

Haringey Council

Agenda item:

[No.]

General Purposes Committee

On 22 March 2011

Report Title: **Proposal for deletion of Gypsy, Roma and Travellers Education Team**

Report of: Peter Lewis, Director of Children and Young People's Service

Signed :

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 the deletion of the Gypsy, Roma and Traveller Team (equivalent 3 members of staff)

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 2011 and was concluded on 10th March.
- 4.2 Note the comments received from staff and trades unions and the management response to these (Appendix 5).
- 4.3 Agree the proposed reduction in staff as set out in the consultation document (Appendix 1) taking into account the outcome of the staff consultation and paying due regard to the Council's public sector equalities duties.

4. Reason for recommendation(s)

4.1. The huge scale of spending cuts imposed on local government means that the council will have to make savings of £84m over three years on its £286million annual budget to spend on services. Because of government demands to make early spending cutbacks, £41m of this saving has to be found immediately, for 2011/12.

As part of this, the Children and Young People's Service is restructuring in order to reduce spending by £14.1m while protecting services to the borough's most vulnerable children.

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

5. Other options considered

5.1. Alternative options for achieving the required saving would all involve a reduction in services to children and young people that would have a greater impact than the proposed closure of the Gypsy, Roma & Traveller Education Team.

6. Summary

6.1. The proposal to close the Gypsy, Roma & Traveller Education Team will contribute £148,391 to the savings the council is required to make for the 2011/12 budget.

6.2. This service provides advice, guidance, training and support to children's centres, schools and colleges, and undertakes casework with children and their families. Over recent years much good work has been done to equip settings to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will in future have the capacity to meet the needs of these groups.

6.3. A short account of this proposal was considered by the General Purposes Committee on 10th March as part of a summary report on the proposed changes within C&YPS. Members requested that the full proposal be submitted the 22nd March meeting of the General Purposes Committee to enable further discussion to take place.

6.4. Some concerns were expressed by members at the meeting on 10th March in relation to the proposal to cut services for Gypsy, Roma & Traveller communities, as they are a vulnerable group. In particular, a concern was expressed regarding the capacity of schools and other services to meet the needs of this group without the specialist knowledge and support from the Gypsy, Roma & Traveller Education Team. These points are addressed in the Service Delivery Equalities Impact Assessment (Appendix 2) and the management response to the consultation with unions and staff (Appendix 5).

6.5. Union members expressed concern at the meeting on 10th March that no consultation had been carried out with service users. This point is addressed in the management response to the consultation with unions and staff (Appendix 5).

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 two attached equality impact assessments.

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.

9. Head of Procurement Comments

9.1. Not applicable

10. Equalities & Community Cohesion Comments

Service Delivery and Staffing Equalities Impact Assessments on the proposed changes to the Gypsy, Roma & Traveller team are attached as Appendices 2 and 3. The closure of the Gypsy, Roma & Travellers Education Service will likely increase barriers for the ethnic groups Gypsy/Roma and Irish Traveller, particularly in relation to educational attainment and attendance.

10.1 However the social care team will continue to be available to support these young people in the areas they currently receive support from the team.

10.2 The Staffing Equality Impact Assessment has shown no adverse impact on any particular protected group.

11. Consultation

11.1. Informal consultation has included team meetings at which the proposals were explained to staff.

11.2. Formal consultation took place between 20 January 2011 and 10 March 2011. The consultation period was extended by one week following a meeting held with staff and trade unions on 2 March 2011.

11.3. Appendix 5 sets out the comments raised in response to the consultation and the management response to these.

12. Use of appendices /Tables and photographs

12.1. Appendix 1: Consultation Document

12.2. Appendix 2: Service Delivery Equalities Impact Assessment

12.3. Appendix 3: Staffing Equalities Impact Assessment

12.4. Appendix 4: Equalities Impact Assessment Screening Tool

12.5. Appendix 5: Comments received during consultation, with management responses.

13. Local Government (Access to Information) Act 1985

Not applicable

APPENDIX 1

CONSULTATION DOCUMENT

Proposals for the Closure of the Travellers Education Service

Date: 20/01/2011

1. Introduction

The effect of the proposals outlined in this consultation is to cease the delivery of the Traveller Education Service.

The members of staff affected by these proposals are those currently concerned with the running of activities within Traveller Education Service which resides within the Children and Young People's Service.

The posts concerned are based at the Haringey Professional Development Centre.

A copy of these proposals will be provided to all affected members of staff and the relevant recognised trade unions as part of the consultation process. Formal written responses from all affected staff and the trade unions including any counter-proposals or concerns around the proposal from individuals or groups of affected staff should be sent to Heather Johnston by 03/03/2011

Staff 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 mid-March with full implementation of the proposals by no later than mid-March.

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 Traveller Education Team making a saving of £148,391.

This service has provided advice, guidance, training and support to children's centres, schools and colleges. Over recent years much good work has been done to equip these settings to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will, in future, have the capacity to deliver these services with their own resources.

The information in this pack contains more details of the proposed closure of the Traveller Education Service.

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 £148,391

5. Staffing implications from these proposals

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

Title	Grade
Gypsy Roma Traveller Manager	Soulbury 16 - 19
Engagement and Inclusion Officer	PO2
Engagement and Inclusion Officer	PO2

6. Proposed Implementation Timetable

During the consultation and implementation 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 Traveller Education Team issued to affected staff and Trades Unions.
20/01/2011 – 03/03/2011	Individual meetings with staff
As required	Consultation meeting with TUs
As required	Consultation meeting with staff + TUs
03/03/2011	End of consultation period. Final submission for written responses from staff/TUs
08/03/2011	Management response to comments/counter proposals. Deadline for completion of EIA
Mid March	Formal ratification of proposals. Staff advised. Commencement of implementation of the proposals.
Mid March	Displaced employees referred to corporate redeployment pool
Mid March	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 10 March. 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. Whilst the Council is committed to the principle of trying to redeploy staff facing redundancy into suitable alternative posts in the current financial situation opportunities are likely to be limited. HR will circulate any vacancies and 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 redeployee.

