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| Title of the Assessment: | Music Service – Service Reduction 2012/2013 | Date of Assessment: | 05/11/2010 | |
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Stage 1 – Aims and Objectives

1.1) What are the objectives of the service review / reorganisation?

The Music Service is a shared service providing support and tuition to pupils across the Bedford Borough and Central Bedfordshire. The Music Service is currently funded from the budgets of both Councils and the Standards Fund. This proposal removes Central Bedfordshire Council's contribution by 2012/2013.

1.2) What needs is it designed to meet?

In light of the review by Government of the Standards Fund and the Council's own savings targets, steps to reshape and refocus of the service are on-going. This proposal will remove the Council's contribution to the music service with a view to full cost recharge on all activity offered to schools or parents. The proposal and the consequential re-organisation will have a long lead time.

1.3) What outcomes will be delivered?

This will bring a saving of £272K. A music service re-organisation will occur during 2011/2012 building on the 2010/2011 management reorganisation and the number of posts affected will be identified at that time. This review will be informed when the outcome of the national Henley Review on funding for music services is known. It closed the call for evidence in October but the publication date is unknown. Schools and Parents will be asked to buy back at full cost.

1.4) Which other strategies or policies support this?

Service Delivery Related:

The Children and Young People's Plan. A Child Poverty Strategy is being developed. The Workforce Development Strategy

Employment Related:

The Managing Change Policy which includes the Voluntary Severance Scheme and Redeployment Policy to help mitigate against the consequences of compulsory redundancy

1.5) In which ways does this support Central Bedfordshire's intention to tackle inequalities and deliver services to vulnerable people?

Service Delivery Related:

As part of the review process, consideration is being given to the potential impact on vulnerable groups.

Employment Related:

When an employee is facing reorganisation / compulsory redundancy, they have a series of entitlements that their employer, must address. These apply to part-time staff in exactly the same way as they do to full-time staff. No employee can be made redundant on the grounds of their gender (including transsexual people), race, religion or belief, sexual orientation, age or because they are pregnant or disabled.

Managers must

- assess which skills and roles the business really needs for the future
- Set out in writing to all those affected that the organisation is reorganising structures and some posts may be at risk of redundancy. Explaining why redundancies are being contemplated and the selection process being used. This process should be seen as a discussion and consultation stage and the language used needs to reflect this by highlighting that this is still a proposal rather than a foregone conclusion and that alternative ideas will be considered
- use consistent, objective and fair criteria when allocating employees to new roles
- try to find suitable alternative employment to anyone you are proposing to make redundant (even if it does not prove possible)
- give adequate notice: between one and 12 weeks, depending on how long the employee in question has been employed
- Provide a lump sum redundancy payment: the amount will depend on their age, length of

employment and their current weekly wage

- allow those being made redundant a reasonable amount of paid leave to search for a new job or to organise training that will help them get a new job

The CBC Managing Change Policy sets out the selection criteria for new roles or redundancy which will be based on fair criteria which takes equality employment legislation fully into account.

1.6) Is it possible that this could damage relations amongst different communities or contribute to inequality by treating some members of the community less favourably such as people from black and minority ethnic communities, disabled people, women, or lesbian, gay, bisexual and transgender communities?

There are four options that are being considered with regard to the future of the Music Service. Each option is likely to have varying impacts on Services Users and Employees as set out below:

Option 1 Discontinue the service.

Service Delivery Related Impact:

- Would not be in keeping with one of the Council's top priorities of increasing opportunities for children and young people
- No support available for those with special educational needs, who are in most need or who are vulnerable
- A broad and diverse universal musical offer would not be available for all children
- Post code lottery for music provision is established
- Free access to instrumental resources would rapidly deteriorate
- Cost of any provision type may be restrictively high for many families

Employment Related Impact:

- Poor job security creates a high turnover of freelance providers impacting upon the quality of teaching & learning
- Loss of a highly skilled workforce
- Professional development opportunities for specialist instrumental teachers would be lost

Option 2 Transfer the service to a trust

Service Delivery Related Impact:

- The priorities and finances of the Trust may lead to a more narrowly defined service focus and inhibit the service from providing a breadth of opportunities and contributing to cross-cutting themes.
- Support for vulnerable groups would be dependent upon available funding

Employment Related Impact:

- Possible deterioration of teachers' terms and conditions of employment

Option 3 Reorganise and retain the Music Service as a shared service (*hosted by either Central Bedfordshire Council or Bedford Borough Council*) to achieve a cost neutral service whilst ensuring an appropriate provision offer is in place that meets local needs for music education.

