission granted by July 2022  Plan confirmed for weekly 1:1 lessons and monthly General Musicianship workshops.</i>	<i>July 2022  Full launch September 2022</i>	<i>JP/JW/EC</i>	<i>Cohort to be monitored on an ongoing basis. Progression monitored every quarter  Current cohort number – 11 (June 2022)</i>

EDI Strand: (Young People)					
2021-24 Objective	2022/23 Actions	Measures of success	Timescale/Date	Lead	Monitoring/Update
Youth Voice influences Accent's delivery model. How can we engage all pupils in our decisions about provision?	Audit of Curriculum Support	Schools engage with online 'Have your Say' questionnaire with specific focus on CPD	Spring /Summer 2022	JW	Colleague feedback highlighted in Summer term board meeting.
	Audit of current Youth Voice inclusion and action revision of pupil /teacher survey.	Music Education Commissioner to lead Youth Voice sub-committee through Warrington LCEP which will determine youth voice for all cultural partners	Spring 2023	JP	Feedback from young people informs cultural education choices and feeds into the steer of Music Hub provision Feedback to the board in Summer Term meeting.
Vocal Strategy	Vocal Strategy Concerts offered to schools and incorporate sign language where possible.	Deputy Commissioner leads the Vocal Strategy, and will pilot this work through the Children of the Hub Sing Concerts	Spring 2023	JW	Feedback from young people /colleagues and acknowledgement of the importance of signing to audiences
Develop an Accent MEH peer mentoring Volunteer Scheme	2021 – 20 pupils from Splinters ensemble acted as peer mentors for the Accent summer school	Well-received by all participants and 100% attendance.	Summer 2022 / ongoing	JP/JW/PM	Volunteers thanked by Accent MEH via letter and certificate.
Wider range of under-represented groups receive (and have progressed through) music lessons with AMEH tutors	Online Music Tech lessons available for secondary students. £30k annual allocation for this activity	Fully subsidised and 25+ attendance. Added to BSP and reviewed each quarter.	Ongoing	JP /SO	Ongoing monitoring of attendance and progress share via Vimeo. Commissioner / Provider progression meeting every month.
	Launch of Alternative Provision in partnership with Kassia Academy Warrington. Pilot funded by AMEH - £7k	X4 pupils in cohort 1 X3 pupils in cohort 2 7 pupils in total All offered AQA Unit Award and access to RSL		RP	Pupil feedback ongoing and shared. Video evidence of progression Potential visit to Music Studio to record compositions

		<i>Bridge School Halton now engaging with AP and looking to expand provision from April 2023.</i>			<i>Regular Meetings taking place with Accent's Research and Development Consultant.</i>
<i>100% of Special Schools involved in Accent MH Provision activity</i>	<p><i>All schools offered instrumental tuition</i></p> <p><i>All schools offered access to Musical Mondays Concerts – x6 per annum</i></p> <p><i>DHT - Foxwood attends Warrington LCEP</i></p> <p><i>Continued partnership with Live Music Now (LMN) to provide additional subsidised workshop opportunities for special schools.</i></p> <p><i>1-term SEND Festival! Offered to 100% of Special Schools</i></p>	<p><i>100% of schools have provision</i></p> <p><i>Live virtual concerts sponsored by Accent MEH in partnership with Resonate and Live Music Now. Diverse genres including English and American Folk, Brazilian, Middle-Eastern, Indian, Beatboxing and Rapping</i></p> <p><i>Peer representation for all Special Schools</i></p> <p><i>LMN Level 1 Course – Chesnut Lodge</i></p> <p><i>5 schools participating in the activity (1 school Music Lead is on Maternity leave)</i></p> <p><i>Festival! Consists of x1 introductory concert, 6 weeks of workshops and a celebration concert</i></p>	<p><i>Ongoing</i></p> <p><i>December 2022</i></p> <p><i>December 2022 – March 2023</i></p>	<i>JP</i>	<p><i>Ongoing monitoring of provision and additional bespoke activity for individual students</i></p> <p><i>Concerts receive positive feedback with high attendance.</i></p> <p><i>LMN Update following completion of the course.</i></p> <p><i>Work will determine need and highlight CPD needs moving forward.</i></p>

