

SoundLincs Music Facilitator Guidelines

SPECIFIC RESPONSIBILITIES

- The Music Facilitator will be subject to a check by The Disclosure and Barring Service, which the Music Facilitator will pay for.
- The Music Facilitator will attend the Induction Days and annual SoundLincs conference.
- The Music Facilitator will wear a SoundLincs branded T-shirt or fleece and a identity badge at all times when delivering music workshops and activities.
- Participate in all session monitoring by SoundLincs
- Take the register every session – this is a Health & Safety requirement. All children must be accounted for at all times. Complete registers and statistical information for each session and maintain the project journeys. (Further clarification on this will be given when working in Children Centres)
- **Remember that all settings are no smoking and chewing gum-free zones.**
- Be alert to your use of language in the setting and discourage any children from using bad language.
- Complete a Risk Assessment at the commencement of the residency and keep it up to date on subsequent visits.
- Complete the appropriate evaluation form as required.
- Submit statistical information when requested by the Programme Development Manager and with every invoice.

- Cooperate with external evaluators and the video documentation team as and when required.
- Inform SoundLincs (leaving a message if necessary– 01522 510073 or using our emergency mobile 07884 527 118) **before 9.00am on the day of any workshop cancellations.** *This will enable SoundLincs to find a replacement Music Facilitator. Wherever possible cancellations should be avoided, as they will disrupt the development of the group.*
- Liaise with the setting Representative and SoundLincs and hold a pre-residency visit and or phone call with the setting prior to commencement of activities, and submit the completed planning form to SoundLincs as soon as possible. (This is a requirement of the project in case of cancellation to minimize any disruptions to the objectives of the sessions) If necessary attend the residency planning meetings, and complete the session planning forms with the group contact.

PROTOCOL

- Arrive with sufficient time to start each session as advertised. If a specific activity, (e.g. loading/unloading equipment) makes this difficult ask the setting supervisor for assistance. Do not assume that the setting staff and participants are there to assist you – **always ask!**
- As Music Facilitators you are guests in the setting and you are working in another professional's space, please respect this. If the activity will require furniture etc. moving, let the group leader know. **Always** remember to leave the workshop space as you found it!
- Make '**Friends**' with practitioners and group contacts. Keep in touch with the setting Manager and any other contacts and find out how they prefer to be addressed: Mrs xxx, Miss xxx, Liz, Elizabeth, Beth etc. This is particularly important for School settings.
- If you have any visitors to your workshop inform and clear this immediately with SoundLincs and the setting Manager. This is as a courtesy but is also a safety and Safeguarding requirement.

- Discuss with the Manager and setting contact any specific resources you may need the setting to provide for the session. Especially if it is a last minute request, which can sometimes happen.
- Clear all expenses for resources/materials with SoundLincs. We have a vast array of resources at our office in Lincoln and usually do not need to purchase anything. Always ask first to avoid unnecessary expense.
- **Do not video or photograph any activities** unless you have had previous clearance from SoundLincs, the setting and parents. SoundLincs does make arrangements periodically for activities to be filmed or photographed & we will always let you know before this happens. Media permission forms need to be completed for any participants photographed or filmed.
- If you have any problems regarding the activities in the setting, inform SoundLincs and setting Manager straightaway.
- If there is likely to be a 'messy' activity or the activity will require furniture etc. moving, let the group leader know. **Always** remember to leave the workshop space as you found it.
- Inform SoundLincs of any issues immediately, so they can be dealt with promptly. Let us know about any resources/materials needed prior to the commencement of activities.

SETTING RESPONSIBILITIES

- Allocate time for residency planning with the SoundLincs Music Facilitator.
- Fulfil monitoring requirements. This relates to supervision, attendance and ongoing evaluation of activities – no paperwork required!
- Ensure ratios are maintained in line with Ofsted requirements. Do not count our Music Facilitator in these calculations.
- Provide responsible (DBS cleared) adult supervision to, from and during activity.
- Comply with Health & Safety Regulations.

- Inform workshop facilitators of children's absence and any other changes as appropriate.
- Encourage the sustainability of each group throughout the project by developing a 'team' ethos.
- **“Actively support the project at all times”**
- Inform SoundLincs of any issues immediately, so they can be dealt with promptly

SETTING PROTOCOL

- Music Facilitators are a guest in your setting – respect as such.
- Manager or Supervisor should be on site at all times while the sessions are in progress.
- There should be trusted and (DBS) cleared adult supervision of activities. This is a specific issue relating to Health & Safety and Safeguarding.
- Familiarise Music Facilitator with: i) The setting layout, ii) available resources, iii) toilets, iv) refreshments if available (tea/coffee/water?), v) any relevant rules/regulations.
- Let the Music Facilitator know how practitioners wish to be addressed.
- Inform Music Facilitator and setting contact of any unavoidable changes that may affect the workshop
- Inform SoundLincs of any problems relating to the activities as soon as possible.
- If a workshop is cancelled the Music Facilitator is to inform SoundLincs as soon as possible. If we are unable to get an appropriate replacement the setting will be informed as soon as possible.

