

## PART B – Equality Analysis Form

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

This form:

- Can be used to prompt discussions, ensure that due regard has been given and remove or minimise disadvantage for an individual or group with a protected characteristic
- Involves looking at what steps can be taken to advance and maximise equality as well as eliminate discrimination and negative consequences
- Should be completed before decisions are made, this will remove the need for remedial actions.

Note – An Initial Equality Screening Assessment (Part A) should be completed prior to this form.

When completing this form consider the Equality Act 2010 protected characteristics Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc. – see page 11 of Equality Screening and Analysis Guidance.

1. Title	
<b>Equality Analysis title:</b> Rotherham Music Service: Transformation & Business Restructuring	
<b>Date of Equality Analysis (EA):</b> 25 <sup>th</sup> June 2025	
<b>Directorate:</b> Regeneration & Environment	<b>Service area:</b> Culture, Sport & Tourism
<b>Lead Manager:</b> Leanne Buchan, Head of Creative Programming & Engagement  Toby Smith, Music Service Manager	<b>Contact number:</b> 01709 822056  01709
<b>Is this a:</b>	
<input checked="" type="checkbox"/> <b>Strategy / Policy</b>	<input checked="" type="checkbox"/> <b>Service / Function</b> <input type="checkbox"/> <b>Other</b>
<b>If other, please specify</b>	

**2. Names of those involved in the Equality Analysis (Should include minimum of three people) - see page 7 of Equality Screening and Analysis Guidance**

Name	Organisation	Role (eg service user, managers, service specialist)
Leanne Buchan	RMBC – Creative Programming & Engagement	Head of Creative Programming & Engagement
Toby Smith	RMBC – Rotherham Music	Music Service Manager
Liam O’Shea	RMBC – Rotherham Music	Community Music Manager
Kathryn Hathaway	RMBC – Rotherham Music	Service to Schools Manager
Louise Welbourne	RMBC – Rotherham Music	Business & Information Manager

**3. What is already known? - see page 10 of Equality Screening and Analysis Guidance**

**Aim/Scope (who the Policy/Service affects and intended outcomes if known)**

Rotherham Music creates, enables and supports the music offer across the borough. Its core offer is an in school provision that supports a number of peripatetic teaching staff at different levels of qualification who are assigned teaching responsibilities in schools and for private tuition across a range of venues in timetables agreed at the start of the term. This part of the service provides:

- Whole class/First Access music education in schools – teaching to a full class of students as an introduction to music
- Ensemble lessons in schools – teaching to smaller and more targeted groups of children and young people e.g., brass or woodwind
- Personal tuition – 1-2-1 tuition and lessons for students from 5-18 both in and out of school settings
- Extra-curricular programming – the coordination and management of programmes such as big bands and choirs which include both the support for rehearsal and teaching alongside large-scale concerts and performances
- After school and holiday activities – the coordination of activities out of school to support music education

Outside of these core services to schools the service also runs a popular Early Years programme, Mini Melodies, targeting under 5s which is delivered in Rotherham Libraries venues and has recently secured contracts with private nurseries.

Up until recently the service had been traditional in its programming with the focus on a transactional service with schools and very little proactive engagement work outside of this. Following a Management Restructure in 2022 the service has begun a period of transformation and restructuring its offer to enable more creativity and imagination within its in-school provision, a wider diversity of outreach and engagement opportunities within its out of school offer and exploring new relationships with wider community engagement such as adult learning.

As part of the service transformation and restructure process all aspects of the business model are being revisiting from pricing strategies to programme development, marketing and communications and consultation with children, young people, parents and families, schools, delivery partners and the wider community and the wider policies and partnership that support the delivery of the service.

The service review, transformation and restructuring is expected to take 3-5 years to come to fruition and the Action Plan below is expected to guide all aspects of decision-making with regards to Equalities, Diversity and Inclusion as relevant to this process.

### What equality information is available? (Include any engagement undertaken)

The service receives an annual grant from South Yorkshire Mayoral Combined Authority on behalf of Arts Council England. As a condition of this funding it must submit an Annual Data Return reporting on the nature of the staffing within the service and the audience it reaches. The return covers the activities of Rotherham Music and its partners but is the most accurate data set that the service currently holds. The last return was submitted in November 2024 and relates to the academic year 2023/24.

