



# Local Plan for Music Education

1<sup>st</sup> September 2023 – 31<sup>st</sup> August 2024

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## Core Purpose, Mission and Values

Core Purpose:

At Music Partnership North, we are:

- About learning

- About music
- About unlocking potential
- About being accessible and inclusive... for all

Our core purpose is to unlock human potential through learning and music. While much of our work takes place with children and young people, both in and out of school, our purpose applies at all levels of the organisation. If our core purpose is to unlock human potential through learning and music, everyone who works at or with Music Partnership North should have that opportunity too. This applies at all levels; Whether we're considering a Year Three child learning Whole Class Trumpet, a Music Tutor conducting an ensemble or a member of school staff developing vocal leadership. This ambition requires all of us to have the knowledge, skills and desire to fulfil our purpose. All of us must be committed to cultivating an environment at work and in all our activities which creates the culture that we want.

Our Mission:

Music Partnership North is committed to enriching the lives of all children and young people in Newcastle and Northumberland through engagement and participation in quality music activities.

Core Values

1. **We work together with purpose** - Our priorities, decisions and actions are guided by our core focus. We do the right things for the right reasons and work as a team for the greater good of the diverse communities we serve.
2. **We believe it's possible** - We strive to best serve and inspire our communities. We value and believe in our team and we have faith that we can achieve our mission.
3. **We always seek improvement** - We are always looking to improve ourselves and the services we provide. We are prepared to step outside our comfort zone, in order to improve. We lead by example – demonstrating our commitment to lifelong learning and inclusion.
4. **We take responsibility** – We work creatively together to find solutions to problems. We are reliable and consistent, which builds trust with both communities and colleagues.
5. **We care about people** – Our actions, attitudes and communication demonstrate that we value our colleagues and communities. We seek first to understand, then to be understood. We value the diversity in our communities and colleagues.
6. **We communicate with clarity & respect** – We communicate proactively, and we keep in touch. We communicate respectfully with everyone.
7. **We demonstrate positive language & attitudes** - We have a 'can do' attitude. We look for a balanced approach to life and keep things in perspective.
8. **In a complex world, we strive for simplicity**

## Summary of Needs Analysis

Music Partnership North undertakes research to analyse needs in Northumberland and Newcastle Upon Tyne annually and refines this through formal and informal feedback mechanisms on an ongoing basis.

### Methodology

MPN carried out a full review of their Needs Analysis in July 2023, considering previous Needs Analyses and creating an updated version, in line with the 7 Areas outlined in Arts Council England's Performance Framework:

- Programme of Activity
- Quality
- Partnerships
- Schools
- Progression and Musical Development
- Inclusion
- Sustainability

The two Local Authorities hold extensive statistical data on all students, which we can access along with evaluation documentation taken from all activities from all end users, along with anecdotal and analytical evidence from projects. We also collect feedback from young people and families along with schools through online stakeholder surveys. This year, we have expanded this approach to include surveys specifically for SENCOs and parents of children with SEND. Drawing on these sources of both quantitative and qualitative data, we identified where we were in relation to our own aspirations and the expectations of Arts Council England and the new National Plan for Music Education. Once these gaps had been identified, actions and timelines were established when setting our SMART objectives.

The most recent Needs Analysis was updated in July 2023. In summary, its principal findings for each area are:

Programme of Activity	Action(s)
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Youth Voice	<ol style="list-style-type: none"> <li>1. Go through the Youth Music Youth Voice toolkit with all hub delivery staff in September 2023</li> <li>2. Complete a Youth Voice consultation in an out of school setting (e.g. Youth Group) in each Local Authority area by April 2024</li> <li>3. Complete a Youth Voice consultation in an alternate provider (PRU/Special School) in each Local Authority area by April 2024</li> <li>4. Conduct a parent/youth voice online survey in both Local Authority areas by July 2024</li> </ol>
Vocal Strategy	<p>Through the School Singing Ambassador Programme, the Hub will work with schools to provide peer to peer support in all areas of Northumberland, sharing best practice &amp; opportunities. The Newcastle Sings festival will provide opportunities for schools, choirs and groups to perform across the city. We will also provide supporting CPD for schools e.g. Five Core Songs project.</p>
Whole Class Music Tuition	<p>To contact every school engaged with Whole Class tuition and ensure they and parents are aware of affordable options for progression routes so that ALL children can continue if they want to</p>
Small group tuition	<p>Senior Leadership Team in Northumberland to review tutor timetables each term and check capacity for new students in order to reach as many children as possible. Newcastle undertaking a trial of direct/parent-billed lessons. Where possible encourage schools to provide some form of continuation activity - e.g. lunch time or after school clubs.</p>
Reduced genre of instruments being taught across the region	<p>Through the creation of a range of online instrumental demos students can see the wide range available and access online lessons if their preferred option isn't currently delivered in their own school. Offer live performance workshops on a wide range of activities e.g. DJ-ing, steel pans, percussion, strings, brass and wind.</p>

There is a need to provide more diverse genres of music and to provide CPD to schools to deliver in-house.	To capture both anecdotal and statistical data on a trial of whole class turntablism and market this offer to other schools. Explore options to use a similar delivery model for other disciplines.
Multiple delivery packages to support schools through CPD, including lower-cost delivery options for whole class tuition.	To continue to develop resources to support schools in delivering their own whole-class programmes, including lesson plans, CPD and periodic support through in-person tutor visits.
<b>Quality</b>	<b>Action</b>
Update Quality Framework and Quality Assurance processes, in line with Arts Council England Quality Principles.	Definitions of quality, in line with the ACE Quality Principles will be discussed with all hub staff and shared with all partners by December 2023. Self-evaluation tools will be devised and implemented, in a format appropriate to each Local Authority by December 2023
Ensuring that the level of delivery is of a high quality and relevant to the students involved.	An updated quality framework, including quality definitions will be created and shared with all delivery staff and partners at the start of the academic year. This will be supported by robust quality assurance processes, including lesson visits, feedback and self-evaluation to enable to hub to continually learn and improve.

Customer service	Senior management to review the school billing process and lines of communication between parents, schools, tutors and team leaders. Staff to be reminded of the need for regular communication from tutor to home, including emails and the use of music diaries.
CPD offer is available to schools to support their needs	A full review of organised CPD training sessions needs to take place to ensure that our offer best matches the needs of schools.
MPN tutors must receive personalised support and training to ensure a consistently high level of quality delivery	Senior managers to ensure that appropriate CPD is given to each tutor and regular 121 meetings/supervision is in place.
Training in the new National Plan and ACE target areas.	Senior managers to continue to send out briefings and condensed information to the team and tutors so they can build up their knowledge and understanding of the National Plan for Music Education.
<b>Partnerships</b>	<b>Action</b>
Develop new partnerships beyond the traditional music/education sectors	Potential new partners contacted with a view to a new partnership project in each LA area: EOTAS, NEET, Refugee Service, Gypsy/Roma/Traveller community, Youth Service, Health and Wellbeing, Virtual School, Young Carers, HAF delivery organisations, Cathedral Schools, SEND ambassador schools etc.

Working with National Organisations	Continue/expand networking with national organisations. Ensure evaluations are captured, involvement is maximised and funding is ring-fenced in the Hub to support where required.
School partnerships linking with regional arts partners	The Hub needs to create a broad database of arts practitioners (especially music) and ensure they share their partners' offer through flyers, newsletters and online communication.
Cross Hub partnerships need to be strengthened as we move towards a larger, regional hub from September 2024.	Hub/Service Leads to take responsibility for the development of particular areas of focus across the region, including the establishment of subject specific working groups where required e.g. inclusion, sustainability, schools, partnerships etc.
<b>Schools</b>	<b>Action</b>
Engagement and support in secondary Schools	Continue to provide secondary network meetings and CPD. Work with partner organisations (especially on a national level) to create exciting opportunities, beyond what is available locally (NYO, NYCGB etc). Continue providing information/opportunities to raise awareness of pathways into the music industry e.g. Careers Conference etc.
School budgets are being stretched and music may not be considered a priority.	MPN to develop offers at multiple price points to ensure that all schools can access something. MPN to seek funding to deliver targeted projects in areas with low engagement and high levels of deprivation. Where capacity exists, offer taster projects for students in schools and trail their delivery during 23 - 24.



Due to price increases disengaged school numbers will increase	MPN to advocate for the importance of music education through headteacher briefings, school improvement meetings, promise board etc. Offer governor newsletter & training. Provide engaging communications featuring case-studies, testimonials etc. Focus on the wider (non-musical) benefits of engagement in musical activities.
Diversity of participants taking into account social economic background	Senior Leadership team need to ring fence funding/source funding, and through discussions with schools create a programme for 24 - 25.
Developing support/innovation with schools	At least one case study of an innovative approach in partnership with schools is shared in each Local Authority area.
SEND/inclusive projects	Schools and SENCOs engage with the Hub to ensure activities are inclusive and accessible for all children. Secure specialist support and advice/CPD for special schools (e.g. Music and SEND network meetings). Work with SEND champion schools to share best practice regarding musical activities for children with SEND.
<b>Progression and Musical Development</b>	<b>Action</b>
Secondary schools - pathways to industry	1. Video case studies created to highlight progression routes - using current/former pupils 2. Links made with industry partners to promote career pathways
Removing financial barriers for students progressing	Offer larger group sizes to keep costs down, signpost parents and families to MPN Charity, encourage schools to use Pupil Premium funding to support musical activity. Raise awareness of Eat/Sleep/Play/Learn funding in Northumberland (for families needing

	financial support to access lessons). Provide clear communications raising awareness of the above, along with the Hub Remission Policy.
Ensemble and performance opportunities for students	Ensure all children have performance opportunities. Ensure all children and parents are provided with information about group/ensemble opportunities, including those offered by other hubs or external organisations. Ensure that ensemble information is sent to all parents we have an email contact for (including survey respondents). Send concise information in varied forms, including a clear call to action. Provide workshops in schools.
Hub Ensembles	Increase number/frequency of Stepping Stones (beginner level ensemble) rehearsals.  Hold all Northumberland County Ensembles in one venue simultaneously to facilitate cross-ensemble working and highlight progression from one ensemble to another. Open-rehearsal day to start the year and recruit new members. Involve a wider range of tutors in ensembles to help raise tutor awareness. Work in partnership with North Tyneside Music Education Hub to offer a variety of ensemble opportunities with clear progression routes. Satellite ensembles in Newcastle to encourage uptake for the NTMEH Saturday morning ensembles.
Progression opportunities after whole class or workshop sessions	Review the WCET postcard initiative and consult with schools to see how best to signpost WCET children, families and parents to continuation activities.
The demographic engagement in county	Target areas with low engagement to recruit members and assist in removing any obstacles such as financial support or transport.

ensembles is not changing	
Instrument loan service is not being maximised as students leave WCET, to support available to buy an instrument.	All literature provided to parents needs to clearly state this option and MPN tutors need to be proactive in advertising this to students and parents.
<b>Inclusion</b>	<b>Action</b>
Hub to engage with a more diverse range of children & young people	Potential new partners contacted with a view to a new partnership project in each LA area: EOTAS, NEET, Refugee Service, Gypsy/Roma/Traveller community, Youth Service, Health and Wellbeing, Virtual School ,Young Carers, HAF delivery organisations, Cathedral Schools, SEND ambassador schools etc.
SEND	Schools and SENCOs engage with the Hub to ensure activities are inclusive and accessible for all children. Secure specialist support and advice/CPD for special schools (e.g. Music and SEND network meetings). Work with SEND champion schools to share best practice regarding musical activities for children with SEND.
Children from low income families or Looked After children accessing music	When setting budgets, ring fence funding to directly support these children and source additional funding or support from Local Authority (Eat/Sleep/Play/Learn or Poverty & Hardship fund) and/or external agencies. Work with Virtual School across both Local Authority areas to ensure access to musical activities is available to all children.

EDI needs to be embedded into everything we do	EDI working group to meet termly to monitor progress against EDI Action Plan.
<b>Sustainability</b>	<b>Action</b>
Continued effective guidance from the Strategic Board. Governance encourages a sense of ownership from the community and stakeholders	Board will seek additional board members to ensure adequate representation and skills/experience. Terms of Reference to be updated, including provision for absence of the Chair.
Hub activities raise awareness of environmental issues	Schools will use existing resources on this theme and/or compose their own songs, to tie in with Earth Day/World Ocean Day
Online lessons provided alongside in person lessons	MPN to look to expand the online offer to students when a face to face lesson is not possible or affordable. Track the data on this and the progress made during lessons. Hybrid and online lessons delivered in a school setting to be trialled in Northumberland.
Financial Stability needs to be achieved.	Continue to monitor funds and spend ensuring that all activities are correctly costed and monitored. Reducing schools' allocation in Newcastle to reduce schools' reliance on grant funding. Fees increases in Northumberland to reduce reliance on hub grant subsidy and cover more of the staffing costs through earned income.

Effective timetabling to reduce travel	Tutors to be reminded each September and throughout the year that timetable changes must be discussed with the manager prior to implementing.
Office team working in a blended approach	Senior managers at team meetings or one to one should continue to remind staff of our sustainability expectations and carbon footprint reduction.

Music Partnership North’s SMART objectives for the year are informed by the Needs Analysis and Arts Council England’s new Performance Framework for Music Hubs. These SMART objectives inform the Programme of Activity. The MPN Strategic Governance Board will monitor delivery to ensure that the Hub is performing against its SMART objectives and is, therefore, meeting the identified needs.