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: 20/01/2011

HARINGEY COUNCIL

EQUALITY IMPACT ASSESSMENT FORM



Haringey Council

Service: Travellers Education Service

Directorate: Children and Young People's Service

Title of Proposal: Proposal for the Closure of the Travellers Education Service

Lead Officer (author of the proposal): Heather Johnston

Names of other Officers involved: Jen Johnson, Tom Fletcher, Chloe Surowiec; Arleen Brown; Sarah Jewell

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

The effect of the proposal referenced in this EqIA is to cease the delivery of the Traveller Education Service with an objective of achieving savings of £148,391.

The remit of Haringey's Traveller Education Service is to work closely with Gypsy, Roma, Traveller (GRT) families and schools to ensure access to education services and raise the achievement of GRT pupils. The team also helps to link new families with GPs and health visitors and sign posting to sex and relationship education advice. The GRT ethnic group therefore accounts for 100% of the service users and all service users are young people of school age.

Some of the specific work of the team relates to:

- Ensuring that the majority of GRT pupils are correctly ascribed at school level
- Improving the attainment of GRT Pupils 5-16 years old
- Improving attendance for Gypsy Roma Traveller Pupils 5-16 in Haringey Schools.
- Supporting families with multiple and complex needs including those known to social care and children who have received a CAF

This service provides advice, guidance, training and support to children's centres, schools and colleges, and undertakes casework with children and their families. Over recent years much good work has been done to equip settings to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will in future have the capacity to meet the needs of these groups.

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:

- i) are significantly under/over represented in the use of the service, when compared to their population size?**
- ii) have raised concerns about access to services or quality of services?**

The total number of GRT in the UK is unknown. It is difficult to establish the number accurately as GRT are not currently identifiable as a separate ethnic group on the Census¹. Estimates vary widely from 82,000 to 300,000.

The total number of Travellers in Haringey is not known, but it is estimated to be in the region of 1,500 to 2,000 which represents approximately 230 Traveller Gypsy Roma families in Haringey, with about 450 children of statutory school age 5-16. These figures are approximations as numbers change rapidly. These are mobile communities, and families do not necessarily self-ascribe as Roma or Traveller when joining an educational setting. Over the last 3 years there has been a large increase in the numbers of eastern European Roma, mainly from Romania, and of late an increase in Bulgarian Roma.

The Gypsy, Roma & Travellers Education Team is a targeted service provided to school aged (5-16 yrs) young people of Roma and Traveller ethnicities and closure of this service will undoubtedly impact on this group. However as set out in this EqIA, there are a number of mitigating actions in place that should ensure that the attendance, attainment and social care needs of this group are still met through other services. The current caseload for TGR team members consists of:

46 Traveller families	107 Roma families
84 Traveller children of school age (5-16)	271 Roma children of school age (5-16)
6 Traveller Child Protection cases	2 Roma Child Protection cases
3 Traveller Children in Need cases	3 Roma families causing concern (CAF)

The casework undertaken by the team includes:

- Accessing school places for Traveller Gypsy Roma children of statutory school age missing education (CME) – liaising with home, admissions, schools and representing TGR pupils at IFAP (In-Year Fair Access Panel) discussions
- Undertaking CAFs (Common Assessment Framework) for any TGR children considered vulnerable

¹ In Britain there are English Romany Gypsies and Travellers, Welsh Gypsies, Scottish Gypsy Travellers and Irish Travellers; Smaller groups of Roma from central and Eastern Europe; and "New" Travellers now often in third or fourth generation. Other groups of Traveller children also facing discrimination and potential poverty are Travelling Show people, Circus Travellers and barge dwelling Traveller children. Cemlyn and Clarke Chapter 11 page 151. "The social exclusion of Gypsy and Traveller Children" in "At greatest risk. The Children most likely to be poor." 2005, Child Poverty Action Group

- Building strong partnerships with TGR parents so that they engage with their children's education
- Improving safeguarding and child protection through sharing information about TGR families or children at risk with other agencies
- Introducing families to local Children's and Early Years Centres
- Checking that all TGR pupils complete the primary/secondary transfer
- Addressing the non-engagement of TGR young people post 16 by providing them with Connexions Personal Advisors at the end of Key Stage 3, and liaising with alternative providers
- Linking new families with GP's and Health visitors

Ethnicity

This team provides a targeted service for GRT young people and therefore 100% of the service users are of Gypsy Roma or Traveller heritage. 1.7% of the school population were recorded as being from white Gypsy/Roma/ Irish traveller backgrounds in the October 2010 Pupil Level Annual School Census, though this may be an under representation as families do not necessarily self-ascribe as Roma or Traveller when joining an educational setting.

Looking at the breakdown of the work of the team, Gypsy Roma children and young people represent a higher proportion of the service user group than Irish Travellers, despite forming a smaller proportion of the Haringey school population. 31.2% of service users are of Irish Traveller heritage (they represent 1.1% of the Haringey school population) and 68.8% are of Gypsy Roma heritage (they represent 0.6% of the Haringey school population).

Age

Year Group	Service Users	Haringey school population
Nursery	4.0%	15.6%
Rec	6.6%	9.1%
Y1	8.6%	9.1%
Y2	8.9%	8.7%
Y3	10.0%	8.2%
Y4	13.2%	7.9%
Y5	9.7%	8.0%
Y6	8.0%	5.8%
Y7	7.4%	5.9%
Y8	8.3%	6.2%
Y9	4.9%	6.2%
Y10	6.0%	6.2%
Y11	4.3%	3.3%

*Haringey school population statistics are recorded by age and an assumption about the average age of each year group was therefore taken (e.g. Nursery – 3 and 4 year olds, Reception – 5 year olds, Year 1 – 6 year olds and so on)

With regards to age, when compared with the Haringey School Population (Source: Pupil Level Annual School Census October 2010), service users are broadly proportionate to the wider school population except in Nursery where there is a significant under representation. This is in the most part due to the nature of the work undertaken by the team around attendance, attainment and ensuring pupils have a school place. As Nursery is below the statutory school age it would be expected that a smaller proportion of service users were at this age.