- ***Cancellation of workshops rarely happens, but when it does it is usually unavoidable.***
- The project expects a high standard in workshop delivery, be mindful that Music Facilitators use a range of different facilitation approaches which you may not be familiar with – trust them – they know what they are doing!
- If there are any problems within a group, then SoundLincs reserves the right to intervene and reassess arrangements. Every effort will be made to keep everyone happy!
- If for any reason the setting needs to withdraw from the project, SoundLincs should be notified immediately.

HEALTH AND SAFETY

GENERAL ASPECTS WHICH SHOULD BE ADDRESSED:

- **Registers** must be taken at the commencement of every activity. The registration sheets will be provided by SoundLincs as part of the standard Music Facilitator's pack.
- Facilitators must familiarise themselves with the following **Essential Information** at each venue/setting:
 - Fire Drills and Fire Exits
 - Location of First Aid resources and who is responsible for administering it.
 - Location of nearest telephone and access to useful telephone numbers.
 - General procedure for emergencies and accidents including location of accident- book.
 - Designated person responsible for reporting any accidents at venue/setting
- Settings should provide easy access to **Useful Phone Numbers** and have a previously nominated person on the premises responsible for emergency phone calls.

- All settings should acquaint facilitators with their **Code of Behaviour**; if in doubt request this information from the local setting contact. It is helpful if procedures for a code of behaviour are agreed within the group. This code should be applicable to adults and children.
- **Risk Assessments** should previously have been carried out by each venue, this is usually essential for insurance purposes. However, SoundLincs Music Facilitators will be asked to perform their own assessment of the setting and anything that they consider might be hazardous during the activity.
- Attention must be given to **General Safety and Security**, this should also include cleanliness of the environment as appropriate.
- **Personnel issues**
 - All adults working with children now must have clearance from the Disclosure & Barring Service (**DBS**).
 - Children must be supervised at all times.
 - The child/adult ratios should be appropriate to the activity. In general these guidelines are set out by the Department for Education and Skills.
- **Equal Opportunities** All activities should be inclusive and provide a secure environment for those involved regardless of disability, religious, ethnic, cultural or family background.

WORKSHOP EQUIPMENT

- Before each workshop, ensure that a proper introduction to the use of equipment is undertaken with the group:
 - The use of volume with amplified instrumentation and sound systems.
 - Correct method of use for percussive instruments: hitting/prodding people with sticks.
 - Movement and lifting of heavy equipment (amplifiers etc.)
 - Educate participants to respect their instruments and they will respect you!

- Unless instructed to do so as part of the workshop, ensure that there is no running or boisterous behaviour. Remember that the use of chewing gum is banned from settings.
- Make sure at all times that instruments are not spread around the floor when the group is working with them. Keep cases and unused instruments in a '**quarantine-area**' and keep all the instruments in use in a central place. This will assist in minimising not only damage to the group and instruments but will also assist in housekeeping at the end of the day and keep losses to a minimum!
- Ensure that all equipment and instruments (especially sticks) are road worthy; Make sure that there are no '**splinters**' and that any broken/cracked sticks are identified and returned to SoundLincs. Equipment logs will be issued with comments fields to monitor any damage and breakages.
- With junk/found instruments it is imperative that you ensure there are no sharp corners/edges on items. **Never** create any instruments with sharp, rough or pointed edges. Make sure that all 'instruments' created by the group are solid and suitable for use within the group.
- Check that all of the electrical and electronic items used by the workshop are 'PAT' tested and have a current PAT label on display. As a continuous process throughout each workshop make sure that all cables and leads are secured and taped-down wherever possible. RCB trip switches must be used with electrical equipment.
- Further to the pre-workshop checks (above) make sure that all ensemble work is undertaken by the group using a comfortable volume. Failure to do this can result in permanent hearing damage. Remember; "**we all have different ideas about what is and what is not a comfortable level of volume**"!
- When supervising vocal workshops ensure that a recognised and proper 'warm-up' of the voice has been undertaken at the commencement of each workshop.

- If you require assistance loading and unloading vehicles check with the practitioners as to whether the children can help in this operation. Make sure that heavy items are lifted in an appropriate manner to minimise back-damage.

RUNNING A SUCCESSFUL ACTIVITY

TOP TIPS & TRICKS!

- Learn names of children in your group and introduce yourself. Assume control of the group. **Be firm but also be fair!**
- Set out some Group Rules. You will probably have your own but encourage the group to create new ones and take ownership on the ones below:
 - Develop your own key signals for attention and silence etc.
 - Have a maximum of five or six rules for the participants, geared towards self discipline.
 - Make sure that you keep it fun.
- Separate (with a smile) any potential 'problems' even if they appear to be close friends. Good behaviour can earn a return to sitting/working together (if applicable). Seek practitioners' help if there are any instances of bullying or major discipline problems.
- Plan activities in small steps – aim for quality. Introduce 1 or 2 concepts/skills per session and plan for practicing/consolidation. Repeat next session to remind and then build on it.
- Divide activity session into blocks of time – build in something new, consolidation, challenge, development and conclusion – try to make sure young people achieve something each session.
- All mobile phones must be switched off during the workshop.
- Remember to plan in clear up time. This is as much a learning experience as any other!