## SMART Objectives

SMART objectives have been informed by the hub’s Needs Analysis and self-assessment against the new Arts Council England Performance Framework for Music Hubs. Full details of MPN’s self-assessment against the new Performance Framework and resulting objectives are contained in the SMART Objectives spreadsheet, including outputs and success measures.

## 2023/24 Programme of Activity

The full Programme of Activity is in a separate Excel document, submitted alongside this Business Plan.

## Outline Workforce Plan

### The Local Music Education Workforce

The music education workforce in Northumberland & Newcastle comprises teachers and/or teaching assistants in maintained and academy schools and instrumental/vocal tutors employed or engaged by Music Partnership North or schools and those working privately.

Some musicians may fall into more than one category: for example, music service tutors may also work with community groups and/or practise as music therapists. Some also work across multiple music hubs.

### **Professional Development for Instrumental/vocal tutors**

Music Partnership North has an ongoing programme of CPD planned for tutors, which is outlined in the Programme of Activity.

This is complemented by a comprehensive induction programme to settle new team members into the role and ensure that they are fully aware of expectations of quality and the required administrative procedures. All new tutors are assigned a buddy from the established team and are invited to observe colleagues, wherever possible teaching the same discipline.

### **Essential training for all tutors**

All employed and engaged tutors are required to undertake child protection and safeguarding training at least every two years with briefings at least annually to refresh their knowledge. This enhances the requirement to read and act on part 1 of Keeping Children Safe in Education. Where an issue arises, tutors may be required to undertake this training sooner than two years.

Regular observation of all tutors forms the backbone of quality assurance and one-to-one conversations following observations ensure they remain aware of quality expectations. This process also enables ongoing training needs to be assessed for all staff, regardless of their qualifications, experience or the outcomes from observations. Training needs may be met through the regular CPD programme, mentoring, peer support or training as appropriate.

### **Teachers and teaching assistants in schools**

Training and CPD are offered to teachers by Music Partnership North working in partnership with external organisations including Charanga, Sing Up, Royal Opera House and Out of the Ark. CPD is available both for specialist musicians and teachers without previous specific musical training. All sessions can be adapted to take account of the confidence of trainees.

We actively encourage school-based teachers to participate in networking and TeachMeet events offered by Music Mark, which usually take place termly. We also publicise Music Mark's regular Ofsted updates, which are valued highly by schools.

CPD is also provided as part of several projects, some ongoing and some planned for this year. Further details can be found in our Programme of Activity.

We are supporting schools to create their School Music Development Plans through a series of free-to-attend CPDs, with tailored training and resources for primary, secondary and special schools. We will also offer bespoke support for schools which need additional input. We are planning to offer a review of each school's SMDP with the Music Lead and/or a senior leader, in order to understand the level of Hub support needed and to plan capacity.

Music Partnership North offers curriculum development. This includes continuing support for the Model Music Curriculum through training sessions, briefings and one-to-one conversations with schools.

We plan to engage with a local Teaching School Hub in Northumberland & Newcastle to explore linking our training for teachers with TSH provision and support Early Career Teachers with music delivery.

### **Wider music education workforce**

Previously, training provided by Music Partnership North MEH has not generally been offered to music educators who are not part of our partnership. In Newcastle, the Changemakers project supported both freelance and employed practitioners. During the Autumn term 2023, we will review how CPD support may be offered more widely to develop the whole music education workforce locally.

### **Networking**

Music Partnership North Newcastle runs a termly primary music network for Music leads. Music Partnership North also convene a special schools music network. A termly secondary music network for Heads of Music is organised by Music Partnership North Newcastle. In Northumberland, networking usually takes place on a school partnership/cluster basis.

We publicise networking through emails, e-flyers and social media. Details can be seen in the Hub's Communications and Engagement Plan.

### **Workforce development**

Music Partnership North recognises that recruitment challenges are a national issue in the music education sector. We aim to address these through:

- Workforce Development programme in partnership with University of Northumbria
- Working with neighbouring hubs to share staff
- Working with freelance practitioners where necessary to fill a skills/capacity gap
- Careers conference, to highlight pathways into teaching/education

### **Diversity**

Analysis of our employed/engaged workforce data demonstrates that our workforce broadly reflects the diversity of the school population in Northumberland & Newcastle, although an imbalance persists in ethnicity.

Music Partnership North seeks to address these characteristics in recruitment by:

- Including statements regarding EDI policy in job adverts
- Job descriptions reviewed/updated before any vacancy is advertised to implement any ongoing policy changes in conjunction with the Local Authority 'EDI In Recruitment' policies
- Interview questions include key questions around EDI
- Actively seeking to recruit tutors that reflect the local demographic and can connect with under-represented groups by advertising in a wider range of areas and forums
- Using an anonymised application process to ensure that the presence of protected characteristics does not impact the shortlisting process

We are also addressing this issue strategically through the development of our outline Progression Strategy, in particular in respect of career pathways for learners within the Hub.

### **Pay policy**

In Northumberland all staff are employed by the local authority and posts are salaried (on the local authority payscale, in line with the Northumberland County Council Pay Policy Statement) as opposed to being hourly paid.

Newcastle City Council is an accredited Living wage local employer.

The core team is augmented by freelance/self-employed Music Tutors who cover work that we are unable to deliver through our employed staff either due to instrument specialism or availability across both Local Authority areas. Self-employed freelancers negotiate their own rates.

## **Musical Instruments and Equipment**

### **Instrument Hire Service**

Music Partnership North Northumberland holds stocks of approximately 4330 instruments in various categories:

- Whole Class Ensemble Tuition instrument sets
- Instruments and sets loaned to schools



- General hire instruments
- Premium (better quality, higher value) hire/loan instruments
  - Large percussion and specialist instruments for ensembles and/or use by schools for tuition and performances
- Electrical equipment (PA systems, mixing and recording equipment) and music technology instruments, including iPads and turntables

Music Partnership North Northumberland's instrument hire fee for tuition students was suspended during the pandemic, to remove a potential financial barrier for students. We have continued to offer this free hire to our students, to help families, considering the cost-of-living crisis. Although this generates less hire fee income, we believe it enables more students to access tuition and creates a more inclusive offer.

However, where instruments are being hired by individuals or schools, not using a Music Partnership North tutor, then a hire fee is charged.

We also offer:

- Instrument library loans - for annual fee of £300, schools can access a wide variety of our musical instruments, from our store
- Whole Class Turntable hire – embedded in a pilot project
- Instrument hire as part of Whole Class Projects – children are encouraged to take instruments home between sessions, in order to encourage practice and facilitate pupil progression

Music Partnership North Newcastle holds stocks of approximately 2953 instruments in various categories

- Whole Class Ensemble Tuition instrument sets
- Instruments and sets loaned to schools
- General hire instruments
- Electrical equipment (PA systems, mixing and recording equipment)

We support a local community group in Heaton with the use of our instruments. Any students that join our ensembles can access the instrument back free of charge. This aim is to encourage progression and to remove any financial barriers for continuation.

We also offer:

- Instrument Loan Scheme - for an annual flat fee of £222, schools can access a wide variety of our musical instruments, from our store

### **Storage**

- MPN Northumberland's store is in southeast Northumberland. MPN Newcastle is in the east end of Newcastle, which is the most densely populated part of the City and has the highest number of schools – making it the most convenient location to provide instruments to students.
- The Northumberland store is housed in an industrial unit, which includes our office space, making access to the instruments easy and efficient. Newcastle's store is in an empty house that is on the same site as an adult centre and is easily accessible.
- The Northumberland store is shelved out with industrial grade shelving and is organised into the various instrument genres. The Newcastle store is shelved out with industrial grade shelving and organised by instrument family. Two of the rooms in the Newcastle store are let out to North Tyneside Music Education Hub.
- All instruments are marked/engraved with the Local Authority name and a unique Northumberland County Council reference number or a Newcastle City Council unique code
- In Northumberland, instruments are registered on the Paritor Ensemble computer system and all hires and returns to the store are logged on this system. In Newcastle the itemit software is used. Each instrument has an asset tag that when scanned automatically updates its location.
- Regular stock checks are undertaken and updated on Paritor and the itemit software
- Insurance is updated annually, to ensure adequate cover across both Local Authority areas

### **Maintenance and repairs**

- Instrument checking and simple repairs are carried out by MPN Tutors, where time permits
- We hold a range of spare parts, strings, oils, cleaners etc at the stores
- More complicated repairs are carried out by local specialist instrument repairers
- All electrical equipment is PAT tested regularly
- Provision is allocated in the budget each year for instrument maintenance, estimated from previous years expenditure
- We're aware that the maintenance costs will increase in coming years, as much of our stock is now over 10 years old
- In addition, replacement of instrument cases is a significant cost, as the instruments age
- The instrument technician in Newcastle attended two repair courses for brass and woodwind with a view to being able to repair stock internally instead of instruments being sent to an external repairer

## Disposal and replacement

- The hub has a good stock of Whole Class instrument sets and therefore large-scale purchases have not been needed in recent years
- Recent purchases have been made in popular instrument genres, where stocks are not sufficient to meet demand
- When major purchases are required, quotes are sought from at least three main education suppliers to ensure best value for money - selecting good quality student models
- More advanced students are directed to the Assisted Purchase scheme in Northumberland, to buy their own instruments. This then frees up hub instruments for use by other students.
- Accurate records are maintained across both Local Authority areas regarding stock levels, purchasing and repairs, loans, sales, transfers and disposal. Any instrument or equipment stock purchased using the Hub grant adheres to the terms and conditions of the grant, ensuring a register is kept detailing all assets, recording as a minimum:
  - The date the item was purchased
  - The price paid
  - If an asset purchased with the hub grant is proposed to be disposed of:
    - the date of Arts Council England's written permission
    - The date of disposal
    - The value of the disposal

## Communications & Engagement Plan

### Aim

To ensure that the correct information is shared with the relevant target audience in the most effective and accessible format, using all resources available to the MEH, thus increasing awareness, participation and scope of opportunities available to all children and young people.

### Objectives

- Inform all end users and partners of all opportunities available
- Communicate with all stakeholders and provide feedback channels
- A tool to share best practice, success, and advocacy
- To share appropriate information to the correct target market

- Provide a clear and transparent organisation showcasing the heart of what we want to achieve and how we achieve it (see aim)
- Provide information in formats that are accessible to all
- Raise the profile of music education in both schools and the region
- Support schools in providing the best music education for all children and young people
- To keep everyone informed and share MPN's vision with all

### **Core Focus**

- About Learning
- About Music
- About Unlocking Potential
- About being accessible and inclusive... **for all**

### **Target Audience(s)**

- Parents/guardians of children and young people
- Schools
- Students
- Partners/regional and national arts organisations
- Funders
- MPN tutors
- LA members and MP's
- Funders/ACE
- General public

### **Communication Tools are:**

- Email
- Social Media
- Digital flyers/marketing information
- Online meetings

- Face to face meetings
- LA platforms
- Partner platforms
- Funder platforms
- Physical handouts at schools for students to take home
- Hub Website and centralised email in boxes

### **Digital assets which enrich communications**

We gather evidence of the Hub's work in the form of photographs, sound clips and videos. These may be generated by participants, partners we work with and Hub officers and they are uploaded to the most suitable of our social media channels. We link to these in media releases, posts, newsletters, reports and text documents.

Publication and use of digital assets by the Hub comply with our safeguarding policies and respect the rights of the Intellectual Property holder.

All publicity, data collection and image storage meet the required GDPR regulations of each LA and a statement indicating this is clearly identified on each data collection tool or platform including the Hub's website. All photographic images are only stored once all appropriate safeguarding and child protection requirements have been met. When images are collected their use and purpose are stated in advance to all relevant partners, parents, and schools. When using data to inform needs analysis or feedback to third parties, all identifying information is removed from any report created.

If the data is being used to signpost students or parents to a third party or national organisation all permissions are sought in writing prior to any sharing of personal details. However, the standard default of all referrals is to share the information to the parent or organisation and let them decide if the information is of interest to them or an offer they would like to investigate further.

All Hub staff regularly undergo GDPR training and child protection training. If there were to be a data breach this would be reported to the appropriate department and a full review of policies undertaken.

### **Feedback processes and opportunities**

We gather views from stakeholders formally through:

- Parent/carer, school and SENCo surveys
- Our complaints and compliments process

- Project and event evaluations on an ongoing basis, at both Hub and partner levels

We also monitor informal feedback received throughout the year and we encourage our partners to share informal feedback they receive when working with [Hub] MEH participants.

### Communication Schedule

The table below highlights key areas that will be shared with stakeholders and the wider public. It indicates the relevant format, who will lead on the communication, the type of communication/focus and when each action will be reviewed. The strategy is broad in its approach but highlights key areas that will be communicated. Both the communication and marketing strategy must be reviewed together to achieve a full overarching approach to communication and MPN’s customer focused approach.

Via each LA all correspondence’s issued are available in different formats, languages, and styles.