There is a small overrepresentation of service users as compared to the school population from Years 3-8, peaking in Year 4 with 13.2% of service users compared to 7.9% of the wider population, and it

would therefore be concluded that the closure of this service will disproportionately impact on this age group. However, as set out in this EqIA, there are a number of mitigating actions in place that should ensure that the attendance, attainment and social care needs of this age group are still met through other services.

Gender

	MALE	FEMALE
Service Users	51.3%	48.7%
Haringey School Population	51.2%	48.8%

The gender profile of service users is in line with that of the wider Haringey school population and closure of this service would not therefore disproportionately impact on either gender group.

Disability

1.1% of the service user group (4 children and young people) are recorded as having a disability. Disability is not available as part of the Pupil Level Annual School Census data, however this compares with 7.6% of the wider Haringey Borough Profile and indicates that the proposal would not have a disproportionate impact on service users with a disability.

The Gypsy, Roma & Travellers Education Service do not collect data on the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Religion/ Belief
- Sexual Orientation
- Maternity & Pregnancy

iii) appear to be receiving differential outcomes in comparison to other groups?

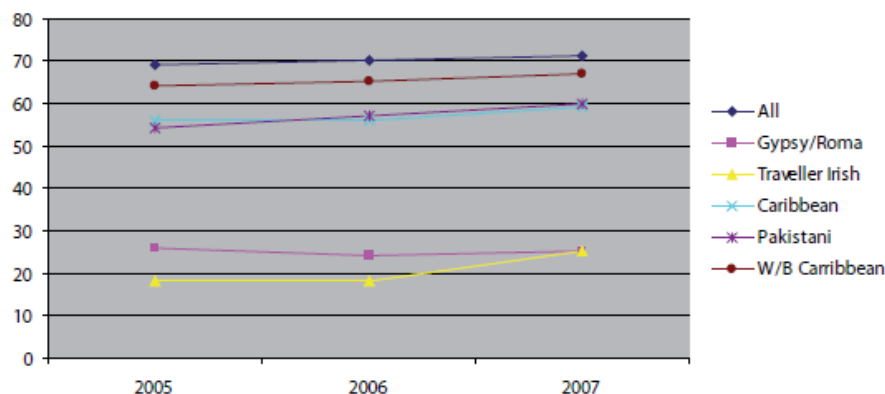
The poverty experienced by some Gypsy and Traveller children involves the deprivation of customary activities (such as attending school) living conditions and basic amenities. Many Gypsy and Traveller children are poor in multiple and different ways - some are financially poor, but there are many dimensions to the poverty that Gypsy Roma and Travellers (GRT) children can struggle with.

Nationally GRT children have the worst attainment of any ethnic group, and this is reflected in the Haringey population. The following table shows attainment at Key Stage 2 and Key Stage 4 (GCSE), in 2010, for Haringey and for England. Note that at Key Stage 2 attainment is better in Haringey than nationally, for both Irish Travellers and Gypsy/Roma. At GCSE, Haringey Gypsy/Roma pupils do better than the national average for Gypsy/Roma pupils, but Irish Travellers do worse.

Group	% attaining Level 4+ in English & Maths at KS2 - Haringey	% attaining Level 4+ in English & Maths at KS2 - Haringey	% attaining 5 or more GCSEs inc English & Maths - Haringey	% attaining 5 or more GCSEs inc English & Maths - England
Irish Traveller	40%	26%	0%	22%
Gypsy/Roma	33%	23%	25%	8%
All pupils	72%	74%	48%	55%

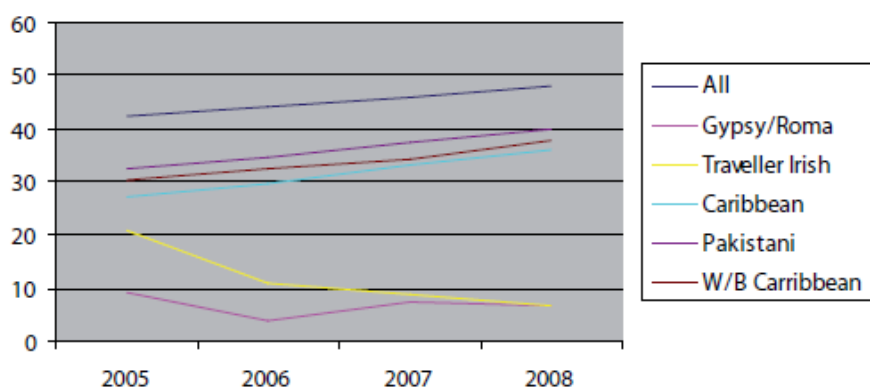
The charts below show historical attainment data and include attainment for some other ethnic groups, highlighting the significant gap in attainment.

Numbers of pupils achieving at least level 4 in English and mathematics by the end of Key Stage 2



Numbers of pupils achieving at least five grades A*-C, including English and mathematics, by end of Key Stage 4

KS4 5A*-C including English and mathematics



Nationally, GRT children also have the worst attendance of any ethnic group, In 2009/10, attendance was 78% for Irish Travellers and 83% for Gypsy/Roma pupils, compared to an average for all pupils of 95%. In Haringey, the average attendance for GRT pupils in 2009-10 was 83% compared to the Haringey average of 94%. In Haringey 140 Roma and 21 Traveller children were referred to the team because they were not in education from September 2009 to the end of August 2010.

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

- Haringey Traveller Education Team Database
- Child Poverty Needs Assessment
- Children and Young People’s Needs Assessment
- Haringey Pupil Level Annual School Census October 2010
- Provision and support for Traveller pupils, Ofsted 2003
- Haringey Borough Profile
- 2009 National Strategies document
- DfE: Pupil Absence in Schools in England: Autumn Term 2009 and Spring Term 2010
- DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2009/10
- DfE: Key Stage 2 Attainment by Pupil Characteristics, in England 2009/10

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

It is highlighted in “The National Strategies Moving Forward together: Raising Gypsy, Roma and Traveller achievement” Booklet 1 which was published by the Department for Children, Schools and

Families in 2009 that “The UK government, in common with administrations across Europe, has very limited statistical and ethnographic data on these communities, their actual population cohorts, size of families, numbers of children and the communities’ access to and uptake of public services.”

