

Equality & Poverty Impact Assessment 00977 (Version 1)

SECTION ONE: ESSENTIAL INFORMATION

Service & Division:	Children's Services Education	Lead Officer Name:	Gayle Martin-Brown
		Team:	Quality Improvement
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Proposal:	Instrumental Music Service: Introduce charges and move resource budget & temporary 0.4FTE to external funding	Reference No:	

What is the Proposal?	Budget & Other Financial Decision	Policy (New or Change)	HR Policy & Practice	Change to Service Delivery / Service Design
	Yes	Yes	Yes	Yes
Who does the Proposal affect?	Service Users	Members of the Public	Employees	Job Applicants
	Yes	No	Yes	Yes
Other, please specify:				

Identify the main aims and projected outcome of this proposal (please add date of each update):	
05/02/2025	Introduce charges for loans of musical instruments for primary and secondary pupils.
05/02/2025	Introduce charges for primary and secondary pupils to participate in regional ensembles.
05/02/2025	Reduce core staffing budget by moving 0.4FTE temporary staff from core to external funding for IMS from Scottish Government.
05/02/2025	Reduce core resource budget which pays for instruments, equipment and repairs from core budget and use external IMS Scottish Government funding to cover costs.
05/02/2025	The core budget change for staffing can be made by August 2025 as well as the core budget change for resources. The income target will be met by the end of the 2025/26 academic year.

SECTION TWO: FINANCIAL INFORMATION

For budget changes ONLY please include information below:			Benchmark, e.g. Scottish Average
Current spend on this service (£'0000s)	Total:	£1,118,400	£1.3m is the average running costs of services across Scotland. However this differs depending on size. For Falkirk the service runs efficiently with only immediate staff costs and resources as part of the budget. All delivery of activities out with school hours is delivered as part of the Working Time Agreement. This is not the case across a high number of authorities, where staff are paid additional fees for groups and ensembles.
Reduction to this service budget (£'0000s)	Per Annum:	£75,000	Only 4 out of 32 local authorities have proposed to reduce the IMS budget 2025/26.
Increase to this service budget (£'000s)	Per Annum:	£17,500	Falkirk would be one of the few authorities to charge for hire of instruments and participating in regional ensembles.
If this is a change to a charge or concession please complete.	Current Annual Income Total:	£0	All tuition fees for instrumental music were removed over three years ago as part of the national agreement across all local authorities.
	Expected Annual Income Total:	£17,500	Income will be generated from £25 annual instrument hire charge and £25 annual regional ensemble participation charge.
If this is a budget decision, when will the saving be achieved?	Start Date:	01/08/2025	
	End Date (if any):	30/06/2026	

SECTION THREE: EVIDENCE

Please include any evidence or relevant information that has influenced the decisions contained in this EPIA. (This could include demographic profiles; audits; research; health needs assessments; national guidance or legislative requirements and how this relates to the protected characteristic groups.)

A - Quantitative Evidence

This is evidence which is numerical and should include the number people who use the service and the number of people from the protected characteristic groups who might be affected by changes to the service.

Pupils from P4 – S6 access the service during the school day. Pupil Age Profile:

Quintile 1: 11.5%

Quintile 2: 20.8%

Quintile 3: 23.8%

Quintile 4: 18.3%

Quintile 5: 24.6%

Pupil Age Profile:

P4: 3.9%

P5: 12.2%

P6: 15.7%

P7: 17.8%

S1: 11.3%

S2: 8.4%

S3: 9.8%

S4: 9.6%

S5: 6.8%

S6: 4.6%

Free School Meal pupils: 21.1%

Female: 57.2%

Male: 42.8%

ASN: 29.9%

Care Experienced: 2.2%

The service supports Broad General Education and Senior Phase. Performance component of music accredited courses is 50% of the total mark.

B - Qualitative Evidence

This is data which describes the effect or impact of a change on a group of people, e.g. some information provided as part of performance reporting.

Social - case studies; personal / group feedback / other

Falkirk High School have reported pupils in Q1 who are undertaking accredited music courses and receiving music lessons from the service are more likely to have a higher exam pass rate than those not receiving instrumental music lessons. This is reflective across the opinion of secondary music departments across Falkirk. In addition national research illustrates the impact learning a musical instrument can have on a learning, such as an increase in phonics, increase in higher order thinking skills, social and emotional skills, participation as well as music skills and knowledge.

Falkirk is part of a national research study which is due to complete in April 2025 and funded through Scottish Government looking at the wider impact and benefit of Instrumental Music Services within each local authority.

Best Judgement:	
Has best judgement been used in place of data/research/evidence?	No
Who provided the best judgement and what was this based on?	
What gaps in data / information were identified?	
Is further research necessary?	Yes
If NO, please state why.	

SECTION FOUR: ENGAGEMENT

Engagement with individuals or organisations affected by the policy or proposal must take place

Has the proposal / policy / project been subject to engagement or consultation with service users taking into account their protected characteristics and socio-economic status?	No	
If YES, please state who was engagement with.		
If NO engagement has been conducted, please state why.	If the proposal is agreed, discussions with relevant stakeholders will take place.	
How was the engagement carried out?	What were the results from the engagement? Please list...	
Focus Group	No	
Survey	No	
Display / Exhibitions	No	
User Panels	No	
Public Event	No	
Other: please specify		
Has the proposal / policy/ project been reviewed / changed as a result of the engagement?	Yes / No	
Have the results of the engagement been fed back to the consultees?	Yes / No	
Is further engagement recommended?	Yes	

SECTION FIVE: ASSESSING THE IMPACT

Equality Protected Characteristics: What will the impact of implementing this proposal be on people who share characteristics protected by the Equality Act 2010 or are likely to be affected by the proposal / policy / project? This section allows you to consider other impacts, e.g. poverty, health inequalities, community justice, carers etc.

