



## Equality Analysis Report

**Title of activity:**  
Staff Restructure – Children’s Services, Schools and Families

**Summary of activity:**

The removal of two posts in admissions and school planning represent a reduction but not a removal of the services, a level 2 assessment is not required due to a process review minimising the impact of the post reduction.

This analysis below represents the initial Equality Analysis for policy options proposed to take effect from the 1<sup>st</sup> April 2014. Please note that although some initial analysis has been completed for policy options proposed to take effect in later years further work will be required to assess the impact taking into account circumstances at that time.

**Lead officer:**  
Angela Murphy, Assistant Director

**Equality analysis team:**  
Brian Glover, Assistant Director  
Simon Westwood, Assistant Director  
Amanda Cairns, Senior HR Advisor  
All Heads of Service in Children’s Services, Schools and Families

**Relevance**  
An equality analysis of this activity is required.

This activity has no relevance to Bedford Borough Council’s duty to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations. An equality analysis is not needed.

**Explanation why equality analysis is not needed:**  
Not applicable an equality analysis is required.

## Level 1 Equality Analysis

**Scope of equality analysis**

**Impacted by activity:**  
The policy proposal in relation to CSSF 1 is to implement a whole service restructure. The rationale behind the review and restructure was set out in the recently published modernisation programme; which seeks to deliver efficient,

effective and streamlined service, targeted at the most vulnerable children, young people and families.

The proposals are widespread and will impact on the majority of service areas across the Directorate. Specifically, proposals have been made in relation to the current structure in the following teams:

- Senior management
- School Organisation & Planning
- School Improvement
- Early Engagement & Development
- Vulnerable Pupils
- Virtual Team for Looked After Children
- Youth Service
- Youth Offending Services
- Quality Assurance
- Engagement & Development

Therefore, the activity proposed under CSSF 1 will have the most impact on children and young people, who are considered to be a protected group by virtue of their age. Depending on the service considered, there could also be an impact on other identified stakeholders, such as Schools, the voluntary and community sector, statutory partners, parents / carers, and staff who currently deliver the service.

There are no known beneficiaries of this activity.

#### **Protected equality groups:**

As outlined in the response above, it is considered that the activity would have the most impact and therefore be relevant to those under the 'age' protected group. Others from the different equality groups may also be impacted – but until further work is done on engagement, consulting and analysis – this will not be known.

As the activity proposed is in relation to services provided to children and young people – it is considered that those protected equality groups for gender reassignment, sexual orientation or marriage and civil partnership would not be applicable to service users. Though this could be explored further through consultation.

However, the activity will also impact on staff of Bedford Borough Council – who could be considered in one or more of the protected equality groups; and again, until further work is completed on consulting with staff and analysing information / data, the extent will not be known.

#### **General Equality Duties:**

This activity proposed under CSSF1 relates to the Bedford Borough Council's equality duties to:

- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relationships between people who share a protected characteristic and those who do not.

This is because many of the services delivered to children, young people and their families regardless of their protected characteristic.

### **Evidence**

What relevant evidence is there about the activity?

For each of the services affected by the proposals under CSSF 1 there is a significant amount of information available on service users which may help us in analyse the impact on equality. However, there is more evidence needed from the service users and stakeholders through engagement and analysis work to ensure that the impact of each of the different activities proposed is considered in more detail in respect of the protected equality groups.

Work needs to be done to collate information and evidence about protected groups in relation to staff who will be affected by activity proposed under CSSF1.

What does this evidence tell you about the different protected groups?

At this stage, the evidence we have does not tell us a great deal about the different protected equality groups in relation to service users, stakeholders or staff who will be affected by activity proposed under CSSF 1.

We know that the proposed activities could potentially have an impact on one or more different protected equality groups and Bedford Borough Council's equality duties to:

- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relationships between people who share a protected characteristic and those who do not.

What further research or data do you need to fill any gaps in your understanding of the potential or known effects of the activity?

As a result of the activities proposed under CSSF 1, there is potentially an impact on service users, stakeholders and staff – who may be from one or more of the different protected equality groups. Through engagement and the collation of more information and evidence, the extent of any impact can be considered further.

Have you thought about commissioning new data or research?

Through the engagement and consultation which is being undertaken, specific information and evidence will be collated to allow us to better understand the impact of the proposed activity under CSSF 1 for service users, stakeholders and staff.