Data is held in relation to education environment and is therefore categorised by Key Stage:

- **Early Years Foundation Stage (EYFS):** Covers ages 2-5, including Nursery and Reception years.
- **Key Stage 1 (KS1):** Ages 5-7 (Years 1 and 2).
- **Key Stage 2 (KS2):** Ages 7-11 (Years 3-6).
- **Key Stage 3 (KS3):** Ages 11-14 (Years 7-9).
- **Key Stage 4 (KS4):** Ages 14-16 (Years 10-11), where students typically work towards GCSEs.
- **Key Stage 5 (KS5):** More commonly known as Sixth Form or College, covering Years 12-13 (ages 16-18).

### Gender Diversity Data

	i) Key Stage 1	ii) Key Stage 2	iii) Key Stage 3	iv) Key Stage 4	v) Key Stage 5	Key Stage N/A	Unknown Key Stage	Total
Female	23	429	140	65	12	0	21	690
Male	14	297	111	51	12	0	8	493
Prefer Not To Say	0	2	1	6	1	0	1	11
Not Known	1	2	0	2	0	0	20	25
<b>Total</b>	38	730	252	124	25	0	50	1219

The service has a general 60/40 split in favour of female students and is starting to a small increase in gender diversity being reported or withheld. The services that are offered are universal and not dependent on gender, however it is important to ensure that the environments in which services are delivered are safe, respectful and welcoming with all staff trained in modern practices related to use of pronouns, and gender issues. This figure has remained consistent since data collection started.

### Ethnicity Data

The table below shows that of the current school age population engaging with the service and its partners 75% identify as White. Rotherham's population tracks at roughly 90% White so the service can demonstrate a higher than average engagement with Ethnic Minority Communities, however more can be done specifically with the Gypsy/Roma/Traveller population who are prevalent in Rotherham but currently only 1 pupil out of 1,219 from this

ethnic group is engaging with the service. The Asian and African communities are also prevalent in Rotherham's overall demographic but currently represent 6% and 3% of the overall pupil base respectively. Ethnicity is not known or disclosed for 8% of the pupil base. This is the first year of data requested for this area.

	i) Key Stage 1	ii) Key Stage 2	iii) Key Stage 3	iv) Key Stage 4	v) Key Stage 5	Key Stage N/A	Unknown Key Stage	Total
<b>WHITE/WHITE BRITISH</b>								
White British	24	594	191	81	20			910
White Irish		3	1	1				5
Gypsy/Roma		0	0	1				1
Traveller of Irish Heritage		0	0					0
Any other White background		0	2	4				6
<b>MIXED BACKGROUND</b>								
White & Black Caribbean		10	2					12
White & Black African		13	3	1				17
White & Asian	1	13	2	2				18
Any other Mixed background		7	4	1				12
<b>ASIAN/ASIAN BRITISH</b>								
Indian	1	26	4					31
Pakistani	1	11	3					15
Bangladeshi		0	0					0
Chinese	1	9	4	1				15
Any other Asian background		14	3	1				18
<b>BLACK/BLACK BRITISH</b>								
Black African	3	13	6	2				24
Black Caribbean		9	3					12
Any other Black background		1						1
<b>ANY OTHER ETHNIC GROUPS</b>								
Any other ethnic group		6	7	1				14
<b>PNS/NK</b>								
Prefer not to say		1						1
Not known	7		17	28	5		50	107
<b>Total</b>	<b>14</b>	<b>730</b>	<b>252</b>	<b>124</b>	<b>25</b>	<b>0</b>	<b>50</b>	<b>1219</b>

