

1. Policy details

Policy Title: ES06 Reduction of Music Instruction Team by 2 FTE	Lead Officer: Douglas Hutchison
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2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts

Community, Groups of People or Themes	Negative Impacts	Positive impacts
The whole community of South Ayrshire	No	No
People from different racial groups, ethnic or national origin.	No	No
Women and/or men (boys and girls)	No	No
People with disabilities	No	No
People from particular age groups for example Older people, children and young people	Yes	No
Lesbian, gay, bisexual and heterosexual people	No	no
People who are proposing to undergo, are undergoing or have undergone a process to change sex	No	No
Pregnant women and new mothers	No	No
People who are married or in a civil partnership	No	No
People who share a particular religion or belief	No	No
Thematic Groups: Health, Human Rights, Rurality and Deprivation.	No	No

3. Do you have evidence or reason to believe that the policy will support the Council to:

General Duty and other Equality Themes	Level of Negative and/or Positive Impact (high, medium or low)
Eliminate discrimination and harassment faced by particular communities or groups	N/A
Promote equality of opportunity between particular communities or groups	Medium negative impact
Foster good relations between particular communities or groups	Medium negative impact
Promote positive attitudes towards different communities or groups	N/A
Increase participation of particular communities or groups in public life	Medium negative impact
Improve the health and wellbeing of particular communities or groups	N/A
Promote the human rights of particular communities or groups	N/A
Tackle deprivation faced by particular communities or groups	Medium negative impact

4. Summary Assessment

Is a full Equality Impact Assessment required? (A full EIA must be carried out on all high and medium impact policies)		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Rationale for decision: The team of music instructors is currently deployed as equally as possible. To diminish the team would seriously compromise our ability as an education authority to meet the needs of children and young people in communities across South Ayrshire.			
Signed : 		Head of Service	
Date: 27 January 2016		Copy to Equalities@southayrshire.gov.uk	

**SOUTH AYRSHIRE COUNCIL
EQUALITY AND DIVERSITY IMPACT ASSESSMENT**

Section One: Policy Details*

Name of Policy	Reduction of Music Instruction Team by 2 FTE
Lead Officer (Name/Position)	Douglas Hutchison, Director
Policy Development Team (Names/Positions)	Shonagh Stevenson Frank Cardle, QIM
Critical friend (s)	

*Policy could include strategy, project or application: see guidance attached.

What are the main aims of the policy?	The aim of this policy is to reduce salary costs.
What are the intended outcomes of the policy	To generate a saving within the music teaching and instruction budget.

Section Two: What are the Likely Impacts of the Policy?

Will the policy impact upon the whole population of South Ayrshire or particular groups within the population (please specify)	<p>Adoption of this policy would impact on children, young people and communities across South Ayrshire.</p> <p>The team of music instructors provides weekly group / individual lessons to over 1,200 children and young people in schools across South Ayrshire. Tuition is provided across a range of musical disciplines including strings, woodwind, brass, percussion, keyboard, voice, piping and guitar. Instrumental instructors from one discipline do not have the requisite skills, expertise or experience to teach in another, for example, a string instructor would be unable to lead learning of brass or piping.</p> <p>At the present time, all instrumental instructors are carrying a full work-load. They have no capacity to take on additional learners in other schools. The impact of reducing the music instruction staff team by 2 FTE would deprive over 200 children and young people of the opportunity to learn to play a musical instrument.</p> <p>Implementing this saving would have a negative impact on South Ayrshire music ensembles – bands, choirs and orchestras. Around 50% of children and young people who receive music instruction also participate in ensembles.</p>
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Considering the following Protected Characteristics and themes, what likely impacts or issues does the policy have for the group or community.

