

# Equality, Diversity, Cohesion and Integration Impact Assessment



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, 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

<b>Directorate:</b> Children's Services (CS)	<b>Service area:</b> Learning Skills & Universal Services (LSUS) -City Learning Centres (CLCs)
<b>Lead person:</b> Kevin Paynes	<b>Contact number:</b>
<b>Date of the equality, diversity, cohesion and integration impact assessment:</b> V.03 Tuesday 26 <sup>th</sup> March 2013	

<b>1. Title:</b> Change of use of City Learning Centres
Is this a:
<input 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. Members of the assessment team:

<b>Name</b>	<b>Organisation</b>	<b>Role on assessment team e.g. service user, manager of service, specialist</b>
Kevin Paynes	LCC- Children's services	LSUS 11-19 Leadership & Management Lead
Andrew McGlen	LCC- LSUS	LSUS Team Leader City Learning Centres
Stephen Featherstone	LCC- Children's services	CS- Policy, Planning & Procedures Leader
Ken Morton	LCC- Children's services	LSUS Head of Service Young People & Skills
Clare Walker	LCC- Children's services	CS- Head of Policy, Planning, Information & Procedures
Rachael Davison	LCC – children's Services	CS – Project Manager

### 3. Summary of strategy, policy, service or function that was assessed:

There are four City Learning Centres (CLCs) in Leeds which were created in 2002 to improve education facilities for schools. They predate the Building Schools for the Future (BSF) programme which has transformed many of the city's high schools and which provided specialist facilities across the city that were previously only available in the CLCs.

They were originally funded through the Excellence in Cities grant. When this grant ceased in 2010, Schools Forum agreed to continue funding CLCs using the Dedicated Schools Grant (DSG) as an interim measure.

In view of the changes to schools needs and funding in recent years, discussions have been on-going regarding the future of the CLCs resulting in schools taking on an increasing role in the running of the facilities. There is now a need to increase the pace of these discussions as changes to the rules around the use of the DSG funding mean that from April 2013 it is not possible to use it to support the cost of running the CLCs.

DSG funding to cover the net cost of the CLCs in 2012/13 was £1.273m. To try and retain the existing CLC provision through funding from the Children's Services base budget is neither appropriate nor a viable option in the current financial climate. However, to allow adequate time to secure new arrangements and minimise disruption to schools and pupils, CLCs will continue to be funded by Children's Services for the remainder of this academic year

Through discussions with Area Inclusion Partnerships and Schools, new arrangements for the future funding and use of the CLCs from 1 September 2013 have been developed. These proposals aim to build on the practice currently available in the CLCs whilst maximising the potential use of these valuable resources as citywide assets.

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

(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

#### 4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>

**Please provide detail:**

#### 4b. Service, function, event

please tick the appropriate box below

The whole service (including service provision and employment)	<input checked="" type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input type="checkbox"/>
Procuring of a service (by contract or grant) (please see equality assurance in procurement)	<input type="checkbox"/>
<b>Please provide detail:</b>	
<p>There are now proposals for the future of each of the 4 CLCs. There will be some impact on the staff, pupils and services. However these proposals secure the long term future of the sites to be used as educational facilities.</p>	

**5. Fact finding – what do we already know**  
 Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

The initial options identified for further discussion are summarised below:

**Derek Fatchett CLC**  
 The CLC is currently being considered as an integral part of plans relating to the future of City of Leeds High School. This would secure the site to support the future need for secondary places. Discussions are currently underway with Leeds City College (as potential sponsor) and the Department for Education (DfE) regarding the future of City of Leeds High School as an academy to open in September 2013. It is likely that TUPE would apply to some of the CLC staff dependant on what delivery transfers to the academy. Leeds City College as the academy sponsor have also indicated that they would be willing to include CLC staff in ring-fence arrangements for posts in the new academy. If the school becomes an academy it is likely the asset would transfer to an Academy Trust on a 125 year lease.

The Light House free school are currently leasing part of the CLC and have an agreement until the end of the current academic year. They are likely to be requesting continued use of the accommodation for the next academic year until their new premises are finished. As all the capacity available across the academy/CLC site would not be needed to accommodate the demand for places at the school in the short term, it should be possible for the academy to agree to this request. Children’s Services are also interested in using the site to deliver traded services. Again this should be possible for the next few years.

### **Leeds West CLC**

There is a proposal by the West AIP to further develop the CLC as an inclusion base to support the secondary schools in the West of the city. The AIP are already making extensive use of the CLC as an inclusion base and currently use around half of the available capacity to provide inclusion provision. The AIP have requested a two year agreement where they would take over the running of the CLC and pick up the full premises and other resource associated costs. AIP funding has been secured to meet these costs. Discussions to date indicate that it would be unlikely that staff would be eligible for TUPE due to the significant change to type of provision that would be delivered at the CLC.

The physical location (not on an existing school site) and the very limited size of the accommodation present significant difficulties for using this site to support basic need. Managing exclusions is currently a key priority for schools and the use of the building as an inclusion centre is considered an appropriate use at the current time. However, this would not rule out its use for basic need at some point in the future.

### **North East CLC**

Since the start of this academic year the NE AIP have been using the ground floor of the CLC as an Inclusion Centre, will all delivery taking place through their own staff. There is now a proposal by the NE AIP to run the whole of the CLC as a central resource for the NE schools. The AIP have requested a two year agreement where they would take over the running of the CLC and pick up the full premises and other resource associated costs. The delivery model they are proposing would likely only involve the TUPE of two of the CLC staff.

