



Haringey Council

Agenda item:

[No.]

General Purposes Committee

On 10 March 2011

Report Title: **Proposals to delete the post of Pupil and Family Mediation Officer**

Report of: Director of Children and Young People's Service

Signed :

Peter Lewis

Contact Officer : Heather Johnston, Head of Alternative Provision

Wards(s) affected: **All**

Report for: **Non-key decision**

1. Purpose of the report

1.1. To propose a deletion of the Pupil and Family Mediation Service (equivalent one officer).

2. State link(s) with Council Plan Priorities and actions and /or other Strategies:

2.1. The proposals in this report are designed to implement the council's budget strategy.

3. Recommendations

That Members:

- 4.1 Note that formal consultation on these proposals began on 20th January 2010 and concluded on 21st February 2011
- 4.2 Note the statement from Pupil and Family Mediation Officer
- 4.3 Take due account of the attached Equalities Impact Assessment (Appendix 2).
- 4.4 Agree the proposed reduction in staff as set out in the consultation document (Appendix 1).

4. Reason for recommendation(s)

4.1. The unprecedented scale of spending cuts imposed on local government means that the Council will have around £50million less to spend on services in 2011/12 but its priority will

be to protect services for the most vulnerable residents. The Council's annual general budget is approximately £245million and of this about 60% funds staff. The Council has taken measures to reduce non-staffing spend as far as possible. However, the size and timing of the cuts mean there is no alternative than to consider wholesale job reductions. In this context the Council issued a statutory notice of consultation with the trades unions on 18th November 2010 on a reduction in the workforce of more than 1,000 posts.

4.2. The attached consultation document (Appendix 1) sets out the background to this specific change and documents the post affected.

5. Other options considered

5.1. Adding supplementary responsibilities to this post was considered given the current volume of work. However those additional elements are already addressed or would be addressed in a reduced and more cost effective service.

6. Summary

6.1. Alternative Provision is being restructured. The remit of the Pupil and Family Mediation Officer will be subsumed into new streamlined services which are seeking to develop and embed good practice around working with parents and children. Mediation is also an integral remit of posts within the new structure which will contribute towards the council's savings

7. Chief Financial Officer Comments

7.1. The Chief Financial Officer has been consulted in the preparation of this report and comments that the savings set out are consistent with those agreed by Cabinet and are essential in achieving the budget strategy agreed by the Council.

8. Head of Legal Services Comments

8.1 The Head of Legal Services has been consulted on the contents of this report. Consultation with staff and recognised trade unions is an essential part of the responsibilities of an employer in the course of a business re-organisation. The requirement for consultation with employees and their trade union representatives is recognised within the report.

8.2 Due consideration should be given to responses received as a result of the consultation before any final decision is reached concerning the proposals outlined. Further, due consideration must also be given to the authority's public sector equality duties before such a final decision, taking into account the outcome of the attached equality impact assessment.

8.3 The process by which the restructuring exercise is to be achieved must comply with the Council's procedures regarding organisational change. Further the position of any members of staff at risk of displacement must be considered under the Council's procedures regarding redundancy and redeployment. The criteria adopted for

redundancy selection must be fair, objective and non-discriminatory.

9. Head of Procurement Comments

9.1. Not applicable

10. Equalities & Community Cohesion Comments

10.1. An Equalities Impact Assessment of the proposal is attached as Appendix 2.

11. Consultation

- 11.1. Consultation has included one to one meetings at which the proposal was explained to the officer concerned.
- 11.2. Formal consultation took place between 20th January 2010 and 21st February 2011. The staff member declined a formal consultation meeting scheduled for February 18th 2011.
- 11.3. Appendix 3 sets out the comments raised by the officer a statement of his view on both the process as a whole as well as the proposed deletion of the post

12. Use of appendices /Tables and photographs

- 12.1. Appendix 1: Consultation Document
- 12.2. Appendix 2: 'Service Delivery' and 'Staffing' Equalities Impact Assessments
- 12.3. Appendix 3: Statement by the Pupil and Family Mediation Officer and management response

13. Local Government (Access to Information) Act 1985

Not applicable

Appendix 1: Consultation Document

Proposals for the Closure of the Pupil and Family Mediation Service

Date: 20 January 2011

1. Introduction

The effect of the proposal outlined in this consultation is to cease the delivery of a Pupil and Family Mediation Service and therefore delete the role of the Pupil and Family Mediation Officer whose position comprises the service. This role resides in the Children and Young People's Service and is based at the Haringey Professional Development Centre.