A particular issue is that GRT communities are reluctant to identify as such for fear of attracting prejudice, discrimination and exclusion from services. Many choose instead to identify as another group i.e. White British or Irish in the case of Irish Travellers, Romanian or Polish in the case of Romanian or Polish Roma. Although this unknown variable cannot be corrected for, it should be noted that it has the potential to skew any assessment of impact.

The Gypsy, Roma & Travellers Education Service does not collect data on the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Religion/ Belief
- Sexual Orientation
- Maternity & Pregnancy

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

This analysis shows that the only significant over representation in this service user group is with regards to the GRT ethnic groups which account for 100% of the service users. This is a targeted service for these groups, developed to raise awareness within educational settings and provide support to the young people and families as a result of identified needs with regards to Education attendance and attainment and Social Care.

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? X	Reduce barriers?	No change?
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Comment

The closure of the Gypsy, Roma & Travellers Education Service will likely increase barriers for the ethnic groups Gypsy/Roma and Irish Traveller, particularly in relation to educational attainment and attendance, and social care however a range of services will continue to be available to support these young people in the areas they currently receive support from the team.

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

Education attendance – This function will be taken forward by the Educational Welfare Service whose remit and statutory obligation is to work with schools, young people and families to support good school attendance and high standards of pupil welfare. The Children Missing from Education Service will also continue to track and work with children and their families not in school.

Education attainment – The recent Education White Paper ‘the Importance of Teaching’ makes it clear that ‘the primary responsibility for improvement rests with schools’. This is a shift in government policy from the previous duties placed on Local Authorities.

The proposed closure of the Gypsy, Roma & Travellers Education Service would result in reduced support to schools in fulfilling their statutory duties and responsibilities around community cohesion. However this service has provided advice, guidance, training and support to children’s centres, schools and colleges and over recent years much good work has been done to equip these settings to meet the needs of Travellers and Gypsy/Roma children.

Social Care – There is a dedicated Travellers social care team based within Children and Families Social Care who provide joint case work with relevant statutory sector and voluntary sector teams along with group work; welfare rights work and targeted Traveller awareness training for other service teams. Social Care support to GRT children and young people is part of this team’s remit.

These services have all been consulted on the proposals and as support for vulnerable groups such as Travellers is a priority within the Children and Young People’s Service, support for GRT children and young people should continue.

A planning and handover meeting will be scheduled should the proposal to close the service be agreed. This will involve the TGR Team Manager, Children Missing Education Team, Education Welfare Service (EWS) and the Traveller Social Care Team who will be fully briefed on all open cases from the TGR Team.

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?

It is felt that appropriate action has been taken to mitigate against or reduce as far as possible all identified barriers to service users resulting from the proposal to cease the Travellers Education Service.

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?

Headteachers have been advised through the Primary and Secondary Heads meetings of the proposal to cease delivery of this service. Letters were sent Tuesday 15th/Wednesday 16th February 2011 to services, agencies and community organisations who would be impacted by the proposed closure, inviting their comments on the proposal. Letters were sent to:

- Schools
- Education Welfare Service
- Travellers social care team
- Children Missing from Education Service

- Central & Cecil incorporating CARA
- Haringey Irish Centre
- Solace Women's Aid Irish Travelling Outreach and Resettlement services
- London Gypsy Traveller Unit
- Gypsy Council South East
- The Roma Support Group

Five responses were received from the stakeholder consultation, one from a community organisation working with GRT children and families and four were received from schools (out of a total of 70 schools). All responses highlighted how valuable they felt the service was. The main issues raised in the responses were:

- The service has been invaluable in helping schools to liaise with traveller families and provide additional support for this group especially during difficult times and times of transition. Workers have been able to relate to GRT children particularly as they are able to overcome language barriers. Respondents identified a risk that these children and families may become more vulnerable without the support of this team.
- The service has helped to overcome perceived barriers and helped schools and school communities to have a better understanding of traveller family needs enabling them to improve outcomes for these children
- How are we going to ensure that the children do not fall through the system? Without this service GRT children and families who are already at high risk, may be at greater risk of failing the education system
- The Gypsy Roma Traveller Achievement Program Meetings at the PDC have been a very useful forum for Ethnic Minority Achievement Coordinators to share good practice.

Staff comments received during the consultation process additionally highlighted:

- That the team carry out a role with regards to safeguarding and related procedures for GRT children and asked how this will continue to be adequately addressed?
- That the proposal would impact on Haringey's GRT residents' quality of life, equal opportunities and right to education

Please see Appendix 5 to the report to the General Purposes Committee meeting of 22nd March 2011 for a full list of comments received by staff and trade unions and the management response.

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

We acknowledge that this is a valuable service and the decision to put forward a proposal to cease delivery has not been taken lightly. However, the C&YPS remains of the view that services are in place that can meet the needs of Gypsy, Roma & Traveller children and as such, continues to propose the closure of the GRT team. In the future, schools may wish to commission support for GRT children and families directly, either independently or jointly through the Networked Learning Communities.

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?

All stakeholders consulted on the proposals to cease delivery of the After School Childcare will be directed to the Full EqIA which will be published on the Haringey website.

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.

This service has provided advice, guidance, training and support to children's centres, schools and colleges. Over recent years much good work has been done to equip these settings to meet the needs of Travellers and Gypsy/Roma children. It is planned therefore that these settings will, in future, have the capacity and awareness of need to meet needs within their own resources. Headteachers have been advised through the Primary and Secondary Heads meetings of the proposal to cease delivery of this service and have been consulted during the consultation period. The team will be working closely with these settings during the transition period.

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?***

All services working with young people will continue to monitor outcomes for vulnerable groups, including Travellers; these include the Education Welfare Service and Children Missing Education team, the reshaped School Standards function, and children's social care.

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

Attendance, persistent absence, and attainment at KS2 and KS4 will continue to be monitored by the Local Authority.

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

This data is already routinely submitted by schools and is published nationally.

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

The relevant service areas will be responsible for reporting information to the management team of the Early Intervention & Prevention business unit. The frequency of this will depend on the frequency with which the data in question is issued.