### **Adverse affect on equality**

#### **Age**

By virtue of the fact that children and young people are the predominate service users for the Directorate – the activity proposed will have an impact on those in the protected equality group with the characteristic of age. However, from the evidence we have so far, the extent of this impact is not known; and this would be further explored through the consultation work. Each of the activities proposed could have an impact on different age groups and therefore more work is needed to understand this.

Although, other stakeholders could be from a particular age group it is envisaged that the activity proposed would not have an impact a particular age group for these. Staff that may be impacted as a result of the proposed activities; there will be different staff for each activity and therefore work would need completed to further analyse the ages of the staff affected and which specific service area this is in relation to. This will emerge as the proposals are finalised through consultation.

#### **Disability**

There may be children and young people who access the services and activities as proposed under CSSF 1 who would be included in this protected equality group; however, from the evidence we have so far – the impact of the proposals on this protected group is not known. Each of the activities proposed may impact of this group differently, and therefore more work is needed to understand this.

Although stakeholders may be from this protected equality group, it is envisaged that the activity proposed would not impact on any particular group in the community. There may be staff impacted as a result of activities proposed under CSSF1; but this staff will be different for each of the different activities proposed. Therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group.

#### **Gender reassignment**

For the children and young people who access the services, is it not appropriate to consider the impact of this protected equality group. However, other stakeholders and staff may be included under this protected

equality group as a result of the activity proposed under CSSF1. Therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group.

#### Pregnancy and maternity

There may be some young people who are protected by this equality group, but from the evidence we have so far the extent of any impact is not known. Therefore there needs to be consideration of all the activities proposed under CSSF1 to determine this.

There may be stakeholders from this protected equality group, and staff may be impacted as a result of activities proposed under CSSF1 in relation to the protected equality group. The staff will be different for each of the different activities proposed and therefore more work is needed under each of the service areas to determine which staff are affected and ensure that relevant HR policy is followed in order to minimise the impact of the same.

#### Race

All children or young people who receive services that will be affected by the proposed activity under CSSF 1 could be considered in this protected equality group. It is not known at this stage what the impact would be of the proposed activity and whether this would have a particular impact on one or more of the groups with this characteristic.

There will be stakeholders and staff who will be from this protected equality group. The staff will be different for each of the different activities proposed and therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group, the impact of the activities on the same.

#### Religion or belief

All children or young people who receive services that will be affected by the proposed activity under CSSF 1 could be considered in this protected equality group. It is not known at this stage what the impact would be of the proposed activity and whether this would have a particular impact on one or more of the groups with this characteristic. Therefore consideration is needed of the impact of the activities in order to determine the same.

There will be stakeholders and staff who will be from this protected equality group. The staff will be different for each of the different activities proposed and therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group, the impact of the activities on the same.

#### Sex (gender)

All children or young people who receive services that will be affected by the proposed activity under CSSF 1 could be considered in this protected equality

group. It is not known at this stage what the impact would be of the proposed activity and whether this would have a particular impact on one or more of the groups with this characteristic. Therefore consideration is needed of the impact of the activities in order to determine the same.

There will be stakeholders and staff who will be from this protected equality group. The staff will be different for each of the different activities proposed and therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group, the impact of the activities on the same.

#### Sexual orientation

For the majority of the children and young people who access the services, is it not appropriate to consider the impact of this protected equality group. However, there will be some young people who may be impacted that could be considered under this protected equality group. It is not known at this stage what the impact would be of the proposed activity and whether this would have a particular impact on groups with this characteristic. Therefore consideration is needed of the impact of the activities in order to determine the same.

Other stakeholders and staff may be included under this protected equality group as a result of the activity proposed under CSSF1; therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group.

#### Marriage & civil partnership (in relation to eliminating discrimination)

For the children and young people who access the services, is it not appropriate to consider the impact of this protected equality group. However, other stakeholders and staff may be included under this protected equality group as a result of the activity proposed under CSSF1; therefore more work is needed under each of the service areas to determine which staff are affected and if they are part of this protected equality group.

#### Other identified groups (e.g. carers, different socio-economic, other groups experiencing barriers to access)

There may be children and young people who access the services and activities as proposed under CSSF 1 who would be included in this protected equality group. However, from the evidence we have so far – the impact of the proposals on this protected group is not known. Each of the activities proposed may impact of this group differently, and therefore more work is needed to understand this.