A copy of these proposals will be provided to the affected member of staff and the relevant recognised trade unions as part of the consultation process. Formal written responses from the affected staff member and the trade unions including any counter-proposals or concerns around the proposal from the affected member of staff should be sent to Heather Johnston by 20/02/2011.

The staff member affected by these proposals will have the opportunity to meet with Heather Johnston during the consultation period. If they wish, they may be accompanied by their Trade Union representative.

Subject to the results of the consultation and the consideration of counter-proposals, it is intended to formally ratify the proposals by the end of February with full implementation of the proposals involving deletion of posts by no later than 31/03/2011.

2. Background – The Need for Change

The unprecedented scale of spending cuts imposed on local government means that Haringey Council will be operating with a considerably reduced budget in coming years. As such the Council has identified the need to make significant efficiency savings in the period 2011- 2013 to meet the challenge of reducing budgets.

Currently approximately 60% of the Council's annual budget funds staff. Therefore, whilst measures have been taken to reduce non-staffing spend as far as possible, the size and timing of the cuts means that wholesale job reductions are unavoidable. In this context a statutory notice was issued on 18 November 2010 to inform employees of a planned reduction in the workforce of more than 1,000 posts.

As part of this, the Children and Young People's Service is restructuring in order to reduce expenditure by £9.8m; this rationalisation will include the closure of the Pupil and Family Mediation Service which will achieve a saving of £53,371.

The Service, in effect, comprises one member of staff – the Pupil and Family Mediation Officer. Those aspects of the role perceived to be vital will be carried out by other staff members.

An Inclusion Manager will ensure that children who are at risk of exclusion are identified and supported at school, alternative strategies to exclusion are implemented, parents are informed and aware of their rights and responsibilities and are aware of partner agencies able to support families.

A Pupil Placement Officer will ensure that parents and children understand exclusion procedures. The primary and secondary pupil support centres will assist with managed moves and support

children back into mainstream education after exclusion. Work with families and the wider community will be carried out by the Inclusion Manager and the Pupil Support Centres.

In light of this, it is appropriate to delete the post of Pupil and Family Mediation Officer. The information in this pack contains more details of the proposed service closure and role deletion.

3. Purpose of Consultation

The purpose of this consultation is:

- To listen to staff and trade union comments and suggestions;
- To consider alternatives that meet the identified objectives;
- To find possible ways of avoiding or reducing redundancies.

4. The Objectives of this Consultation

The objectives of this consultation are:

- To achieve savings of £53,371.

5. Staffing implications from these proposals

As a result of the requirement to find savings the following posts are proposed for deletion.

Title	Grade
Pupil and Family Mediation Officer	Soulbury point 6

6. Proposed Implementation Timetable

During the consultation period we will take steps to ensure that members of staff are dealt with fairly and consistently, and to minimise uncertainty for all concerned.

The proposed timetable is outlined below:

Dates	Action
20/01/2011	Consultation pack for the Pupil and Family Mediation Service issued to affected staff and Trades Unions.
20/01/2011 – 20/02/2011	Individual meetings with staff
As required	Consultation meeting with TUs
As required	Consultation meeting with staff and TUs
20/02/2011	End of consultation period. Final submission for written responses from staff/TUs
25/02/2011	Management response to comments/counter proposals. Deadline for completion of EIA
End of February	Formal ratification of proposals. Staff advised. Commencement of implementation of the proposals.
01/03/2011	Displaced employees referred to corporate redeployment pool
01/03/2011	Commencement of formal redeployment period, skills assessment and issue of notices of redundancy.

7. Redundancy Notices

Under these proposals the earliest date for the issue of redundancy notices would be 01/03/2011. Every effort will be made to minimise dismissals on the grounds of redundancy through the measures detailed in the following paragraphs.

8. Voluntary Redundancy

To facilitate staff reductions the Chief Executive has written to all Council employees asking them to put themselves forward if they are interested in volunteering to take redundancy/early retirement. The Council-wide deadline calling for applications for voluntary redundancy has now closed. However, staff may discuss options with their manager, who will consider each request on a case by case basis.

9. Opportunities with CYPS

It is proposed that, during the consultation, affected staff will be considered for suitable alternative opportunities within CYPS, including vacant posts/posts being covered by agency workers.

10. Formal Redeployment

Following a change to the redeployment policy agreed by General Purposes Sub Committee on 28 October 2010, the formal period for redeployment now runs concurrently with an employee's notice period. The Council is committed to the principle of trying to redeploy staff facing redundancy into suitable alternative posts. The current financial situation does however mean that opportunities are likely to be limited. HR will circulate any vacancies. Staff are also encouraged to identify to HR any posts they feel may offer suitable alternative employment. This may include temporary posts and assignments as well as permanent posts.