Service Delivery Related Impact:

- Local management of support for those with special educational needs, who are in most need or who are vulnerable may become inconsistent and lack a strategic and equitable approach
- Early move to full cost recovery model.
- Should the Standards Fund be retained by Central Government it would be positioned to ensure those who are in most need or are genuinely unable to meet the cost of continued learning at full cost recovery levels are not excluded from opportunities
 - Available public funding could be strategically targeted to support vulnerable groups and those in most need

- Local management of support for those with special educational needs, who are in most need or who are vulnerable may become inconsistent and lack a strategic and equitable approach
- Targeted support for those who have special educational needs, are vulnerable or hard to reach should be provided through partnership working with appropriate agencies.
 - A targeted range of quality assured safeguarded musical opportunities with clear learning pathways is available to all children, young people and families
 - Free access to instrumental resources would deteriorate
 - A broad and diverse range of consistent learning opportunities particularly in specialist areas may not be available
- Schools may be averse to the same or similar level of priority and provision of music thus the opportunities for children and young people will be reduced or lost
- Schools or clusters may not have capacity/skill/desire or resources to organise a broad and diverse range of progressive ensemble and enrichment opportunities such as instrumental workshop events and master classes
- Full cost recovery will limit access to those on lesser income than others and musical enrichment opportunities will be for those able to pay.
- External funding is more difficult to secure in a local authority area that has relatively low levels of deprivation when compared to other English authorities

Employment Related Impact:

- More flexible working opportunities
- Potential for teaching staff to advance career within the school
- Reorganisation of management and/or staffing structures will result in large reduction in the workforce and/or terms and conditions of employment
- Significant reduction in skilled workforce
- Casual hourly paid or self-employed employment becomes the norm for many teachers
- Professional development opportunities for specialist instrumental teachers may be lost impacting upon quality and standards

Option 4 Reorganise and disaggregate the Music Service to achieve a cost neutral service whilst ensuring an appropriate offer is in place that meets local needs for music education in Central Bedfordshire

Service Delivery Related Impact:

- The supply and availability of specialist teachers could be reduced if they concentrate in one or other unitary area
- The split of assets (instruments and music library) could restrict the access to musical opportunities especially for the limited numbers of some instruments
- Instrument tuition fees are set at a full cost recovery level and are delivered by a casual hourly paid teaching team
- Strengthened and more targeted local management of support for those with special educational needs, who are in most need or who are vulnerable should mean that it is easier to ensure an equitable approach
- Should Standards Fund be retained it would be used and targeted to Central Bedfordshire provision and positioned to ensure those who are in most need or are genuinely unable to meet the cost of continued learning at full cost recovery levels are not excluded from opportunities
- Targeted support for those who have special educational needs, are vulnerable or hard to reach should be provided through partnership working with appropriate agencies.
- Free access to instrumental resources for those in most need could deteriorate unless sufficient funds are generated to replace instruments
- The range of consistent learning opportunities especially in specialist areas may not be widely available
- Schools may be averse to the same or similar level of priority and provision of music thus the opportunities for children and young people will be reduced or lost
- Schools or clusters may not have capacity/skill/desire or resources to organise a broad and diverse range of progressive ensemble and enrichment opportunities such as instrumental