### SEND & Pupil Premium

	i) Key Stage 1	ii) Key Stage 2	iii) Key Stage 3	iv) Key Stage 4	v) Key Stage 5	Key Stage N/A	Unknown Key Stage	Total
Pupils eligible for Pupil Premium	4	65	70	11	2	0	0	152
SEND Pupils	3	38	25	5	1	0	0	72
Both (Pupil Premium and SEND)	2	1	10	0	0	0	0	13
Pupils with unknown SEND/Pupil Premium information	0	0	0	0	0	0	50	50
Pupils NOT eligible for Pupil Premium and NOT SEND	29	626	147	108	22	0	0	932
<b>Total</b>	<b>38</b>	<b>730</b>	<b>252</b>	<b>124</b>	<b>25</b>	<b>0</b>	<b>50</b>	<b>1219</b>

The service and its partners currently supports 165 pupils in receipt of Pupil Premium of which 13 are also classed as SEND. The service and its partners currently support a total of 85 pupils with SEND requirements. Together these cohorts account for 19% of the pupil base. This is more than double the amount recorded in the previous data return.

### Workforce Data

The service must also provide similar data for its workforce as part of the Annual Return. The workforce data currently shows:

There is little to no gender diversity within the staff team with all staff identifying as male or female, and there is a heavier bias towards female staff. This is largely due to the nature of the roles being part-time and therefore traditionally filled by women, who were traditionally also managing childcare responsibilities, however there is an even split between the binary genders in managerial positions.

	Teaching Staff	Managers	Other staff	Total
Female	14	2	1	17
Male	6	2		8
Prefer not to say				0
Not known				0
<b>Total</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>25</b>

LGBTQI+ representation within the staff is more ambiguous with some members of staff preferring not to disclose that information. From the data we do hold we know that 56% of the staff team identify as heterosexual.

	Teaching Staff	Managers	Other staff	TOTAL
Bisexual				0
Gay Man				0
Gay Woman/Lesbian				0
Heterosexual/Straight	9	4	1	14
Queer				0
In another way				0
Prefer not to say	3			3
Not known	8			8
<b>Total</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>25</b>

Over recent years the service has added to its teaching staff with a concerted effort to attract a younger workforce a part of its succession planning. Whilst the age profile is more than spread than in previous years there is still a bias towards the 50+ age category.

	Teaching Staff	Managers	Other staff	TOTAL
0-19				0
20-34	3		1	4
35-49	6	2		8
50-64	8	2		10
65-74				0
75+				0
Prefer not to say	3			3
Not known				0
<b>Total</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>25</b>

Disability data is held for staff but not pupils. Currently 16% of the Music Service workforce identify as D/deaf, disabled or having a long-term health condition, however the status of 8 members of staff have not disclosed this information. Two members of staff identify as neurodiverse.

	Teaching Staff	Managers	Other staff	TOTAL
Number of staff who identify as a D/deaf or disabled person, or have a long term health condition	2	1	1	4
Number of non-disabled staff	10	3		13
Prefer not to say				0
Not known	8			8
<b>Total</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>25</b>

The staff team is almost exclusively White with the ethnicity of two staff members not disclosed:

	Teaching Staff	Managers	Other staff	TOTAL
<b>WHITE/WHITE BRITISH</b>				
White British	18	4	1	23
White Irish				0
Gypsy, Roma or Irish Traveller				0
Any other White background				0
<b>MIXED BACKGROUND</b>				
White & Black Caribbean				0
White & Black African				0
White & Asian				0
Any other Mixed background				0
<b>ASIAN/ASIAN BRITISH</b>				
Indian				0
Pakistani				0
Bangladeshi				0
Chinese				0
Any other Asian background				0
<b>BLACK/BLACK BRITISH</b>				
Black African				0
Black Caribbean				0
Any other Black background				0
<b>ANY OTHER ETHNIC GROUPS</b>				
Arab				0
Latin American				0
Any other ethnic group				0
<b>PNS/NK</b>				
Prefer not to say				0
Not known	2			2
<b>Total</b>	<b>20</b>	<b>4</b>	<b>1</b>	<b>25</b>

**Are there any gaps in the information that you are aware of?**

There is currently no data held for pupils regarding physical disability.

The data that is held has some gaps with respondents choosing not to disclose certain information which hints at those respondents not following dominant characteristics but as yet this cannot be evidenced.

Ward data on engagement with service is not currently available but this is expected within the next academic year.

Whilst gender data is held for pupils, data regarding sexual orientation is not held and as such understanding the extent of the young LGBTQI+ cohort is challenging.

