

Equality, diversity, cohesion and integration impact assessment - organisational change impacting on the workforce

As a public authority we need to ensure that all organisational change arrangements impacting on the workforce have given proper consideration to equality, diversity, cohesion and integration. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Children and Families	Service area: All
Lead person: Sue Rumbold	Contact number: 0113 37 83629
Date of the equality, diversity, cohesion and integration impact assessment: 31/01/18	

2. Members of the assessment team:		
Name	Organisation	Role on assessment team For example, service user, manager of service, specialist
Sue Rumbold	LCC – Children and Families	Chief Officer – leading the review
Sara Jeffs	LCC – HR	HR Business Partner – supporting the review

3. Summary of the organisational change arrangements to be assessed:
<p>Our ambition in Leeds is to improve outcomes for all children and young people and we know we need to do more to make a difference for children and young people who are particularly vulnerable. We have made significant changes and improvement in safeguarding outcomes, this proposal is focusing on how we configure our services to ensure we improve learning outcomes for our most vulnerable learners including children and young people with special educational needs and disabilities (SEND)</p> <p>Potentially, there could be compulsory redundancies. Reductions will be managed voluntarily wherever possible using the ELI scheme.</p>

The review is underpinned by the following principles:

- Service design; to deliver improved outcomes for children and young people in Leeds.
- Service alignment; to facilitate working in partnership within and outside the directorate maximizing impact on outcomes
- This review will also be undertaken working restoratively with leaders and staff who will be impacted and those services affected by the changes
- All aspects of children’s services will be considered in terms of the impact of any changes.

4. Scope of the equality, diversity, cohesion and integration impact assessment

Specific details of the proposals are that the following posts are deleted;

- X1 Head of Complex Needs (Dir 65%)
- X3 SEND Area Leads (Dir 52.5%)
- X2 Targeted Services Area Leads (Dir 52.5%)
- X1 Chief Officer Learning Improvement (Dir 80%)

And the following posts are created/reinstated;

- X1 Chief Officer Social Work (Dir 70%) re-designated from Chief Officer Learning Improvement
- X1 Head of Learning Improvement (Dir 60%)
- X2 SDM Early Help (Dir 45%)
- X2 Service Improvement Managers (PO6)

Organisational change

(please tick all appropriate boxes that apply below)

Restructuring and assimilation	<input checked="" type="checkbox"/>
Reorganisation and job redesign	<input checked="" type="checkbox"/>
Flexible deployment	<input type="checkbox"/>
Early leavers initiative	<input checked="" type="checkbox"/>
Cessation of a service	<input type="checkbox"/>

Downsizing of a service	<input type="checkbox"/>
Switching	<input type="checkbox"/>
Recruitment	<input checked="" type="checkbox"/>
Equal pay considerations	<input type="checkbox"/>
Job evaluation	<input checked="" type="checkbox"/>
Any other organisational change arrangements	<input type="checkbox"/>
Please provide detail:	

4a. Do your proposals relate to: please tick the appropriate box below	
The whole service	<input checked="" type="checkbox"/>
A specific part of the service	<input type="checkbox"/>
More than one service	<input type="checkbox"/>
Please provide detail:	
Please see sections three and four.	

4b. Do your proposals relate to: please tick the appropriate box below	
Employment considerations only	<input type="checkbox"/>
Employment considerations and impact on service delivery	<input checked="" type="checkbox"/>
Please provide detail:	
<p>The proposed service re-design will impact in varying degrees on all employees across the Directorate along with internal and external stakeholders and ultimately on service delivery and outcomes for children.</p> <p>Particular focus has been given to those staff who are potentially at risk of redundancy and how they are supported through this process.</p>	

<p>5. Fact finding – what do we already know</p> <p>Make a note here of all information you'll be using to carry out this assessment. This could include previous consultation, involvement, research, results from perception surveys, equality monitoring and customer or staff feedback.</p> <p>(priority should be given to equality, diversity, cohesion and integration related information)</p> <p>Following two poor OfSTED inspections in 2009 and 2010, which concluded that 'children in Leeds are not safe' Children's Services were rated as 'inadequate' and subject to formal intervention by the Secretary of State. Only 66.5% of primary and 54% of secondary schools were rated as good or outstanding. In addition the Ombudsman had made a number of high profile judgements against the council in relation to services for children with special educational needs and disabilities.</p> <p>However, Leeds is ambitious for its children and wants all children in Leeds to be able to reach their potential. Despite the progress made outcomes for children with SEND are still not as good as in comparable authorities and Leeds has not closed the attainment gap between vulnerable learners and the rest of the school population.</p> <p>To support these developments Children and Family Services have undertaken a review of existing structures and management arrangements with a focus on driving improvement for vulnerable learners and children with special educational needs and disabilities</p> <p>An analysis of staff at risk of redundancy has been performed. This shows:</p> <p>6 staff are in scope for Managing Staffing Reductions (MSR), of which:</p> <ul style="list-style-type: none"> • 17% (1 person) is male (lower than the service profile of 26%) • 83% (5 people) are female (higher than the service profile of 72%) • 0% (0 people) are disabled (lower than the service profile of 4%) • All staff at risk are in the age range 40-64 (higher than the service profile of 80%) • 17% (1 person) is BME (this is equal to the full service profile) • Due to the small numbers affected no specific comments will be made around religious beliefs.

- Due to the small numbers affected no specific comments will be made around **sexual orientation**
- **17%** (1 person) is a **Carer** (higher than the service profile of 6%)

(The full service profile is based on all staff at JNC, JNC Teacher and Soulbury grades)

Are there any gaps in equality and diversity information

Please provide detail:

As stated above, due to the small numbers of staff directly affected, it has not been deemed appropriate to share information regarding religious beliefs or sexual orientation.

