

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Contribution to the Nottingham Music Service (NMS) CIO

Name of Author: Alistair Conquer

Department: Children & Adults

Director: Alison Michalska

Service Area: Education Partnerships

Strategic Budget EIA Y/N (please underline)

Author (assigned to Covalent):

Brief description of proposal / policy / service being assessed:

Contribution of £30,000 towards the costs of the Nottingham Music Service, providing Music tuition and in and out of school experiences for Nottingham children and young people.

Information used to analyse the effects on equality:

Advice from Equality and Community Relations team in original Hub application, diversity profiles of service users, National Music Plan for England, Arts Council data return, consultation with staff and stakeholders

| | Could particularly benefit X | May adversely impact X | How different groups could be affected (Summary of impacts) | Details of actions to reduce negative or increase positive impact (or why action isn't possible) |
|---|---|-----------------------------------|---|---|
| People from different ethnic groups. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> Continued NCC funding enables NMS to maintain free or affordable provision and appropriately skilled staff which in turn increases the reach of service provision to improve the impact on specific target groups such as younger people; different minority ethnic groups, vulnerable children and people with disabilities. | <ul style="list-style-type: none"> No adverse equality impact identified as this contribution is mitigation in itself. |
| Men | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Women | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Trans | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Disabled people or carers. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy/ Maternity | <input type="checkbox"/> | <input type="checkbox"/> | | |
| People of different faiths/ beliefs and those with none. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Lesbian, gay or bisexual people. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Older | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <u>Younger</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Other (e.g. marriage/ civil partnership, <u>looked after children</u> , <u>cohesion/ good relations</u> , <u>vulnerable children/ adults</u>). | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| <i>Please underline the group(s)</i> | | | | |

*/issue more adversely affected
or which benefits.*

Outcome(s) of equality impact assessment:

- No major change needed •Adjust the policy/proposal •Adverse impact but continue
- Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Data is collected annually according to DfE requirements to ascertain 1) the number of schools and children and young people (CYP) engaging with our provision; 2) the gender breakdown of those CYP; 3) the depth of that engagement and whether CYP are progressing; 4) the numbers of CYP engaging who have special education needs; and 5) the numbers of CYP eligible for pupil premium. Our priorities for the following year are then driven by the particular needs identified in the data return

Approved by (manager signature):

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Date sent to equality team for publishing:

10th February 2017
Send document or link to:
equalityanddiversityteam@nottinghamcity.gov.uk

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.