11. Provision for Trial Periods

If employees are redeployed into an alternative position, they may feel uncertain about whether the post will be suitable for them and vice versa. The Council operates an 8 week trial period, commencing from the date of appointment to the new post and incorporating the statutory trial period of four weeks. The 8 week period may be extended by agreement by all parties.

The trial period will allow time for the redeployee to assess the suitability of the new post and for their suitability to be assessed by their new manager. During this time, should the employee or the Council decide on reasonable grounds that the post is not suitable, redundancy provisions as outlined below will apply. During the trial period, support and training as appropriate will be made available to the redeployed.

12. Redundancy

If an employee's post is deleted under the proposals and s/he is not appointed to another post or redeployed elsewhere, s/he will be dismissed, with notice, on the grounds of redundancy. Redundancy pay will be based on the terms outlined in the Council's Redundancy and Compensation Payments, details of which are available on Harinet together with a redundancy calculator.

13. Support

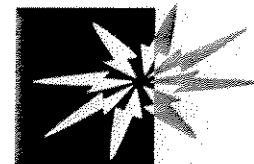
The Council is running a series of workshops to support staff during this change period including careers advice and assistance with applying for jobs. Details of these can be found on Harinet, 'Support', as well as Frequently Asked Questions and other useful information/links.

Manager: Heather Johnston

Title: Head of Alternative Provision

Date: 20 January 2011

HARINGEY COUNCIL



Haringey Council

EQUALITY IMPACT ASSESSMENT FORM

Service: Pupil & Family Mediation

Directorate: Children's Networks

Title of Proposal: Closure of Pupil & Family Mediation Service

Lead Officer (author of the proposal): Heather Johnston, Head of Alternative Provision

Names of other Officers involved: Deborah Tucker, Tom Fletcher

Step 1 - Identify the aims of the policy, service or function

State what effects the proposal is intended to achieve and who will benefit from it.

The unprecedented scale of spending cuts imposed on local government means that the Council will have around £50million less to spend on services in 2011/12. As part of C&YPS contribution to the savings required, the post of Pupil & Family Mediation Officer is proposed for deletion.

This service provides mediation and conflict resolution approaches to pupils at risk of exclusion or who have been excluded, their families, and schools. This can involve supporting Managed Moves and Parenting Contracts as strategies to prevent exclusion. The officer also works with parents & community groups to address concerns that might lead to children and young people being excluded from school, and with partner agencies to enable parents/ carers to support their children's behaviour, attendance and learning.

The proposal is for deletion of this role, with the key aspects of the work being undertaken by other staff members. The intended benefit of the proposal is to achieve a saving of £53,000 to the budget of C&YPS.

Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at presently, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm

2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:

- **are significantly under/over represented in the use of the service, when compared to their population size?**
- **have raised concerns about access to services or quality of services?**
- **appear to be receiving differential outcomes in comparison to other groups?**

As of February 2011 the Pupil & Family Mediation Officer currently has 13 open cases. Equalities information about these cases is included in the sections below. It should be noted that a population size of 13 means that it may not be possible to draw reliable conclusions about over or underrepresentation as each young person forms a significant percentage of the total of service users.

The key outcome for this service is school exclusions – equalities data for the 112 permanent exclusions that took place in the last three academic years (2007-08, 2008-09, 2009-10) is also included in sections below.

The data presented below relates to young people accessing the mediation service or who are permanently excluded. It is worth noting though that the impact is not only on the young person themselves but also on their family.

Ethnicity

Service user data shows that 77% (10 out of 13) of pupils worked with are of African or African Caribbean backgrounds, compared to 29.8% of the Haringey school population.

Service Use Data by Ethnicity

Ethnic Group	Number of students
Black Caribbean	6
Black African	3
White British	2
Black European	1
Mixed Race Other	1
Total	13

Analysis of exclusion data shows high levels of exclusions for children and young people from African and African Caribbean backgrounds. They account for over half of all permanent exclusions but only make up 29.8% of the school population.

Nationally, there is a similar picture – data for 2008/09 shows that the rate of exclusions for pupils of African and African Caribbean backgrounds was double that of White British pupils (0.28% versus 0.14%)¹.