<b>When</b>	<b>Who</b>	<b>Why</b>	<b>What</b>	<b>How</b>	<b>Lead</b>	<b>Review</b>
<i>How often communication or engagement will take place</i>	<i>People and groups you plan to communicate or engage with</i>	<i>Purpose of your communication or engagement</i>	<i>What are you using as the tool to share opportunities &amp; communicate</i>	<i>Methods you will use to communicate or engage with people</i>	<i>Person responsible for communication or engagement activity</i>	<i>When do we look at the communication type and platform used to reach our target market</i>
Termly	Schools	Hubs offer to schools	Schools Newsletter	Email	Business Development Officer	Yearly

As required	Schools	Hubs offer to schools	Online E comms	LA communication systems	Business Development Officer	Ongoing
Termly	Schools	Celebrating music education and achievements	Schools Newsletter	Email & Social Media	Business Development Officer	Ongoing
Once per year	Schools	Charging and remissions policy	Email Letter	Email	Lead Officer Senior Specialist Ncl	Yearly
As required	Schools	Feedback/Needs Analysis	Online Forms	Email	Lead Officer Senior Specialist Ncl	As required
As required	Children and young people through school	Feedback/Needs Analysis	Various forms for anecdotal feedback	Tutors hand outs	Lead Officer Senior Specialist Ncl	As required
Termly	Children and young people through school	Hubs offer to children and young people	MPN Tutors/Flyers	Tutors hand outs	Lead Officer Senior Specialist Ncl	Yearly
Termly	Parents/carers	Hubs offer to children and young people	Parent Newsletter	Email	Business Development Officer	Termly

Weekly	Parents/carers	Hubs offer to children and young people	Social Media	Email & Social Media	Senior Administrator	Ongoing
Termly	Parents/carers	Hubs offer to children and young people	Email letters	Schools forwarding	Lead Officer	Ongoing
As required	Parents/carers	Hubs offer to parents/carers	Specific promo items such as remission scheme/Instrument Assistance Purchase/Ensembles	Email & Social Media	Dep Lead Officer	Ongoing
Once per year	Parents/carers	Charging and remissions policy	Email Letter	Email	Lead Officer	Yearly
As required	Parents/carers	Feedback/Needs Analysis	Online Forms	Email & Social Media	Lead Officer	As required
Weekly	Tutors	Celebrating music education and achievements	Email	Email	Lead Officer	As required
Termly	Tutors	Hubs offer to children and young people	Specific promo items such as remission scheme/Instrument Assistance Purchase/Ensembles	Email	Lead Officer	As required



Termly	Regional/national organisations	Raise Profile with cultural partners, networks, Local Government and MP's	Partners Newsletter	Email	Business Development Officer	Termly
Quarterly	Partners	Raise Profile with cultural partners, networks, Local Government and MP's	Online meetings	Email	Business Development Officer	Yearly
Quarterly	Partners	Collect digital content, images, case studies for comms and advocacy	Email	Email	Business Development Officer	As required
As required	All customers	Sharing contact details/partners etc.	Hub Website/Newsletters	Email & Social Media	Business Development Officer	As required
Once per year	Local Government and MP's	Celebrating music education and achievements	info graph	Email	Business Development Officer	Yearly
Quarterly	Local Government and MP's	Celebrating music education and achievements	LA report form for Elected Members	LA communication systems	Business Development Officer	Yearly

Weekly	General Public	Celebrating music education and achievements	Social Media	Social Media/Twitter	Senior Administrator	Ongoing
Once per year	General Public	Hubs Policies	Hub Website	Advertising campaign	Lead Officer	Yearly
As required	General Public	Hubs inclusion strategy	Hub Website	Advertising campaign	Lead Officer	Yearly
As required	Funders	Collect digital content, images, case studies for comms and advocacy	Various including case studies, info graph and reports	Partners communications	Business Development Officer	Quarterly
Quarterly	ACE	Funding Requirements	ACE templates	Online Portal	Lead Officer	Yearly

N.B While there are links to the Marketing Strategy this Communication and Engagement Strategy sits outside the sales focus.

## Quality & Impact

### **Quality Framework and Quality Assurance**

The aim of this policy is to ensure that every child receives the best possible musical experiences and outcomes, regardless of their circumstances.

Music Partnership North's approach to quality is informed by learning from both the arts/culture and education sectors. All staff work in line with the Arts Council's Quality Principles, but also with regard to the National Curriculum, Ofsted's Education Inspection Framework (for September 2023) and the Model Music Curriculum (as appropriate).

Hub staff, partners and the wider workforce have a strong understanding of the hub's Quality & Impact policy and quality definitions. The policy is shared with all partners and is accessible to other stakeholders through the hub websites. Definitions of quality, in line with the ACE Quality Principles are discussed with all hub staff and shared with all partners.

The seven quality principles are:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Music Partnership North has an ethos of continuous improvement. Feedback and self-evaluation support a consistently high-quality approach at all levels of the organisation and enable the hub to continually learn and improve. Additionally, we look to learn from other hubs, arts & culture organisations, education and other sectors to ensure the best possible outcomes for all.

The hub recognises the need to comply with requests made by either DfE or a third party designated on behalf of the DfE to support evaluation. An independent evaluation may be undertaken, under the instruction of the DfE, to measure and assess the impact of the Hub programme against the

key Hub aims, to track how the programme meets the overall aims and objectives as set out in the National Plan for Music Education, and to inform how to improve delivery over the life of the programme

### **Quality Assurance**

The Hub has rigorous quality assurance arrangements and systems to ensure every aspect of its work is of the highest quality. This includes systems to understand and track engagement, quality and progression:

- Staff recruitment and selection
- Annual programme of staff training and development
- Youth Voice is present in the design and delivery of all hub activities, monitored through lesson observations/quality assurance visits and evaluation
- Self-evaluation tools are used regularly for all hub staff, in a format appropriate to each Local Authority
- Online feedback/evaluation from schools, with reference to the Quality Principles
- Online feedback /evaluation from parents/carers
- Rigorous monitoring and evaluation systems which includes lesson visits/observations
- Quarterly board meetings, including monitoring of SMART objectives, management accounts and policy review
- Quarterly review/planning meetings for Leadership Team(s)
- Termly pupil profiling and an annual instrumental progress report/feedback system for parents/carers
- Annual staff appraisal programme, with regular 1:1 meetings and 6-month review meetings for all staff
- Annual review/update of SMART objectives
- Annual review of Service Level Agreements which is responsive to schools' needs and requests and informed by our Needs Analysis
- Annual Music Service self-evaluation/review, including development and budget planning conducted by Senior Leadership

### **Recruitment and Selection**

MPN aims to recruit and retain highly skilled and well qualified teachers and music experts. Recruitment of staff is done on a national basis and a rigorous application, interview and audition process is employed. Job descriptions and person specifications have been developed to ensure the hub has the right balance of skills, experience, and expertise.

Staffing is kept under constant review and remains flexible enough to respond to the on-going development of the Service.

### **Annual Programme of Staff Training and Development**

An annual programme of staff development is in place to support the needs of all the staff. Staff development provision includes:

- Annual planning and development week in September
- Staff Development budget
- Access to local and national courses with external providers
- Access to programme of Local Authority Learning and Development
- Access to ongoing professional development music programmes for schools

A detailed record of course attendance is kept which provides information for an annual needs analysis and evaluation. Learning needs are also discussed as part of the annual performance appraisal process.

### **Staff Appraisal Programme**

MPN staff in both Local Authority areas all have formal Annual Performance Appraisal and 6 Month Review meetings, in addition to regular supervision, one-to-one meetings and Lesson Visits/Observations. The Lesson Observation and Annual Performance Appraisal meetings include a process of recognising areas of strength, and setting aims for development (and identifying any related training needs). Setting specific aims and tracking progress against them involves supervision and 1:1s with Line Managers but can also involve smaller 'coaching circles' with peers.

For new staff, there is a probationary period, with opportunities for feedback, development and training, to ensure that the working relationship meets the needs of both the service and employee.

### **Youth Voice**

Youth Voice is present in the design and delivery of all hub activities. Hub staff have worked through Youth Music's Youth Voice Toolkit and Youth Voice is monitored through lesson observations/quality assurance visits and evaluation.

### **Strategic Target Setting**

There is a termly Leadership review/planning meeting which includes a review of previous objectives, learning and the setting of termly objectives for the hub, and for each member of the Management/Admin team(s). These objectives are shared with the full team and inform monthly and weekly targets and priorities.

### **Hub partner quality assurance process**

Quality Assurance is written into Partnership Agreements with delivery partners, which state that:

- MPN reserves the right to carry out regular observations of delivery packages and this information will be used to evaluate the quality and consistency of delivery
- Partners will provide, as required, evaluation paperwork for each activity
- Partners will provide statistical and ability levels of all students they engage with as required
- The point of contact for communications will be agreed upon at the beginning of the project/activity
- All partners will be contacted by MPN at least once per half term (6-week period)
- Communication will be via telephone and email

The Partnership Agreement also covers dispute resolution and the potential for ending the relationship:

#### **Changes to the Agreement**

- Any changes to the agreement will be discussed with the partner by email and telephone through the appointed point of contact
- If an agreement is to be cancelled or dissolved, at least 6 weeks' notice will be given with a reason
- If the partner wishes to change or cancel the contract, then the same time scales apply as above
- Any disputes will be managed by the appointed contact and will be resolved within 4 weeks from the date first raised, where possible. Clear communication must be paramount to reduce the chance of disputes or misunderstandings

If there are concerns about the quality of delivery that cannot be resolved, Music Partnership North reserves the right to end the partnership, in line with the above notice period.

#### **Conclusion**

Every member of MPN has a responsibility for quality and impact. It is the role of the Leadership Team(s) to ensure systems and policies are developed to enable staff to fulfil that responsibility. The aim is to provide the freedom to allow creative and imaginative staff to contribute fully to a dynamic and developing Music Service, whilst delivering accountability, to ensure that every child receives the best possible musical experiences and outcomes, regardless of their circumstances. This policy is reviewed annually, each August.

## Partnerships

		Location	Function in the hub	Hub roles	Financial relationship
Lead partner	Music Partnership North – Northumberland (Northumberland County Council) *	Ashington	Lead Organisation	All	Receives the MEH grant from ACE, and raises own funds
Strategic partners	Music Partnership North – Newcastle (Newcastle City Council) *	Newcastle	Strategic/Delivery	All	Receives a proportion of the MEH grant from the Lead Partner and raises own funds
	Sage Gateshead *	Gateshead	Strategic/Delivery		Raise own funds
	Music Mark		Advocacy/Support		Raise own funds
Delivery partners					
	North Tyneside MEH *	North Tyneside	Supported/Strategic/Delivery		Receives a proportion of the MEH grant MPN Newcastle
	Sunderland MEH	Sunderland	Supported/Strategic/Delivery		Receives a proportion of the MEH grant MPN Newcastle
	Tees Valley MEH *	Teeside	Supported/Strategic/Delivery		Receives a proportion of the MEH grant MPN Newcastle
Local	Northumbria University	Newcastle	Supported/ Delivery		Raise own funds

Local	Newcastle University	Newcastle	Supported/Delivery		Raise own funds
Local	Bedlington Community Brass Band	Northumberland	Supported/ Delivery		Raise own funds
Local	Woodhorn Museum†	Ashington, Northumberland	Supported/ Delivery		Raise own funds
Local	Rothbury Traditional Music Festival	Rothbury, Northumberland	Supported/ Delivery		Raise own funds
Local	Mortal Fools	Ashington, Northumberland	Supported/ Delivery		Raise own funds
Local	Northumberland Public Health	Morpeth	Supported/ Delivery (match funder)		Raise own funds
Local	Instep Research Team	Newcastle	Supported/ Delivery (match funder)		Raise own funds
Local	Northumbrian Pipers Society	Newcastle	Supported/ Delivery		Raise own funds
National	[1] Brass in Concert*	Gateshead	Supported/Strategic/Delivery		
National	[2] Brass Bands England†	England	Supported/ Delivery		Raise own funds
National	[4] Charanga	England	Supported/ Delivery		Raise own funds
National	[8] National Youth Choir of Great Britain	Durham	Supported/ Delivery		Raise own funds
National	[8] National Youth Orchestra	London	Supported/ Delivery		Raise own funds
National	[9] Royal Opera House	London	Supported/ Delivery		Raise own funds
National	[10] NYBBGB National Youth Brass Band of Great Britain	Bedford	Supported/ Delivery		Raise own funds
National	[11] Royal Marines Band Scotland	Fife	Supported/ Delivery		Raise own funds



National	[12] EFDSS English Folk Dance and Song Society	London	Supported/ Delivery		Raise own funds
International	[13] Young Tradition Vermont/Vermont Folklife	Vermont, USA	Supported/ Delivery		Raise own funds
National	Conductive Music	London	Delivery		Receives a proportion of the MEH grant MPN Newcastle
Local	New Writing North	Newcastle	Delivery		Receives a proportion of the MEH grant MPN Newcastle
Local	Sing with Piccolo Music Limited	North Tyneside	Delivery		Receives a proportion of the MEH grant MPN Newcastle
<b>Schools</b>	St Joseph's Middle School	Hexham	Member of the Strategic Board		n/a
School	Hipsburn First School		Member of the Strategic Board		n/a
School	Morpeth First School	Morpeth	Venue for regional ensemble rehearsals		Payments made for venue hire, with in kind support
School	St Joseph's R.C. Primary	Newcastle	Venue for Ukulele Ensemble		n/a
School	St Alban's R.C. Primary	Newcastle	Venue for Ukulele Ensemble		n/a
School	Westgate Hill Primary	Newcastle	Member of Strategic Board		n/a
School	West Newcastle Academy	Newcastle	Venue for Folk Ensemble		n/a
School	Brunton 1st School	Newcastle	Venue for Djembe Ensemble		n/a
School	Grange 1 <sup>st</sup> School	Gosforth	Venue for Gosforth Voices ensemble rehearsals		n/a

School	Archibald 1 <sup>st</sup> School	Gosforth	Venue for Gosforth Band ensemble rehearsals		n/a
School	Royal Grammar School	Newcastle	Venue for Band Fest		n/a
Hospital	Royal Victoria Infirmary	Newcastle	Venue for Choir to perform for switch on of lights at Christmas		n/a
Hospital	Freeman Hospital	Newcastle	Venue for school choirs to perform for switch on of lights at Christmas		n/a
Local	City Library	Newcastle	Venue for Choirs and groups to perform		n/a
Local	GN Hancock Museum	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Newcastle Cathedral	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Grainger Market	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Seven Stories	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Ouseburn Farm	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Cycle Hub	Newcastle	Venue for Choirs and groups to perform		n/a
Local	Laing Gallery	Newcastle	Venue for Choirs and groups to perform		n/a

† National Portfolio Organisation

Our partnership with our neighbouring North East Music Education Hubs continues to be active, and we plan to deliver the following programmes and activities in partnership with this group:

Bare Necessities of Brass in conjunction with Brass in Concert and Brass Bands England

Durham Vocal Festival

Big Sing and Sign

North East Festival of Languages

We are in discussion with National Youth Choir of Great Britain, and three performance venues in Northumberland (Queens Hall Hexham, Alnwick Playhouse, Berwick Maltings) to expand the provision of large scale and/or high-quality music experiences, linking with CPD and opportunities and ensembles in our region.