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
<p>There is a small overrepresentation of service users as compared to the school population from Years 3-8, peaking in Year 4 and therefore the closure of this service will have a greater impact on this age group. However, there are a number of mitigating actions in place that should ensure that the attendance, attainment and social care needs of this age group are still met through other services.</p>	<p>No disproportionate impact is envisaged.</p>	<p>As 100% of the service users are of Gypsy Roma or Irish Traveller ethnicity, it is clear that there will be a disproportionate impact on these ethnic groups of the proposal to cease delivery of the Travellers Education Service. The main barriers and differential outcomes for this group are around Education attainment and attendance with an identified need relating to social care.</p>	<p>No disproportionate impact is envisaged.</p>	<p>Data is not collected on religion or belief and assessment of impact on these service user groups is not therefore possible.</p>	<p>Data is not collected on sexual orientation and assessment of impact on these service user groups is not therefore possible.</p>

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
No dedicated support for GRT children with regards to attainment	Schools to ensure GRT children are supported with regards to attainment.	Primary and Secondary Heads	From April 2011	
Reduced support to schools to fulfil statutory duties around Community cohesion	<p>Schools to be consulted on proposals and advised if ratified.</p> <p>Schools to ensure processes are in place to ensure their statutory duties around Community cohesion are met.</p> <p>Schools to ensure awareness-raising of issues relating to GRT pupils is continued and disseminated to staff.</p>	<p>Heather Johnston</p> <p>Primary and Secondary Heads</p> <p>Primary and Secondary Heads</p>	February – March 2011	N/A
No dedicated support for GRT children with regards to attendance	Education Welfare Service and Children Missing Education team to ensure GRT children and young people are supported in line with CYPS priorities.	Education Welfare Service, Children Missing Education team	From April 2011	
Planning and handover of open cases	TGR Manager, Education Welfare, Travellers Social Care Team CME to ensure that all open cases continue to be progressed and awareness raised around high profile cases.	Heather Johnston	From April 2011	

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.

All Full EqIA's will be published on the Haringey website.

Assessed by (Author of the proposal):

Name: Heather Johnston

Designation: Head of Alternative Provision

Signature:

Date:

Quality checked by (Equality Team):

Name: Arleen Brown

Designation: Senior Equality Officer

Signature: *A.J. Brown*

Date: 17th March 2011

Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

APPENDIX 3



Haringey Council

Equalities Impact Assessment (EqIA) for Organisational Restructures

Date: 14/03/11
Department and service under review: Gypsy, Roma & Travellers Education Service, CYPS
Lead Officer/s and contact details: Heather Johnston Heather.Johnston@haringey.gov.uk 020 8489 5083
Contact Officer/s (Responsible for actions): Heather Johnston 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 considers the impact on staff of the closure of the Gypsy, Roma & Travellers Education Service in relation to the protected equalities groups of ethnicity, gender, age and disability. It does not consider issues relating to sexual orientation, gender reassignment, pregnancy and maternity, and religion or belief, as the relevant data is not available for these groups. There are three members of staff in the Gypsy, Roma & Travellers Education Service and as such, assessing meaningful impact is hard without placing these staff in a wider context. An overarching EqIA is being carried out to consider the impact of all of the staffing changes within the Children & Young People's Service resulting from the 2011/12 budget-setting process, and the posts affected by this proposal will be additionally considered as part of that EqIA. Staffing profile data used in this EqIA for comparison purposes is from December 2010. Ethnicity – relative to the council profile there is an under representation of BME staff in this staff group. Gender - Overall, the staff in this staff group are representative in terms of gender as compared with the wider Council profile

Age – Staff in post affected by these proposals are over represented in the 25-34 age group when compared with the Wider Council profile.

Disability – none of the affected staff have declared that they are disabled.

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 effect of the proposal is to cease the delivery of the Gypsy, Roma & Traveller Education Service.

The remit of Haringey's Gypsy, Roma & Traveller Education Service is to work closely with Gypsy, Roma, Traveller (GRT) families and schools to ensure access to education services and raise the achievement of GRT pupils. The team also helps to link new families with GPs and health visitors and sign posting to sex and relationship education advice.

This service has provided advice, guidance, training and support to children's centres, schools and colleges. Over recent years much good work has been done to equip these settings to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will, in future deliver these services.

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

The objective of the consultation is to achieve savings of £148,391

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

These savings are being put forward for the 2011/12 financial year.

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

An overarching EqIA is being carried out to consider the impact of all of the staffing changes within the Children & Young People’s Service resulting from the 2011/12 budget-setting process, and the posts affected by this proposal will be additionally considered as part of that EqIA.

1. Are you closing a unit?

Yes – please see below for breakdown by race, sex (gender), age and disability.

The Council do not routinely collect data on gender reassignment, religion or belief or sexual orientation. None of the staff affected are currently taking or have applied in the last year for maternity or paternity leave, the Council do not collect any further data on pregnancy or maternity.

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

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPs during the consultation period whilst taking into account service delivery needs. 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.

Race

3. Provide a breakdown of the current service by Grade Group and Racial Group following the format below.

Grade Group	Total Staff	Not declared		Asian		Black		Mixed		Other		BME sub total		White		White Other		BME % in Council (09/10 data including schools)
		No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	
MANUAL																		46%
Sc1-5	0																	67%
Sc6-SO2	0																	57%
PO1-3	2		0.0%		0.0%		0.0%		0.0%	1	50.0%	1	50.0%		0.0%	1	50.0%	46%
PO4-7	0																	39%
PO8+	1		0.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%		0.0%	1	100.0%	19%
TOTAL	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	1	33.3%	0	0.0%	2	66.7%	54%

*BME in Borough 34.40%

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.

There are three members of staff in the Gypsy, Roma & Travellers Education Service. Overall, BME staff in post affected by this proposal represent 33.% of the team compared with 54% of the wider Council profile, this is an under representation, however it is broadly in line with the Borough profile (34.4%). The other two members of staff (66.7% of the team) are White Other, this ethnic group are split across the PO1-3 grade group and the PO8+ grade group.

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?

N/A – this EqIA relates to a unit closure

6. By how much does these staff change the % (percentage) of BME staff in the structure? Show start and end %.

N/A – this EqIA relates to a unit closure

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.?