The current proposal does not support the basic need for school places. However, as there is not a need for additional secondary capacity in the North East over the next two years, this is not seen as a problem. Over the next year it is proposed there will be further discussions with the AIP around the use of the CLC by one or more schools to enable them to increase their 11-16 capacity from 2015 onwards.

### **South Leeds CLC**

Since April 2012 there has been a Memorandum of Agreement (MOA) in place with the South Leeds Learning Trust (Cockburn High School and feeder primary schools) around the running of the CLC until August 2013. As part of the agreement most of the delivery CLC is already undertaken by the school staff. It is proposed that from September 2013 the CLC should transfer to the South Leeds Learning Trust to enable Cockburn to increase their 11-16 capacity. The school have agreed to increase their capacity from 210 to 235 per year group, giving a total of 125 new 11-16 places. The school would pick up the full premises and other resource associated costs. TUPE is not likely to apply as the provision delivered from September 2013 would be substantially different.

### **Staffing**

There are currently 20 staff on the CLC structure employed by the council. A

Team Leader; 6 staff based at the Derek Fatchett CLC; nine staff based at the NE CLC, one staff based at the South CLC and three on the structure of the West CLC (including two who are on long term secondments).

Staff have been informed they will be supported if they wish to access the Early Leavers Initiative or enter Managing Workforce Change on voluntary basis as a priority 3 case. It is proposed that any staff that do not TUPE and are therefore displaced by the proposed new arrangements and have not already secured a new post by 1 September 2013 will move into the formal process of Managing Workforce Change.

### **Service delivery**

As a result of the continued development of ICT facilities in schools partly as a result of the Building Schools for the future (BSF), combined with major changes to the curriculum in recent years, demand for the programmes traditionally provided by the CLCs has declined. They no longer deliver any two year courses and all the current programmes are scheduled to finish by this summer. This has led to a situation this academic year where Area Inclusion Partnerships (AIPs) and schools are now managing or utilising all or significant portions of three of the CLCs.

A detailed analysis is being undertaken to capture what services are currently running from CLCs and what is likely to be offered under the new proposals. This will indicate whether the same or similar services will continue. This will also help ascertain whether TUPE will apply to the staff.

### **Are there any gaps in equality and diversity information**

**Please provide detail:**

At this stage there is no information available on the numbers of users of each centre, the usage involved, the equality characteristics of the users, the school base of the users. A particular concern would be the potential loss of targeted services such as those for LAC, ESOL and targeted Key Stage 4 work, and whether or not this type of provision would be maintained in the arrangements for the future of the CLC.

The continuation of targeted services needs to form part of the negotiations with key partners to ensure that they are offered at these sites or within the wider community.

### **Action required:**

To include in the project documentation a detailed analysis of the services gained and lost including analysis of the equality characteristics of service users.

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

**Yes**

**No**

**Please provide detail:**

Negotiations with staff and trade unions have been initiated and will continue throughout the change programme. As are negotiations with elected members, schools and other educational partners in each of the 4 areas of the city.

**Action required:**

To include in the project documentation details of the form and outcomes of the involvement of groups of people most likely to be affected or interested.

**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:** Courses and activities of particular target groups

**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 strategy, policy, services or function**

**Please specify**

The need to provide additional school places in the city will take priority for these sites. However this will not be a pressure for the next two years.

**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:**

The proposals that have been developed represent the best opportunity to secure the continued use of the CLCs to support the educational achievement of young people in Leeds. In the future these sites will accommodate the increased need for educational places across the city.

**Action required:**

**8b. Negative impact:**

There may be a negative impact on some existing uses or users of the CLCs and other key stakeholders such as staff and partners. However with the proposals the sites have been secured for sustainable educational use. The best interests of the staff and partners have been met where possible.

**Action required:**

To identify the negative impacts for the future of each of the CLCs, and where possible to mitigate against any negative impact.

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

Yes  No

**Please provide detail:**  
CLCs have traditionally provided resources for school pupils and the wider community in a particular area of the city.

**Action required:**  
As above

**10. Does this activity bring groups/communities into increased contact with each other (e.g. in schools, neighbourhood, workplace)?**

Yes  No

**Please provide detail:**  
Current use of the CLCs include some community use and summer holiday activity programmes.

**Action required:**  
These may continue in some form under the future proposals. Possible loss of these uses of the CLCs and any mitigating options to be considered.

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

Yes  No

**Please provide detail:**  
Future proposals are inclusive to all groups and would not benefit one group over another.

**Action required:**

**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)

<b>Action</b>	<b>Timescale</b>	<b>Measure</b>	<b>Lead person</b>
To identify the option for the future of each of the 4 each of the CLCs that maximises the CLCs sustainable contribution to the framework of children's services provision in the locality.	March 2013 - closed		Gary Milner
Ongoing meetings with unions and staff members to take place throughout the HR process.	March 2013 - started		HR/Gary Milner/ Kevin Paynes
Detailed analysis of the services currently being delivered including analysis of the equality characteristics of service users, and community usage of CLCs.	May 2013 - open		Andrew McGlen
Detailed analysis of the services to be delivered under the new proposals.	End May 2013 - open		Gary Milner/Kevin Paynes
Analysis of proposed new service delivery used to identify if/where TUPE applies and enable the process to start for staff	June 2013		Gary Milner/ Hannah Hackett

**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
Paul Brennan	Deputy Director of Universal Skills & Learning Services	

**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

LSUS Programme Board

Other (please specify)

**15. Publishing****Date screening completed****If relates to a Key Decision send to Corporate Governance****Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)**