We have a partnership with the University of Northumbria to deliver a workforce development programme, offering a chance for undergraduate students to observe and deliver parts of lessons in tandem with hub tutors. This partnership will also:

- Support the delivery of continuous professional development (CPD) to university students, school staff and hub staff, and help partners to effectively promote these opportunities
- Provide access to large scale and/or high-quality music experiences for children and young people from the hub area, working with professional musicians and university students
- Share data with hub partners on children, young people and schools from the hub area participating in activities delivered by Northumbria University (where appropriate)
- Provide access to advanced programmes to build progression pathways and nurture talent
- Jointly support music making opportunities for young people in challenging circumstances and skills development for music leaders
- Provide a strong commitment to the development of provision to ensure inclusion for all

### **Local Cultural Education Partnerships**

Music Partnership North contributes the following to the Northumberland LCEPs:

- MPN Northumberland are a key delivery partner for Culture Bridge North East's Partnership Investment programme
- Providing strategic support and a gateway to engagement with schools in our region
- Dedicated member of staff who sits on the LCEP boards for Northumberland and Newcastle

- In-Kind Support

The LCEPs are also represented on the MPN Strategic Governance Board through the Senior Specialist (Music Service) in Newcastle and the Head of School Improvement for Northumberland. Music Partnership North offers Arts Award directly to schools, with the option of buying into Discover and Explore Arts Awards as part of their WCET programme, through Service Level Agreements. We also offer Arts Award to members of all Hub-led ensembles. MPN are a registered Arts Award centre and an Artsmark supporter. MPN regularly have over 100 children and young people achieve an Arts Award each year through our programmes. We will continue to offer Arts Award in 2023/24 and to support our schools' preparations/applications for Artsmark status.

We continue to work with partners to “create opportunities for children and young people to reach their creative potential and to access the highest quality cultural experiences” (in line with Arts Council England’s *Let’s Create* initiative). MPN’s work within the LCEPs is just one of the avenues we use to develop and nurture students' creativity through effective partnership working, broadening the opportunities for all.

Beyond the LCEP we work with a broad range of partners to provide support and an overarching cultural offer within all core and extension roles, while also working towards the aims of the Let’s Create programme and the National Plan for Music Education.

## Approach to School Engagement

Music Partnership North has set the following objective(s) for 2023/24:

- Support/CPD will be offered to all schools in the hub area including support with School Music Development Plans and Model Music Curriculum.
- At least one case study of an innovative approach in partnership with schools will be shared in each Local Authority area.
- Build connections/collaborations with local Teaching School Hubs to support Early Career Teachers with music
- Video case studies will be published on hub website/social media and shared with stakeholders by July 2024
- Pupils will access workshops delivered by industry partners at an annual careers conference
- Schools will use existing resources on environmental sustainability and/or compose their own songs, to tie in with Earth Day/World Ocean Day
- New school representative(s) recruited as board member(s) by April 2024
- Continue to provide secondary network meetings and CPD.
- Work with partner organisations (especially national) to create exciting opportunities, beyond what is available locally (NYO, NYCGB etc).

- Continue providing information/opportunities to raise awareness of pathways into the music industry e.g. Careers Conference etc.
- Provide offers at multiple price points to ensure that all schools can access something.
- Seek funding to deliver targeted projects in areas with low engagement and high levels of deprivation.
- Where capacity exists, offer taster projects for students in schools and trial their delivery during 23 - 24.
- Advocate for the importance of music education through headteacher briefings, school improvement meetings, 'Promise Board' etc.
- Offer governor newsletter & training.
- Provide engaging communications for schools featuring case-studies, testimonials etc. Focus on the wider (non-musical) benefits of engagement in musical activities.
- Share at least one case study of an innovative approach in partnership with schools in each Local Authority area.
- Schools and SENCOs engage with the Hub to ensure activities are inclusive and accessible for all children.
- Secure specialist support and advice/CPD for special schools (e.g. Music and SEND network meetings).
- Work with SEND champion schools to share best practice regarding musical activities for children with SEND.

Music Partnership North communicates with all state-funded schools, including special schools and alternative provision settings. Our plans for regular communications, in terms of both target audiences and scheduling, are laid out in our Communications and Engagement Plan.

The Communications and Engagement Plan outlines the formal options that schools have to feedback to the Hub throughout the year. In addition, the Hub is represented at a number of forums, groups and meetings convened by the local authority and Music Partnership North is in constant contact with 100% of schools in Northumberland & Newcastle, which enables frequent two-way contact.

Our CPD offer to the schools workforce is aimed at both Music specialist and non-specialists and outlined in the Workforce Strategy and in our Activity Plan for the year. The Activity Plan is a live document. At the time of publishing, it is comprehensive for the autumn term 2023 but is in outline for spring and summer terms 2024.

### **School Partnerships**

Music Partnership North has active and on-going partnerships with 81% of schools in Northumberland & Newcastle. These partnerships cover a range of activities, including:

- Delivery of Whole Class music tuition/curriculum support/PPE cover
- Delivery of school-based ensembles

- Delivery of small group & individual tuition
- Delivery of live performance workshops
- Delivery of large-scale performance events, including The Big Gig
- Hosting events with national partners, including National Youth Orchestra, National Youth Choir etc.
- Co-hosting area music centre activities
- Joint provision of ensemble opportunities
- Music therapy services in partnership with Nordoff Robbins
- Provision of CPD for teachers
- Project work with partners including Conductive Music, Sing with Piccolo Music Limited, New Writing North etc.
- Supporting resources for schools – Restore the Music charity
- Providing online resources to assist non-specialist teachers and to prepare for events (Big Sing, Big Gig, Five Core Songs Project
- Instrument Bank to support individual/small group/classroom music lessons
- We are actively pursuing new partnerships with local Teaching School Hubs to support Early Career Teachers with music delivery

### **School Music Development Plans**

Music Partnership North will run presentations to raise awareness of, and provide training in developing, School Music Development Plans at primary, secondary and special school music networks.

Schools will be encouraged to use the Hub's self-assessment framework and the SMDP template published by Music Teacher Magazine. Where schools or multi-academy trusts have a set framework for subject development plans, this will be respected and supported.

Music Partnership North will contact every school to discuss the services and support that they need from the Hub, music service or other partners to deliver their SMDP. Some schools will need help developing their plan and they will be encouraged to approach Music Partnership North in the first instance.

Where schools ask for 1:1 help, this is tailored to the needs and experience of the Music Lead or SLT member, taking account of whether they are a Music specialist.

### **Curriculum Development**

Curriculum development is offered by Music Partnership North as an additional, paid-for service.

Schools can access either a bespoke or packaged service to help them develop their Music curriculum in line with National Curriculum requirements, with reference to the Model Music Curriculum.

The consultancy and training offered is integrated with the Hub's support for SMDPs and general CPD offers. It focuses on Ofsted's three 'I's: Intent, Implementation and Impact and helps schools to be ready for the eventuality of a deep dive into Music.

### **Services for schools offered by Hub partners**

Music Partnership North has a comprehensive offer to schools comprising:

Whole Class Ensemble Tuition in 74% of primary schools

Instrumental and vocal tuition in 60% of all schools

Instrument hire and provision accessed by 68% of schools

Ensembles and choirs, provided by the music service or jointly in 15% of schools

Opportunities for pupils to perform available to all schools in the hub area throughout the year

Ensemble and choir provision in schools is complemented by further progressive provision in North Tyneside Music Education Hub music centres.

Hub partners also provide services to local schools including:

- DJ-ing and contemporary music tuition in partnership with Leicestershire Music Hub
- Music therapy in partnership with Nordoff Robbins
- Charanga subscriptions
- Conductive Music
- New Writing North
- Sing with Piccolo Music Limited
- Newcastle Sings festival in partnership with University of Newcastle

### **Instruments and equipment**

Music Partnership North holds a stock of instruments which are suitable for use in whole class programmes including orchestral and band instruments, guitars, ukuleles, recorders, harps, accordions and concertinas. It has a further stock of instruments which can be hired by schools or individual students.

The Hub doesn't have its own stock of adaptive instruments to enable pupils with special educational needs or disabilities to be included in Whole Class Ensemble Tuition programmes and/or to take instrumental lessons. Where existing stocks are not suitable for any pupil, we work with neighbouring areas. If necessary, we could collaborate with Drake Music and the One-Handed Musical Instrument Trust to enable them to participate.

### **Information and signposting**

The Communications and Engagement Plan provides more detail about the information available through the Hub's website and other online channels.

Information aimed mainly at schools

- Services available for schools to purchase from Music Partnership North and other Hub partners
- Links to information available to all schools through the three Subject Associations for Music
- Project and performance opportunities with Hub partners
- How to initiate conversations with the Hub and its partners about SMDPs, curriculum and bespoke support, including both paid-for and fully subsidised support
- Professional support including networks and CPD for school staff
- How the Music Partnership North is working with the local Teaching School Hub(s)
- How Pupil Premium may be used to support eligible pupils and enhance Music provision across the school
- Artsmark and Arts Award
- Progression routes available to pupils within each location in the Hub area, e.g. area music centres, city/county/hub ensembles and opportunities with regional and national partners, including National Youth Music Organisations
- Resources related to all the above

In addition, each year we invite approximately 60% of our schools which show particular commitment to Music to become Music Mark schools, which gives them access to a further range of member-only resources and regular briefings from organisations including Ofsted.

### **Projects and partnerships**

See Programme of Activity and Partnerships sections for more information.

### **Monitoring and tracking**

A modified version of the schools form (Excel) is used to track schools' engagement with the Hub. This enables us to see at a glance which schools are engaging and the depth of that engagement, so we can target offers effectively.



## Inclusion Strategy

Inclusion is at the heart of Music Partnership North's Core Purpose, Values and Mission. values and mission. This inclusion strategy covers the period September 2023 to August 2024.

The strategy is designed to ensure that we operate in line with these and the updated National Plan for Music Education, published in June 2022 which has as one of its five strategic functions:

"Inclusion: Drive broad access to music education, so every child has the opportunity to participate, irrespective of their circumstances, background, where they live or their SEND."

We recognise the need for a holistic and proactive approach to building our hub's organisational resilience, ensuring that provision is inclusive and equitable, and that equity, diversity and inclusion are embedded at the heart of the hub.

This strategy is a live document which is reviewed termly by a working group, including representatives from each strategic partner organisation. The working group monitors progress against our planned activity and refreshes the strategy as appropriate. The strategy briefly covers our progress on inclusion so far, before going into detail on our commitments to future change.

The strategy will be published on hub websites by December 2023, ensuring that we can be held to account by, stakeholders, funders, partner organisations and most importantly the communities we serve.

### Methodology

This strategy has been informed by:

- Our Needs Analysis, updated in June 2023
- Arts Council guidance 2023
- Youth Music's EDI self-assessment tool
- Youth Music's IDEA framework
- Music Mark's Equity, Diversity, Inclusion Report 2021
- Involvement in Hertfordshire Music Hub's Changing Tracks programme
- The Youth Music funded Changemakers project, in partnership with Sunderland and North Tyneside Music Education Hubs

- Peer networking with regional music hubs and colleagues at Lewisham Music Hub
- Discussions with Local Authority Inclusion and SEND Leads

### **Organisational Context**

Music Partnership North is the Music Education Hub covering Newcastle and Northumberland. The hub is made up of the two local authority music services, with Sage Gateshead as a strategic partner. Music Partnership North-Northumberland is the lead organisation of the hub and is part of Northumberland County Council. As lead organisation, MPN-Northumberland receives DfE funding (through Arts Council England) to facilitate music education in the area in line with aims and objectives of the National Plan for Music Education. There are currently 261 schools in the hub area.