List any likely positive and/or negative impacts

Protected Characteristics	Positive and/or Negative Impacts
Race: Issues relating to people of any racial group, ethnic or national origin, including gypsy travellers and migrant workers	N/A
Sex: Issues specific to women or men	N/A
Disability: Issues relating to disabled people	N/A
Age: Issues relating to a particular age group e.g. older people or children and young people	Negative Impact - by decreasing the opportunities for children and young people to learn to play a musical instrument.
Religion or Belief: issues relating to a person's religion or belief (including non-belief)	N/A
Sexual Orientation: Issues relating to a person's sexual orientation i.e. lesbian, gay , bi-sexual, heterosexual	N/A

Marriage and Civil Partnership: Issues relating to people who are married or are in a civil partnership.	N/A
Gender Reassignment: Issues relating to people who have proposed, started or completed a process to change his or her sex.	N/A
Pregnancy and Maternity: Issues relating to the condition of being pregnant or expecting a baby and the period after the birth.	N/A
Multiple / Cross Cutting Equality Issues Issues relating to multiple protected characteristics.	N/A
Equality and Diversity Themes Particularly Relevant to South Ayrshire Council	
Health Issues and impacts affecting people's health	N/A
Human Rights: Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections.	N/A
Rurality Impacts relating to living and working in a rural community	Significant Negative Impact - by decreasing the opportunities for children and young people in rural areas to learn to play a musical instrument.
Deprivation Issues relating to poverty and social exclusion, and the disadvantage that results from it.	Significant Negative Impact - by decreasing the opportunities for children and young people from disadvantaged backgrounds to learn to play a musical instrument.

Section Three: Evidence Used in Developing the Policy

<p>Involvement and Consultation In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who did you involve, when and how?</p>	<p>Evidence is drawn from the summary of information presented to Community Services Standing Scrutiny Panel, December 2013 re Music Service review. This has been backed up by further ongoing monitoring of the deployment of music instructors and the numbers of children and young people receiving lessons in schools across South Ayrshire. Very positive feedback from parents and large attendances at all ensemble events.</p>
<p>Data and Research In assessing the impact set out above what evidence has been collected from research or other data. Please specify <i>what</i> research was carried out or data collected, <i>when</i> and <i>how</i> this was done.</p>	<p>Research evidence cited within section 2 above is from “The Power of Music: its impact on the intellectual, social and personal development of children and young people” led by Professor Sue Hallam, Institute of Education, University of London.</p>
<p>Partners data and research In assessing the impact set out above what evidence has been provided by partners. Please specify partners</p>	<p>N/A</p>
<p>Gaps and Uncertainties Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?</p>	<p>There are no gaps or uncertainties within our understanding of the issues at this time.</p>

Section Four: Detailed Action Plan to address identified gaps in:

- a) evidence and
- b) to mitigate negative impacts

No	Action	Lead Officer(s)	Timescale
1	None required		
2			
3			
4			
5			

Note: Please add more rows as required.

Section Five - Performance monitoring and reporting

Considering the policy as a whole, including its equality and diversity implications:

When is the policy intended to come into effect?	
When will the policy be reviewed?	
Which Scrutiny Panel will have oversight of the policy?	

Summary Equality Impact Assessment Implications & Mitigating Actions

Name of Policy: Reduction of Music Instruction Team by 2 FTE

This policy will assist or inhibit the Council's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

Eliminate discrimination

Adoption of this efficiency measure will limit opportunities for children and young people to receive tuition in a particular musical discipline.

Advance equality of opportunity

Adoption of this efficiency measure would compromise our ability to meet the needs of children and young people in rural and disadvantaged areas.

The breadth and depth of opportunity available to children and young people through the music service ensures our young people are able to progress to national music ensembles. Were this policy adopted, there is the potential for them to be placed at a disadvantage compared with their peers in other local authority areas across Scotland.

Foster good relations

Feedback demonstrates parents, communities and schools place a high value on the opportunities available to children and young people through the South Ayrshire Music Service. Adopting this policy has the potential to damage the very positive relationship between South Ayrshire Council and the communities it serves.

Summary of Action Plan to Mitigate Negative Impacts

Actions	Timescale
<p>A previous report to Community Services Standing Scrutiny Panel, subject: South Ayrshire Instrumental Music Service Review identified clear proposals for the service going forward. These proposals were adopted with the scrutiny panel approving the continued provision of the Instrumental Music Service at that time.</p> <p>There are no appropriate actions at this time which would mitigate for discrimination were an area of music tuition to be withdrawn.</p>	

Signed: Director of Educational Service

Date: 27 January 2016