Stakeholders and staff who could be grouped within any of the sub groups for this protected equality group may be impacted as a result of activities proposed under CSSF1. The staff will be different for each of the different activities proposed and therefore more work is needed under each of the

service areas to determine which staff are affected and if they are part of this protected equality group.

### **Positive affect on equality**

1. Eliminate discrimination, harassment and victimisation

2. Advance equality of opportunity

The proposed activity under CSSF1 is for a whole service restructure. The rationale behind the review and restructure was set out in the recently published Directorate modernisation programme; which seeks to deliver efficient, effective and streamlined services, targeted at the most vulnerable children, young people and families. It is hoped therefore, that through the restructure, the Directorate will be able to carry on delivering services for the most vulnerable in Bedford Borough, by making efficiencies in other more universal and discretionary service areas.

3. Foster good relations (including tackling prejudice and promoting understanding between different protected groups)

4. Promote positive attitudes towards disabled people

5. Take account of disabled people's disabilities

### **Summary of analysis**

The evidence we have so far would suggest that the activities proposed under CSSF 1 will have an impact on the different protected equality groups and Bedford Borough Council's equality duties to:

- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relationships between people who share a protected characteristic and those who do not.

What is not known is the extent of any impact and specifically on which protected equality groups. Work needs to be done on each of the service areas under the activity proposed in order to address this in more detail; and as there will also be an impact of staff that carry out the activities, there needs to be a level 2 equality analysis completed.

Therefore, the most appropriate course of action would be to carry onto a level 2 analysis. For most of the activity in CSSF 1 there are significant gaps in the relevant equality information preventing an evidence led analysis of the effects on equality. By completing the level 2 analysis, and through the

proportionate engagement with service users, staff and other stakeholders, we can determine the impact of each, whether this is positive or adverse and any mitigating actions.

In order to carryout this engagement in a meaningful and robust manner – it is more appropriate to engage with the service users, stakeholders and staff service area by service area. Therefore, CSSF 1 has been broken down into its constituent parts for the purpose of completing a level 2 equality analysis and engagement with relevant parties. The different sections, all of which will have a separate level 2 equality analysis; are therefore:

- CSSF 1a Senior Management
- CSSF 1b School Organisation & Planning
- CSSF 1c School Improvement
- CSSF 1d Early Engagement & Development
- CSSF 1e Vulnerable Pupils
- CSSF 1f Virtual School Team
- CSSF 1g Youth Service
- CSSF 1h Youth Offending Service
- CSSF 1i Engagement & Development
- CSSF 1j Quality Assurance

## Level 2 Equality Analysis

### Engagement

A consultation activity was undertaken with groups of young people in 2010 and a consultation event was held with schools in November 2011, along with a specific meeting of upper school Head teachers

#### Age

Age range	No. of participants
12 – 14 years	17
14 – 15 years	23
16 – 17 years	21
18 – 19 years	19
20 – 21 years	3

### Disability

Young people with self declared / identified disability:  
 Disabled – 15  
 Not disabled – 42  
 Not stated – 26

**Gender reassignment**

Not stated

**Pregnancy and maternity**

Not stated

**Race**

	No. of participants
White British	48
White other	4
Irish	4
Mixed African and white	19
Mixed Caribbean and white	5
Black Caribbean	4
Asian (other)	5
Bangladeshi	3
Pakistani	2
Not known	6

**Religion or belief**

Not Specified

**Sex (gender)**

Gender of focus group participants:  
 Female – 36  
 Male – 47

**Sexual orientation**

Not specified

**Marriage & civil partnership (in relation to eliminating discrimination)**

Not specified

Other identified groups (e.g. carers, different socio-economic, other groups)

experiencing barriers to access)

### **Engagement findings**

#### **Age**

The removal of Connexions will impact on young people aged 13 – 19.

There is a commitment from key partners to work on a model for impartial careers education, information, advice and guidance.

Young people were keen that the service was not disbanded as it provides good support;

- There was unanimous agreement that cutting services would have a negative effect and could result in increase in anti-social behaviour
- Many that had used the Connexions Service were positive and felt it played an important role

Head teachers suggested that there is a distinct need for impartial careers information, advice and guidance in the future.

