

Objective: Have a governance panel that is representative of the diverse community it serves.

KPI: Trustees from marginalised groups make up 20% of the board by the end of 2022 and 30% by end of 2024.

Tasks	Key Team Members	Projected completion Date/Status
<ul style="list-style-type: none"> • Demonstrating our commitment to inclusion and diversifying our workforce and governance <ul style="list-style-type: none"> ○ Vision- being an inclusive cultural organisation ○ Signing up to the Black Lives in Music Charter ○ Committing to the Talk into Action Music Mark pledge ○ Publicising our pledges and commitments so we can be held accountable <ul style="list-style-type: none"> ▪ Building Inclusion page of website ▪ Tweeting about BLiM and Talk into Action • Ensure all trustees are on board with diversification and why it is important • Recruiting Trustees <ul style="list-style-type: none"> ○ Conduct a skills audit of current trustees ○ Reviewing and rewriting trustee recruitment documents ○ Advertising with a strong and explicit diversity statement ○ Working with external and internal allies to advertise and recruit trustees. Not limited to: <ul style="list-style-type: none"> ▪ Black Lives in Music ▪ MMF EDI Working Group ▪ Music Mark- Sam Stimpson ▪ London Boroughs of Merton and Community organisations ○ Include a member of the Global Majority on the recruitment/interview panel • Interview questions and assessment are designed to be inclusive and unbiased • Working with existing trustees to ensure full integration into the board and meaningful roles for new trustees. <ul style="list-style-type: none"> ○ Assign each trustee a contact and area within the organisation • Meet to outline onboarding process • Monitor trustee turnover and advertise as necessary 	<p>SLT, DR, All</p> <p>LM</p> <p>RC, DR, & RC , EW, Edward Hickman</p> <p>,EW, , EW, EH , DR , EW, Edward Hickman</p> <p>EW, Edward Hickman , EW, Edward Hickman EW, Edward Hickman</p> <p>EW, Edward Hickman EW</p>	<p>Complete</p> <p>Complete Complete Ongoing February 11th 2022 February 11th Complete December 21</p> <p>May 2022 Complete June 2022 Complete August 2022 Complete August 2022</p> <p>Decided unnecessary by Chair of Trustees September 2022 Autumn 2022</p> <p>October 2022 Spring 2023 Ongoing</p>

Objective: **Establish a robust, clearly documented, and embedded policy and set of procedures that actively aim to improve the diversity of the workforce.**

KPI: Policy, procedures and staff handbook are on website and all core team members know where to find and how to use them. The pool of applicants we are accessing during team recruitment has significantly improved.

Tasks	Key Team Members	Projected completion Date/Status
<p>Write and ratify a formal Diversity & Inclusion Policy and Action Plan.</p> <ul style="list-style-type: none"> • Finish writing the EDI Policy and Action Plan. Share with SLT and EDI Working Party for feedback • Receive feedback from Black Lives in Music • Receive feedback from Core team • Receive feedback from Changing Tracks, Music Mark, Black Lives in Music and other external organisations leading in this area • Communicate to Tutor Workforce <ul style="list-style-type: none"> ○ Send via email ○ Discuss in tutor conference <p>Create an inclusive workplace environment for all team members.</p> <ul style="list-style-type: none"> • Transparency and self-accountability are understood as key values across the organisation <ul style="list-style-type: none"> ○ Organisational structure, working practices and perks are outlined in a Core Team Handbook ○ Staff are proactively informed about reasonable adjustments ○ Contracts are established for new hires and compliant with updates to the Employee Rights Act • Staff receive regular support and supervision which includes support for wellbeing <ul style="list-style-type: none"> ○ Appraisals happen and develop individual development plans with staff who can access external opportunities to support their professional development. ○ In work mentoring, coaching, and networking is available and widely offered ○ Decide on next steps to monitor/document this • Core team Satisfaction and Engagement are regularly monitored, and data is acted 	<p>DR</p> <p>Everyone</p> <p>DR, EW</p> <p>DR, EW SLT</p> <p>SLT EW</p> <p>SLT</p>	<p>July 2022</p> <p>Spring 2 March 30th 2022 July 2022</p> <p>September 2022 September 2022</p> <p>Ongoing</p> <p>Summer 2</p> <p>Ongoing March 2022</p> <p>Ongoing TBD</p> <p>TBD</p> <p>Ongoing</p>