Religious data is not held which would be useful in terms of understanding the key moments of celebration and dates to avoid as currently the programme is built around the Christian calendar.

**What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?**

The service will continue to undertake the Annual Data Return as part of its funding agreement with South Yorkshire Mayoral Combined Authority and Arts Council England. Whilst this is useful in creating comparative data sets to be able to monitor trends over time, the data gathered is determined by the funder and therefore there is no scope to be able to influence or add to this.

Over the course of the next 12 months the service will consider how the gaps in its data can be improved through the use of its app registration services which will enable the team to have a better understanding of its customers.

Progress will be monitored via:

- Quarterly reports to the Creative Programming & Engagement Management Team
- Quarterly all staff meetings to ensure that Teaching Staff are aware of the action plan and their role in its delivery
- Personal Development Reviews with Music Service Managers and staff

<p><b>Engagement undertaken with customers. (date and group(s) consulted and key findings)</b></p>	<p>Signals evaluation clearly spoke of a need for regular out of school provision where young people can come together and be supported to find a band, learn to express their creativity.</p>
<p><b>Engagement undertaken with staff (date and group(s) consulted and key findings)</b></p>	<p>Throughout the transformation of the service there have been a number of formal consultation sessions with staff regarding restructure proposals and potential changes to the delivery model. These proposals are still in development and staff will continue to be consulted throughout.</p> <p>In addition to the conversations regarding staffing the teaching staff also receive regular CPD and training. Recent CPD has included:</p> <ul style="list-style-type: none"> <li>• September 2024 Rotherham Music staff were given training on gender fluidity awareness in their practise including behaviours and using gender neutral language in schools.</li> <li>• In September 2024 Rotherham Music Staff received Autism awareness training</li> </ul>

**4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)**

**How does the Policy/Service meet the needs of different communities and groups?** (Protected characteristics of Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity) - see glossary on page 14 of the Equality Screening and Analysis Guidance)

The policies, programmes and activities agreed as part of the service transformation will directly affect all user groups. They will determine areas such as pricing policy, types of programmes offered in schools, engagement with communities, the wider events programme, any specific access and inclusion policies and offers and CPD and training for staff and partners. Examples include:

- Setting the pricing structure for the service which will determine how affordable and therefore accessible the service is
- The content and nature of the services activities and programmes which will determine how reflective of the local communities the service is and how it meets the needs of diverse communities
- Specific Equalities, Diversity & Inclusion strategies, policies and activities such as disability access, the SEND offer, consideration to religion, race and ethnicity within the programme

The service is yet to identify any specific target audiences and areas of under-representation to give specific focus and support, however this will be undertaken as part of the transformation work. However, the gaps in provision that are currently known are:

- Ethnic Minority Communities – there is some provision within the instrument stock of non-western instruments and teaching of these instruments does take place, but it is not in the main stream offer and has previously only been tailored to schools where there is greater representation of Ethnic Minority Communities, as opposed to forming a more holistic and rounded part of the offer across the borough.
- Disability – the service has recently grown its provision for those with SEND and PMLD through the programme it creates for Special Schools, however this provision is not reflected in its community work and physical disability is also underrepresented in the current service offer.

Whilst not considered in law to be a protected characteristic, Rotherham has a high proportion of low-income families. Music lessons are often considered a luxury and music can be viewed as an elite commodity only available to those on higher incomes, from the price of gig tickets to the cost of lessons and the locations of engagement activities. We know from national research that access to music provision from an early age can improve confidence, attendance in educational settings, attainment and therefore the individual life chances of children and young people from a diverse range of backgrounds. There are a range of barriers faced by low-income families and the music service will need to ensure that its offer is accessible, affordable and relevant to all local audiences.

**Does your Policy/Service present any problems or barriers to communities or Groups?**

The service is a chargeable service and therefore will always present barriers to low-income families.

The nature of the service means that a universal offer can be provided in-school but it relies on schools taking up the offer. As the service is not represented in all schools it means that there are differences in the quality of provision across the borough. The availability of Music Centres where the out of school provision takes place is also limited and therefore presents a geographical disparity in terms of access across the borough.

