



## Tees Valley Music Hub Inclusion Strategy 2025-2028





Tees Valley Music Service



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#### About Tees Valley Music Education Hub

The Tees Valley Music Hub is a partnership of local music educators, local authorities, music industry professionals, community musicians and music practitioners. The Hub is committed to working to deliver the National Plan for Music Education and the five key areas as set out in the plan.

The Hub will aim to achieve this by working together to provide the highest quality, most affordable, most progressive and most inclusive opportunities to the children, young people and adults in Tees Valley.

Tees Valley Music Service, one of the UK's largest music services, is to continue as Lead Partner in the Hub.

#### About this strategy

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This inclusion strategy has been created by Tees Valley Music Service and Musinc, through funding from Arts Council England and as part of the work of the Alliance for a Musically Inclusive England. It outlines the action plan for developing inclusive practice throughout the hub, partnership organisations and advisory board. The implementation of this strategy will be driven by an inclusion sub group and will be reviewed and overseen by the hub board. The revised strategy has been developed with reference to Youth Music's IDEA concept. This was created to support Music Hubs in the process by a national team of seven EDI experts. Musinc Manager Samantha Knight meets regularly with the HLO as part of the Inclusion Strategy Group to review inclusion and update this strategy. Samantha is also a member of the Hub Board.

#### Core values

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Inclusive: Everyone has the opportunity to engage in music making activity and to progress, regardless of background, circumstance, ability, or socio-economic position; seeking to remove barriers to music making for everyone.

Progressive: Everyone is supported to progress at their own pace, on their own individual musical journey.

Young person centred: Youth Voice sits at the heart of our work

Passionate: About improving the lives of others through high quality music engagement.

Diverse: Musical, cultural, neurological & physical diversities are valued equally.

TVMH Equality, Diversity and Inclusion Strategy 2025/28

Key priority areas:

1. Vision, Values & Strategy		
Actions	Progress	Status
A. Consultation	Inclusion Strategy Group established that feeds into Hub Board. Staff consultation (survey) takes place at least annually. More in the event of new developments or initiatives. <b>Timeline: June/July 2025</b>	Improving
B. Mission Statement	EDI Valued embedded into mission, values & business plan  <b>Embedded &amp; reviewed annually</b>	Improving

C. Data	<p>Collection of relevant data on registration for lessons, ensembles and events. Use data from evaluations to identify gaps in demographics and improve the offer of the Hub. With Speedadmin we have the capability to collect such data and generate reports. It is important to add a note as to the reason for collecting this data to reassure parents/clients. <b>Timeline: May 2025</b></p>	Starting
D. Action Plan	<p>This strategy document will act as an action plan, setting targets to achieve for the strategy period, monitored/informed by the Inclusion Strategy Group and Hub Board as well as staff as a whole and key partners such as MUSINC. <b>Timeline: April 2025</b></p>	Improving
E. Accountability	<p>EDI targets and strategy to be accountable with progress monitored by ACE, the Hub Board, Strategy Group and Key Partners. <b>Timeline: Ongoing termly</b></p>	Improving
F. Training	<p>CPD organised by external providers to embed EDI as best practice <b>Timeline: July 2025 - ongoing</b></p>	Improving
G. Accreditation	<p>External accreditation sought for EDI Strategy. Negotiations take place with Blue Cabin on criteria for their Kite Mark.  <a href="https://wearebluecabin.com/">https://wearebluecabin.com/</a>  <b>Timeline: March 2025</b></p>	Starting

2. People & Culture		
Actions	Progress	Status
A. Staff Diversity Audit	Undertake an audit of contracted and casual staff to identify gaps in diversity (gender, ethnicity, disability etc) and the Hub Board. This resulting document to be added here as an appendix. <b>Timeline: July 2025</b>	Starting
B. Establish diversity targets for workforce and Board	EDI principles written into Staff Appraisal, considered in lesson observations and a regular item in one to ones and Board meetings. <b>Timeline: Established &amp; Ongoing</b>	Improving
C. Recruitment and CPD strategies	TVMS as Hub Lead Partner, follows the Stockton Borough Council policy on inclusion and diversity. Recruitment is handled through Stockton HR Team but job specification is designed by SMT at TVMS so inclusion principles are written into this process. Positive action is taken wherever possible given the very specific skills required for a whole class and small group violin teacher for example.  <a href="#">TV9 Job Description - TVMS Tutor January 2025.docx</a>  <b>Timeline: Ongoing</b>	Improving
D. Measure Staff Engagement	This is achieved through regular one to ones with Line Manager and staff Appraisals in line with Stockton Borough Council Policy.  <a href="#">TV3 Appraisal Template docx</a>  <b>Timeline: Ongoing</b>	Advancing