<p>upon</p> <ul style="list-style-type: none"> ○ Establish a baseline with Autumn 2021 Satisfaction, Engagement Survey <ul style="list-style-type: none"> ▪ Results are presented to SLT ▪ Time for reflection and planning is scheduled in response to the results <ul style="list-style-type: none"> • Reflect on findings with the wider core team <ul style="list-style-type: none"> ○ Work life balance and growing professionally ○ Discrepancy between colleagues and managers valuing opinions ○ Run and analyse Spring SEW Survey <ul style="list-style-type: none"> ▪ Discuss findings in Team meetings ○ Run Summer 2022 SEW survey <ul style="list-style-type: none"> • Core team contributes to the writing of a wellbeing policy ○ Complete 2021-22 SEW survey report <ul style="list-style-type: none"> ▪ Discuss findings at SLT EDI Meeting <ul style="list-style-type: none"> • Report on status of team feedback ideas ▪ Discuss findings at Middle Leadership Meeting ○ SEW surveys to take place at the end of each term moving forward ○ Review onboarding procedures for new staff with inclusion at the forefront of the reflection process 	<p>, EW</p> <p>EW Everyone Everyone</p> <p>ER</p> <p>EW</p> <p>Everyone</p> <p>SLT, SLT SLT,</p> <p>, EW, DR</p>	<p>December 2021 7 January 2022 12 January 2022</p> <p>Spring and summer 2022 2 February 2022 Spring 2</p> <p>Summer 2022 Summer 2022 July 2022 TBD September 2022 October 2022 November 2022 November 2022 Ongoing April 2022</p>
<p>Clarify the current picture relating to D&I at all levels of the organisation, in line with ACE requirements via a comprehensive data audit.</p> <ul style="list-style-type: none"> ○ Create and publicise the Workforce Survey clearly communicating why it is important to members at all levels of the organisation ○ Complete ACE data return ○ Analyse and write Workforce Diversity Report <ul style="list-style-type: none"> ▪ Distribute report to core team, trustees, SLT, EDI working group for feedback ○ Launch and publicise 2022 Workforce Diversity Survey ○ Complete ACE Data Return ○ Publish the 2022 Workforce Diversity Report 	<p>, DR</p> <p>, DR, EW</p> <p>DR , DR, EW</p>	<p>September 2021</p> <p>October 2021 December 2021 Summer 2022</p> <p>September 2022 October 2022 May 2023 March/April 2022</p>
<p>Recruit Core Team Member in line with inclusive best practice</p> <ul style="list-style-type: none"> • Write an inclusive job/role description <ul style="list-style-type: none"> ○ Be clear on the qualities of the person being recruited and design interview 	<p>SLT,</p> <p>, SLT</p>	<p>June 2022</p>

<ul style="list-style-type: none"> questions for these qualities so we can recruit for potential rather than experience. <ul style="list-style-type: none"> Share with allies (BLiM) for feedback on role description and general strategy Advertise in non-traditional as well as expected spaces <ul style="list-style-type: none"> Community groups, Black Lives in Music, Music Mark, Music Jobs Prepare and plan recruitment processes <ul style="list-style-type: none"> Redacted CVs monitored by a team member who is not part of the interview process Design the interview process to be equitable and neutralise the potential for bias wherever possible. Before interviews, refresh all panellists on interview/employment questions best practice Include a member of the Global Majority on the interview panel 	<p>DR</p> <p>, SLT</p> <p>Everyone LM</p>	<p>January 2022</p> <p>April 2022 January 2022</p> <p>March/April 2022 April 2022</p> <p>April 2022</p> <p>April 2022</p>
<p>Review and update inclusive hiring practices and policy</p> <ul style="list-style-type: none"> Develop an inclusive tutor job description to be advertised alongside all roles based on the Changing Tracks National Working Group <ul style="list-style-type: none"> Ensure that the job description is advertised with all roles Establish a diversity recruitment statement to be clearly incorporated into the 'work with us' section of the website <ul style="list-style-type: none"> Update/strengthen the statement Experiment with anonymised tutor recruitment Reflect on anonymised recruitment and next steps Redesign Tutor Application process with application form in line with safer recruitment Redesign Tutor Interview process through lens of inclusivity 	<p>DR, , EW</p> <p>DR,</p> <p>DR, , DR, , CLT</p> <p>DR DR</p> <p>DR</p> <p>, DR, MG, MC</p>	<p>Summer 2021</p> <p>Summer 2021</p> <p>Ongoing Spring 2021</p> <p>Spring 2022 Spring 2021 Autumn 2021 (capacity issue)</p> <p>Autumn 22</p> <p>Summer 23</p>
<p>Communications Policy</p> <ul style="list-style-type: none"> Ensure Website has diverse and recent images updated a minimum of once a term Celebrate a diverse range of holidays and heritage months internally and in external communications <ul style="list-style-type: none"> Black History Month 2021 International Women's Day 2022 Asian History Month 2022 	<p>RC , RC</p> <p>, RC RC RC RC</p>	<p>Ongoing Ongoing</p> <p>October 2021 March 2022 June/July 2022 (Covid related capacity)</p>