Protected Characteristic	Neutral Impact	Positive Impact	Negative Impact	Please provide evidence of the impact on this protected characteristic.
Age			✓	These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Disability			✓	These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability. Around 29% of pupils who are currently engaged with the service have an identified additional support need. Therefore, there will be a specific impact with regards to disability.
Sex	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Ethnicity	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Religion / Belief / non-Belief	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Sexual Orientation	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Transgender	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Pregnancy / Maternity	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Marriage / Civil Partnership	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.

Public Sector Equality Duty: Scottish Public Authorities must have 'due regard' to the need to eliminate unlawful discrimination, advance quality of opportunity and foster good relations. Scottish specific duties include:

				Pupils from families of low income will be specifically impacted by the introduction of any charge. However, the service will look to mitigate this for those in poverty - it should be noted around 21% of young people engaged with the service are entitled to Free School Meals.
Care Experienced	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Other, health, community justice, carers etc.	✓			These characteristics may be effected as the service is inclusive working with all pupils and families regardless of needs, circumstances and ability.
Risk (Identify other risks associated with this change)				

	Evidence of Due Regard
Eliminate Unlawful Discrimination (harassment, victimisation and other prohibited conduct):	The proposed change does not aid elimination of unlawful discrimination but neither does it have an adverse effect.
Advance Equality of Opportunity:	The proposed change does not aid the advancement of equality of opportunity but neither does it have an adverse impact.
Foster Good Relations (promoting understanding and reducing prejudice):	The proposed change does not help foster good relationships but neither does it have an adverse impact.

SECTION SIX: PARTNERS / OTHER STAKEHOLDERS

Which sectors are likely to have an interest in or be affected by the proposal / policy / project?		Describe the interest / affect.
Business	No	
Councils	No	
Education Sector	Yes	Introduction of charges for instrument hire and participation in regional ensembles, may result in few pupils participating due to cost.
Fire	No	
NHS	No	
Integration Joint Board	No	
Police	No	
Third Sector	No	
Other(s): please list and describe the nature of the relationship / impact.		

SECTION SEVEN: ACTION PLANNING

Mitigating Actions: If you have identified impacts on protected characteristic groups in Section 5 please summarise these in the table below detailing the actions you are taking to mitigate or support this impact. If you are not taking any action to support or mitigate the impact you should complete the No Mitigating Actions section below instead.

Identified Impact	To Who	Action(s)	Lead Officer	Evaluation and Review Date	Strategic Reference to Corporate Plan / Service Plan / Quality Outcomes
Fees are a barrier to families living in deprivation	Families and pupils	Work with Falkirk Council on income management to mitigate the impact. Pupils eligible for Free School Meals of living in Q1 will be exempt from fees. We will also look to introduce a concession for pupils in receipt of School Clothing Grant and Educational Maintenance Allowance.	Gayle Martin	01/08/2025	Building a Fairer Falkirk 2024-2029; Council Plan

No Mitigating Actions

Please explain why you do not need to take any action to mitigate or support the impact of your proposals.

Are actions being reported to Members?

Yes

If yes when and how ?

This will be considered as part of the Council's 25/26 budget proposals in March 2025.

SECTION EIGHT: ASSESSMENT OUTCOME

Only one of following statements best matches your assessment of this proposal / policy / project. Please select one and provide your reasons.

No major change required	No	
The proposal has to be adjusted to reduce impact on protected characteristic groups	No	
Continue with the proposal but it is not possible to remove all the risk to protected characteristic groups	Yes	Should the proposal be agreed, the Council will look to mitigate the impact for groups negatively impacted. However, it may not be possible to mitigate fully against all negative impacts.
Stop the proposal as it is potentially in breach of equality legislation	No	

SECTION NINE: LEAD OFFICER SIGN OFF

Lead Officer:

Signature:	<i>Paul Wilcox</i>	Date:	05/02/2025
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SECTION TEN: EPIA TASK GROUP ONLY

OVERALL ASSESSMENT OF EPIA:	Has the EPIA demonstrated the use of data, appropriate engagement, identified mitigating actions as well as ownership and appropriate review of actions to confidently demonstrate compliance with the general and public sector equality duties?	Yes
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ASSESSMENT FINDINGS	The EPIA is based on available data.	
If YES, use this box to highlight evidence in support of the assessment of the EPIA		
If NO, use this box to highlight actions needed to improve the EPIA		

Where adverse impact on diverse communities has been identified and it is intended to continue with the proposal / policy / project, has justification for continuing <u>without making changes been made</u>?	Yes	If YES, please describe: Introduction of concession for pupils receiving free school meals, educational maintenance grant and school clothing grant.
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LEVEL OF IMPACT: The EPIA Task Group has agreed the following level of impact on the protected characteristic groups highlighted within the EPIA

LEVEL		COMMENTS
HIGH	Yes / No	
MEDIUM	Yes	
LOW	Yes / No	

SECTION ELEVEN: CHIEF OFFICER SIGN OFF

Director / Head of Service:		
Signature:	<i>Jon Reid</i>	Date: 18/02/2025