Permanent Exclusions by Ethnicity, 2007/08, 2008/09, 2009/10

Ethnic Group	Number of excluded pupils	Excluded pupils as % of total	Haringey school population
White UK	15	13.4%	18.4%
White Other	16	14.3%	24.6%
Asian	0	0.0%	6.5%
Black	58	51.8%	29.8%
Mixed	12	10.7%	10.2%
Other	10	8.9%	7.3%
Not declared	1	0.9%	3.2%
Total	112	100.0%	100%

Gender

The service works predominantly with males – it is currently working with 10 male pupils and 3 female.

Of the 112 permanent exclusions made by Haringey schools in the last 3 academic years, 91 were for boys and 21 were for girls. This is in line with the national picture - in England in 2008/09, 5090 boys and 1440 girls were permanently excluded².

School census information shows that (as would be expected) there is a fairly even gender split amongst young people in Haringey (51.2% male, 48.8% female).

Age

10 of the pupils that the service works with are of secondary age and 3 are of primary age.

Service Use Data by Age

Year Group	Number of pupils
Reception	2
YR6	1
YR9	3
YR10	1
YR11	6
Total	13

¹ Source: Department for Education - <http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml>

² Source: Department for Education - <http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml>

The table below shows that permanent exclusions are much more prevalent at secondary school level (years 7-11) than at primary (years 1-6). This is to be expected and is in line with the national picture.

Permanent Exclusions by Age, 2007/08, 2008/09, 2009/10

Year Group	No. of permanent exclusions
1	0
2	2
3	2
4	7
5	6
6	3
7	5
8	14
9	26
10	26
11	21
Grand Total	112

Disability

Data on disability is not collected however we do know the Special Educational Needs (SEN) status of pupils who have been permanently excluded.

The SEN Code of Practice defines Special Educational Needs as follows: “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”³. The Equality Act 2010 definition of disability is that a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

From these definitions it is clear that whilst there will be an overlap between ‘Children with SEN’ and ‘Children with Disabilities’, these cannot be taken to mean the same thing. In particular, children with lower levels of SEN would not be classed as disabled according to the Equality Act 2010⁴. The overlap is likely to be greatest amongst children with Statements of SEN (those with the highest need). In any case, these children constitute a vulnerable group for whom provision must be made.

9.8% (11 out of 112) of pupils excluded in the past 3 academic years had a Statement of Special Educational Needs compared to 3.1% of the Haringey school population⁵.

³ Source: SEN Code of Practice, <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

⁴ There are a number of stages to the SEN assessment process. The majority of children with SEN have their needs met either within their school (School Action) or by their school in conjunction with some support from external agencies (School Action Plus). Statutory Assessments of SEN (which generally lead to the issuing of a Statement of SEN) are only carried out for the small minority of children who have SEN of a severity or complexity that requires the Local Authority to determine and arrange the special educational provision their learning difficulties call for.

⁵ School population figure is for January 2010. Source: <http://www.education.gov.uk/rsgateway/DB/SFR/s000939/index.shtml>

Gender Reassignment
Religion/ Belief
Sexual Orientation
Maternity & Pregnancy

Neither service user data nor exclusions data is available for these equalities characteristics. No particular concerns been raised in relation to them.

Overall the data shows an overrepresentation of secondary school age boys of African and African Caribbean backgrounds both in the use of the Pupil & Family Mediation Service and in the figures for permanent exclusions. The exclusion figures also show an overrepresentation of children with Statements of Special Educational Needs.

2 b) What evidence or data did you use to draw your conclusions and what are sources?

Pupil & Family Mediation Service data on service use
Haringey permanent exclusions data 2007-08, 2008-09, 2009-10
Haringey Pupil Level Annual Schools Census October 2011
Department for Education Permanent exclusion data for England, 2008-09
Department for Education: Special Educational Needs in England: January 2010

2 c) What other evidence or data will you need to support your conclusions and how do you propose to fill that gap?

No further data is necessary.

2(d) What factors (barriers) might account for this under/over representation?

The aim of the Pupil & Family Mediation is to work with pupils at risk of exclusion or who have been excluded. Therefore, the overrepresentation of secondary school age boys of African and African Caribbean backgrounds in the use of the service is at least in part accounted for by the high levels of permanent exclusions for this group of young people.

This is a longstanding issue and as the data shows, not one that is confined to Haringey. Addressing it will need to remain a priority for C&YPS.

Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)

Increase barriers?	Reduce barriers?	No change? <input checked="" type="checkbox"/>
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Comment

Whilst the loss of the Pupil & Family Mediation Officer will not be without impact, it is judged that this can be mitigated through the work of other staff members, so that the overall impact will be minimal.

3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?

A number of staff are able to take on (or are already undertaking) aspects of the work of the Pupil & Family Mediation Officer so that the overall impact of the loss of the post will not be significant.