E. Employee Voice	Again through regular one to ones, minuted and confidential. Also staff surveys carried out at the end of term in faculty meetings. <b>Timeline: ongoing</b>	Improving
F. Internal Communications	All teaching staff have regular one to ones and any issues relating to EDI principles or specific cases, are passed up to SMT and, if necessary, the Hub Board. The Speedadmin cloud-based system ensures quick and secure information to and from teaching staff, support staff. <b>Embedded</b>	Advancing
G. In-Work Leadership	The new Inclusion Strategy Group meets at least each half term to discuss how we can move forward on these principles and this feeds into the Hub Board. All staff are welcome to attend this and the seven other themed Strategy Groups and every contribution is noted and considered. The groups are being extended to include external partners and interested parties. <b>Timeline: January 2025</b>	Starting

3. Key Policies & Procedures		
Actions	Progress	Status
A. Ongoing Policy Review	All policies & Procedures are reviewed annually (summer term for renewal and publishing in September. Public facing key policies are available via <a href="http://www.tvms.org.uk">www.tvms.org.uk</a> or on request from TVMS Support Team. <b>Timeline: Established &amp; Ongoing</b>	Improving
B. Staff Code of Conduct	EDI Principles are part of the staff appraisal policy and also written into the staff handbook, revised at the end each academic year.	Improving

	<p><a href="#"><u>TVMS HANDBOOK 2024 25</u></a></p> <p>Timeline: Established &amp; Ongoing</p>	
C. Inclusive Recruitment Policy	<p>TVMS follows the Stockton Borough Council recruitment policy and all recruitment goes through SBC HR. However, we include specific EDI principles relating to music teaching in the job specification, within the confines of the specific skill set required for a peripatetic teacher. <a href="#"><u>TV9 Job Description - TVMS Tutor.docx</u></a></p> <p><a href="#"><u>TV1 Recruitment Additions.docx</u></a></p> <p><a href="#"><u>View the Stockton-on-Tees Special Educational Needs and Disabilities (SEND) Strategy 2021-2023 (PDF, 1018 KB)</u></a></p> <p>Timeline: Established &amp; Ongoing</p>	Improving
D. Remission and Access	<p>TVMS operates an income based remission policy of up to 50% reduction in fees per family. New for 2025 is a Bursary Policy linked to the new Tees Valley Music Trust, which TVMS and MUSINC helped to establish. The TVMS Service Manager is a Trustee of the TVMT and we also work closely with Stockton Rotary who hold a fund for small projects. <a href="#"><u>Charging &amp; Remission Policy 24 25</u></a></p> <p>Resources Team are always willing to adapt instruments if possible to meet specific needs and TVMS has purchase a bank of accessible instruments for SEND (four full class sets of Soundbeam, Orbas hand-held digital composing technology and a "Sound Box" to enable deaf or impaired people to feel the music. We have one set for each LA that schools can hire or buy in delivered</p>	Advancing

	<p>programmes by TVMS staff. We also part fund three Open Orchestra programmes in Middlesbrough and Redcar &amp; Cleveland.</p> <p><b>Timeline: Established (remission) April 2025 (resources)</b></p>	
E. Data	<p>As mentioned in part 1C, data collection of the right kind is something we are starting to address in registration forms and evaluations. A data report to be run from Speedadmin at the end of Summer term to inform planning for the new academic year in September. This item also links in with work done by the Youth Voice Strategy Group who run regular consultations with TVMS ensembles and also external partners. <b>Timeline: July 2025</b></p>	Starting