#### **Disability**

Removal of the SEN function will have a negative impact on young people with Learning difficulties and disabilities.

#### **Gender reassignment**

This engagement exercise did not raise specific issues.

#### **Pregnancy and maternity**

This engagement exercise did not raise specific issues.

#### **Race**

There will be a reduction of impartial support in the community for this protected group

#### **Religion or belief**

This engagement exercise did not raise specific issues.

#### **Sex (gender)**

There will be a reduction of impartial support in the community for this protected group

#### **Sexual orientation**

This engagement exercise did not raise specific issues.

**Marriage & civil partnership (in relation to eliminating discrimination)**

This engagement exercise did not raise specific issues.

**Analysis of engagement**

**What further adverse impact on each protected equality group was identified?**

There will be a reduction in services available to young people aged 13 – 19 in most protected groups

Young people were keen that the service was not disbanded as it provides good support;

- There was unanimous agreement that cutting services would have a negative effect and could result in increase in anti-social behaviour
- Many that had used the Connexions Service were positive and felt it played an important role

Head teachers suggested that there is a distinct need for impartial careers information, advice and guidance in the future.

**If the activity is likely to have a negative impact, what are the reasons?**

A reduction in services may result in the points raised above.

**What does your activity currently do to address the issues highlighted by engagement?**

Supports young people aged 13 – 19 with impartial careers information, advice and guidance

**What practical changes will help reduce any adverse impact on the relevant protected equality groups?**

Working with schools, young people and charities to develop a careers education trust in Bedford Borough. A two year work programme to develop the model which will still provide impartial careers education, information, advice and guidance will reduce the impact of the removal of services. It is anticipated that the trust would be managed outside of the Local Authority by a local organisation.

There is more detail of next steps in the attached action plans.

<p><b>What are the resource / budget implications of these actions?</b></p> <p>Within resources post policy option implementation</p>
<p><b>What will be done to improve access to, and take-up of, services and understanding your activity by relevant protected equality groups?</b></p> <p>Work with protected groups to develop the model</p>
<p><b>What impact will the activity have on helping different groups of people to get on well together and foster good relations?</b></p> <p>A community led trust, outside of the Local Authority will enable good relations between schools, young people and the community.</p>
<p><b>What can you do to advance equality and eliminate discrimination when you procure goods and services?</b></p> <p>Ensure procurement procedures are followed when the organisation is chosen to manage the trust.</p>
<p><b>How will the activity meet the different needs of relevant protected equality groups?</b></p> <p>Groups will be involved in the development of the model</p>
<p><b>What risk to equality / adverse impact would there be if your activity was not implemented?</b></p> <p>Impartial careers education service in the community would be eliminated in Bedford Borough and current statutory duties would not be met.</p>

## Analysis Findings

<p><b>Analysis findings</b></p> <p>1. No major change required.</p> <p>There is a clear need for a solution to impartial careers education, information, advice and guidance to be found. Bedford Borough Council will work with stakeholders, including schools, the community and young people to develop a model that is owned and funded by all partners. Appropriate further Equality Analysis will be conducted as the model develops over the course of the work programme.</p>
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<b>Monitoring and review</b>
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<b>Project to be reviewed on an ongoing basis by the 14 – 19 Strategic partnership</b>
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## Action plan

Issues	Actions	Target date	Lead	Resources required
The SEN function of Connexions will reduce support	The SEN function of Connexions is being retained and will continue to support young people with SEN	Implemented	Head of Vulnerable Pupils	None above existing
Equality information, data and evidence	Carry out further Equality Analysis as part of model development work.	Completed by April 2014	Head of SO, P & SS	None above existing
Adverse impact	Produce Bedford Borough Careers Education Trust model	Implement before April 2014	Head of SO, P & SS	None above existing
Opportunities to advance equality and foster good relations	Involve protected groups in trust development	Ongoing	Head of SO, P & SS	None above existing
Engagement and involvement	Listen to stakeholders in trust model development	Ongoing	Head of SO, P & SS	None above existing
Dissemination of analysis	Keep stakeholders upto date	Ongoing	Head of SO, P & SS	None above existing
Equality information, data and evidence	Keep accurate records	Ongoing	Head of SO, P & SS	None above existing



**Sign off**

**Name of Executive or Assistant Director: Brian Glover**

**Date: 24 November 2011**

**Review date: December 2012**