The Inclusion Manager will ensure that children who are at risk of exclusion are identified and supported at school, alternative strategies to exclusion are implemented, and parents are informed and aware of their rights and responsibilities and are aware of partner agencies able to support families.

A Pupil Placement Officer will ensure that parents and children understand exclusion procedures. The primary and secondary pupil support centres will assist with managed moves and support children back into mainstream education after exclusion. Work with families and the wider community will be carried out by the Inclusion Manager and the Pupil Support Centres.

Supporting young people who are at risk of or subject to exclusion will also form part of the core work of the proposed new Behaviour Intervention Service. This will include working in partnership with schools, parents/carers and pupils using a 'team around the child' model.

3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?

Whilst the measures outlined above will mitigate the impact of the loss of the Pupil & Family Mediation post, disproportionately high levels of exclusions of boys of African and African Caribbean backgrounds is likely to persist. Therefore new structures will need to explicitly target these groups, ensuring that training (for school staff, parents and children) in regards to rights and responsibilities for building and sustaining positive relationships is at the fore.

The exclusion figures in relation to children with Statements of SEN show that work to address exclusions needs to focus on this group. It is worth noting however that these children are already the subject of a higher level of support, and that much of this work is aimed at supporting children to remain in mainstream educational provision.

Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

Given the low number of service users and the assessment that the impact of the proposal would be minimal on the wider school population, it is not proportionate to consult with service users. Schools have been informed of the proposal to delete the post and have not raised particular concerns.

4 b) How, in your proposal have you responded to the issues and concerns from consultation?

N/A

4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?

N/A

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?

The dissemination of guidance in regards to the rights and responsibilities of parents, schools, children and other stakeholders is a shared undertaking, and most effective when good practice is embedded in 'whole team' systems. New structures will encompass training programmes which will enable schools to develop proactive mediation and behaviour management techniques which are not reliant on external support.

Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?

- ***Who will be responsible for monitoring?***

The Head of Behaviour and Alternative Provision will have overall responsibility for monitoring work undertaken around exclusions.

- ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Levels of exclusions will be the main outcome indicator.

- ***Are there monitoring procedures already in place which will generate this information?***

The Pupil Placement Officer is already responsible for collating data on permanent and fixed-term exclusions, including equalities information.

- ***Where will this information be reported and how often?***

Information will continue to be reported to the Overview and Scrutiny Committee, to councillors via senior managers every half term and to senior managers every half term.

Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
Impact will be on children and young people, mainly those of secondary school age – but also on their families.	Potential impact on children with SEN – some correlation between this and disability	Impact will be greater on young people of African and African Caribbean background but actions in place to mitigate.	Impact will be greater on boys but actions in place to mitigate.	No issues identified	No issues identified

Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead person	Timescale	Resource implications
<p>Ensure focus on children vulnerable to exclusion at tier three and four (according to the Haringey Threshold)</p>	<p>Schools will be supported to develop/enhance robust systems for analysing data allowing for timely identification and intervention and to identify key areas for de escalation away from potential exclusion. Schools will be supported to ensure that disproportionate exclusions of black and ethnic minority children are addressed in their policies and strategies and that parents and children play an instrumental part planning and implementation</p>	<p>Heather Johnston</p>	<p>Spring 2011 and ongoing</p>	<p>Identified in revised structures</p>
<p>Improve mechanisms for preventative intervention and reduction of repeat exclusions by developing a revised Pastoral Support Plan, Multi Agency SMART Planning and Restorative Reintegration</p>	<p>Review and evaluate current systems. Implement and improve on strategies which reduce risk</p>	<p>Deborah Tucker</p>	<p>Autumn 2010 and ongoing</p>	<p>None</p>
<p>Develop mechanisms by which schools can share concerns for children at risk of or at the point of permanent exclusion (at tier three and four) through collaboration with the staff identified in revised structures and the primary and secondary pupil support centres</p>	<p>Review and evaluate current systems. Implement and improve on strategies which reduce risk</p>	<p>Heather Johnston</p>	<p>Autumn 2010 and ongoing</p>	<p>Identified in revised structures</p>

<p>Address teaching and learning and raising achievement via effective engagement techniques for children with challenging behaviour.</p>	<p>Haringey will lead on the development and implementation of a sustainability plan, including specialist behaviour management training and discussion/problem solving groups for teaching staff in order that internal organisational capacity improves and is subsumed into the mainstream. This will include work with those children (and their parents) most at risk of exclusion.</p>	<p>Heather Johnston</p>	<p>Summer 2011 and ongoing</p>	<p>Identified in revised structures</p>
<p>Improve involvement of relevant stakeholders in those key issues which lead to a reduction of exclusions</p>	<p>Develop targeted training for school governors which encourages their early involvement and contribution to a reduction in exclusions. Deliver training to schools, voluntary groups and other stakeholders with key roles in support at risk groups</p>	<p>Deborah Tucker</p>	<p>Summer 2010 and ongoing</p>	<p>None</p>

Step 9 - Publication and sign off

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

When and where do you intend to publish the results of your assessment, and in what formats?