4. Reach & Engagement		
A. Audit Current Demographic & Analyse data	<p>Collect pertinent data on registration, consultation and evaluation such as ethnicity, perceived barriers etc. The Speedadmin system has the capability to run detailed reports if we collect the data in the first place. Link this data with the Youth Voice group too.</p> <p>Recent work on community engagement by two MA Students on secondment from Teesside University will feed into this. We need to consult MUSINC's Band Jam and other youth groups in the area.</p> <p><b>Timeline: July 2025</b></p>	Starting
B. Establish new partnerships to break down barriers	<p>The establishment of the Tees Valley Music Trust to augment the existing benevolent partnership with Stockton Rotary. Both raise funds to support music access and opportunity. The second year of partnership with Orchestras Live, Glasshours &amp; RNS (Our Music Our Way project) has the added Legacy element. This is in the form of Bursaries to enable participants to continue into formal music lessons. Supplementing our own 50% remission, we hope to make lessons free of charge in most cases.</p> <p>Tees Valley Music Trust will administer the fund, which will be an initial contribution of £2000 from Redcar &amp; Cleveland Council and potentially any underspend from the OMOW project budget.</p> <p><b>Timeline: March 2025</b></p>	Improving
C. Make existing activity more accessible	Online lessons via Zoom are still an option, either temporarily or permanently. Where lessons in school are not viable/allowed, we offer evening lessons at four music centres. The Trust may allow	Improving

	<p>funding for transport in certain cases for one off events or in support of schools who would not be able to attend otherwise.</p> <p><b>Timeline: May 2025</b></p>	
D. Seek new Referral Partnerships	<p>TVMS works with Local Authority and other organisations to provide opportunities for young people and adults who are excluded, looked after, in foster care or otherwise disadvantaged. We intend to expand this network over the period of this strategy.</p> <p><a href="#"><u>model-school-policy-for-looked-after-children-and-plac-april-2019-updated</u></a></p> <p><b>Established &amp; For Development 2025/28</b></p>	Improving
E. Raise Community Profile	<p>Working already with Family Action, Blue Cabin, Youth Centres, Care Homes. Engage with South Tees Health &amp; Wellbeing partnership and now have our own Wellbeing Strategy Group. TVMS also runs the Wellness Choir in Yarm, Middlesbrough Community Choir and Steel Sisters womens' choir in Stockton.</p> <p>TVMS and Middlesbrough Diocese run “Small Sounds” preschool mother &amp; toddler music sessions at St Mary’s Cathedral.</p> <p>Extend work with MIND, social prescribers, explore ideas of free tickets for families for events - criteria.</p> <p><b>Timeline: Established and ongoing - 2025-28</b></p>	Improving

5. Youth Voice		
A. Consult With Young People	<p>Our Youth Voice Strategy Group is now established and has already organised informal music, pizza &amp; chat sessions with some of our ensembles. This data is collected and collated and fed to the SMT and the Hub Board to inform future strategy.</p> <p>So far an internal TVMS process we will be asking other youth organisations such as MUSINC, The Junction, Links, to host further sessions with us to extend the reach.</p> <p><b>Timeline: Established January 2025 - ongoing</b></p>	Starting
B. Provide choices of instruments available, including voice.	<p>A wide range of instrument choices are available from TVMS &amp; partners. Lessons are advertised via the website and social media. In addition we maintain the traditional method of presentations/demonstrations in schools.</p> <p>Choice of instruments is only limited by staff availability and logistics but every effort is made to accommodate individuals or groups in or out of school, or online. If we cannot accommodate a request we look to partners. <b>Timeline: Ongoing</b></p>	Advancing
C. Young People Feedback	<p>Our Youth Voice Strategy Group will drive this agenda forward and report to SMT and the Hub Board. Evaluations, questionnaires and video interviews are in place but this needs to be upscaled across the Hub. <b>Timeline: July 2025</b></p>	Improving