The staff of the service are very visible delivering front line tuition and development, however the staff team is almost exclusively White, therefore representation of different cultures and communities in the service is limited which may limit engagement from some communities.

**Does the Service/Policy provide any positive impact/s including improvements or remove barriers?**

The Equalities Action Plan will evolve and be added to as the service transforms and develops. To date the following actions within the plan, seek to remove barriers and improve access and inclusion:

- The pricing strategy is mindful of this and there is also a remission policy, and discounts offered for families with more than one child to try to mitigate this barrier as far as possible.
- The service now provides a no cost after school session for students interested in working in the music industry in contemporary music genres in an easily accessible town centre space. This offers rehearsal facilitation and industry advice
- There are no cost workshops provided through Signals funding that happen in the alternative provision centres in Rotherham.
- Multiple paid performance opportunities in the Signals year round performance calendar create a more accessible talent development reality that removes financial & transport barriers and helps young people from poorer backgrounds afford to take part.
- Trainee & Internship positions have been funded by Signals which are offering paid skills development opportunities to young Rotherham people who would struggle otherwise need to move to other cities to get such opportunities to build a career in music. Internship positions are focussed specifically on care experienced individuals so is a unique opportunity to bridge them to employment, uniquely, employment in a music industry setting. Taking care of marginalised communities.
- Much of our recruiting is made very easy and open to all. Deliberately removing excessive wording and hoops for young people to jump through. Especially important for people from communities where English may not even be their first language. We don't require length CV's and experience. We are focussed on the individual and in fact providing highly accessible opportunities to gain experience and develop transferable skills.

**What affect will the Policy/Service have on community relations?** (may also need to consider activity which may be perceived as benefiting one group at the expense of another)

It is hoped that through a more transparent, inclusive and customer focused approach that the service can be more flexible for its customers, support more accessible payment options, provide services that are reflective of its communities and open up more opportunities for learning and enrichment.

--

Please list any **actions and targets** that need to be taken as a consequence of this assessment on the action plan below and ensure that they are added into your service plan for monitoring purposes – see page 12 of the Equality Screening and Analysis Guidance.

## **5. Summary of findings and Equality Analysis Action Plan**

If the analysis is done at the right time, i.e. early before decisions are made, changes should be built in before the policy or change is signed off. This will remove the need for remedial actions. Where this is achieved, the only action required will be to monitor the impact of the policy/service/change on communities or groups according to their protected characteristic - See page 11 of the Equality Screening and Analysis guidance

<b>Title of analysis:</b> Rotherham Music Service: Transformation and Business Restructuring
<b>Directorate and service area:</b> Rotherham Music; Creative Programming & Engagement; Culture Sport & Tourism; Regeneration & Environment
<b>Lead Manager:</b> Toby Smith, Music Service Manager
<b>Summary of findings:</b> As part of the service transformation and restructure process all aspects of the business model are being revisiting from pricing strategies to programme development, marketing and communications and consultation with children, young people, parents and families, schools, delivery partners and the wider community and the wider policies and partnership that support the delivery of the service. The service review, transformation and restructuring is expected to take 3-5 years to come to fruition and the Action Plan below is expected to guide all aspects of decision-making with regards to Equalities, Diversity and Inclusion as relevant to this process.  During this period this Action Plan will be added to representing a comprehensive and holistic approach to Equalities, Diversity and Inclusion across the service. The updates included in support of the ODR related to Rotherham Music: Fees & Charges for Academic Year 25/26 include: <ul style="list-style-type: none"><li>• Develop an affordable pricing policy that ensures the operating costs of the service are balanced with ensuring that the service is as widely accessible as possible, including a remissions policy to support additional access for children and young people from low-income households:<ul style="list-style-type: none"><li>- Initial trail R&amp;D period academic year 2025/6</li><li>- Full pricing policy implemented from academic year 2026/7</li></ul></li></ul>

- Provision of a Remissions Policy to agree discounts for marginalised and under-served groups
- Development of a Service Dashboard that monitors engagement levels across key target groups

