

**Central Bedfordshire Equality Impact Assessment Template**

<b>Title of the Assessment:</b>	<b>Commissioning the Pupil Referral Unit (PRU)</b>	<b>Date of Assessment:</b>	12/11/2010
<b>Responsible Officer Name:</b>	Alison Bray	<b>Extension Number:</b>	
	Head of School Support		
	<a href="mailto:Alison.Bray@centralbedfordshire.gov.uk">Alison.Bray@centralbedfordshire.gov.uk</a>		
<b>Email:</b>			

<b>Stage 1 – Aims and Objectives</b>			
<b>1.1) What are the objectives of the service review / reorganisation?</b>			
<p>The Service Level Agreement (SLA) between Central Bedfordshire Council and Bedford Borough Council to provide via Greys Education Centre Pupil Referral Unit (PRU) for the provision of education for pupils of statutory school age unable to access education due to permanent exclusion, pregnancy or the difficulties of being a young mother, long term illnesses or other temporary difficulties which arrive in people’s lives and make access to school very difficult was due to come to an end from March 2011.</p> <p>Currently pupils in Years 1 to 8 and Year 11 are supported in the Kempston Unit. Pupils in Years 9 and 10 are supported at Kingsland, Houghton Regis. Manor House in Kempston offers support to pregnant school aged girls and mothers.</p>			
<b>1.2) What needs is it designed to meet?</b>			
<p>The Council had agreed not to renew the SLA and had given notice to Bedford Borough Council. Officers were looking at alternative arrangements, as it was not appropriate for these children to be travelling to Bedford every day and the service was not providing value for money. On average it cost around £11,000 to transport a child to the PRU and then £12,000 to educate the young person. Members noted that alternative arrangements were being drawn up and would be discussed at the Schools Forum and by Headteachers. By bringing the service in-house it would allow also Members to hold the Deputy Chief Executive/Director of Children’s Services to account</p> <p>Statistically, the highest need in Central Bedfordshire is in Dunstable and Houghton Regis for Years 7 to 11, and Sandy/Biggleswade for Years 1 to 6.</p> <p>Ofsted judged that provision in the PRU is good, but for some children the provision currently offered by the PRU is off site in Central Bedfordshire libraries. The number of young people who do not access the PRU site directly is not sustainable in the longer term as an appropriate response to the duties on the Council to set up suitable provision. This view is endorsed by Central Bedfordshire headteachers and officers who feel that, in the case of Central Bedfordshire pupils, the amount of off site provision is not appropriate. The unit costs of the present provision are high. This is because of the number of pupils educated in libraries and the associated travel costs. Current arrangements are not an efficient use of resources nor do they allow for a direct line of accountability for some of our most vulnerable children.</p> <p>The Children’s Trust Commissioning Group considered the current arrangements at its meeting on 19 July 2010 and recommended that</p> <ul style="list-style-type: none"> <li>• the PRU should be de-commissioned in its current form and provision re-commissioned from April 2012</li> <li>• interim arrangements should be made with schools for PRU provision from April 2011 until March 2012</li> </ul>			
<b>1.3) What outcomes will be delivered?</b>			
<p>The objectives for future PRU provision are to</p> <ul style="list-style-type: none"> <li>• reduce the numbers of permanently excluded pupils</li> <li>• reduce the length of time that pupils are excluded;</li> <li>• support individual students to engage effectively with learning</li> <li>• increase reintegration rates;</li> <li>• engage and support families;</li> <li>• work with schools to manage, and be responsible for, all vulnerable children and young people</li> </ul>			

in their area.

- Increase reintegration rates

The proposal is to develop two units, one for Years 1 to 6 and one for Years 7 to 11. These would be based on a hub and spoke model, with one core base and outreach and peripatetic services as appropriate. Schools and other educational establishments have been invited to tender for PRU provision during 2011-2012.

The possible options are given below

**Option 1:**

**Local Partnership model based on the Behaviour and Attendance Partnerships and Trust and Academy status** This offers a 4-16 service in a local area, potentially involving all schools.