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| <p>workshop events and master classes</p> <ul style="list-style-type: none"> • Services within Central Bedfordshire schools may be more effectively coordinated with a greater ability to influence participation rates • Full cost recovery could limit access to those on a lower income than others • Impact upon standards in schools due to the casual nature of the majority of the workforce • The reduced number of schools could limit access to external funding and sponsorship within a community where deprivation levels are lower. • External funding is more difficult to secure in a local authority area that has relatively low levels of deprivation when compared to other English authorities <p>Employment Related Impact:</p> <ul style="list-style-type: none"> • More flexible working opportunities • Potential for teaching staff to advance career within the school • Casual hourly paid or self-employed employment becomes the norm for many teachers |
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| Stage 2 - Consideration of Relevant Data & Research | | | |
|---|--|----------------------|--|
| Equality checklist issues to be considered | | | |
| Awareness | Appropriateness | Accessibility | Partnership - working |
| Take Up levels | Adverse Outcomes | Staff Training Needs | Contracts & monitoring |
| 2) What sources of evidence and key facts will be used to inform the assessment? | | | |
| <ul style="list-style-type: none"> • Extracts from Children and Young People’s Plan Equality Impact Assessment which highlights the groups of vulnerable children and young people in the Central Bedfordshire area • Formal Consultation with Employees • Consultation with service users | | | |
| Each item ticked below must be evidenced | | | |
| Internal desktop research | | | |
| | Place survey / Customer satisfaction data | √ | Demographic Profiles – Census & ONS |
| √ | Local Needs Analysis | √ | Service Monitoring / Performance Information |
| √ | Other local research | | |
| Third party guidance and examples | | | |
| √ | National / Regional Research | | Analysis of service outcomes for different groups |
| √ | Best Practice / Guidance | √ | Benchmarking with other organisations |
| | Inspection Reports | | |
| Public consultation related activities | | | |
| √ | Consultation with Service Users | | Consultation with Community / Voluntary Sector |
| √ | Consultation with Staff | | Customer Feedback / Complaints |
| | Data about the physical environment e.g. housing market, employment, education and training provision, transport, spatial planning and public spaces | | |
| Consulting Members, stakeholders and specialists | | | |
| | Elected Members | | Expert views of stakeholders representing diverse groups |
| | Specialist staff / service expertise | | |
| <p><i>Please bear in mind that whilst sections of the community will have common interests and concerns, views and issues vary within groups. E.g. women have differing needs and concerns depending on age, ethnic origin, disability etc</i></p> <p>Lack of local knowledge or data is not a justification for assuming there is not a negative impact on some groups of people. Further research may be required.</p> | | | |
| 2.1) Existing Data and Consultation Findings: | | | |
| <p>- Age:</p> <p>Service Delivery Related: There are 65 teenage parents in Central Bedfordshire and 25% of those are in learning. 64.3% of teenage parents are NEET.</p> <p>Consultation with Service Users has highlighted the following issues:</p> | | | |

The majority of families – particularly those with younger children - who use the service have indicated that they prefer instrumental lessons to take place during the school day. There is a wide range of views regarding preferences for music group activities such as bands, orchestras and choirs. These range from during school time, immediately after school, early evenings, weekends and school holidays.

Cost is increasingly becoming a barrier to sustained engagement in service activities, particularly for those families who have more than one child participating in service activities

Employment Related:

- Younger people often meet assumptions that they do not have relevant skills or experience. (Employers Forum on Age)
- Older workers can experience restricted access to the workplace by enforced or incentivised retirement. (Government Equalities Office (GEO))
- 62% of over fifties feel they have been turned down for a job because they are considered to old, compared with 5% of people in their thirties. (GEO)

Consultation with Employees has highlighted the following issues:

- Disability:

Service Delivery Related:

National:

- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled young people are at particularly high risk of being NEET between the ages of 16 and 19.
- For pupils with SEN (both without a statement and those with a statement of SEN), 15.4 percent achieved a good level of development. This compares to 55.5 percent for those pupils with no identified SEN

Consultation with Service Users has highlighted the following issues

Employment Related:

- Disabled people are more than twice as likely to be out of work as non disabled people. (Family Resources Survey - 2006/07)
- Only one in two disabled people are likely to be in employment compared with four in five non disabled people. (Government Equalities Office)
- Disabled people make 2.5 times more job applications than non disabled people, yet receive fewer job offers. (Employers Forum on Disability)

Consultation with Employees has highlighted the following issues:

- Carers:

Service Delivery Related:

- Young carers need better support in order to go to school, have time off, etc.
- 56% of young carers are living in lone parent families and one in ten young carers is caring for more than one person.
- 27% of all young carers of secondary school-age are experiencing some problems attending school, and the equivalent proportion of young carers of primary school age is 13%.
- Caring can be a very long-term commitment for many children, and can start at an early age. 36% of young carers had been caring for 2 years or less; 44% for 3-5 years; 18% for 6-10 years and 3% for over 10 years.