D. Opportunities for Youth Led Projects	<p>TVMS is liaising with Bright Minds, Big Futures, a Stockton Council initiative that sees young people plan, organise and deliver their own projects in the town. Plans are being discussed to have a young leaders section in an orchestral workshop in partnership with Royal Northern Sinfonia and Orchestras Live. This will run alongside the now established Our Music Our Way project that is built on co-creation between the students, professional composer, and RNS Orchestra. This is an area to develop and work on with our regular ensembles and with Hub partners in the sector.</p> <p><a href="https://www.stockton.gov.uk/article/5544/Bright-Minds-Big-Futures">https://www.stockton.gov.uk/article/5544/Bright-Minds-Big-Futures</a></p> <p><b>Timeline: established and progressing from May 2025</b></p>	Starting
E. Involve young people in the workforce.	<p>TVMS has an established track record with “growing our own”. Over the years we have seen four apprentices come through to full employment and several students progress to teaching roles within the service. Students are encouraged to take leading roles within the Tees Valley Youth Orchestra (conducting and sectional) as well as Key Stage One and Two WCET lessons.</p> <p><b>Timeline: Established &amp; Ongoing</b></p>	Advancing
F. Young People on Hub Board or Steering Group	<p>It is our intention to have a Youth Board, ideally in each Local Authority but this is work in development. In the short term it may be more achievable to invite “Young Ambassadors” to attend part of a Hub Board meeting. The Hub will promote the Youth Voice practice and initiatives across its networks.</p> <p><b>Timeline: From Summer Term 2025</b></p>	Starting

6. Musical Offer		
A. Audit Current instrument offer - diversify & decolonise	<p>We have a wide variety of orchestral, pop/rock instruments as well as authentic Taiko, Samba and Djembe drums. A Glossary is used in lesson planning and care is taken to use correct terminology for the instruments and rhythms in the case of ethnic percussion.</p> <p>Where there is doubt or lack of proper instruments, the term "Fusion" covers this. <b>Established &amp; Ongoing</b></p> <p>A bank of accessible instruments is being purchased from the Capital Grant to fill identified gaps in SEND and music technology for composing. These sets will be available for each of the four LAs. <b>Ordered, CPD and delivery in settings from Summer Term 2025</b></p> <p>Audit provision and teaching resources to promote diverse role models. Include female composers, Disabled Composers, Neuro-diversity, as well as the regular differentiation you would expect. <b>Timeline: Summer Term 2025 (planning stages).</b></p>	<p>Advancing</p> <p>Starting</p> <p>Starting</p>
B. Upskill Workforce	<p><u>Accessible Instruments CPD:</u> Staff training is being provided on use in SEND context of the new Soundbeam technology. CPD provided by the supplier/manufacturer on delivery.</p> <p>Also training for TVMS staff on use of the ORBAS hand held composing technology</p> <p>Our partners MUSINC offer CPD in various aspects of EDI but it is often difficult for our staff to attend due to teaching commitments.</p>	Improving

	<p>Therefore we will offer bespoke sessions for TVMS and Hub Partner staff during planned CPD days off timetable.</p> <p>Regular one to ones and appraisal meetings/observations reinforce EDI principles. <b>Timeline: CPD Summer Term 2025</b></p>	
C. Respond to Youth Voice	<p>Youth Voice Strategy Group data will feed back to the Hub Board to inform future developments in provision. TVMS will work with partners to fill gaps in provision.</p> <p><b>Timeline: Strategy Group established January 2025 &amp; ongoing development</b></p>	Improving
D. Plan for Learner/Participant Access Needs	<p>Lesson planning and classroom organisation mindful of all physical and neuro-diverse aspects. Monitored in lessons observations, evaluations and one to one meetings.</p> <p>A number of wheelchair tickets are available on sign up for concerts and events (on Ticket Source) and spaces allocated to ensure ease of access, visibility and safety.</p> <p>Ask if wheelchair users require a free 'companion ticket'.</p> <p><a href="#"><u>TV4 Sample RA.docx</u></a></p> <p><b>Timeline: partially established and developing - Summer Term Events 2025.</b></p>	Improving
E. Integrate blended or digital learning options	<p>Lessons via Zoom are offered in registration form. These can also be arranged on a temporary or occasional basis to fit in with students' needs. Safeguarding Policy has been updated to mitigate online/blended learning.</p>	Advancing