<p><i>All Primary schools offered the opportunity to engage with diverse International Music workshops</i></p>	<p><i>Schools offered a fully subsidised workshop in one of the following disciplines:</i></p> <ul style="list-style-type: none"> <li>• <i>Chinese Music</i></li> <li>• <i>West African Music</i></li> <li>• <i>Arabic Music (Syria and Palestine)</i></li> <li>• <i>Beatboxing and Indian Percussion</i></li> <li>• <i>Bengali Music</i></li> </ul>	<p><i>80 hours of workshops take place in 40 schools across Warrington and Halton (33%)</i></p>	<p><i>December 2022 – June 2023</i></p>	<p><i>JP</i></p>	<p><i>Ongoing communication with SOAS (University of London) to determine funding streams and level of support needed.</i>  <i>£16.5k of funding used from Music Grant and £9k of subsidised support provided through SOAS.</i></p>
--	--	---	---	------------------	---

### EDI Strand: (Organisational Development Summary)

2021-24 Objective	2022/23 Actions	Measures of success	Timescale/Date	Lead	Monitoring/Update
Board / Leadership Training	<ul style="list-style-type: none"> <li>Embed EDI in all aspects of Leadership and Governance</li> </ul>	EDI discussed at each board meeting	October 2021	JP	Board members approve EDI Policy and agree to fund EDI CPD programme
	<ul style="list-style-type: none"> <li>Music Education Commissioner engaged in external EDI training</li> </ul>	EDI Bootcamp enables skills in policy writing and consideration of strategic EDI decisions	November 2021		JP to approach Hertfordshire and request similar Bootcamp training for Accent schools
	<ul style="list-style-type: none"> <li>EDI becomes a regular meeting agenda item</li> </ul>				
	<ul style="list-style-type: none"> <li>Music Education Commissioner accesses council demographic information (Warrington and Halton) to inform EDI discussion</li> </ul>				JP to investigate further opportunities for white working class boys, as highlighted through demographic reports.
	<ul style="list-style-type: none"> <li>Accent EDI Action Plan created</li> </ul>	EDI Action Plan approved by the board.	December 2021		Reviewed annually
	<ul style="list-style-type: none"> <li>Accent sign-up to 'Talk into Action' Music Mark pledge</li> </ul>		December 2021		Participation in the 2022 Music Mark annual conference - Newcastle
	<ul style="list-style-type: none"> <li>Accent attends National Music Services Working Group on Inclusion</li> </ul>		January '22		
Workforce Development	<ul style="list-style-type: none"> <li>Tutor and Class Teacher engagement in EDI training /</li> </ul>	Nate Holder and Hertfordshire Music Hub to deliver EDI CPD to Accent colleagues – classroom	Spring/Summer term 2022		Feedback through colleague questionnaire. Financial commitment to 3-year EDI training £3k per annum.