Consultation with Service Users has highlighted the following issues

Employment Related:

- There are currently over three million working carers in the UK. Work is important for well-being,

income and to keep social contacts.

- Between 46% and 62% of carers are not getting adequate services to help them work
- Only just over half (56%) felt their employer was carer-friendly and supportive

Consultation with Employees has highlighted the following issues:

- Gender:

Service Delivery Related:

National:

- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty and are nine times as likely as girls to be identified with autistic spectrum disorder. Only 18% of poor white British boys achieve 5 or more GCSE passes
- Boys account for 80% of permanent exclusions and 75% of fixed term exclusions.
- more young men than young women are NEET.

Local:

- In Central Bedfordshire 6.2% of girls and 5.3% of boys are NEET (Source: Central Bedfordshire Performance Data July 2010).

Consultation with Service Users has highlighted the following issues

Employment Related:

- Lack of childcare often prevents women, and some men, from accessing employment opportunities
- Finding affordable childcare and a job with flexible working arrangements is critical
- 38% of mothers and 11% of fathers have left a job or been unable to take one due to caring responsibilities
- The Equality Review highlighted that one of the most significant issues to address to resolve this inequality is the development of policies to help mothers and fathers to balance paid work and caring between them, at the same time as fulfilling their obligations to their employers
- The vast majority of people employed in local government are women (70%) but most are concentrated in lower paid and part-time jobs. (EOC)
- Women are still under-represented in the higher paid jobs within occupations – the “glass ceiling” effect. (GEO)

Consultation with Employees has highlighted the following issues:

- Trans Gender / Gender Reassignment:

Service Delivery Related:

- National research indicates that transgendered young people are more likely to experience bullying and social exclusion

Consultation with Service Users has highlighted the following issues:

Employment Related:

- Trans gender people are more likely than others to experience difficulty in finding work or retaining it if their background becomes known to others. High numbers report feeling obliged to change jobs because of workplace harassment and abuse. (EHRC) They have been found to be in jobs that are below their skills and educational capacity and appear more likely to work in lower-paid and insecure employment in the public sector, or to be self-employed

Consultation with Employees has highlighted the following issues:

- Race:

Service Delivery Related:

National:

- 53.5 percent of pupils whose first language is English achieve a good level of development,

compared with 41.9 of pupils for whom English is an additional language.

- The lowest attaining groups at KS4 were Traveller of Irish Heritage pupils and Gypsy/Roma pupils, where respectively 9.2 and 9.1 percent of pupils achieved 5 or more A*-C grade GCSEs or equivalent including English and mathematics
- Other than the ethnic groups with very small number of pupils, the lowest achieving were Black Caribbean, Pakistani, Other Black and pupils from a Mixed White and Black Caribbean background
- The risk of permanent exclusion is much higher for pupils from some ethnic minority groups, especially Traveller of Irish Heritage pupils
- The evidence base on ethnicity suggests that young people from some ethnic minority groups may also be at greater risk of being NEET.

Local:

- In terms of school absence, Central Bedfordshire's figures suggest that this is better than the national average and with the exception of pupils of Black Origin, better than the regional averages too.
- 22.2% of 'Any other Black Background', 11.4% 'Any other ethnic group' and 11.1% of 'White and Black African' young people are recorded as NEET. These figures must be treated with some caution however because of the low figures involved and a large percentage of the cohort whose ethnicity is unrecorded or not given. However, it is evident from the figures that if young people are from a black background, they are more likely to be NEET in Central Bedfordshire than young people from other ethnicities.

