Inclusion Policy

Rebecca Terry – Independent Music Tutor

Purpose

This policy outlines my commitment to fostering an inclusive, respectful, and equitable environment for all students receiving one-to-one music tuition at my home-based studio or online. I strive to ensure that every student—regardless of background or ability—feels welcomed, supported, and empowered in their musical journey.

1. Commitment to Inclusion

I am dedicated to creating a learning environment that embraces diversity and promotes inclusion. Every student is valued as an individual with unique strengths, experiences, and needs. I aim to ensure that all lessons are free from discrimination and supportive of:
- Age – Welcoming learners across all age groups, from young children to older adults.
- Gender or gender identity – Respecting and affirming each student's gender identity and chosen pronouns.
- Race, ethnicity, or cultural background – Valuing cultural diversity and incorporating it into lessons when appropriate.
- Disability, neurodiversity, or learning difference – Adapting approaches to support students with ADHD, autism, dyslexia, or other learning differences.
- Religion or belief – Respecting religious observances and accommodating related needs.
- Socio-economic background – Offering flexibility and understanding regarding resources or lesson structure.
- Sexual orientation – Ensuring a safe and affirming space for LGBTQ+ students.

2. Accessibility and Adjustments

I aim to ensure that learning is accessible for all by making reasonable and proactive adjustments. These may include:
- Flexible scheduling – Understanding that emergencies and responsibilities may arise.
- Adapted teaching methods – Using visual aids, simplified notation, movement-based techniques, or repetition.
- Assistive technology – Supporting the use of devices like tablets, recording equipment, or screen readers.
- Physical access considerations – While my home has some limitations, I am open to discussing needs in advance and exploring solutions together.

3. Neurodiversity and SEN (Special Educational Needs)

All learners are different, and I celebrate neurodiversity. My approach is flexible and strengths-based. For students with additional needs:

- I work collaboratively with parents, carers, and professionals.
- I adapt pace, materials, and teaching styles to suit individual learning profiles.
- Lessons can include sensory breaks, visual aids, or extra time for processing.
- Success is defined by confidence, curiosity, and joy in music-making—not just exam results.

4. Inclusive Teaching Practices

Inclusive teaching is embedded in all aspects of my lessons. This includes:

- Offering students choices in repertoire, genres, or instruments.
- Allowing multiple ways to show learning, such as through improvisation, composition, or storytelling.
- Using affirming language and avoiding assumptions about gender, culture, or ability.
- Including diverse composers, performers, and traditions in lesson materials.

5. Online Accessibility

Online lessons are designed to be accessible, flexible, and engaging. I ensure:

- Use of accessible platforms and tools.
- Tech support and guidance for families if needed.
- Optional use of screen sharing, visual prompts, and follow-up notes.
- Lesson recordings (with consent) for revision or home practice.

6. Financial Considerations

To help remove financial barriers, I offer:

- Flexible payment schedules or short-term discounts where needed (by request).
- Bundled lessons or trial packages.
- Recommendations for free or affordable resources (e.g. online sheet music).
- Information on music bursaries or local funding support.

7. Safeguarding and Confidentiality

Safeguarding is central to my teaching practice. I am committed to the safety of all students, especially children and vulnerable adults.

- Children under 18 – A parent or guardian must be present in the home or nearby during lessons.
- Online lessons – Conducted via secure, private platforms with parental consent.
- Confidentiality – Personal information is protected in accordance with GDPR and only shared when legally required for safety.

8. Respect and Behaviour

I foster a respectful and inclusive learning environment. This means:

- Discriminatory language or behaviour will not be tolerated.
- All participants are expected to treat each other with kindness and dignity.
- Concerns will be handled constructively, with the involvement of parents/carers when appropriate.

9. Communication and Feedback

Open communication is welcomed and encouraged. I aim to:
- Invite regular feedback from students and families.
- Respond promptly to concerns or suggestions.
- Adjust teaching practices based on shared observations or experiences.
- Offer a safe space for honest dialogue.

10. Staff Development and Reflection

As an independent tutor, I take responsibility for ongoing professional development. This includes:
- Engaging in training related to inclusion, SEN, safeguarding, and wellbeing.
- Staying updated on best practices and legal responsibilities.
- Reflecting on feedback and teaching experiences to continually improve.

11. Mental Health and Wellbeing Support

I recognise that students may be affected by anxiety, low mood, or stress. While I am not a therapist, I can:
- Provide a calm, affirming environment.
- Adjust workload or expectations as needed.
- Encourage creativity and self-expression through music.
- Signpost families to external support resources when appropriate.
- Be flexible and patient during emotionally difficult periods.

12. Student Voice and Choice

Students thrive when they have agency in their learning. I support this by:
- Allowing choice in pieces, genres, or projects.
- Encouraging creative exploration (e.g., composition, improvisation).
- Respecting students' learning preferences and energy levels.
- Collaborating on goals and celebrating progress in individualised ways.

13. Cultural Sensitivity and Representation

I aim to make music education inclusive and representative of the world's diversity by:
- Teaching repertoire from a wide range of global traditions.
- Including composers and musicians of different races, genders, and identities.
- Avoiding cultural stereotypes or generalisations.
- Respecting any restrictions related to music, dress, or imagery based on cultural or religious beliefs.

14. Language and Communication Styles

I acknowledge that not all students communicate in the same way. My approach includes:

- Accepting non-verbal or alternative forms of communication.
- Using clear and accessible language.
- Checking understanding regularly and adjusting explanations if needed.
- Creating an environment where students feel safe to express confusion or discomfort.

15. Partnership with Families and Carers

A collaborative relationship with families supports student success. I aim to:

- Maintain consistent and clear communication.
- Share observations, strategies, and updates when helpful.
- Invite input from parents and carers about what works best.
- Work together to adapt lessons for wellbeing, inclusion, and enjoyment.

Review and Updates

This policy will be reviewed annually or as needed to reflect current legislation and best practice in safeguarding, inclusion, and accessibility.

Contact Information

For questions, feedback, or to discuss individual needs in confidence, please contact:

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