	<p><i>decolonisation of the Music Curriculum</i></p> <ul style="list-style-type: none"> <li>• <i>Colleagues to choose an aspect of their work which could highlight EDI</i></li> <li>• <i>Colleagues to map their EDI journey and adapt their practice to meet the needs of young people</i></li> <li>• <i>School and Peripatetic staff work closely to identify musical pathways and talent.</i></li> <li>• <i>Gifted and Talented Pupils given access to additional Music education activity</i></li> </ul>	<p><i>teachers and peripatetic tutors</i></p> <p><i>Accent Advance Programme launched: Phase 1 – January 2022 – additional 30 minute 1:1 lesson Phase 2 – June 2022 – monthly general musicianship and singing workshop</i></p>		<p><i>School case studies identified and shared across all schools</i></p> <p><i>Headteacher feedback – 100% of schools advised to revise their Music and Arts EDI Policy</i></p> <p><i>Cohort of 11 monitored and tracked between KS2 and KS3. JE-M to chaperone cohort on behalf of Accent MEH.</i></p> <p><i>Chet's and Accent tutors work closely to provide enhanced opportunities for pupils.</i></p>
<i>Pupil Voice</i>	<ul style="list-style-type: none"> <li>• <i>Youth Voice influences Accent's delivery model. How can we engage all pupils in our decisions about provision?</i></li> <li>• <i>Develop an Accent MEH peer mentoring Volunteer Scheme</i></li> </ul>	<p><i>Further discussion with Warrington and Halton LCEP groups.</i></p> <p><i>Warrington LCEP Youth Voice Sub-Committee formed May 2022 with student voice meeting scheduled for August 2022.</i></p> <p><i>Splinters Ensemble Peer Mentoring Scheme to continue during summer schools</i></p>		<p><i>JP to discuss as Co-Chair of WLCEP and member of HLCEP</i></p> <p><i>Peer mentoring scheme to continue</i></p>

	<ul style="list-style-type: none"> <li>Wider range of under-represented groups receive (and have progressed through) music lessons with AMEH tutors</li> </ul>	Compare participation data with 2020 /21 outcomes			Review Replay subsidies and look to fund additional SG&I lessons for students in Y6.
Protocols and Documentation	<ul style="list-style-type: none"> <li>EDI Mission Statement on meeting agendas</li> <li>EDI Policy circulated to teams and discussed through Hub Partnership group</li> </ul>	Actioned	December 2021 Onwards		
Programmes of support for vulnerable and marginalised young people	<ul style="list-style-type: none"> <li>AP launched in schools with approval of Virtual HT</li> <li>Online Music Tech offer to secondary aged students</li> <li>Sharing of EDI and awareness raising through Warrington and Halton LCEPs.</li> </ul>	<p>Launch in partnership with Kassia Academy, Warrington</p> <p>The Bridge, Halton now engaged with AP</p> <p>Launched March 2020</p> <p>Update - February 2022</p>	<p>September 2021</p> <p>September 2022</p> <p>Ongoing</p> <p>Spring term 2022</p>		<p>Further work by Research and Development Coordinator to ascertain next steps of AP and potential to deliver across the region.</p> <p>September '21 – Kassia Academy</p> <p>January '22 – Cardinal Newman High School</p> <p>£30k of funding allocated</p> <p>JP to include EDI on WLECP agenda and question EDI at next HLCEP meeting</p>
Diverse provision offer to schools	<ul style="list-style-type: none"> <li>Review of 2022 provision offer to schools.</li> <li>Review of Curriculum Support offer to schools</li> </ul>	Provision to include greater diversity, including Taiko drumming, Popular Music CPD to include EDI, Decolonisation of the Music Curriculum and Model Music Curriculum	<p>February 2022</p> <p>December 2021</p> <p>December 2021</p>		<p>Close monitoring of provision uptake – deadline April 2023</p> <p>Revised CPD participants monitored and Headteachers targeted.</p> <p>CPD offer based on needs of colleagues:</p>

	<ul style="list-style-type: none"> <li>• <i>Have Your Say CPD Teacher questionnaire</i></li> </ul>	<i>Have Your Say questionnaire collated and action points noted in planning</i>		<p><i>A practical approach to teaching Music for the non-specialist.</i></p> <p><i>Arts Award training</i></p> <p><i>Art Training – Using Sketchbooks</i></p> <p><i>Composing with i-pads</i></p> <p><i>Decolonisation of the Music Curriculum (EDI)</i></p> <p><i>Deep Dive in Music – what to expect!</i></p> <p><i>Developing confidence to teach Dance</i></p> <p><i>Drama across the curriculum</i></p> <p><i>How to ‘read the dots’ – rhythm workshop</i></p> <p><i>Making music fun!</i></p> <p><i>Music and the new Early Years Framework</i></p> <p><i>Taiko-tastic! Drumming for well-being</i></p>
--	--	---	--	---