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period whilst taking into account service delivery needs. 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.

Gender

8. Provide a breakdown of the current organisation by Grade Group and Gender breakdown following the format below.

Grade Group	TOTAL STAFF	Male		Female			
		No. Staff	% of Grade Group	No. Staff	% of Grade Group	% Females in Council	% Females in Borough (09/10 data including schools)
MANUAL	0					49%	
Sc1-5	0					68%	
Sc6-SO2	0					74%	
PO1-3	2	0	0%	2	100%	62%	
PO4-7	0					64%	
PO8+	1	1	100%	0	0%	52%	
TOTAL	3	1	33%	2	67%	67%	49.80%

9. Highlight any grade groups that are very under represented (10% or more difference) compared to the % of females/males in the council.

Overall, the staff in this staff group are representative in terms of gender as compared with the wider Council profile (67% female; 33% male). 100% of the lower grade group affected (PO1-3) are female, this represents two members of staff and is compared to 62% of the wider Council profile for this grade group. This is compared to the higher grade group where the only member of staff is male (100% compared to the Council profile for this grade group which is 48%).

10. Do any ring fences disproportionately impact on female or male staff?

N/A – this EqIA relates to a unit closure

11. By how much do these staff change the % (percentage) of female/male staff in the whole structure? Show start and end %.

N/A – this EqIA relates to a unit closure

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.?

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period whilst taking into account service delivery needs. 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.

Age

13. Provide a breakdown of the current organisation by Grade Group and Age breakdown following the format below

	16-24		25-34		35-44		45-54		55-64		65+		TOTAL
Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	No. Staff	% of Grade Group	STAFF
PO1-3		0%	2	100%		0%		0%		0%		0%	2
PO8+		0%		0%		0%	1	100%		0%		0%	1
TOTAL	0	0%	2	67%	0	0%	1	33%	0	0%	0	0%	3
Council Profile	3%		18%		25%		35%		18%		1%		
Borough Profile	14%		27%		23%		16%		10%		1%		

14. Highlight any grade groups with a high level of staff from a particular age group compared to the council profile.

67% of this staff group are in the 25-34 age group, this represents two out of the three members of staff and is an overrepresentation compared to the wider council profile of 18% for this age group. One member of staff (33%) is in the 45-54 age group which is broadly representative of the wider Council profile of 35%. The closure of this unit will therefore disproportionately affect staff in the age group 25-34.

15. Do any ring fences disproportionately impact on staff from one age group only?

N/A – this EqIA relates to a unit closure

16. Does the displacement of these staff result in no representation of staff from a particular age group within the structure as a whole?

N/A – this EqIA relates to a unit closure

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.?

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period whilst taking into account service delivery needs. 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.

Disability

18. Identify the total number of disabled staff in the service following the format below:

Grade Group	TOTAL STAFF	No. staff declared disabled	No. staff declared not disabled	No. staff disability not stated	% of Grade Group declared disabled	Council profile
MANUAL	0				0%	2.8%
Sc1-5	0				0%	6.9%
Sc6 - SO2	0				0%	6.8%
PO1-3	0		1	1	0%	2.6%
PO4-7	0				0%	6.9%
PO8+	0		1		0%	9.5%
TOTAL	3	0	2	1	0%	7.2%
Borough Profile	7.6%					

There are no staff affected by this unit closure that have declared themselves as disabled.

19. Do any ring fences disproportionately impact on disabled staff?

N/A – this EqIA relates to a unit closure

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.?

It is proposed that affected staff will be considered for any suitable alternative opportunities within CYPS during the consultation period whilst taking into account service delivery needs. 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.

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**

The Council do not collect or record data on Gender Reassignment; Religion/belief or Sexual Orientation with regards to staff, and therefore informed consideration of the potential impact is not possible. None of the staff affected are currently taking or have applied in the last year for maternity or paternity leave, the Council do not collect any further data on pregnancy or maternity.

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.

The potential impact of the change in service delivery is assessed in the Service Delivery EqIA for Gypsy, Roma & Travellers Education.

Date Part 1 completed - 20.01.11

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 closure of the Travellers Education Service commenced on 20th January 2011 and finished on 10th March 2010. A midway consultation meeting was held with staff and unions on 2nd March.

Please see Appendix 5 of the report to the General Purposes Committee meeting of 22nd March for a full list of staff and union comments and the management response.

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?

None

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

Changes are not possible 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 as this is a unit closure

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

Please see service delivery EqIA

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

Please see service delivery EqIA

Date Steps 3 & 4 completed - 14/03/2011

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.
2. If there are adverse impacts how will you aim to address these in the future?
3. Identify actions and timescales for implementation and go live of your 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?
5. Identify the timescale and actions for review of the restructure to ensure it achieved the expected benefits/ outcomes.

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:
DESIGNATION:
SIGNATURE:
DATE:

QUALITY CHECKED BY (Equalities,)

NAME: Arleen Brown
DESIGNATION: Senior Equality Officer
SIGNATURE: *A. J. Brown*
DATE: 17th March 2011 (steps 1-4 only)

SIGNED OFF BY Director/ Assistant Director

NAME:
DESIGNATION:
SIGNATURE:
DATE:

SIGNED OFF BY Chair Directorate Equalities Forum

NAME:
DESIGNATION:
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 4

Equalities Impact Assessments Screening Tool Guidance

The Council understands that a pragmatic approach to undertaking Equalities Impact Assessments (EqIA) is essential and that some policies, projects, functions or major developments/planning applications are more relevant to and have a greater impact on equality and diversity than others.

Because of this we have developed this screening tool to help officers to identify:

- the relevance of each policy, project, function or major development/planning application to equality
- whether an EqIA should be undertaken

The screening process must be used on ALL new policies, projects, functions, staff restructurings, major developments or planning applications, or when revising them. It should also be used to help identify existing policies or projects that should be subject to an assessment. An EqIA is a thorough and systematic analysis and should ensure that we give due regard to the effect the actions we take as an organisation could have on residents, customers and staff, in the delivery of services and employment practices.