The assessment will be published on the Haringey Council website.

Assessed by (Author of the proposal):

Name: Heather Johnston

Designation: Head of Behaviour and Alternative Provision

Signature:

Date: 02/03/2011

Quality checked by (Equality Team):

Name:

Designation:

Signature:

Date:

Sign off by Directorate Management Team:

Name: Ian Bailey

Designation: Deputy Director, Business Support & Development

Signature:

Date: 02/03/2011

Haringey Council

**Equalities Impact Assessment (EqIA)
for Organisational Restructures**

Date: 25/02/2011
Department and service under review: Pupil and Family Mediation Service
Lead Officer/s and contact details: Heather Johnston Head of Alternative Provision heather.johnston@haringey.gov.uk 020 8489 5083
Contact Officer/s (Responsible for actions): Heather Johnston Head of Alternative Provision heather.johnston@haringey.gov.uk 020 8489 5083
Summary of Assessment (completed at conclusion of assessment to be used as equalities comments on council reports) This assessment is to consider the impact on staff of the deletion of the post of Pupil & Family Mediation Officer, in relation to the protected equalities groups of ethnicity, gender, age, disability, and pregnancy and maternity. It does not consider issues relating to sexual orientation, gender reassignment, and religion or belief, as the relevant data is not available for these groups. This service area consists of one staff member. Therefore, much of the analysis required as part of the EqIA process, such as whether there is a disproportionate impact on a particular group relative to the council profile, is not possible. An overarching EqIA is being carried out to consider the combined impact of all of the staffing changes within the Children & Young People's Service resulting from the 2011/12 budget-setting process, and this post will be considered as part of that EqIA.

The Equalities Impact Assessment for service restructures should assess the likely impact of restructuring on protected equalities groups of employees by: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

The assessment is to be completed by the business unit manager with advice from HR. It is to be undertaken by an assessment of the basic employment profile data and then answering a number of questions outlined below.

PART 1
TO BE COMPLETED DURING THE EARLY STAGES OF CONSULTATION WITH STAFF/ UNIONS ON THE STRUCTURE

Step 1 – Aims and Objectives

1. Purpose – What is the main aim of the proposed/new or change to the existing service?

The unprecedented scale of spending cuts imposed on local government means that the Council will have around £50million less to spend on services in 2011/12. As part of C&YPS contribution to the savings required, the post of Pupil & Family Mediation Officer is proposed for deletion.

This service provides mediation and conflict resolution approaches to pupils at risk of exclusion or who have been excluded, their families, and schools. This can involve supporting Managed Moves and Parenting Contracts as strategies to prevent exclusion. The officer also works with parents & community groups to address concerns that might lead to children and young people being excluded from school, and with partner agencies to enable parents/ carers to support their children's behaviour, attendance and learning.

The proposal is for deletion of this role, with the key aspects of the work being undertaken by other staff members.

2. What are the main benefits and outcomes you hope to achieve?

The intended outcome is a saving of £53,000 to the budget of the C&YPS.

3. How will you ensure that the benefits/ outcomes are achieved?

This restructure will reduce the number of staff and thereby achieve the intended cost saving.

Step 2 – Current Workforce Information & Likely Impact of your proposals

1. Are you closing a unit?

Yes. Note that this unit consists of one staff member. Therefore, much of the analysis required as part of the EqIA process, such as whether there is a disproportionate impact on a particular group relative to the council profile, is not possible. An overarching EqIA is being carried out to consider the combined impact of all of the staffing changes within the Children & Young People's Service resulting from the 2011/12 budget-setting process, and this post will naturally be considered as part of that EqIA.

The relevant equalities information for the affected staff member is as follows:

Grade group: PO4-7

Ethnicity: Black

Gender: Male

Age band: 55-64

Disability: Not stated

Pregnancy/Maternity: N/A

The impact on the public of the proposed change, and associated equalities issues, are addressed in a separate 'service delivery' EqIA.