### **Demographics – Northumberland**

- Northumberland is home to 316,000 people and covers an area of 5,013km<sup>2</sup>
- 97% of its area classed as rural, the county is sparsely populated with 63 people per km<sup>2</sup>
- Half of the county's population live in 3% of urban land found in the south-east of the county
- 23.6% of residents are over 65 years old
- Life expectancy at birth for males is 79.0 years and 82.2 years for females
- 76.5% of the adult population are economically active
- Four-fifths of residents own their own home
- Unemployment levels are higher than the national average
- 7.2% of the Northumberland school-age population are from a minority ethnic background (2022/23)
- What percentage 2.7% of the Northumberland school-age population have English as a second language (2022/23)
- 18.2% of the Northumberland school-age population have Special Educational Needs and/or a Disability (2022/23)
- 22.2% of the Northumberland school-age population are eligible for Free school Meals

### **Demographics – Newcastle**

- Newcastle Upon Tyne Local Authority is home to 298, 300 people (2021) and covers an area of 113.5 sq. km
- Newcastle Upon Tyne is classed as Urban with Major Conurbation (2011) and has a population of density 2,669 people per sq. km (2019).  
Population profiles
- LG Inform states 'As of 2021, Newcastle upon Tyne is ranked 2 out of the 12 local authority areas in the North East for population density, with around 26.46 persons per hectare of land. The population density for the North East is 3.09 persons per hectare and for England it is 4.34 persons per hectare'
- 15% (44,860) of residents are aged 65 or over (2021)

- Life expectancy at birth is 77.3 for males and 81.6 for females. Time period between 2018-20.
- 71.4% of the adult population are economically active. Time period (Apr 2022-Mar 2023)
- Just over half (54.2%) of residents own their own home (2021)
- Current unemployment levels of 4.6% are higher than the national average 3.6% Time period Apr-2022-Mar 2023
- 7915 (16.9%) of children and young people (0-25 year olds) have Special Education Needs and/or a Disability (2022/23)
- In Newcastle Upon Tyne 25.71% of people live in areas within the 10% most deprived LSOAs in England - overall ranking of 40 out of 317 English LAs
- 25.5% of Newcastle's total population are BAME (37% among school-age children)

### **Progress to date...**

Following participation in the Hertfordshire Music Hub's Youth Music-funded Changing Tracks programme, a working group was set up, including representatives from all strategic partner organisations. The working group conducted a self-assessment audit and devised an Equality, Diversity & Inclusion Action Plan, with input from all strategic partners. The Action Plan covered four key themes and action to date on these areas includes:

### **Governance/Leadership**

- Recruitment processes were reviewed and updated.
- Recruitment adverts were amended to ensure they included statements regarding EDI policy. Reasonable adjustments are now made clear in adverts.
- Review of job descriptions, carried out in conjunction with HR. Inclusion knowledge and skills are included in 'desirable' sections of role description.
- Interview questions regarding EDI are formulated and included in all interviews.
- School SENCOs and parents/carers of children with SEND surveyed to identify additional support requirements
- Discussions took place with Local Authority SEND Leads to agree a method of sharing information with hub staff on what interventions might be needed to ensure each child gets the support they need
- 

### **Workforce**

- All staff receive inclusion training as part of their induction. Inclusion training was refreshed in January 2022 and is a regular and ongoing process for all hub staff
- Staff are given any necessary equipment to support their needs. Staff are supported with flexible working conditions

- Staff can access Health and Wellbeing support through the intranet and are aware of the organisation's Health and Wellbeing Champion and Mental Health first aider
- Volunteers made aware of access to expenses for travel, as this could be a barrier for some individuals
- 'Do, Review, Improve' training was delivered to staff as a way of monitoring inclusive practise, and staff are encouraged to engage with it

### **Young People**

- Youth Voice representative(s) recruited to the Hub Board
- Monitoring visits to ensure that Youth Voice is embedded in all hub activities

### **Organisational Development**

- Website updated/adapted to be accessible to all

### **Inclusion Strategy Objectives for 2023-24**

Following an organisational audit using Youth Music's IDEA self-assessment survey, the following objectives have been identified. There are also objectives arising from our own Needs Analysis, along with the Arts Council's new Performance Framework. Progress against these objectives will be monitored by our EDI working group, meeting at least once per term. The objectives are clustered into the 8 themes from Youth Music's IDEA framework:

- Organisational values, culture, and strategy
- People and Culture
- Key Policies
- Reach and Engagement
- Youth Voice
- Communications
- Partnerships and Advocacy

Theme	Actions and Outputs	Responsibility	Status
<b>Organisational values, culture, and strategy</b>	<p>1.1 IDEA-related topics will be on the agenda at senior leadership and board meetings at least quarterly, by November 2023</p> <p>1.2 New board member(s) will be recruited by April 2024, ideally including parent voice, Newcastle secondary school and community leadership representation</p> <p>1.3 When setting service budgets, funding will be ring-fenced to directly support IDEA work and/or additional funding or support will be sought from Local Authority (Eat/Sleep/Play/Learn or Poverty &amp; Hardship fund) partners or external agencies by April 2024</p>	<p>Lead Officer/Hub Lead</p> <p>Chair, supported by Lead Officer and Senior Specialist, Music Service</p> <p>Lead Officer and Senior Specialist, Music Service with Business Development Officer</p>	
<b>People and Culture</b>	<p>2.1 Broaden annual workforce/governance Equal Opportunities data collection beyond that which is required by major funders. Additional data such as caring responsibilities, neurodiversity and socio-economic background will be collected by October 2023</p>	<p>Business Development Officer</p>	

	<p>2.2 Workforce/governance diversity data will be published on hub websites by December 2023</p> <p>2.3 Cross reference our workforce/governance diversity data with our demographics data to ascertain if our music leaders have similar lived experience/s to the young people we work with. If not, identify gaps that would be advantageous to fill by April 2024</p> <p>2.3 Essential and desirable criteria on person specifications will be reviewed to attract candidates from more diverse backgrounds by April 2024</p> <p>2.4 Expand our recruitment channels to target specific communities, when vacant posts are advertised by April 2024</p> <p>2.5 Work with Virtual School across both Local Authority areas to ensure access to musical activities is available to all children by July 2024</p>	<p>Business Development Officer</p> <p>Business Development Officer</p> <p>Lead Officer and Senior Specialist, Music Service</p> <p>HR/Recruitment Advisor(s) plus Senior Admin Officer</p> <p>Lead Officer and Senior Specialist, Music Service, supported by Musical Opportunities Development Officer</p>	
	<p>2.6 Create formal employee 'voice' mechanisms across both Local Authority teams so staff can communicate their views and have a voice on matters that affect them at work by July 2024</p>	<p>Musical Opportunities Development Officer &amp; Senior Specialist, Music Service</p>	

<b>Key Policies</b>	<p>3.1 Create a Learner access policy or equivalent by April 2024</p> <p>3.2 Audit all key policies to ensure that they have been updated within the last three years and are accessible via Local Authority &amp; Hub websites by July 2024</p>	<p>Musical Opportunities Development Officer</p> <p>Business Development Officer</p>	
<b>Reach and Engagement</b>	<p>4.1 Monitor demographic data in relation to attendance, retention and achievement/progression by July 2024</p> <p>4.2 Take action to support progression for young people facing barriers beyond first access or beginner levels, in conjunction with Local Authority partners, resulting in at least one new partnership project in each Local Authority area by July 2024</p>	<p>Business Development Officer</p> <p>Lead Officer and Senior Specialist, Music Service, supported by Musical Opportunities Development Officer</p>	
<b>Musical Offer</b>	<p>5.1 Deliver Youth Voice training for all hub staff by December 2023, using the Youth Music toolkit, and monitor its impact through quality assurance visits to ensure that co-creation and shared ownership is at the heart of the way we deliver music as a hub.</p> <p>5.2 Undertake an access/inclusion audit on the spaces we use for music centre/ensemble/performance activities by April 2024. Examples include whether the building is accessible, whether it is well served by public transport, or whether it has gender-neutral toilets etc.</p>	<p>Lead Officer and Senior Specialist, Music Service</p> <p>Business Development Officer</p>	

	<p>5.3 Ensure that support is available and publicised for children and young people to access accessible or adapted instruments by April 2024</p> <p>5.4 Ensure that opportunities for children and young people to develop composition (including songwriting), music production and self-directed bands, collectives or other groups are available across the hub area by April 2024</p> <p>5.5 Ensure that hub staff consider diverse representation when choosing repertoire so that it showcases a diverse range of composers by December 2024 (e.g., women, people of the global majority, LGBTQ+ and disabled people).</p>	<p>Musical Opportunities Development Officer</p> <p>Musical Opportunities Development Officer, with Lead Officer and Senior Specialist, Music Service</p> <p>Lead Officer and Senior Specialist, Music Service</p>	
<b>Youth Voice</b>	<p>6.1 Complete a Youth Voice consultation in an out of school setting (e.g. Youth Group) in each Local Authority area by April 2024</p> <p>6.2 Complete a Youth Voice consultation in an alternate provider (PRU/Special School) in each Local Authority area by April 2024</p> <p>6.3 Conduct a parent/youth voice online survey in both Local Authority areas by July 2024</p> <p>6.4 Provide opportunities for youth-led programming (e.g., of gigs or performances) in hub ensembles by July 2024</p> <p>6.5 Create at least one video case study to highlight good practice in working with diverse communities to co-create music provision through parent/youth voice by July 2024</p>	<p>Musical Opportunities Development Officer</p> <p>Musical Opportunities Development Officer</p> <p>Musical Opportunities Development Officer</p> <p>Deputy Lead Officer and Ensemble Leaders</p> <p>Musical Opportunities Development Officer, with Senior Specialist, Music Service</p>	



<b>Communications</b>	7.1 Seek training for our team in how to make content more inclusive, diverse, accessible or equitable by April 2024	Business Development Officer	
<b>Partnerships and Advocacy</b>	<p>8.1 Share our IDEA priorities and/or action plan with all current and new partners and advocate with our partners for better IDEA practices across the sector by April 2024</p> <p>8.2 Potential new partners contacted with a view to a new partnership project in each LA area, by December 2023</p> <p>8.3 Work with SEND champion schools to share best practice regarding musical activities for children with SEND by April 2024</p> <p>8.4 Secure specialist support and advice/CPD for special schools (e.g. Music and SEND network meetings) by April 2024</p> <p>8.5 EDI working group to meet termly to monitor progress against EDI Action Plan – termly and ongoing</p>	<p>Lead Officer and Senior Specialist, Music Service</p> <p>Lead Officer and Senior Specialist, Music Service, with Musical Opportunities Development Officer</p> <p>Musical Opportunities Development Officer with Deputy Lead Officer</p> <p>Senior Specialist, Music Service</p> <p>Musical Opportunities Development Officer</p>	

### **Specific Support**

In collaboration with schools and Local Authority partners, we ensure that specific support is made available for children and young people who are eligible for Pupil Premium, looked-after children and/or those who are care experienced, and those who have an identified special educational need or disability (SEND).

Schools are advised that Pupil Premium can and should be used to ensure that children in receipt of this support are able to access music tuition. Parents are encouraged to enquire with their child's school about this. Many schools choose to partially or fully subsidise tuition to remove barriers to access. Looked-after children are entitled to a 100% remission in fees, as outlined in our Charging/Remissions Policy.

We recognise that the interventions needed to best support children with SEND are varied. To ensure that each child receives appropriate support, we ask tutors and schools to discuss what adjustments are most appropriate for each child. This may include reference to a child's Pupil Profile/Pupil Passport, detailing the approaches that the child finds most helpful to aid their learning. In addition, adapted instruments and other supporting equipment may be sought, to ensure all children can fully participate in hub activities.

### **Inclusion Lead**

The role of Inclusion Lead is undertaken by our Musical Opportunities Development Officer. As Inclusion Lead this member of staff will:

- Provide leadership, support and direction for the Hub's inclusion strategy
- Ensure equitable access and progression for children and young people facing additional and/or complex barriers to participation
- Work with senior leaders to drive cultural change across the Hub partnership through their advocacy and practical support for inclusive practice and structural change

The Inclusion Lead will be appropriately trained and experienced and will provide support to Hub teams and services to understand and deliver using inclusive approaches and practices. They will ensure that provision is accessible:

- In specialist settings, including special schools and alternative provision settings and those settings that have not historically engaged with the Hub

- For children and young people with special educational needs and disabilities in mainstream settings
- For children and young people who are looked-after, including working with the Virtual School in both Local Authority areas
- With specialist resources or equipment where appropriate, including accessible and adapted/adaptive instruments

The Inclusion Lead will also be expected to connect with the relevant National Music Hub Centres of Excellence to support and implement best practice.

The Inclusion Lead will convene termly meetings of the EDI Working Group to monitor progress against this Inclusion Strategy

## Music Partnership North Charging/Remission of Fees Policy

Published: March 2023 Policy to be reviewed: February 2024

Music Partnership North (MPN) is funded by a DfE grant via Arts Council England.

Under the terms of the grant, students living or attending school in Northumberland or Newcastle, may be eligible for financial support of their instrumental and vocal lessons with Music Partnership North teachers.

Schools are advised that Pupil Premium can and should be used to ensure that children in receipt of this support are able to access music tuition. Parents are encouraged to enquire with their child's school about this.