Consultation with Service Users has highlighted the following issues:

Employment Related:

- Overall black and minority ethnic people are more likely to be unemployed, irrespective of their qualifications, place of residence, sex or age. They are less likely to hold senior management positions. (Equality Review (ER))
- Recent experiments show clear evidence of discrimination in whether people are offered employment opportunities, with interviews depending on the apparent ethnicity in their CVs.(National Equality Panel)

Consultation with Employees has highlighted the following issues:

- Religion or Belief:

Service Delivery Related:

Consultation with Service Users has highlighted the following issues:

Employment Related:

- Only 61% of Muslim men have jobs compared to 80% of Christian men and 82% of Hindu men. (Government Equalities Office)
- There is emerging evidence that Indian and White Muslims experience employment disadvantage when compared to Indian and White Christians. (Equality Review)

Consultation with Employees has highlighted the following issues:

- Sexual Orientation:

Service Delivery Related:

National:

- National research indicates that gay, lesbian, and bisexual young people are more likely to experience bullying and social exclusion with 6/10 experience homophobic bullying and half of these contemplate killing themselves as a result

Local:

- The Anti-Bullying Survey 2010 conducted in Central Bedfordshire highlighted that consistent with

national data, sexist sexual or homophobic bullying was an issue for some children and that these issues should be further addressed within the Anti-Bullying Strategy

Consultation with Service Users has highlighted the following issues

Employment Related:

- Even though employers and public bodies have a responsibility to protect lesbian and gay people from discrimination, lesbian and gay people still encounter prejudice in their day-to-day lives.
- Nearly one in five lesbian and gay people (almost 350,000 employees in Britain) have experienced homophobic bullying in the workplace during the last five years
- Among those who have experienced bullying, a quarter have been bullied by their manager, half by people in their own team and nearly a third have been bullied by people junior to them. (Stonewall)

Consultation with Employees has highlighted the following issues:

- **Other:** *e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion*

Service Delivery Related:

National:

- Children who grow up in poverty are less likely to get qualifications or go on to higher education and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation
- Teenage parents and their children are at increased risk of living in poverty.
- Babies with professional or managerial parents develop better and faster than those whose parents are in unskilled or semi-skilled manual occupations.
- By age 6, low-achieving children from more advantaged homes will out-perform initially high-achieving children from less advantaged homes.
- Poverty is strongly associated with low achievement and significantly more so for white British pupils.

Local:

- Three of Central Bedfordshire lower super output areas (LSOAs) are in the top 10% most deprived regionally and a further six are in the top 20% most deprived regionally. None of Central Bedfordshire's 154 LSOAs is in the top 20% nationally.
- In comparing upper schools against the local, regional and national averages for 2008/09, 4 schools stood out as underperforming (although it was evident that some of these were showing improvements). These schools were all located in the areas of highest deprivation in the authority. Manshead Upper, Northfields Upper (which was closed and re-opened in January 2009 as All Saints Academy), Sandy Upper and Stratton Upper
- A number of middle schools are significantly above national average in terms of overall absence and persistent absence levels, these include, Brewers Hill (Dunstable), Brooklands (Leighton Buzzard), Edward Peake (Biggleswade), Kings Houghton (Dunstable), Leighton Middle (Leighton Buzzard), Mill Vale (Dunstable), Priory Middle (Dunstable), Sandye Place (Sandy) and Streetfield (Dunstable). All of these schools feed into the upper schools listed above

Consultation with Service Users has highlighted the following issues

Although the service operates a remission policy, cost remains a barrier to learning particularly in the lower super output areas

Employment Related:

Consultation with Employees has highlighted the following issues:

2.2) To what extent are vulnerable groups experiencing poorer outcomes compared to the population or workforce as a whole?

