

EQUALITY IMPACT ASSESSMENT - TRAFFORD COUNCIL

A. Summary Details		
1	Title of EIA:	24 th January 2024
2	Person responsible for the assessment:	R O'Keefe
3	Contact details:	07841 011 351 Ruth.okeefe@trafford.gov.uk
4	Section & Directorate:	Strategy and Resources (Music Service)
5	Name and roles of other officers involved in the EIA, if applicable:	N/A

B. Policy or Function		
1	Is this EIA for a policy or function?	Policy <input type="checkbox"/> Function <input checked="" type="checkbox"/>
2	Is this EIA for a new or existing policy or function?	New <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Change to an existing policy or function <input type="checkbox"/>
3	What is the main purpose of the policy/function?	To increase income generation from music lessons
4	Is the policy/function associated with any other policies of the Authority?	N/A

5	Do any written procedures exist to enable delivery of this policy/function?	N/A
6	Are there elements of common practice not clearly defined within the written procedures? If yes, please state.	N/A
7	Who are the main stakeholders of the policy? How are they expected to benefit?	Music service – Achieve efficiency saving target by increasing income. More children will have instrumental / vocal lessons and be involved in Trafford Music Service ensembles. This will increase income generation and achieve savings target for 24 / 25 budget
8	How will the policy/function (or change/improvement), be implemented?	Increased sales of lessons. This is via sustaining number of schools taking Service Level Agreements with the music Service and an increasing in the number of lessons paid for by parents at the centre and in schools. The price per lesson is being increased by 10% across the board for Instrumental lessons and ensembles, and 5% for schools. This is to re-align prices to cost recover based on the increase in teachers pay and pensions.
9	What factors could contribute or detract from achieving these outcomes for service users?	Building condition, lack of staff recruitment , lack of management capacity to line manage additional staff (needed to teach more children), lack of business support to deal with increased numbers of customers
10	Is the responsibility for the proposed policy or function shared with another department or authority or organisation? If so, please state?	No

C. Data Collection on People Impacted by Policy or Function

1	Do you have monitoring data on the number of people (from different equality groups) who are using or are potentially impacted upon by your policy/ function?	<p>Nil Impact</p> <p>We have monitoring data on existing service users. These service users are not impacted by the savings targets. The savings targets are around increasing number of service uses – monitoring data of these new students is not available as we have not yet recruited them. The savings are being made by increased income through increasing the number of children having instrumental lessons with Trafford Music Service.</p>
2	Please specify monitoring information you have available and attach relevant information*.	N/A
3	If monitoring has NOT been undertaken, will it be done in the future or do you have access to relevant monitoring data?	N/A

**Your monitoring information should be compared to the current available census data to see whether a proportionate number of people are taking up your service*

D. Consultation & Involvement

1	Are you using information from any previous consultations and/or local/national consultations, research or practical guidance that will assist you in completing this EIA?	<p>N/A</p> <p>We are writing to parents of service users in March 2024 to inform them of the price increases which will take place from September 2024. We are mitigating the impact by hopefully moving from a payment system which requires upfront payment of 1 term (3 – 4 months) of lessons, to</p>
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		<p>a monthly payment plan spreading the cost for payers , subject to the facility being available to use. Students also have access to a bursary fund for parents who need financial support. We also will make bespoke payment plans for those who need it.</p> <p>We have a remissions policy already in place. See traffordmusicservice.co.uk/wp-content/uploads/2023/05/TMS-Fee-Remission-Policy-Sept-23.pdf</p>
2	Please list any consultations planned, methods used and groups you plan to target. (If applicable)	<p>N/A</p> <p>We are not consulting service users over the plan to increase numbers of pupils we teach, to meet saving target as existing pupils will not be affected other than positively impacted by fuller ensembles giving a enhanced musical experience.</p>
3	**What barriers, if any, exist to effective consultation with these groups and how will you overcome them?	N/A

***It is important to consider all available information that could help determine whether the policy/ function could have any potential adverse impact. Please attach examples of available research and consultation reports*

E: The Impact – Identify the potential impact of the policy/function on different equality target groups

The potential impact could be negative, positive or neutral. If you have assessed negative potential impact for any of the target groups you will also need to assess whether that negative potential impact is high, medium or low ☐

	Positive	Negative (please specify if High, Medium or Low)	Neutral	Reason
Sex			X	No impact to current service users - the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on sex or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
Pregnant women & women on maternity leave			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on pregnancy or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.

Gender Reassignment			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on gender or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
Marriage & Civil Partnership			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on marriage or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
Race- include race, nationality & ethnicity (NB: the experiences may be different for different groups)			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on race , nationality or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.

Disability – physical, sensory & mental impairments			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on disability or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
Age Group - specify e.g. older, younger etc.			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on age or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
Sexual Orientation – Heterosexual, Lesbian, Gay Men, Bisexual people			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on sexual orientation or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.

Religious/Faith groups (specify)			X	No impact to current service users the savings target is being achieved by increasing the number of children we teach therefore generating more income. The additional children are receiving a music lesson and there is no discrimination based on faith or any other characteristic for which children receive lessons and which do not. If they apply and we have space, we will teach them.
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As a result of completing the above what is the potential negative impact of your policy?

High ☐

Medium ☐

Low ☐

Neutral ☒

F. Could you minimise or remove any negative potential impact? If yes, explain how.


Race:	N/A
Sex & Gender, including pregnancy & maternity, gender reassignment, marriage & civil partnership	N/A
Disability:	N/A
Age:	N/A
Sexual Orientation:	N/A
Religious/Faith groups:	N/A

Also consider the following:		
1	If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity for a particular equality group or for another legitimate reason?	N/A
2	Could the policy have an adverse impact on relations between different groups?	N/A
3	If there is no evidence that the policy <i>promotes</i> equal opportunity, could it be adapted so that it does? If yes, how?	N/A

G. Action Plan				
Recommendation	Key activity	When	Officer Responsible	Progress milestones
N/A	N/A	N/A	N/A	N/A

Please ensure that all actions identified are included in the attached action plan and in your service plan.

Signed 
Lead Officer R Okeefe
Date 12 oct 2023

Signed 
Service Head P. Valentine
Date 12 Oct 2023

If this EIA is to accompany a budget proposal, please include sign off from a member of CLT:

Signed



Date : 12th February 2024

CLT Member : Sara Saleh,
Deputy Chief Executive/Director of Strategy and Resources