Strengths - Locally based services All schools have access to specialist support

Weaknesses - Some Partnerships will need more support than others Difficulties over TUPE staff allocation

Threats - Not all schools may want to take this on, Use of poor or inadequate schools builds in potential inequality in provision, Loss of good staff through TUPE process as whole team split across Partnerships, Post code rivalry between students

**Option 2:**

**Invitation to tender from local schools and colleges with a Good or above Ofsted rating, particularly in behaviour and attendance, and work with vulnerable students**

a.) Schools and colleges in Central Bedfordshire

b.) Schools and colleges in Central Bedfordshire and border authorities

Strengths - Co location of services

Opportunity - Provider becomes local champion for excluded students

Weaknesses - Not a wide range of quality provision in Central Bedfordshire

Threats - TUPE transfer may lead to duplication of staff and competitive matching against job roles

**Option 3:** Invitation to tender from local schools and colleges with a Good or above Ofsted rating, particularly in behaviour and attendance, and work with vulnerable students

**Option 4**

**Fully Commissioned Model**

Central Bedfordshire Council takes one year, interim, responsibility to support students/pupils who are unable to be managed within mainstream schools. Central Bedfordshire LA works closely with schools to develop an evidenced based model for full commissioning in the open market in academic year 2011 -12

Opportunities - Good potential to draw in extended curriculum providers, work based learning providers, TUPE transfer of staff to single management function, can test the developing specification against QA and Monitoring process for full year, Develop staff skills set and reshape structure ready for full tender

Threats - Risk of redundancy costs

**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:**

The CBC Equality Scheme highlights that some kinds of disadvantage and inequality are more serious than others because of the effect they have on people's life chances. Some aspects of disadvantage

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can trigger gaps in other dimensions, which in turn set off new inequalities in yet further dimensions. This is described as a cascade of disadvantage: For example, 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 Educational attainment has been identified as an area of persistent inequality

### **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?**

### **Service Delivery Related:**

Consideration is being given to whether the proposal is likely to have an adverse impact on vulnerable groups.

New Provision - Discrimination because of pregnancy and maternity Equality Act 2010

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

### **Employment Related:**

The proposed structure currently illustrates full time equivalent roles. The Council recognises that a number of posts directly affected by the proposals are currently filled by part-time workers and will continue to consider flexible working arrangements when populating the structure.



**Stage 2 - Consideration of Relevant Data & Research**

**Equality checklist issues to be considered**

<b>Awareness</b>	<b>Appropriateness</b>	<b>Accessibility</b>	<b>Partnership - working</b>
<b>Take Up levels</b>	<b>Adverse Outcomes</b>	<b>Staff Training Needs</b>	<b>Contracts &amp; monitoring</b>

**2) What sources of evidence and key facts will be used to inform the assessment?**

- Extracts from Children and Young People’s Plan Equality Impact Assessment
- Formal Consultation with Employees

**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		

*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*

**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.**

**2.1) Existing Data and Consultation Findings:**

- **Age:**

**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.

**Employment Related:**

- Younger people often meet assumptions that they don’t 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:** *none as yet in relation to age*

- **Disability:**  
**Service Delivery Related:**  
**National:**

- Disabled young people are at particularly high risk of being NEET between the ages of 16 and 19.

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- 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
- Disabled pupils are often excluded from certain subjects, faced with **low expectations and assumptions** and often not given genuine choices.

### 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:** *none as yet in relation to disability.*

### - Carers:

#### Service Delivery Related:

- 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%.

#### 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:** *none as yet in relation to carers.*

### - Gender: **New guidance re pregnancy and schools**

#### 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).

#### 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)

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**Consultation with Employees has highlighted the following issues:** *none as yet in relation to gender.*

**- Trans Gender / Gender Reassignment:**

**Service Delivery Related:**

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

**Employment Related:**

- Trans 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:** *none as yet in relation to transgender/gender reassignment.*

**- 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
- Mixed White and Black Caribbean pupils, Black Caribbean pupils and Black Other pupils have a much higher rate of exclusion than average. Families have an “overwhelming perception” that unfair and inconsistent behaviour management in school is a significant problem.
- The risk of permanent exclusion is much higher for pupils from some ethnic minority groups, especially Traveller of Irish Heritage pupils Gypsy and Traveller learners are over-represented in permanent and fixed period exclusions pre-16.
- 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.

**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)

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**Consultation with Employees has highlighted the following issues:** *none as yet in relation to race.*

**- Religion or Belief:**

**Service Delivery Related:**

**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:** *none as yet in relation to religion or belief.*

**- 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

**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:** *None as yet in relation to sexual orientation.*

**- 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
- 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.

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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

### Employment Related:

**Consultation with Employees has highlighted the following issues:** *none as yet.*

## 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

In 2008/2009 the number of permanent exclusions in Central Bedfordshire was in line with both statistical neighbours and the national average. There has been an improvement in performance compared to statistical neighbours from 2008/2009 to 2009/2010, with a reduction in the number of pupils excluded in all phases, and no children from special schools excluded.