### Who can apply?

A 50% remission of fees for instrumental / vocal lessons can be applied to applications that meet the following criteria: Applicants must satisfy both points 1 and 2 of the list below and at least one other:

1. Students must live in Northumberland/Newcastle or attend a Northumberland/Newcastle school.
2. Students must be in reception-year – year 13 and in full time education
3. Families are on Income Support
4. Families are in receipt of Job Seeker's Allowance
5. Families are in receipt of State Pension Credit
6. Families are in receipt of Child Tax Credit but no element of Working Tax Credit and have an annual income (as assessed by HM Revenues and Customs) that does not exceed £16,190
7. Families are in receipt of Universal Credit (provided you have an annual net earned income of no more than £7,400 (£616.67 per month)).

8. Asylum Seekers with Leave to Remain status in the UK

A 100% remission of fees can be applied to applications that meet the following criteria:

1. Asylum Seekers with no recourse to public funds and Refugees.
2. Children in Care (LAC).

**Who can't apply? Remission of fees will not be applied:**

1. If the student has instrumental and / or vocal lessons with an independent provider
2. If the student attends an independent school outside of Northumberland/Newcastle
3. If the student is younger than 5 years or over 18 years of age
4. On a second instrument / vocal lesson.

**How to apply**

Parents need to confirm they are entitled to Pupil Premium. MPN will either contact the school to verify the claim or we may ask for additional evidence.

**Supporting evidence**

You may be asked to provide evidence to support your application. The following are acceptable sources of evidence:

Employment and Support allowance

Free School Meals Award

HMRC Tax credits\*

Housing Benefit

Income Support

Job Seekers Allowance

Self-Assessment Tax Calculation\*

Universal Credit\*

**\* These must include annual household income**

Please provide the most recent evidence. Screen captures are accepted but evidence must be dated and include the name of the parent and guardian.

Evidence that is more than 12 months old must be supported by a recent bank statement confirming that you are still in receipt of the benefit.

**Period of support**

The remission of fees is reviewed annually. Parents must inform the school / Music Partnership North immediately if your entitlement to benefit changes.

Add something about MPN Charity and/or LA support e.g. Eat/Sleep/Play/Learn funding, with relevant contact link.

## Governance and Management

**Staff Structure**

In Northumberland all staff are employed by the local authority and posts are salaried (on local authority payscale) as opposed to being hourly paid.

The core team comprises:

- A full-time Lead Officer, who also functions as the Hub Lead
- A full-time Deputy Lead Officer
- Term-time Business Development Officer
- Term-time Musical Opportunities Development Officer
- Term-time Senior Admin Officer
- Term-time Admin Assistants (job share)
- 23 Term-time Music Tutors (on a mixture of full/part time contracts)

The Lead Officer was appointed in August 2021 and the Deputy Lead Officer appointed in November 2021, following a full advertising and interview process, observed by our Arts Council England Relationship Manager.

In Newcastle, there are:

- A full-time Senior Specialist (Music Service)
- 0.5 part time Secondary Consultant
- 0.6 part time Team Coordinator
- 0.4 part-time Instrument Technician

- 0.8 part time admin support
- 24 hourly-paid staff 12 employed and 12 freelance

In Newcastle, a Team Coordinator and an Instrument Technician were appointed April 2022. This allows the Senior Specialist to build capacity for increased delivery and quality assurance activities, whilst also providing improved management of the instrument/equipment stock.

The core team is augmented by freelance/self-employed Music Tutors who cover work that we are unable to deliver through our employed staff either due to instrument specialism or availability. We are confident that at the present time, the current model(s) allow consistency/security to oversee and deliver the funded activity of the hub, while also providing some flexibility and agility to respond to demand and need as appropriate.

Sage Gateshead is a Strategic Partner of the hub. Although the ACE funded activity is not directly delivered through Sage Gateshead, we work together in a coordinated way to ensure that there is a strategic approach to music education in the region. Sage Gateshead have a similar relationship with the other North East hubs.

### Risk Register – Last Updated following Board Meeting on 19th June 2023

Impact is rated on a scale of 1-5 (1 being low) and likelihood is rated on a scale of 1-6. These figures have been multiplied to give the risk rating.

Risk description	Impact description	Impact	Likelihood	Risk rating	Mitigation notes	Owner
1. Lack of hub staff to deliver on Core Roles – from existing staff working at full capacity, increased demand	Demand will not be fulfilled, impacting traded income and participation numbers	3	2	6	Through streamlining of staff timetables we have managed to reduce reliance on additional freelancers to deliver activities. We are also engaged in a future workforce development programme in partnership with University of Northumbria.	Lead Officer, Northumberland and Senior Specialist,

from schools and/or need for sickness/maternity cover						Newcastle
2. Decreased buy-in from schools for Core Role activity, as prices increase (to better reflect true costs)	This would result in reduced traded income and participation numbers	3	2	6	We are working to increase fees incrementally over a three year period, whilst emphasising the value of our offer	Business Development Officer
3. Lack of clarity over progression routes – leading to reduced recruitment and retention for Progression and Ensembles	This would result in reduced traded income and participation numbers	3	2	6	Work with hub staff and schools to ensure that students and families are always aware of the next logical step in delivery. Print/electronic materials to promote these opportunities. Close monitoring of delivery hours/pupil numbers, exploring the possibility of continuation/ensemble applicant targets for hub tutors	Lead Officer, Northumberland and Senior Specialist, Newcastle
4. Loss of experienced/skilled delivery staff	Potential to lose some pupils and/or schools, in response to staff	2	2	4	Ensure that recruitment processes, support during probationary periods and CPD programmes are robust enough to ensure high levels of quality are maintained.	Lead Officer, Northumberland and

	changes – resulting impact on traded income and participation numbers				Ensure that career progression routes are available within the hub, where budgets allow	Senior Specialist, Newcastle
5. Potential for losing work to competitors	Reputational damage, decreased participation numbers and reduced traded income	2	2	<b>4</b>	Quality assurance and proactive communication to identify and address any ‘at risk’ relationships with schools/service users. Regular communication focused on the benefits of engaging with the hub	BDO
6. Further lockdowns/school closures/restrictions on face-to-face provision	Limited ability to deliver on Core & Extension Roles, especially singing	2	2	<b>4</b>	Continued development of online/blended delivery models, along with the introduction of new WCET model, delivered by school staff with hub support. Provide up to date guidance to schools on what is permissible and how to mitigate risk to deliver safe musical activities, especially singing	Lead Officer, Northumberland and Senior Specialist, Newcastle



7. Loss of a key delivery partner	Inability to fulfil delivery/reporting requirement	4	1	<b>4</b>	Regular meeting/communication cycle including clarity on expectations from all partners. Use of processes outlined in Partnership Agreements in the event of disagreement/dispute	Lead Officer, Northumberland and Senior Specialist, Newcastle
8. Lack of capacity/expertise to deliver CPD that genuinely meets schools' needs	Disengagement with CPD offers	3	2	<b>6</b>	Collaborative work with other North East Hubs- pooling resources, sharing staff and accessing high quality external delivery where required to meet school needs	Lead Officer, Northumberland and Senior Specialist, Newcastle
9. Deterioration in instrument stock/insufficient	Inability to meet all demands for instruments, which will in turn	3	1	<b>3</b>	Instrument sharing across the hub and with regional partners. Continuous monitoring of stock levels, allocation of Whole Class projects to consider instrument availability (and resilience)	Admin/Instrument Technicians

stock to meet demand	affect traded income and participation numbers					
10. Limited access to suitable venues and/or visiting artists for high scale/large quality experiences and/or access to professional musicians	Inability to meet the relevant extension role. Lack of inspirational/aspirational experiences to assist with recruitment and retention. Loss of 'buy-in' from schools, families and young people	3	3	9	Building closer relationship between key partners (especially Sage Gateshead and the two Local Authorities). Develop further partnerships with other venues/organisations in the hub area, develop partnerships with organisations/individuals able to provide masterclass/workshop opportunities with visiting professionals – in person or online	BDO
11. Lack of effective management of the partnership	Duplication of roles, lack of clarity of purpose, inability to deliver on	3	2	6	Key priorities identified and known by all. Regular cycle of meetings to review progress against strategic objectives. Quarterly, monthly and weekly priorities identified and shared with core team	Lead Officer, Northumberland and Senior Specialist,

	performance criteria					Newcastle
12. Limited diversity/representation/skills of board members	Reduced effectiveness of board	2	2	<b>4</b>	We have now recruited additional board members to address gaps informed by our skills/representation audit.	Chair, Lead Officer, Northumberland and Senior Specialist, Newcastle
13. Limited understanding of board member expectations & responsibilities	Reduced effectiveness of board/inability to meet ACE requirements	4	2	<b>8</b>	Updated Terms of Reference created and shared with all board members. Guidance/training provided by Chair, including induction for new board members	Chair
14. Loss of Chair	Reduced effectiveness of board / inability	2	2	<b>4</b>	The previous Vice Chair has agreed to step up to the position of Chair .There is not currently a named Vice Chair, but the board agreed in June/July 2023 to update	Chair & Vice Chair

	to meet ACE requirements				the Terms of Reference to make sure we're covered in the instance of the Chair being absent.	
15. Loss (or absence) of lead officer or senior manager	Lack of leadership/direction - potentially impacting delivery/monitoring/reporting	4	2	<b>8</b>	Delegation of work where possible to spread responsibilities and build capacity of the core team. Effective deputies in place (including new Team Coordinator in Newcastle). Sharing of key information/priorities, in preparation for this eventuality at the start of each term	Lead Officer, Northumberland and Senior Specialist, Newcastle
16. Data breach /GDPR issues	Reputational damage, plus potential financial penalty	3	1	<b>3</b>	Mandatory annual training and regular reminders of GDPR responsibilities for all staff. Effective systems and processes in place for collecting, storing and sharing information.	Lead Officer, Northumberland and Senior Specialist, Newcastle
17. Financial risks including	Inability to deliver a	3	5	<b>15</b>	Regular (monthly) budget monitoring meetings for each Local Authority partner, plus quarterly board scrutiny.	BDO and Senior

unforeseen reduction in income / increase in expenditure	balanced budget at Year End				Ability to draw on reserves if essential. Complete pricing review needed in Northumberland in order to ensure that earned income covers a greater proportion of service delivery costs	Admin Officers
18. Cashflow issues, arising from late payments, outstanding debts etc	Limited impact, as we sit under two Local Authorities	2	1	<b>2</b>	Prompt follow-up with invoices/expected payments. Prompt payments between partners. Close monitoring of all expected income	Senior Admin
19. Missed income targets in Northumberland	Need to reduce activities, need to reduce overheads - staffing, premises etc.	3	4	<b>12</b>	In this eventuality, we may need to reduce planned delivery/expenditure and redeploy staff to other (income generating) activities. Review of refund procedure to minimise lost income. Introduction of voluntary “add 5” scheme to increase income from existing customers. May need to consider a mid-year price increase, accelerate our planned increases to SLA charges and explore a WCET delivery model that has fewer staffing overheads.	Lead Officer, Northumberland and Senior Specialist, Newcastle
20. Covid/19	A return to increased restrictions could disrupt in-person	3	1	<b>3</b>	It seems highly unlikely that this will be an ongoing issue – due to the vaccine roll-out. Online resources ready for school and home use, in place of in-person delivery. Online tuition option available, with direct contact for	Lead Officer, Northumberland and

	delivery and therefore reduce earned income				an increased number of parents/families. Parental consent forms and training/logistics in place if online tuition is needed.	Senior Specialist, Newcastle
21. Cost of Living crisis	Some families may choose not to spend limited 'disposable income' on music lessons, thus reducing earned income	4	5	<b>20</b>	MPN Charity in place to support households where finance is a barrier. MPN will need to continue to highlight the <i>value</i> of music education vs the cost. Create deeper links with Local Authority colleagues with Strategic Inclusion Leads in order to identify potential funding to remove financial barriers for those struggling to access provision and/or fund targeted projects working with under-represented and marginalized groups.	Lead Officer, Northumberland and Senior Specialist, Newcastle, in conjunction with BDO
22. Increased travel costs	Rising fuel costs may mean that tutors are unable to 'make work pay' for schools further from home, unless	4	3	<b>12</b>	Careful timetabling to make journeys as efficient as possible and minimise travel costs. Consideration of a supplementary travel payment to some freelance tutors. Investigation of raising the Northumberland mileage rate (which would in turn affect the budget, unless further funding was secured). Continue to develop online delivery models.	Lead Officer, Northumberland and Senior Specialist, Newcastle,

	mileage/expense rates increase. This may mean that we lose some freelance staff and/or are unable to deliver to geographically remote schools					in conjunction with BDO
23. Inability to meet the requirement to spend 80% of the grant on frontline activity	Potential need to negotiate approval from Arts Council England	3	2	6	Close monitoring of all back-office expenditure. Staff expenditure projections include 2% to cover a possible pay award	BDO and Senior Admin
24. Safeguarding/health & safety incident	Reputational damage and potential loss of service user confidence leading to reduced income	4	1	4	Robust recruitment/staffing checks including periodic DBS updates. Rigorous training/monitoring for compliance with agreed systems and processes	Lead Officer, Northumberland and Senior Specialist, Newcastle

