

Appendix A

Equality, Diversity, Cohesion and Integration screening – 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.

Equality and diversity will always have relevancy to organisational changes which impact on a diverse workforce. If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration then you have already carried out an impact assessment.

A **screening** process is a short, sharp exercise, which completed at the earliest opportunity will help to determine:

- whether or not equality, diversity, cohesion and integration is being/has already been considered, and therefore
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children & Families	Service area: Learning for Life
Lead person: Sharon House	Contact number: 3784507

1. Please provide a brief description of the organisational change arrangements that you are screening

Cross Gates Primary School notified the Learning for Life Service of their decision to cease the leadership, management and governance of Cross Gates and Manston Children's Centre.

The final option available is to bring the Centre into the management and governance of the Learning for Life Service, Children's Services who currently manage and govern 34 other Centres in areas of high deprivation. This would ensure the continuance and development of much needed services to vulnerable families in the area.

2. Consideration of equality, diversity, cohesion and integration checklist		
Questions	Yes	No
Have you already considered equality and diversity within your current and future planning	x	
Where you have made consideration does this relate to the range of equality characteristics	x	
Have you considered positive and negative impacts for different equality characteristics	x	
Have you considered any potential barriers for different groups	x	
Have you used equality information and consultation where appropriate to develop your proposals	x	
Is there a clear plan of how equality areas identified for improvement will be addressed	x	

If you have answered **no** to the questions above:

- there may be gaps in your equality and diversity considerations and you should complete an equality and diversity, cohesion and integration impact assessment (organisational change). Please go to **section 4**

If you have answered **yes** to the questions above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 3**.

3. Considering the impact on equality, diversity, cohesion and integration
If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.
Please provide specific details for all three areas below (use the prompts for guidance).
<ul style="list-style-type: none"> • How have you considered equality, diversity, cohesion and integration? (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

Target families

The Centre effectively meets the needs of young children and families in the area, particularly those who are vulnerable including children looked after and those subject to care plans. The move of the governance and management of children centre services to the Learning for Life will ensure that the needs of vulnerable families will continue to be met, contributing to narrowing the gap. No adverse effects as a result of the move can be anticipated as service delivery based on needs, will be maintained.

Consultation

All possible options have been explored and now the plan is to move the management and governance arrangements for the Centre to the Learning for Life Service. This includes a children's centre manager, a senior family outreach worker (part time), 2 family outreach workers (part time) and an admin worker (part time). Families will be consulted through the advisory board and existing mechanisms once approval to transfer has been agreed. The Advisory Board are aware of the school decision.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

There is the potential for closer integrated working with other children's centres as part of the re-design and the centre can be grouped in due course. The potential efficiencies and savings by bringing the Centre into the learning for Life and then grouping will help to ensure that both are financially viable in the future.

Families in the area access services from the Centre and this will be enhanced further through planning and delivering services to support easy access.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

Children centre services will continue to be delivered targeting those families who are at higher risk of poor outcomes.

The Learning for Life Service will ensure the smooth TUPE transfer of management and governance arrangements working with colleagues from HR and BSC.

Workers will be informed of the move and the relevant support provided to ensure that this takes place in a timely manner. The security of all posts will be considered and workers advised accordingly in line with wider Service developments

This will increase the number of parents who will benefit which is expected to be a minimum of 200, with the potential of reducing risks and the need for children to be looked after.

4. If you are **not already considering the impact on equality, diversity, cohesion and integration you **will need to carry out an impact assessment.****

Date to scope and plan your impact assessment:

Date to complete your impact assessment

Lead person for your impact assessment
(Include name and job title)

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Amanda Ashe	Early Start & Childrens Centre Lead	January 2021
Date screening completed		

6. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to	Date sent:

equalityteam@leeds.gov.uk	
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