2. Can any staff be accommodated elsewhere within the service, business unit or directorate?

The affected staff member will be considered for any suitable alternative opportunities within CYPs during the consultation period. However, as a number of restructures are taking place concurrently, the scope for accommodating affected staff elsewhere in the directorate is limited.

The formal redeployment period runs concurrently with an employee's notice period, during which the Council is committed to trying to redeploy staff facing redundancy into suitable alternative posts, however again, in the current financial situation, opportunities are likely to be limited.

Race

3. Provide a breakdown of the current service by Grade Group and Racial Group following the format below.
4. Highlight any grade groups that are very under represented (10% or more difference) compared with the council profile and where relevant the borough profile.
5. Do any ring fences disproportionately impact on staff from one ethnic minority group (white, white other, asian, black, mixed race) or Black & Minority Ethnic (BME) staff only? If Yes, how many of these staff might be displaced?
6. By how much does these staff change the % (percentage) of BME staff in the structure? Show start and end %.
7. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

Gender

8. Provide a breakdown of the current organisation by Grade Group and Gender breakdown following the format below
9. Highlight any grade groups that are very under represented (10% or more difference) compared to the % of females/males in the council.
10. Do any ring fences disproportionately impact on female or male staff? If Yes, how many of these staff might be displaced?
11. By how much do these staff change the % (percentage) of female/male staff in the whole structure? Show start and end %.
12. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

Age

13. Provide a breakdown of the current organisation by Grade Group and Age breakdown following the format below
14. Highlight any grade groups with a high level of staff from a particular age group compared to the compared to the council profile.
15. Do any ring fences disproportionately impact on staff from one age group only? If Yes, how many of these staff might be displaced?
16. Does the displacement of these staff result in no representation of staff from a particular age group within the structure as a whole?
17. If Yes, can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?

Disability

18. Identify the total number of disabled staff in the service following the format below:
19. Do any ring fences disproportionately impact on disabled staff?
20. Can any of these staff be accommodated elsewhere within the proposed new structure or can you amend the structure to accommodate them e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc.?
21. In addition to the above analysis of race, sex, age and disability you will need to consider the impact on groups with the following characteristics: gender reassignment, pregnancy and maternity, religion or belief, sexual orientation. Please ask HR for help with the data on:
 - Gender Reassignment
 - Religion/ Belief
 - Sexual Orientation
 - Maternity & Pregnancy
22. If you provide services to residents please also identify the potential impact/ issues relating to the change in service delivery as a result of your proposals.

Date Part 1 completed - 09/02/2011

PART 2
**TO BE COMPLETED AT THE END OF CONSULTATION WITH STAFF/
UNIONS ON THE STRUCTURE**

Step 3 – Consultation

Outline below the consultation process you undertook, what issues were raised (especially any relating to the eight equalities characteristics).

Formal consultation with staff and unions on the deletion of the post of Pupil & Family Mediation Officer commenced on 20th January 2011 and was completed on 21st February 2011. A number of issues were raised and are detailed alongside the management response in Appendix 3 of the report to the General Purposes Committee meeting of 10th March 2011.

Step 4 – Address the Impact

1. Are you in a position to make changes to the proposals to reduce the impact on the protected groups e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc. - please specify?

No, as this is a unit closure.

2. What changes or benefits for staff have been proposed as a result of your consultation?

The consultation responses did not include any proposed changes in terms of benefits for staff, rather they focused on the impact on service users (see service delivery EqIA for details).

3. If you are not able to make changes – why not and what actions can you take?

It is not possible to make changes in terms of benefits for staff affected because the proposal is for unit closure.

4. Do the ringfence and selection methods you have chosen to implement your restructure follow council policy and guidance?

N/A

5. Will the changes result in a positive/ negative impact for service delivery/ community groups – please explain how?

Please see the service delivery EqIA for an assessment of the impact on service users.

6. How can you mitigate any negative impact for service users?

Please see the service delivery EqIA for details of measures to mitigate the impact on service users.

Date Steps 3 & 4 completed – 25/02/11

Step 5 – Implementation and Review

1. Following the selection processes and appointment to your new structure are there any adverse impacts on any of the protected groups (the eight equalities characteristics). Please identify these.

As it is a unit closure, there is clearly a negative impact on the affected staff member.

2. If there are adverse impacts how will you aim to address these in the future?

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period. The formal redeployment period runs concurrently with an employee's notice period, during which the Council is committed to trying to redeploy staff facing redundancy into suitable alternative posts, however in the current financial situation, opportunities are likely to be limited.

3. Identify actions and timescales for implementation and go live of your new service offer.

As it is a unit closure, there is no new service offer.