Action required:

Elements 1-8 will be discussed and shared with Trade Unions and staff during the course of the review.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

Yes

No

Please provide detail:

A pre consultation meeting was held on 23rd November 2017 with the Children and Families leadership forum. The leadership team were asked to give feedback on how the service can be designed to be able to work better to improve the outcomes of children in Leeds and to realise budget savings.

A second consultation with staff was held on 8th December 2017 for the CFL team in which they were asked to give their individual feedback on the new proposed structure plans.

Action required: consultation dates

Team	Date	
Wider Leadership Team meeting	23 January 2018	
Acorn Lodge	29 January 2018	Sue Rumbold
Rainbow House	31 January 2018	Sue Rumbold
Educational Psychology team	7 February 2018	Sue Rumbold/Andrew Eastwood
SENIT	2 February 2018	Sue Rumbold/ Andrew Eastwood
SENSORY /STARS Meeting 1	31 January 2018	Sue Rumbold
Sensory / STARS Meeting 2	6 February 2018	Sue Rumbold
SENSAP	7 February 2018	Sue Rumbold
CHAD	1 February 2018	Sue Rumbold
OTs	1 February 2018	Sue Rumbold
EHE & Exclusions team	6 February 2018	Andrew Eastwood/Sue Rumbold
Head of Virtual School	6 February 2018	Andrew Eastwood
Attendance Service	8 February 2018	Andrew Eastwood/Julie Longworth

RES teams	8 February 2018	Julie Longworth
Signpost Teams	6 February 2018	Julie Longworth
FIS Teams	6 February 2018	Julie Longworth
LA employed Targeted Services Leads	6 & 8 February 2018	Julie Longworth
Safeguarding Service	9 February 2018	Sal Tariq and Dave Basker
Traded Services/Service Improvement (Meeting 1)	2 February 2018	Tim Pouncey
Traded Services/Service Improvement (Meeting 2)	5 February 2018	Tim Pouncey

7. Who may be affected by this activity?
 please tick all relevant and significant equality characteristics, stakeholders and barriers that apply to your strategy, policy, service or function

Equality characteristics

Age

 Carers

 Disability

Gender reassignment

 Race

 Religion or belief

Sex (male or female)

 Sexual orientation

Other

(for example – marriage and civil partnership, pregnancy and maternity, social class, income, unemployment, residential location or family background, education or skills level)

Please specify:

Equality data analysis shown in section 5

Stakeholders

Services users

 Employees

 Trade Unions

Partners

 Members

 Suppliers

Other please specify

Potential barriers

Built environment

Location of premises and services

Information and communication

Customer care

Timing

Stereotypes and assumptions

Cost

Consultation and involvement

Specific barriers to the organisational change proposals

Please specify

Ensure there is a clear timetable for consultation and communication and that this is regularly reviewed and updated accordingly

8. Positive and negative impact

Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers

8a. Positive impact:

This review is being lead with a key focus on achieving better outcomes for children, in particular those classed as vulnerable learners. Feedback from OFSTED, along with a variety of other stakeholders has driven the new proposals therefore one of the aims of the review is to improve working relationships with partners which in turn will elevate our reputation and ability to influence.

Action required:

Clear and regular communications with all stakeholders.

8b. Negative impact:

Unfortunately the review has concluded that six staff are potentially at risk of redundancy, the majority of these staff are women (83%) which is slightly higher than the overall service profile (72%) however the roles selected for deletion have been done so because it is felt the function/service provision requires this and is not a reflection on the individuals concerned.

Action required:

Clear and regular communications with all staff affected. Regular 1:1 welfare contact with those directly at risk.

9. Will this activity promote strong and positive relationships between the groups or communities identified?

Yes

No

Please provide detail:

Please see 8a.

Action required:

Please see 8a.

10. Does this activity bring groups or communities into increased contact with each other (for example in schools, neighbourhood or the workplace)?

Yes

No

Please provide detail:

Learning Services and Early Help will work closer together to drive challenge and support to schools to deliver improved outcomes to children.

Action required:

N/A

11. Could this activity be perceived as benefiting one group at the expense of another?

Yes

No

Please provide detail:

Need to disproportionately focus on vulnerable learners and early help which will ultimately lead to improved outcomes for all children.

Action required:

N/A

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Action	Timescale	Measure	Lead person
Informal consultation	Add dates	Staff and stakeholder feedback	Sue Rumbold
Complete formal consultation	Add dates	Staff and stakeholder feedback	Sue Rumbold
Regular communications with stakeholders	On-going	Stakeholder feedback	Sue Rumbold
Review equality profile of leadership team – link to workforce and succession plans	Post MSR process	Proactive actions undertaken to have an inclusive and representative workforce	Sue Rumbold

Action	Timescale	Measure	Lead person

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job title	Date

14. Monitoring progress for equality, diversity, cohesion and integration actions
(please tick)

- As part of service planning performance monitoring
- As part of project monitoring
- Update report will be agreed and provided to the appropriate board
Please specify which board
- Other (please specify)

15. Publishing

If this equality, diversity, cohesion and integration impact assessment relates to a **key delegated decision, executive board, full council** or a **significant operational decision** a copy should be emailed to corporate governance and will be published along with the relevant report.

A copy of **all other** equality and diversity, cohesion and integration impact assessment's should be sent to equalityteam@leeds.gov.uk. For record keeping purposes it will be kept on file (but not published).

Date impact assessment completed	
If relates to a key decision – date sent to corporate governance	
Any other decision – date sent to equality team	