Equality Impact Assessments are intended to:

- encourage a more proactive approach to the promotion of equality within public policy development
- identify any adverse equalities impact and detail actions to reduce this impact
- detail positive equalities impacts

Is a full Equalities Impact Assessment required?

- **If the answer to any of the questions below is yes, consideration must be given to undertaking a full EqIA.**
- **If the answers to all of questions below are no you do not need to undertake an EqIA, however you will need to provide a detailed explanation for this decision in the last column.**

In either case, please submit the e-form to equalities@haringey.gov.uk and include the explanation as part of the Equalities comments on any subsequent related report.

Equalities Impact Assessments (EqIA) Screening Tool

1.	Name of the restructure: Traveller Education Team			
2.	<p>Brief summary of the above:</p> <p>The proposal is to close the Traveller Education Team. This proposal is being put forward as a result of the significant savings C&YPS is required to make to its budget for 2010/11.</p> <p>The remit of Haringey's Traveller Education Service is to work closely with Gypsy, Roma, Traveller (GRT) families and schools to ensure access to education services and raise the achievement of GRT pupils. The team also helps to link new families with GPs and health visitors and sign posting to sex and relationship education advice. The GRT ethnic group therefore accounts for 100% of the service users and all service users are young people of school age.</p> <p>Over recent years much good work has been done to support children's centres, schools and colleges to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will, in future, have the capacity to continue this work without additional support from a dedicated team. Support for GRT children and families will remain a priority for all services working children and young people and the dedicated social care GRT team will remain in place.</p> <p>Nevertheless, the closure of the team will clearly have an impact on service delivery, therefore a service delivery EqIA will be carried out. A staffing EqIA will also be carried out to address the equalities impacts of the employment implications of these proposals.</p>			
3.	<p>Lead Officer contact details: Heather Johnston heather.johnston@haringey.gov.uk 0208 4895083</p>			
4.	Date: 24 January 2011			
	Response to Screening Questions	Yes	No	Please explain your answer. If answering YES but after consideration a full EqIA is not necessary please provide a detailed explanation² for NOT undertaking a full EqIA
5.	Could the proposed restructuring or the way it is carried out have an adverse impact on any of the key equalities protected characteristics age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation? Or relations between any equalities	Yes		There will clearly be an impact in relation to ethnicity as Gypsy, Roma and Traveller children account for 100% of the service users.

²NB This explanation MUST be included in the Equalities comments in all subsequent reports relating to this issue.

Equalities Impact Assessments (EqIA) Screening Tool

	groups?			
6.	Is there any indication or evidence (including from consultation with relevant groups) that different groups have or will have different needs, experiences, issues and priorities in relation to the particular policy/project/function/major development/planning application? Or do you need more information?	Yes		
7.	If there is or will be an adverse impact, could it be reduced by taking particular measures?	Yes		
8.	By taking particular measures could a positive impact result?	Yes		
9.	As a result of this screening is a full EqIA necessary?	Yes		Both a staffing and a service delivery EqIA will be carried out.

Signed off by Lead Officer: _____

Name: _____

Designation: _____

Date: _____

Signed off by Policy, Equalities and Partnerships Team: _____

Name: Arleen Brown_____

Designation: Senior Equality Officer_____

Date: _____

APPENDIX 5

Travellers Education Consultation Response Local Authority Response to Trade Union/Staffing Comments	
Trade Union/Staffing Comments	Response
<p><u>UNISON</u></p> <p>This consultation document is extremely vague in respect of what this team actually does, for example.</p> <p style="padding-left: 40px;">“This service provided advice, guidance, training and support to children’s centres, schools and colleges. Over recent years much good work has been done to equip these settings to meet the needs of Travellers and Gypsy/Roma children. In light of this and, given the need to radically reduce expenditure, it is planned that these settings will, in future, have the capacity to deliver these services with their own resources. “</p> <p>The above paragraph which is taken directly from the document, is so misleading and out of touch with what this team does, requires us to ask the question “does Management actually understand the role that this team has been providing within the Traveller communities?”</p>	<p>The purpose of the consultation document is not to provide a detailed description of the work of the team but to formally inform unions and staff of a proposed change, set out timescales, and seek views. However, the detailed description provided by the TGR Team has been incorporated into the Equalities Impact Assessment.</p>
<p>We also do not believe that Children’s Centres, Schools and Colleges have anywhere <u>near</u> the capacity to deliver such services with their own resources. As stated in the above paragraph.</p>	<p>The rationale behind the proposed closure is that services are in place which have a responsibility for addressing needs or difficulties which all children – including Gypsy, Roma & Traveller children - may experience. Schools have a responsibility around attainment; Education Welfare Officers address school attendance; social care takes the lead on safeguarding and children in need, and so on. The TGR Team has undoubtedly supported these services to understand better the issues affecting this vulnerable group, however given the need to make substantial budget savings, the approach of C&YPS has been to protect those services that address areas of need rather than services targeted at a particular group. All services must ensure they are focusing on the needs of</p>

	vulnerable children, and this will of course include GRT children and families.
<p>The following is a much more detailed and accurate description of what the Travellers Education Team have been doing for the past few years.</p> <p><i>The main duties of the Traveller Gypsy Roma team - current practice:</i></p> <ul style="list-style-type: none"> • <i>Accessing school places for Traveller Gypsy Roma children of statutory school age missing education (CME) – liaising with home, admissions, schools and representing TGR pupils at IFAP (In-Year Fair Access Panel) discussions</i> • <i>Undertaking CAFs (Common Assessment Framework) for any TGR children considered vulnerable</i> • <i>Building strong partnerships with TGR parents so that they engage with their children’s education</i> • <i>Using home languages to facilitate other multi-disciplinary teams making assessments and referrals</i> • <i>Improving safeguarding and child protection through sharing information about TGR families or children at risk with other agencies</i> • <i>Introducing families to local Children’s and Early Years Centres</i> • <i>Running weekly education drop-ins for Traveller families</i> • <i>Training school staff and administrators around induction of Roma children, providing schools with guidance on ascription of TGR pupils and working with the Education Welfare Service to improve TGR attendance</i> • <i>Auditing schools with high numbers of TGR pupils – looking at tracking of attainment, the curriculum and systems for induction</i> • <i>Action-planning for schools with high numbers of TGR pupils (currently Risley, Downhills, Seven Sisters and Bruce Grove Primary Schools)</i> 	<p>As stated, the purpose of the consultation document is not to provide a detailed description of the work of the team. We acknowledge that the work of the team is valuable and that under normal circumstances we would not be proposing its closure however we do not agree that the service is ‘vital’. However, the description of the team has been acknowledged and incorporated in the Equalities Impact Assessment.</p>