25. Lack of admin staff capacity	Unable to maintain good levels of customer service, difficulty in effectively collecting income from schools and parents. Non-admin staff having to cover some admin work may make it difficult to meet SMART objectives or meet the conditions of funding agreements.	3	1	<b>3</b>	Northumberland have now appointed a new Senior Admin Officer and Admin Assistant so we are back to full capacity.	Lead Officer, Northumberland
26. Impact of Local Government Pay Award	The impact of this seems to have been underestimated	4	4	<b>16</b>	Northumberland have raised fees for small group lessons mid-year for the first time whilst also increasing the cost to schools for SLA packages from September 2023	Lead Officer, Northumberland



	in Northumberland and, once confirmed, may mean staff expenditure is significantly higher than budgeted. This may necessitate a transfer from reserves at year end, and careful budgeting for 2023-24					
27. Uncertainty about the outcome of hub bidding process and potential changes to Lead Organisations/Partners	Potential need for changes to staff contracts and/or redundancies. Resulting impact on delivery of front-line services.	4	4	<b>16</b>	Careful monitoring of the situation in relation to ACE announcements regarding bidding. Increasingly close collaboration with other north east hubs over potential models going forward. Frequent contact with directors at Local Authorities, to flag potential impacts on staffing and budgets.	Lead Officer, Northumberland and Senior Specialist, Newcastle, in conjunction

	Potential loss of income to the two LA services depending what element of the ACE grant is 'top-sliced' to cover admin costs, and to what extent central hub fundraising will support each Local Authority's expenditure on hub activity.					n with BDO
28. Impact of school strikes and closures	With additional and repeated school closures expected as a result of strike action it is likely that some tutors will struggle to deliver all	4	4	<b>16</b>	Wherever possible, teaching sessions should be rescheduled. Schools have been told to expect between 30 and 33 weeks for SLA delivery in Northumberland to allow for missed sessions. Northumberland are also hoping towards a monthly 'subscription' model for parent billed tuition to try and move away from a 'per lesson' approach to billing.	Lead Officer, Northumberland and Senior Specialist, Newcastle, in conjunction

	<p>scheduled lessons. This may mean both a disruption to learning/slower progress for pupils and lost income for the two Local Authority services .</p>					<p>n with BDO</p>
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### Safeguarding Policies & Procedures

The two Local Authority’s Safeguarding policies and procedures are detailed below. These are reviewed at least every two years, or sooner - in line with legislative and/or Local Authority requirements. All staff, volunteers and trustees are regularly trained on their contents. Individuals new to the hub are trained as part of the induction process. Training is repeated on a three-yearly cycle thereafter. In addition to these ‘internal’ sets of policies and procedures, Hub partners and sub-contractors are required to work in line with existing policies and procedures and/or have their own, appropriate safeguarding and child protection policies in place.

### **Music Partnership North – Northumberland's Safeguarding Children Policy**

Music Partnership North - Northumberland (MPN) believes that pupils have a fundamental right to be protected from harm and to enjoy an environment that is safe, caring, happy and free from fear and abuse in order to learn. We also believe that all MPN staff working in schools have a right to personal support and guidance concerning the protection of pupils.

MPN is committed to protecting the rights of children enshrined in The Children's Act 2004 (Section 11) and the papers "Working Together to Safeguard Children" and "Keeping Children Safe in Education", September 2019. Safeguarding Children, as defined in "Working together to Safeguard Children", is protecting children from maltreatment and preventing impairment of children's health or development.

All MPN staff who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children. This includes service users and their families and visitors to MPN premises and activities.

All MPN staff are trained in child protection during their induction process, this is then updated every three years.

This policy is part of the central Northumberland County Council Safeguarding policy which Music Partnership falls under. NCC policy can be seen by clicking [here](#).

This policy outlines:

What constitutes child abuse

What you should do if you suspect a child is being abused

#### **What constitutes child abuse?**

Child abuse occurs when children or young people under the age of 18 are hurt physically, emotionally or in some other way. Children can be abused

in any section of society. Abuse occurs within all cultural, ethnic and religious communities. Children may be abused by family or friends, by professionals who are in a caring role or by strangers. All forms of abuse are wrong and have damaging effects on children and young people.

There are four main areas of abuse:

Physical abuse includes hitting, kicking and punching and in serious cases may even lead to death

Emotional abuse includes degrading punishments, threats and withholding love and affection, which can undermine a child or young person's confidence. All abuse involves some element of emotional mistreatment

Neglect occurs when basic needs such as food, warmth and medical care are not met

Sexual abuse includes all forms of sexual activity where children and young people are sexually exploited. This includes all forms of inappropriate touching, rape and/or oral sex. It also includes inappropriate touching or involvement with activities with which the child feels uncomfortable or which could be damaging such as watching pornographic materials.

### **What you should do if you suspect a child is being abused**

Everyone working for MPN has a responsibility to report their concerns to ensure all children and young people are safe. If you are concerned that a child is suffering harm or is likely to suffer harm from another person you have a responsibility to protect the child by reporting your concern immediately. The designated person at the school the child attends is the first point of contact.

There are many forms of abuse and some are less clear than others, although this does not mean they are less harmful. You are expected to be vigilant to the possibility of abuse and where you are unsure to seek the advice of the designated person. What you see and know about a child is important and should be acted upon.

In all cases of actual or suspected abuse outside of school hours or when the designated person is not available MPN staff have a duty to notify Northumberland County Council's OneCall. One call brings together adult social care and healthcare staff from Northumbria Healthcare NHS Foundation Trust with Northumberland County Council staff from children's services, and partners in Northumbria Police. Their priority is providing help at the earliest opportunity before the situation becomes more serious. If you have any concerns regarding a child contact OneCall on 01670 536400.

Children's Services staff will notify the police of any referral where a criminal offence may have been committed against a child.

Allegations involving staff members will be referred to the Local Authority Designated Officer by Children's Services and a strategy meeting called to consider the nature of the concerns. This strategy meeting will include representation from Northumbria police and will plan any child protection investigation.

MPN staff will not be expected to undertake any investigation into a safeguarding concern. This remains the responsibility of Children's Services who will become the responsible agency for coordinating intervention to protect a child once a referral has been made (see 5 above).

MPN staff are not allowed to contact pupils directly by mobile phone, email, Facebook or other networking sites. Contact should always be made to a parent/guardian or through the school.

MPN do not condone or support the use of Facebook, Twitter or other network sites to be used for uploading information or visual images of our ensembles as this may contravene child protection and copyright laws.

If you have any concerns regarding a child contact OneCall on 01670 536400

## **Music Partnership North – Newcastle's Safeguarding Children Policy**

### **Introduction**

MPN Newcastle aims to deliver strategic support services in music to all schools in Newcastle. It also works with a range of arts providers to deliver enhanced opportunities for teachers, MPN staff and pupils.

As a key service provider to schools, we believe that:

- the welfare of the child and young person is paramount;
- all children and young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse;
- all suspicions and allegations of abuse should be taken seriously and responded to swiftly and appropriately;
- staff should be clear on how to respond appropriately.

MPN Newcastle will take every reasonable step to ensure that children and young people are protected where:

- our staff are directly involved in the delivery of a music activity;
- our staff recruit or broker relationships between an artist or arts facilitator and a third party;
- we fund an arts organisation for a programme of work, or for core work;
- we seek to promote a positive ethos of collaborative work between the professional arts sector and children and young people.

If a complaint or criminal proceeding occurs between a staff member, artist or arts facilitator and a third party, as a result of the MPN Newcastle direct or indirect involvement, the service will treat the situation with the utmost urgency. The designated member of staff for Child Protection issues is Senior Specialist Music Service (Head of Service).

### **Training and Support**

MPN Newcastle will ensure that all staff are trained and updated on the latest Child Protection issues, policies and guidelines on an annual basis.

The Child Protection Policy will be revised annually by the Management and all staff will be listed with the revised policy via email.

All new staff inducted to the Service will be made aware of the Policy and Guidelines before their work with the Service commences.

### **Recruitment**

MPN Newcastle has established procedures for effective and safe recruitment of staff and artists. This includes gathering references and Disclosure checks through the Criminal Records Bureau. No member of staff can work for the service until these checks are completed.

### **Trust, abuse and disclosure**

Through MPN Newcastle staff and artists have the capacity to engage with people of all ages and abilities. This puts us into a position of trust. Trust can lead to situations where children or young people 'disclose' abuse that they have been subjected to.

It is MPN Newcastle's responsibility to act responsibly and this includes ensuring that policy and procedures promote safe working practices and a clear understanding of what to do if abuse is suspected or disclosed.

In addition, the service also has a responsibility to ensure that staff and artists working with children and young people are not placed in situations where abuse might be alleged.

MPN Newcastle cannot guarantee the protection of children or young people. However, we are committed to the protection of children, young people and our staff.

The following guidance provides information to ensure that policy is put into practise and that procedures are in place to both meet the requirements of the law and to deliver best practice in music activities.

This policy will be reviewed annually.

### **Policy Guidelines**

#### **1. Responding to possible abuse and to disclosure**

As a service working directly with children and young people, we should always have a contact person with legal responsibility for the child or young person. You should never assume sole responsibility for a child, young person or vulnerable person. That contact person is either the Head teacher or Senior Specialist Music Service.

### **Suspicious**

If you see or suspect abuse of a child or young person you should make the person with legal responsibility for the child or young person (e.g. the teacher) aware of the problem.

If you suspect the person with legal responsibility, i.e. the teacher, you should make your concerns known to another member of staff employed at the site.

Make a note for your own records of what you witnessed as well as your response, and make your line manager aware of the situation, in case there is follow-up in which you are involved.

### **Accidents and injuries**

If a child or young person is injured – while at your organisation or while involved in an activity you have organised – you must make a record of the injury. This record must be counter-signed by the person with responsibility for the individual. This information should be kept for 21 years.

If a child or young person arrives at your organisation's venue or activity with an obvious physical injury you need to make a record of this. This should be counter-signed by the person with responsibility for the individual. This record can be useful if a formal allegation is made later. It will also be a record that the individual did not sustain the injury whilst at your venue or on your activity. This information should be kept for 21 years.

### **If someone discloses to you**

It is possible that a child or young person who is or has suffered abuse will confide in you. This is something you should be prepared for and must handle carefully. The following action should be taken if there are concerns of abuse of a child or young person:

- remain calm and in control but don't delay acting;
- listen carefully to what is said;
- allow the person to tell you at their own pace and ask questions only for clarification;
- don't ask questions that suggest a particular answer;
- don't promise to 'keep it a secret';
- use the first opportunity you have to say that you will need to share the information with others;



- make it clear that you will only tell the people who need to know and who should be able to help;
- reassure the child or young person that ‘they did the right thing’ in telling someone
- tell the child, young person or vulnerable person what you are going to do next;
- speak immediately to the person in the school/educational setting, who has designated responsibility for protection of children or young people;
  - *This is likely to be the head teacher for a school or Senior Specialist Music Service. It is that person’s responsibility to liaise with relevant authorities, usually Education Welfare Service or Social Services*
- as soon as possible after the disclosing conversation, make a note of what was said, using the child’s/young person’s own words;
- note the date, time, any names that were involved or mentioned, who you have passed the information to;
- make sure you sign and date your record;
- in confidence, make your line manager or other appropriate colleague aware of the situation.

Education Welfare will liaise with the relevant departments on a ‘need-to-know’ basis and will, if appropriate, inform the police. It is the responsibility of the authorities to determine whether abuse has occurred.

## **2. Rights and Confidentiality**

If a complaint or allegation is made against a member of staff he or she should be made aware of his or her rights under both employment law and internal disciplinary procedures. This is the responsibility of Senior Specialist Music Service.

No matter how you feel about the accusation, both the alleged abuser and the person who is thought to have been abused have the right to confidentiality under the Data Protection Act 1998. Remember also that any possible criminal investigation could be compromised through inappropriate information being released.

In criminal law the Crown or other prosecuting authority has to prove guilt and the defendant is presumed innocent until proven guilty.

## **3. Definitions**

### **What is physical abuse?**

Physical abuse includes hitting, shaking, throwing, poisoning or misuse of medications, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

### **What is emotional abuse?**

Emotional abuse is the persistent emotional ill-treatment of a person such as to cause severe and persistent adverse effects on that person's emotional development. It may involve making the individual feel or believe that they are worthless or unloved, inadequate. It may also involve causing the person to feel often frightened or in danger. It may involve exploitation or corruption.

#### **What is sexual abuse?**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of, or consents to, what is happening. The activities may involve physical contact, including penetrative acts or non-penetrative acts. Sexual abuse also includes non-contact activities, such as involving children or young people in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

Sexual abuse may be same-sex or opposite sex, may be by other children, young people or adults. People from all walks of life may be sexual abusers.

#### **What is neglect?**

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the severe impairment of the person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or young person from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of a child's or young person's basic emotional needs.

#### **4. Good Practice**

Good practice in **planning a project** for work involving children or young people means:

- Undertaking, at the outset of project planning, a risk assessment, and monitoring risk throughout the project;
- identifying at the outset the people with designated protection responsibility;
- engaging in effective recruitment, including appropriate vetting of staff and volunteers;
- knowing how to get in touch with local authority social services, in case you have to report a concern to them.

Good practice in a **physical environment** where there is contact with children or young people means:

- always ensuring that someone from the school/educational establishment is notified and therefore meeting their responsibility for ensuring the safety of those in the setting;
- monitoring risks throughout the activity.