	<p>Access to learning resources is given outside of school or setting via the Charanga platform. This was successful in maintaining remote music teaching during the pandemic, as was Zoom.</p> <p><b>Timeline: Established &amp; Ongoing</b></p>	
F. Access audit of venues and online spaces	<p>Risk Assessments are completed for every workshop, concert or event and these include specific reference to EDI principles - physical space, toilet access, noise, ability to be seen.</p> <p>Showcase diversity of performers, solo features for SEND schools (EG: a finger puppet performance from a SEND setting at a 2024 performance of "Snappy Magic Flute" with the Royal Opera House (then called).</p> <p>We are exploring how to integrate the Open Orchestras with TVYO and/or other ensembles.</p> <p><b>Timeline: partially established &amp; for development 2025/26</b></p>	Improving

7. Partnerships & Advocacy		
A. Map Partners & Seek New Ones	<p>Consultation of Hub Partners' EDI strategies and progress to be carried out.</p> <p><b>Timeline: Summer term 2025 &amp; ongoing</b></p>	Starting
B. Role Model Good Practice in partnership working	<p>Share this strategy document with Hub Partners and be willing to help in development of their own as required.</p> <p>Share CPD opportunities</p> <p>Good and comprehensive Service Level Agreements, Hub Partner Agreements and Memoranda of Understanding. TVMS MOUs and Partner Agreements are based on ACE requirements for grant funding and, as such, require approval.</p> <p><b>Timeline: partially established &amp; ongoing in 2025/26</b></p>	Improving
C. Influence partners to develop their EDI practices	<p>Offer support, consultation, shared CPD and shadowing of established EDI practice in teaching, events and concerts.</p> <p><b>Timeline: summer term 2025 into autumn term 2026 (with new MOUs)</b></p>	Starting
D. Develop Peer Networks	<p>Strategy Groups established in Inclusion and Youth Voice and Wellbeing</p> <p>Hub partners MUSINC share expertise in EDI and support the work across the Hub, including the development of this strategy update.</p>	Improving

	TVMS to work with Blue Cabin on external EDI kite marks.  <b>Timeline: partially established &amp; July 2025.</b>	
E. Support and Platform those with lived experiences	Case studies from students, ex students, staff & parents help to relate the real life impact of EDI principles. Published in a newsletter and shared with partners.  <b>Timeline: April 2025 - ongoing</b>	Starting

8. Communications		
A. Audit external communications	External communications (parents and students) are through the secure Speedadmin cloud based system. Data held in a UK based server. New improved version, "Speedadmin Play" due to be implemented in April/May 2025. CPD to follow.  Internal communications are via SBC Outlook with automatic notification of external users (in and out). Secure servers monitored by SBC and One IT.  <b>Timeline: September 2025</b>	Improving
B. Audit Digital Platforms	TVMS Marketing Lead maintains all social media and website and reports to the Hub Board, either in person or via the HLO Service Manager.	Improving

	<p>Stockton Borough Council to carry out an accessibility audit of the TVMS Website <a href="http://www.tvms.org.uk">www.tvms.org.uk</a></p> <p>SBC to carry out an audit of TVMS Social Media platforms (Facebook, Instagram, X).</p> <p><b>Timeline: June/July 2025 (subject to SBC input)</b></p>	
C. Diversity in Branding	<p>Ensure all images are authentic and show a diverse group of participants. Large print versions of programmes provided for events.</p> <p><a href="#">TV12 Accessibility Guidance</a></p> <p>Refer to TVMS Marketing Strategy/Policy</p> <p><a href="#">Marketing Plan 2025</a></p> <p><b>Timeline: partially established - ongoing</b></p>	Improving
D. Diverse contact options	<p>Contact options are: telephone (answer message out of hours), email (general, exams, finance teams), via social media, via website, in person during office hours.</p> <p>Phone payment support available on request for “digitally challenged” families/parents (advertised on Registration).</p> <p><b>Timeline: partially established - ongoing development with new Speedadmin system, summer term 2025.</b></p>	Improving

E. Communicate and EDI progress	<p>Newsletter has regular EDI success stories and updates. SBC Keeping You In Touch weekly magazine also shares such information by submission</p> <p>Social Media celebrates successes and innovation. Timeline: <b>Ongoing</b></p>	Improving
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