Objective: Have an articulated strategy for addressing areas of participant underrepresentation.		
KPI: Significant progress toward the profile of the young people we work with matching that of the London Borough of Merton.		
Tasks	Key Team Members	Projected completion Date/Status
<p>Have a consistent series of annual data relating to the demography of the young people MMF engages with.</p> <ul style="list-style-type: none"> Review data capture capabilities and processes for participants <ul style="list-style-type: none"> Compare and decide on Speed Admin v. Paritor 5 Design and agree on a strategy for updating and capturing participant data <ul style="list-style-type: none"> Integrate into new admin software Publish reports on the demography of students <ul style="list-style-type: none"> Discuss at SLT level Discuss with EDI Working Group Develop a plan for increasing areas of underrepresentation of the young people MMF serves 	<p>, DR DR, LM , DR DR</p> <p>SLT , EDI Working Group SLT, EDI Working Group</p>	<p>Spring Term 2022 April 2022 Spring Term 2022 Summer Term 2022 Ongoing November 2022 December 2022 Summer and Autumn 2023</p>
<p>Increase representation in and work toward decolonising the musical curriculum</p> <ul style="list-style-type: none"> Monitor levels of representation in the programme of every public performance. Updated at minimum half termly. <ul style="list-style-type: none"> Agree goals for levels of representation in every concert programme Produce and publicise an annual report in Autumn Term of each year to hold MMF to account Establish new procedure and method for capturing repertoire 	<p>, MG</p> <p>MG, , MG</p> <p>MG</p>	<p>Ongoing</p> <p>Autumn 2022 September 2022</p> <p>Autumn 2022</p>
<p>Increase workforce awareness of and confidence in the language and ideas surrounding best practice in diversity and inclusion</p> <ul style="list-style-type: none"> Develop an ongoing calendar of EDI training and development for core team <ul style="list-style-type: none"> Inset Day, workshop covering the language and Ideas of EDI Establish EDI library <ul style="list-style-type: none"> Monitor usage and update as necessary Inset Day workshop covering intersectionality, prejudice, and power <ul style="list-style-type: none"> Continue the conversation with in-person activity on 		<p>Ongoing</p> <p>Complete Sept 1, 2021 Complete Sept 1, 2021 Ongoing, Complete Jan 5, 2022 September 2022</p>