Good practice in **physical contact** means:

- maintaining a safe and appropriate distance from participants;
- only touching participants when it is absolutely necessary in relation to the particular activity;
- seeking agreement of participants prior to any physical contact;
- making sure disabled participants are informed of an comfortable with any necessary physical contact;

Good practice in **interpersonal dealings** means:

- treating all children and young people with respect and dignity;
- always putting the welfare of each participant first, before achieving goals;
- building balanced relationships based on mutual trust which empowers children and young people to share in the decision-making process;
- giving enthusiastic and constructive feedback rather than negative criticism;
- making the arts fun, enjoyable and promoting equality;
- being an excellent role model for dealings with other people;
- recognising that children or young people with disabilities may be even more vulnerable to abuse than other children or young people.

Good practice in **managing sensitive information** means:

- having a policy and set of procedures for taking, using and storing photographs or images of children or young people;
- careful monitoring and use of web-based materials and activities;
- agreed procedures for reporting any suspicions or allegations of abuse;
- ensuring confidentiality in order to protect the rights of employees, freelancers and volunteers, including safe handling, storage and disposal of any information provided on artists or arts facilitators (or others involved in arts projects) as part of the recruitment process - Data Protection Act 1998).

Good practice in **professional development** means:

- keeping up-to-date with health and safety in artistic practice;
- being informed about legislation and policies for protection of children and young people;
- undertaking relevant development and training;

**Reviewed 7-9-22**

If you are worried about a child or young person living in Newcastle call Children's Social Care on **0191 277 2500**.

## Hub Governance Arrangements

The MPN Strategic Advisory Board has an independent Chair. Other board members include representatives from schools in both Local Authority areas, individuals with arts/culture/education backgrounds and a youth representative who is newly graduated student, having completed a music degree at a local university. Senior managers from the two Local Authorities also take part in board meetings, alongside representatives from each strategic partner organisation. The board includes members who are also parents of children participating in hub activities, but this isn't the primary reason for their board membership. With this in mind, the board will discuss recruitment of a specific 'parent voice' member, alongside someone with business/financial skills and experience and community leadership representation in their November 2023 meeting.

Board meetings are scheduled to take place at least four times a year, in order to scrutinise documentation including Management Accounts prior to each quarterly submission to Arts Council England. For 2023-24, the MPN Strategic Board will be engaged in approving the final Business Plan and monitoring performance against agreed SMART objectives and other requirements of the funding agreement. Standing agenda items for each quarterly board meeting include:

- Previous minutes and/or management report
- Management Accounts
- Updated Risk Register
- Progress on SMART objectives
- Any feedback from Arts Council received since the previous meeting

### **MPN Strategic Governance Board Terms of Reference**

The MPN Strategic Advisory Board Terms of Reference were agreed in April 2021 and updated in August 2023. These will be reviewed as requested by ACE:

### **Terms of Reference of the Strategic Governance Board for Music Partnership North the Music Education Hub for Newcastle and Northumberland**

The mission of Music Partnership North is to enrich the lives of all children and young people in Newcastle and Northumberland through engagement and participation in high quality music activities.

### **Purpose:**

The purpose of the Strategic Governance Board for Music Partnership North (MPN) is to:

- To provide strategic guidance to the Hub lead partner on the shape and direction of the Hub;
- To provide an additional layer of governance for the Hub's activities and financial decisions, and through the Hub Lead Officer and the Senior Specialist Music Service Newcastle to report to Newcastle and Northumberland Councils who supply the primary layer of governance;
- To approve an annual business plan and all other mandatory documents in accordance with ACE requirements/deadlines and to monitor implementation thereafter, including quarterly monitoring of the Management Accounts and Risk Register alongside progress on SMART objectives
- To provide critical challenge & support for the Hub's response to the National Plan for Music Education, School Music Education Plan, Model Music Curriculum and other strategies as required;
- To review the services delivered through the Hub so that they provide value for money and fulfil the core and extension roles as outlined in the National Plan for Music Education, ensuring diversity of provision and equal opportunity;
- To review the services delivered through the Hub so that they provide the personal and social benefits of involvement with music and support the wellbeing of children and young people;
- To ensure that the Arts Council England (ACE) grant is spent in accordance with the Arts Council England's Terms and Conditions and to be satisfied, through regular financial reports from the Hub Lead Officer, that the Hub budget is balanced at fiscal year-end;
- To receive quarterly reports from the Hub Lead Officer on progress against agreed activity;
- To monitor, advise and comment on the development and use of the Music Hub's data and statistics;
- To ensure all strategies are tested with regards value for money, musical integrity, access and equalities;
- To commission music education activity from funded partners and award grant.

Individual Board members will be expected:

- To promote and support high quality music education in Newcastle and Northumberland;
- To act as an advocate for the work and value of the Hub and encourage links with other relevant groups and organisations;
- To maintain a children and young people focus with clear values on educational standards, improvement and excellence both in the music curriculum and extra-curricular music; ensuring there is equitable and inclusive access to music education;
- To offer business advice and support;
- To sit, where necessary, on a sub-group to focus on a particular area of work;
- To attend Hub events.

**Delegations:**

Members will have responsibility for oversight of the value of the Arts Council England (ACE) award, currently £796,068.

**Meeting Frequency:**

A minimum of four annually, ideally all at a time to fit with the required quarterly documentation for ACE. Further meetings may be called in exceptional circumstances e.g. Re-bid process. The Terms of Reference are to be reviewed annually and submitted to ACE in line with funding conditions.

**Conflict of Interest**

Board members will be required to declare any conflicts of interest at the start of meetings, or if they arise during discussions. Board members should withdraw from discussion and voting on an item if they stand to personally benefit from the outcome.

**Commitment & Attendance:**

It is very much appreciated that members are volunteering their valuable time to attend meetings. As part of the MPN commitment to ensuring consistent decision making, especially with regard to strategy, finance and award, members will be asked to commit to attend at least 3 meetings per academic year. Meeting dates will be arranged as far as possible in advance to ensure adequate notice for members.

**Terms of Office:**

The strategic governance board is free to determine its own size and membership and will review the composition annually. The Chair will be elected to stand for 3 years, with one further period of 2 years (if re-elected). Members may resign at any time by informing the Chair. Members may be removed at any time for non-attendance at 3 consecutive meetings or non-compliance with the terms of reference. Meetings will only take place if a minimum of 6 people are in attendance.

The period of office for a member will continue for up to three full academic years, or until the member formally resigns from the Board, whichever is the sooner. Thereafter, the Board will be able to either immediately re-appoint a member or start the recruitment process outlined above respectively. In the unlikely event of membership needing to be terminated, e.g. previously undisclosed conflict of interest, resignation by mutual agreement will be explored.

**MPN Practice & Recruitment:**

Against a backdrop of a continued pressure on Local Authority & school resources and other funding available for creative arts education, it is vitally important to ensure a Music Education Hub has strong, diverse and effective governance.

For this reason, Music Partnership North pledges to follow good practice with regard to recruiting Management Board vacancies, using the following cycle:

1. Identification of Need – via completion of an annual Skills Audit
2. Promotion of Vacancy
3. Selection of Candidate – by advert, shortlisting and interview

#### 4. Confirmation & Induction

##### **Diversity of Membership:**

MPN will ensure that wherever possible the membership reflects the diversity of the communities within Newcastle and Northumberland. We will ensure that there are no barriers to participation including exploring remote communication such as Microsoft Teams and making all meetings accessible for those members with disability.

##### **Relationship between the Board and the Executive**

The hub lead organisation and the strategic board are ultimately accountable for the performance of the music education hub, for the funded activity. It is however recognised that each local authority has responsibility for the music service(s) overall activities, including but not limited to the funded activity. While the board may make recommendations to the hub leadership it is possible that there may be differences of opinion on occasion. If the hub leadership chooses not to adopt recommendations made by the board, a clear rationale for the decision should be present and this should be clearly documented in the minutes of hub meetings. In this sense, the board plays a scrutiny and advisory role while the local authority officers are ultimately accountable to both their employers and to Arts Council England.

##### **Membership and Chairing:**

**Voting** Minimum of 2 professional music/singing related organisations or individuals. (Desirable to have a balance of genre and local, regional and national knowledge). In the event of any tie during the voting process, the Chair will have the casting vote.

Independent Chair	Dr Rachael Durkin, Senior Lecturer in Music, University of Northumbria
School Representative(s)	Philip Rosier, Ponteland High School
Samantha Donnelly, Hipsburn Primary School	
Lucy Lloyd, Westgate Hill Primary School	
Youth Representative	Caitlin Hedley
Hub Lead Officer	David Francis, Music Partnership North – Northumberland
For MPN Newcastle	Georgina Biddle - Senior Specialist Music Service, MPN - Newcastle
For Sage Gateshead	Wendy Smith - Director of Contemporary Music, Sage Gateshead
For Newcastle Cathedral	Ian Roberts, Director of Music, Newcastle Cathedral
Northumberland County Council	Dave Cookson, Head of School Improvement

Newcastle City Council

Ian Dawson - Head of School Effectiveness, Newcastle City Council

**Non-voting:**

Observer

Christine Chambers, Relationship Manager, Arts Council England

Clerk

Melissa James, Music Partnership North – Northumberland

Other members of hub staff may be invited to attend as required to report on particular areas of work.

**Quorum:**

The meeting will be quorate if there are at least two voting members that are non-Local Government funded posts/organisations present. A meeting can commence without being quorate, but no decisions can be voted upon until quoracy is achieved. Where necessary, this may mean that some items are deferred for future meetings, or agreement (either consensus or majority vote) sought via email.

**Provision for the absence of the Chair:** In the event of the Chair being indisposed or unavailable, the board will elect an existing board member to deputise in their absence. In the event of longer-term absence, the board will seek nominations for someone to act as interim Chair.

**Complaints:**

The Independent Chair will act as the Board's point of contact for complaints relating to the Hub or its partner organisations and contact details are found within partnership funding agreements.

**Papers and minutes:**

The Agenda and supporting papers should be sent by email to all group members 7 calendar days prior to the meeting. Papers can be tabled at the meeting, but it is the intention to ensure substantial papers are sent in advance. The MPN Lead Officer will call for Agenda items 14 calendar days prior to the meeting. Minutes of meetings will be issued within 14 calendar days of the meeting.

**Expenses:**

Applications can be made to the MPN Lead Officer for reimbursement of travel costs for meetings where necessary. Where a member is delegated to attend an event on behalf of the group, reasonable expenses will be met from Hub funds.

**Ways of Working**

The group agrees to conduct business using the Seven Principles of Public Life/Nolan Principles. These are:

**Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.



**Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness:** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership:** Holders of public office should promote and support these principles by leadership

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## Succession Planning

In both Local Authorities, there are members of the leadership/management teams who would be able to deputise for the Lead Officer/Senior Specialist (Music Service) in the event of their absence or as an interim measure (pending recruitment) if either of these roles becoming vacant.

Other members of staff are provided regular training opportunities, including leadership and management development through the Local Authorities and other partners, including Hub Leadership support through Music Mark training and peer networks.

In Northumberland, Leadership Development meetings take place regularly (usually weekly during term time) designed specifically to ensure that leadership capacity is being built in the management team. From September 2023, leadership development mentoring will be offered to the full staff team, to identify and develop aspiring future leaders. Informal arrangements have existed to cover unplanned absences for other key roles in the past, and the non-teaching staff in Northumberland are scheduled to discuss and agree formal mitigations for this eventuality in October 2023.

In Newcastle, Leadership Development meetings take place regularly (usually fortnightly during term time) designed to increase leadership capacity. Team Coordinator (Senior Specialist Deputy) will be attending Music Mark's High Impact Senior Leadership course. This course helps develop leadership skills, thinking and practices, allowing organisations to foster 'followship' principles and ensure good succession planning for solid and expanding

futures. Mentoring and CPD opportunities are offered to all staff as part of their “my conversation” Newcastle’s equivalent to an appraisal. With each employed staff member, this takes place annually and there is also a six month follow up meeting. Leadership roles and other opportunities are discussed at these meetings. Team Coordinator has already observed some “My Conversations” during academic year 22/23. Given the current lack of a named Vice Chair for the Hub Board, the board are scheduled to discuss succession planning for key board members in their November 2023 meeting.

## Finance

### **2023/24 Budget**

The budget for Music Partnership North is provided separately using the Arts Council England’s published 2023-24 financial reporting template. This shows how the grant and related income are used to support the activity, services and support delivered by or through hub partnerships. Efficiencies are sought as much as possible through partnership working, including work with neighbouring/regional hubs.

Traded income has recovered well since the Covid-19 pandemic, but our overheads have also risen – particularly with reference to staffing costs linked to the Local Government pay awards. We are generating less income than in previous years from instrument hire as we have suspended hire fees to remove a financial barrier and create a more inclusive offer. We are hoping to continue and increase the level of support available to students through the MPN Charity, to ensure that children from lower income households can access tuition and ensembles. We can confirm that our back-office spending funded by the DfE Grant will be less than 20%, in line with the funding agreement.

Monthly monitoring of each Local Authority service’s accounts takes place, in conjunction with the LA finance/accounting teams, with any areas of concern flagged with senior managers. The hub management accounts are scrutinised by the board prior to each quarterly submission to Arts Council England.

A financial end-of-year summary is provided as part of the Arts Council England’s annual survey. In the event of any underspend, this would be returned to Arts Council England. In previous years there has been some transfer to and from reserves, but any funds transferred to reserves has been generated through traded services, rather than unspent/unallocated hub grant funding.

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The Newcastle City Council logo, featuring a stylized castle tower.