Service Delivery Related:

There is a lot of national data available around equalities which was used to support the development of the Children and Young People's Plan, however there is limited data available locally to assist with determining the priorities locally in relation to reducing inequalities. There are a number of hard to reach groups that have been identified

- Children in disadvantaged areas
- Young Carers
- Children in receipt of free school meals
- Children with SEN with a statement
- Children with SEN whose needs are met by School Action / School Action Plus
- Disabled Children
- Children of Gypsy, Roma or Traveller heritage
- Children from ethnic minorities
- Excluded Children
- Children of Offenders
- Children at risk of offending
- Teenage Parents
- Children in receipt of CAMHS service
- Privately Fostered children
- Children subject of a child in need plan
- Children subject of a child protection plan
- Looked After Children
- Children in alternative forms of education
- Children of services personnel
- Children and young people in custody
- Refugees and unaccompanied asylum seeking children and young people
- Children with learning difficulties / disabilities
- Children with substance / alcohol misuse
- Homeless young people

Instrumental and vocal key stage 2 wider opportunities programme provides a fully inclusive sustained high quality learning experience for whole classes of children providing a range of musical, educational and personal positive outcomes which users tell us is having a profound impact upon individuals and whole school communities

The Sound Smiths SEN music project provides opportunities for children with a range of needs in 6 special schools. The opportunities support children to develop musical skills, knowledge and understanding as well as overall personal development and self-esteem

Sing Up Bedfordshire has reached targeted groups of young people in disadvantaged community settings, particularly those identified as been at risk of offending or being involved in substance or alcohol misuse. Evaluation of the programme has told us that the opportunities provided have had a significant impact upon the development of self-esteem and social cohesion amongst participants.

Since 2007 all looked after children have the opportunity to learn to play a musical instrument at no cost to their carer

The service operates a fee remissions policy based upon free school meal criteria

Employment Related:

The CBC Employee Survey conducted in 2009 identified that there are variations in the extent to which employees feel that they are fairly treated ;

- Only **two in five** employees feel fairly treated by Central Bedfordshire Council and this drops to a third in Corporate Resources and Sustainable Communities.
- Across all Directorates there is a proportion of the population who are unsure (**29%** of the overall neither agree nor disagree).
- Almost two thirds (**63%**) however, feel that the Council does not discriminate on the grounds of age, gender, transgender, ethnicity, disability, sexual orientation, religion or belief.

- Only **just over half** of employees (**52%**) feel confident that the Council would deal with a bullying or harassment issue effectively if were raised, with a large proportion of fence-sitters.
- Only **45%** believe that Central Bedfordshire Council values the diversity of its employees with a large proportion who are again uncertain about this.
- Diversity is felt to be more valued in Children, Families and Learning (**54%**).
- When it comes to recruitment and selection processes, **46%** of employees feel they are fair and transparent with Corporate Resources and Business Transformation showing lower results (**36%** and **39%** respectively).
- Only around one third (**34%**) believe the Council is genuinely interested in the well being of its employees which falls short of the Ipsos MORI Overall norm figure of (**43%**) .
- Similarly, less than a quarter (**22%**) feel that the Council cares about what they think and feel, with patterns echoing those regarding interest in well being across directorates
- 31% of disabled employees feel that all staff are treated fairly compared to 41% overall.
- 56% of men think that the Council does not discriminate on any grounds compared to 63% overall
- 31% of Asian and 23% of Ethnic Other Background employees felt that recruitment and selection processes are fair compared to 46% overall.
- 33% of Ethnic Other Background employees feel that all staff are treated fairly compared to 41% overall and 63% of Mixed Race employees.
- 51% of Asian and 23% of Ethnic Other Background employees think that the Council does not discriminate on any grounds compared to 63% overall
- 28% of Muslim employees feel that all staff are treated fairly compared to 41% overall

2.3) Are there areas where more information may be needed?
Service Delivery Related:

Consideration will be given to feedback from parents and pupils.

Employment Related:

As the review proposals are consulted on and implemented the Council will ensure that the views of employees are considered and addressed where possible

2.4) Are there are any gaps in data or consultation findings?
Service Delivery Related:
Employment Related:

Since the start of the consultation process a log of queries, concerns and responses is being held by HR. This will be analysed to check whether any equality related issues have been raised.