4. If you are not in a position to go ahead on elements of your action plan – why not and what actions are you going to take?

At this stage we have no reason to presume that we will not be able to implement these proposals. Any alternative course of action proposed would depend on the nature of the barrier that presents itself.

5. Identify the timescale and actions for review of the restructure to ensure it achieved the expected benefits/ outcomes.

The benefit of the restructure will be the saving in staff costs. This will be achieved through the issuing of redundancy of the affected member of staff.

Step 6 – Sign off and publication

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them.

COMPLETED BY (Contact Officer Responsible for undertaking this EqIA)

NAME: Heather Johnston
DESIGNATION: Head of Alternative Provision
SIGNATURE:
DATE:


QUALITY CHECKED BY (Equalities,)

NAME: Arleen Brown
DESIGNATION:
SIGNATURE:
DATE:

SIGNED OFF BY Director/ Assistant Director

NAME: Ian Bailey
DESIGNATION: Deputy Director, Business Support & Development
SIGNATURE:
DATE:

SIGNED OFF BY Chair Directorate Equalities Forum

NAME: Ian Bailey
DESIGNATION: Deputy Director, Business Support & Development
SIGNATURE: 
DATE:

Note - Send an electronic copy of the EqIA to equalities@haringey.gov.uk; it will then be published on the council website

Appendix 3: Statement by the Pupil and Family Mediation Officer and management response

The Pupil and Family Mediation Officer declined to present a formal response to the consultation document at a consultation meeting but wished to present a written statement of his concerns. He stated clearly that he was not seeking a response to his statement but wanted it on record.

His statement 'Grounds for Appeal' is attached as Appendix 3 with comments, as a response, in **bold**.

GROUND OFS OF APPEAL

GROUND OFS OF APPEAL AGAINST UNFAIR CLOSURE OF MEDIATION SERVICE ARE:

1. The LA failed to spell out in its proposals how it 'will ensure that children who are at risk of exclusion will be identified and supported at school', when its proposal to withdraw the expertise and Mediation in Education specialism within the Children's and Young People's Service has been withdrawn (**see Job Description**)

The Equalities Impact Assessment outlines that children at risk of exclusion will be supported within revised structures. Targeted staff will work strategically with schools to identify and intervene with those children most at risk of exclusion

2. The LA has failed in its consultation document to identify the resource(s) which will support pupils at risk of exclusion at school and the programmes which the mediation service has developed, provided, and delivered over time to specifically targeted pupils at risk of exclusion.

The LA has identified (through new structures) resources and specific programmes which will support pupils at risk of exclusion. Highly trained staff will advise and work with targeted schools, children and parents using programmes and methods which are evidenced based and where impact is measured and sustained.

3. The LA has erred in that it has failed to act on its own analysis on the disproportionate number of Black and minority ethnic pupils excluded from its own schools, but instead has sought to compound the situation by closing down the mediation service which for the past years following the underachievement, high exclusions and tensions in the community following the situation in the 1980s targeted these groups of pupils (**Exclusion statistics**).

Identification and awareness of the number of black and ethnic minority pupils subject to exclusion necessitates the need for a multi disciplinary/strategic approach which will be evidenced in the revised structures.

4. The LA has improperly argued in its consultation document that it would continue to provide support to pupils who are at risk at exclusion without linking this to its own statistics on the significant number of pupils from African and African Caribbean backgrounds who achieve below the national expectations and that the specialism within the mediation service has over the years sought to target this which would be without such extra provision once the service is closed in accordance with the LA's proposals (**Examination statistics**)

The link between low achievement and exclusions continues to be acknowledged in revised structures. Identified professionals will support

schools to develop and improve on SMART plans for children which encompass their academic as well as behaviour targets. The interventions will be monitored for impact on academic as well as behavioural achievement.

5. The LA has failed to take into account the race equality impact the abolition of the service would have on individual schools as per the example of a school the mediation service is currently supporting where a group of Year 11 African and African Caribbean Pupils who are underachieving and at risk of exclusion receiving targeted support on an individual basis (school statistics)

As above

6. In all the prevailing circumstances the LA proposals to close down the mediation service is unsafe and unsatisfactory and without any justification.

The proposed deletion of the Pupil and Family Mediation Officer Post comes due to the unprecedented cuts imposed by budgetary constraints. The loss of this post is mitigated by new and revised structures which will ensure that children will not be put at additional risk of exclusion but also that systems and interventions are better able to meet their needs

Dr. Paul C Boyd, C.Ed, B.Ed, MA, PhD.FRSA
The Pupil and Family Mediation Officer.
17.02.11