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
<b>Rotherham Music Staffing &amp; Governance</b>		
<ul style="list-style-type: none"> <li>• Work with HR to review the diversity of the staff team and consider how to improve recruitment practice in order to encourage more applications from under-represented backgrounds</li> </ul>	All	October 2025
<ul style="list-style-type: none"> <li>• Complete an EDI Audit and Review taking in current policies, representation of different groups across the staff team and programme and identifying areas of best practice and gaps in provision</li> </ul>	All	January 2026
<ul style="list-style-type: none"> <li>• Develop a staff training and CPD programme to ensure that all staff receive practical training and development in order to better support groups with protected characteristics</li> </ul>	All	Programme developed by October 2025 with ongoing updates
<ul style="list-style-type: none"> <li>• Quarterly all staff meetings where the Equalities Action Plan is reviewed and updated with completed actions and new suggestions for improved EDI</li> </ul>	All	First meeting September 2025
<b>Strategy &amp; Policy</b>		
<ul style="list-style-type: none"> <li>• Develop an affordable pricing policy that ensures the operating costs of the service are balanced with ensuring that the service is as widely accessible as possible, including a remissions policy to support additional access for children and young people from low-income households: <ul style="list-style-type: none"> <li>• Initial trail R&amp;D period academic year 2025/6</li> <li>• Full pricing policy implemented from academic year 2026/7</li> </ul> </li> </ul>	Low-income families	Initial trial – September 2025  Full Affordable Pricing Strategy – September 2026

<ul style="list-style-type: none"> <li>Provision of a Remissions Policy to agree discounts for marginalised and under-served groups</li> </ul>	Low-income families	September 2025
<ul style="list-style-type: none"> <li>Development of a Service Dashboard that monitors engagement levels across key target groups</li> </ul>	All	December 2025
<ul style="list-style-type: none"> <li>Work with SYMCA EDI lead to create a South Yorkshire wide Inclusion strategy that pledges to create accessible provision co curated with young people.</li> </ul>	All	December 2025
<b>Programme Development &amp; Delivery</b>		
<ul style="list-style-type: none"> <li>Bespoke SEND offer in schools and out of school</li> </ul>	SEND	September 2025
<ul style="list-style-type: none"> <li>Access guides and statement for all events and concerts</li> </ul>	All	December 2025
<ul style="list-style-type: none"> <li>Service Inclusion lead to be appointed Jan 2026</li> </ul>	All	January 2026
<ul style="list-style-type: none"> <li>Our offers do not exclude any race, gender, religion or ability</li> </ul>	All	Ongoing
<ul style="list-style-type: none"> <li>Target specific communities for performance opportunities across 2026 i.e. Roma community representation on the Signals stage at Rotherham Show</li> </ul>	All	July 2026
<ul style="list-style-type: none"> <li>Work with the Flux and their community board on Signals 2026</li> </ul>	All	March 2026
<ul style="list-style-type: none"> <li>Work with Alternative Provision as part of Signals Sounds of Rotherham to increase access to music education and performance opportunities to all</li> </ul>	All	July 2026

**\*A = Age, D= Disability, S = Sex, GR Gender Reassignment, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage. C= Carers, O= other groups**

**6. Governance, ownership and approval**

Please state those that have approved the Equality Analysis. Approval should be obtained by the Director and approval sought from DLT and the relevant Cabinet Member.

Name	Job title	Date
Leanne Buchan	Head of Creative Programming & Engagement	3 <sup>rd</sup> July 2025
Polly Hamilton	Assistant Director for Culture, Sport & Tourism	
Andrew Bramidge	Strategic Director for Regeneration & Environment	
Cllr Lynda Marshall	Cabinet Member for Street Scene & Green Spaces	

## 7. Publishing

The Equality Analysis will act as evidence that due regard to equality and diversity has been given.

If this Equality Analysis relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy should also be sent to [equality@rotherham.gov.uk](mailto:equality@rotherham.gov.uk) For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

<b>Date Equality Analysis completed</b>	25 <sup>th</sup> June 2025
<b>Report title and date</b>	Rotherham Music: Fees & Charges for Academic Year 25/26
<b>Date report sent for publication</b>	
<b>Date Equality Analysis sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	