2.5) What action will be taken to obtain this information?
Service Delivery Related:
Employment Related:

Letters are being issued to employees where relevant

2.6) To what extent do current procedures and working practices address the above issues and help to promote equality of opportunity?
Service Delivery Related:

The service follows all CBC policies and procedures regarding equality and access. A remissions policy is in place which accounts for legislation for looked after children's participation in musical opportunities. The inclusive key stage 2 wider opportunities programme is offered to all lower schools and aims to provide free access to musical opportunities for all primary agreed children aligning with government aspirations for music education. The Sound Smiths SEN project provides targeted specialist music support for special schools and the Sing Up Bedfordshire community programme has provided targeted support for vulnerable groups of young people.

Employment Related:

The formal consultation with employees and Trade Unions period for these proposals runs for 90 days.

Where roles have materially changed, new Job Descriptions will be developed and made available during the consultation process.

Staff are being encouraged to discuss any concerns they may have with their line manager in the first instance. Those employees who wish to request to have a one to one meeting are being advised to contact their Head of Service..

The Council is keen to avoid the need for compulsory redundancies, and a range of measures will be put in place to mitigate this. These are detailed in section 7 of the Managing Change policy. Included is the provision of a voluntary severance scheme.

Staff are being reminded that the Employee Support Service is available to support all Central Bedfordshire employees.

The annual Personal Development Review encourages all employees to identify any learning and development needs.

Stage 3 – Assessing Positive & Negative Impacts

Equality checklist issues to be considered

| Awareness | Appropriateness | Accessibility | Partnership - working |
|---|------------------|--|------------------------|
| Take Up levels | Adverse Outcomes | Staff Training Needs | Contracts & monitoring |
| Analysis of Impacts | Impact? | Summary of impacts and reasons for this | |
| 3.1) Age | | Service Delivery Related: The Children and Young People's Plan EIA has highlighted poorer outcomes across a range of equality characteristics. The proposals have highlighted the following issues Employment Related: National research indicates that people can experience unfair treatment in the workplace. The CBC staff survey highlighted that some employees have concerns about fair treatment. The review / reorganisation has highlighted the following issues..... | |
| 3.2) Disability | | | |
| 3.3) Carers | | | |
| 3.4) Gender | | | |
| 3.5) Transgender | | | |
| 3.6) Race | | | |
| 3.7) Religion / Belief | | | |
| 3.8) Sexual Orientation | | | |
| 3.9) Other e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion | | | |

Stage 4 – Conclusions, Recommendations and Action Planning

4.1) What are the main conclusions from the assessment?

Service Delivery Related:

Employment Related:

The council has in place a range of policies to guide managers when reviewing service structures. It is important to monitor that these are applied in practice and that the views and concerns of staff are properly considered.

4.2) What are the priority recommendations and actions?

Service Delivery Related:

Employment Related:

Ensure that;

- the views of staff are considered and addressed where possible
- follow fair and transparent recruitment procedures
- Adopt flexible working practices where relevant
- Support staff at risk of redundancy

4.3) What changes will be made to address any adverse impacts that have been identified?

Service Delivery Related:

These will be considered fully at the service re-design stage.

| Employment Related: These will be considered fully at the service re-design stage. | | |
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| 4.4) Are there any budgetary implications? Check the Business Case Clarity is needed on whether the Standards Fund will continue. | | |
| 4.5) Actions to be Taken: | | |
| Action | Date | Priority |
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| Stage 5 - Quality Assurance & Scrutiny: Checking that all the relevant issues have been identified | | |
| 5.1) What methods have been used to gain feedback on the main issues raised in the assessment? | | |
| Step 1: | | |
| √ | The Corporate Policy Advisor (Equality & Diversity) for comment & decision re further scrutiny | |
| Step 2: | | |
| 5.1) Has a member of the senior management team been notified of the outcome of the assessment? | | |
| Yes | | |

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| Stage 6 – Monitoring Future Impact | | |
| 6.1) How will implementation of the actions be monitored? | | |
| Service Delivery Related: Through the Head of Service | | |
| Employment Related: The views of staff during the process will be formally collated and monitored. | | |

The results of all Service Restructure Equality Impact Assessments should be made accessible to the team.