<ul style="list-style-type: none"> ○ intersectionality/power and decolonisation ○ Admin Team Training on Additional Needs Language and ideas ○ Communicate the importance of personal work on MMF's EDI journey <ul style="list-style-type: none"> ▪ Combine MMF resource sheet with Talk into Action ▪ Establish a Teams channel for recommendations and discussion ○ Establish EDI next step/goal for each core team member as part of structured CPD <ul style="list-style-type: none"> ▪ Facilitate regular updating of the goals with documented reflection ▪ Schedule Antiracism training and reflection with external provider ▪ Schedule Gender Diversity Training for Core Team ● Develop confidence with the ideas of inclusion throughout the tutor team <ul style="list-style-type: none"> ○ Tutor Conference ○ Produce a guide to inclusion in the instrumental or singing lesson <ul style="list-style-type: none"> ▪ Distribute guide to tutor team and post on website ○ Establish a calendar of CPD focusing on additional needs ○ Incorporate Inclusion into lesson observations/quality assurance practice <ul style="list-style-type: none"> ▪ Get feedback from lesson observation working group ▪ Ensure CLT is clear on how to implement new lesson observation procedures, inclusion guide sent with every observation information pack. 	<p>EW , SLT</p> <p>DR DR, EW</p> <p>DR, ? DR</p> <p>DR , RC, LL DR EW, FG, , FG FG FG</p>	<p>November 2022 Ongoing Ongoing</p> <p>Core Team overloaded with Teams TBD</p> <p>TBD TBD TBD Ongoing September 17 2021 Complete Jan 2022 Complete February 2022 March 2023 Ongoing Autumn 2022 Spring 2023</p>
<p>Expand into new genres and areas of activity. Set up Music Tech suite and building at Soundwave.</p> <ul style="list-style-type: none"> ○ Complete necessary agreements with Wimbledon College and The Sherwood regarding rental arrangements. ○ Recruit Music Production / DJ / Turntablist tutor for Soundwave and establish availability to identify session day. ○ IT infrastructure install: electrics, internet, switch, port etc. ○ Decide upon and procure Music Tech equipment ○ Build webpage for Soundwave and associated digital content ○ Coordinate with Sherwood to establish timeline for end of building works and deep clean ● Deliver Provision <ul style="list-style-type: none"> ○ Promote sessions <ul style="list-style-type: none"> ▪ Free evening taster sessions 	<p>DR</p> <p>, DR</p> <p>DR DR RC DR,</p> <p>DR, RC DR, ,</p>	<p>Autumn 1, 2021</p> <p>Autumn 1, 2021</p> <p>Autumn 1, 2021 Autumn 1, 2021 Autumn 1, 2021 March 16 2022</p> <p>Ongoing December 2021</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Follow up with potential pupils/families ○ Create online sign up at new Large Group rate ○ Run Sherwood Pilot Project <ul style="list-style-type: none"> ▪ Follow up with interested students' parents/carers ○ Recruit new Music Production/ DJ/ Turntablism Tutor after previous Tutor's withdrawal ○ monitor uptake and begin lessons ○ Observe lessons for quality assurance purposes • Look at opportunities to increase activity delivery on the day of music production/DJ lessons. <ul style="list-style-type: none"> ○ Meet with external funders and agree financial commitments ○ Publicise provision with East Mitcham Cluster Schools ○ Sign-up new students and build registers • Recruit a new Steward to support delivery at Soundwave – advertise within the local / school community. 	<p>DR RC DR, DR DR,</p> <p>DR</p> <p>DR</p> <p>DR DR MG, LW, DR</p>	<p>March 2022 Autumn 2, 2021 December 2021 March 2022 March 2022</p> <p>March 18 2022 July 2022 Summer 2022</p> <p>November 2022 November 2022 Autumn 1 2023 Autumn 2 2023</p>
<p>Participate in Changing Track's Nurture Group Study</p> <ul style="list-style-type: none"> • Establish a school, tutor, and cohort to participate in activity • Tutor and Project Leader attend trauma informed training • Tutor and Project Leader attend regular Changing Tracks critical reflection group • Project delivery of nurture group <ul style="list-style-type: none"> ○ Session observation is completed ○ Budget is updated and monitored • Reporting is completed and returned to Changing Tracks • Nurture groups are included in the 2022 Offer to schools • Project Reflection takes place and next steps are planned • Run nurture group at MA Primary School focused on KS1 • Roll out nurture groups to turntablism in Mitcham schools 	<p>, Sally Hickson , Sally Hickson</p> <p>, Sally Hickson</p> <p>, DR , SLT MG DR</p>	<p>October 2021 October 2021 March 2022 March 2022 February 2022 April 2022 March 31, 2022 March 2022 April/May 2022 Summer 2022 Autumn 2021/Spring 2023 Spring 2023</p>
<p>Design a project around Female Composers and Gender Non-conforming composers for 2024 Royal Albert Hall</p> <ul style="list-style-type: none"> • Establish Partnership and Project Idea <ul style="list-style-type: none"> ○ Initial collaboration meeting with Lifting Limits ○ Brainstorm project proposal ○ Present proposal to Lifting Limits. Agree a potential timeline 	<p>, SB , SB SB</p>	<p>October 2021 November 2021 January 2021</p>

<ul style="list-style-type: none"> • Write Project Proposal/Funding Bid <ul style="list-style-type: none"> ○ Gauge interest with an initial meeting of secondary Music Heads ○ Gather information on commissioning costs ○ Check in with Lifting Limits, update timeline • Project Details Finalised • Pieces are commissioned 	, MG , SB MG SB MG, SB MG,SB	Spring 2023 Summer 1 2022 no longer needed Spring 2023 November 2022 Summer 2023 Summer 2023
<p>Launch and develop Amplifying Change</p> <ul style="list-style-type: none"> • Establish the premise and mission of the project with EDI Working Group • Launch for Black History Month • Discuss future aspirations with EDI Working Group • Commission music teachers to write additional content 	EDI Working Group RC EDI Working Group MG, SB	August 2022 October 2022 December 2022 Ongoing
<p>Develop an articulated strategy around Additional Needs</p> <ul style="list-style-type: none"> • Coordinate the projects and provision currently in places • Establish an additional needs page on websites <ul style="list-style-type: none"> ○ Write an additional needs FAQ • Have physical accessibility of music centre audited • Train admin and CLT in new consultation lesson process • Audit music centre ensembles for accessibility and inclusion • Develop inclusive ensemble strand • Work with parents and carers to create case studies and profiles 	DR RC MG LW EW MG MG RC, EW	Autumn 2022 Spring 2023 November 2022 January 2023 November 2023 Spring / Summer 2024 Spring / Summer 2024 Ongoing