In 2008/2009, the number of fixed term exclusions was above Central Bedfordshire's statistical neighbours and in line with the national average. There has been a reduction overall in the number of pupils excluded in 2009/2010

### Employment Related:

The CBC Employee Survey conducted in 2009 identified that there are variations in the extent to

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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?**

Consideration will be given to feedback from residents and stakeholders. Will further formal consultation be undertaken?

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

### **2.4) Are there are any gaps in data or consultation findings?**

The consultation process commenced on 2010 and 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?**

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:**

Those giving notice of intention must be able to demonstrate previous experience of similar work and be recognised as Good or Outstanding in behaviour and attendance, leadership and engaging vulnerable students

**The specification for delivery of the pupil referral unit includes a number of requirements:**

#### **Assessment of the needs of the child and family**

- Disability awareness and understanding of impact of conditions
- Assessment of development phase both educationally and emotionally
- Full Common Assessment on need

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- Robust assessment for learning and clear tracking against progress
- IEP's for pupils
- Assessment of family situation, including parenting skills
- SEN and Inclusion policy
- Risk assessment

### Evidence of broad curriculum offer

The offer will be age and developmentally appropriate and based on assessed ability and need and will be individualised for each student.

- Curriculum delivery plans
- Alternative curriculum offer
- Self Evaluation forms
- School Development plan

### Ability to support and develop vulnerable students

- Behaviour strategy, including use of restorative justice principles
- Effective IAG strategy, including the aims and aspiration of the pupils
- Use of lead professional status
- Appropriate environment to deliver the services required
- Equality of opportunity and diversity for hard to reach, hard to engage with, individuals and groups.

### Partnership working

- Examples of working with parents/carers in partnership
- Good practice work with statutory partners including local authority education and children's social care departments, colleges, community health providers, police and other relevant services
- Examples of working effectively within the community, including work with Third Sector and social enterprise partners, particularly providers of alternative educational provision, work based learning providers, extended work experience and apprenticeship providers.

### Employment Related:

The formal consultation with employees and Trade Unions period for these proposals runs for 90 days from 2010.

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
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Take Up levels	Adverse Outcomes	Staff Training Needs	Contracts & monitoring
<b>Analysis of Impacts</b>	<b>Impact?</b>	<b>Summary of impacts and reasons for this</b>	
<b>3.1) Age</b>		<p><b>Service Delivery Related:</b> The Children and Young People’s Plan EIA has highlighted poorer outcomes across a range of equality characteristics</p> <p><b>Employment Related:</b> 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.....</p>	
<b>3.2) Disability</b>			
<b>3.3) Carers</b>			
<b>3.4) Gender</b>			
<b>3.5) Transgender</b>			
<b>3.6) Race</b>			
<b>3.7) Religion / Belief</b>			
<b>3.8) Sexual Orientation</b>			
<b>3.9) Other e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion</b>			

<b>Stage 4 – Conclusions, Recommendations and Action Planning</b>		
<b>4.1) What are the main conclusions from the assessment?</b>		
<p><b>Service Delivery Related:</b></p> <p><b>Employment Related:</b> 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.</p>		
<b>4.2) What are the priority recommendations and actions?</b>		
<p><b>Service Delivery Related:</b></p> <p><b>Employment Related:</b> Ensure that;</p> <ul style="list-style-type: none"> <li>- the views of staff are considered and addressed where possible</li> <li>- follow fair and transparent recruitment procedures</li> <li>- Adopt flexible working practices where relevant</li> <li>- Support staff at risk of redundancy</li> </ul>		
<b>4.3) What changes will be made to address any adverse impacts that have been identified?</b>		
<p><b>Service Delivery Related:</b></p> <p><b>Employment Related:</b></p>		
<b>4.4) Are there any budgetary implications? Check the Business Case</b>		
<b>4.5) Actions to be Taken:</b>		
<b>Action</b>	<b>Date</b>	<b>Priority</b>

<b>Stage 5 - Quality Assurance &amp; Scrutiny:</b>	
<b>Checking that all the relevant issues have been identified</b>	
<b>5.1) What methods have been used to gain feedback on the main issues raised in the assessment?</b>	
<b>Step 1:</b>	
√	The Corporate Policy Advisor (Equality & Diversity) for comment & decision re further scrutiny
<b>Step 2:</b>	
<b>5.1) Has a member of the senior management team been notified of the outcome of the</b>	



assessment?

**Stage 6 – Monitoring Future Impact**

**6.1) How will implementation of the actions be monitored?**

**Service Delivery Related:**

**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.