<ul style="list-style-type: none"> • <i>Organising meetings for groups of Traveller and Roma parents in both Primary and Secondary Schools</i> • <i>Analysing LA data to monitor the overall standards of TGR pupils across schools, and highlighting individuals who would benefit from local improvement strategies such as Reading Recovery or 1:1 tuition</i> • <i>Checking that all TGR pupils complete the primary/secondary transfer</i> • <i>Addressing the non-engagement of TGR young people post 16 by providing them with Connexions Personal Advisors at the end of Key Stage 3, and liaising with alternative providers</i> • <i>Providing schools with a range of activities and exhibitions to showcase the culture of TGR pupils, their families and their community, especially during June when GRT History Month is held</i> • <i>Linking new families with GP's and Health visitors</i> <p>We feel that it is vital to set the record straight in relation to the service this team provides to the communities they work with, so that Elected members are able to make informed decisions in relation to the deletion of this vital service.</p>	
<ul style="list-style-type: none"> • A further impact of the deletion of this team is the very serious issue of safeguarding and child protection. This team and the work it does it important in identifying and referring child protection cases. The members of this team are respected and trusted by the communities they work with. The loss of this team could mean that child protection cases could be missed, the result of which could have far reaching consequences, which go <u>even further</u> than the case of "Baby P". 	<p>We accept that the Travellers Team contribute to safeguarding children. We do not accept that the closure of the team will put children at risk. The CYPS will assess the impact of the loss of the team and will put appropriate measures in place to manage any risk. Children in need of protection are the highest priority and we will continue to work with all communities to identify and assess any child who may be at risk.</p>
<p>The following are the comments, thoughts and questions from the Team's two Engagement and Inclusions Officers: I would also like to reiterate that the formal consultation letter sent to the Traveller Gypsy Roma Team on 20/01/2011 acknowledges very</p>	<p>-</p>

<p>little of what is provided to the Haringey GRT communities by the Team.</p>	
<ul style="list-style-type: none"> I have been supporting schools, services and the Roma Gypsy and Traveller families' within Haringey for almost 10 years. This support has been both through specialist knowledge and skills. I feel very disheartened that the TGR service has been evaluated based on service priorities from almost 8-10 years ago. 	<p>We do not want staff to feel that their work has been 'evaluated' and somehow found wanting. We acknowledge the value of the work of the team, we would not ordinarily be proposing its closure, yet given the need to make substantial savings it is judged that a saving here will have less impact than a saving to other areas.</p>
<ul style="list-style-type: none"> I believe that a huge part of the team's role has been around safeguarding and supporting colleagues in both social services and the first response teams, in order to support vulnerable families, while providing them with sensitive cultural knowledge and guidance. 	<p>Everyone has a role in safeguarding children and the TGR Team contribute to this. The Children in Need and Safeguarding Procedures are applicable to all children, regardless of their culture. Workers in First Response are trained to be culturally sensitive and the London Child Protection Procedures provides specific guidance on the issues that may affect gypsy and travellers families [Chapter II]. It should also be noted that the dedicated Travellers team within social care is unaffected by this proposal and will continue.</p>
<ul style="list-style-type: none"> My concerns regarding the proposed deletion of Traveller Gypsy Roma Team are around the safeguarding aspects of our role/ posts, as I do not believe that this has been considered. 	<p>See above.</p>
<ul style="list-style-type: none"> How will schools support the Gypsy Roma and Traveller communities in a way in which we are skilled and trained to do? 	<p>We acknowledge that the loss of the team would not be without impact, however schools do have a responsibility for all of their pupils. A letter was sent to schools seeking their views on the proposed closure (see service delivery EqIA, section 4). The responses received were all highly complimentary about the work of the team, however only 4 responses were received from a total of 70 schools.</p>
<ul style="list-style-type: none"> If this support does not continue to be provided by TGR Team staff, who will further consider the community's needs and aspects above, and what cultural knowledge will they have? 	<p>In the future, schools may wish to commission support for GRT children and families directly, either independently or jointly through the Networked Learning Communities.</p>

<ul style="list-style-type: none"> • How will the council continue to protect the most vulnerable families/ children in the borough and nationally? 	<p>See previous answer re: safeguarding.</p>
<ul style="list-style-type: none"> • How will the closure of our service not affect Haringey TGR residents' quality of life, equal opportunities and the right to education? 	<p>Budgetary constraints and cuts will inevitably affect all Haringey residents. Our responsibility is to ensure that the impact is kept to a minimum especially for vulnerable groups.</p>
<ul style="list-style-type: none"> • As outlined in the government papers The Roma Gypsy Travellers are the most at risk for underachievement, out of school and underage marriages. 	<p>Schools have a responsibility around attainment; Education Welfare Officers address school attendance and Children Missing Education Team address children out of school; The Travellers Social Care takes the lead on safeguarding and children in need, which would include underage marriages.</p>
<ul style="list-style-type: none"> • As my first language is Romanian I am able to communicate with the Gypsy Roma communities, I not only do this within my own team but while working with and supporting a number of different Council departments and partner agencies. When this team has been deleted and I have been made redundant, how will the Council fund the interpreting costs so that communicating with the Gypsy Roma communities can continue, as I believe the costs of engaging interpreters will far exceed the costs of my employment? 	<p>There is no evidence to support the statement that the cost of interpreters will exceed the funding of this post.</p>
<ul style="list-style-type: none"> • We have also not seen any equalities impact assessment. It is our understanding that although management are undertaking some form of assessment, this is being directed towards service providers and there are no plans to engage with the members of either the Gypsy Roma or Traveller communities. We find it incredible that management considers that a consultation re the affects of the deletion of this team can be undertaken without consulting the 	<p>There was a full discussion and agreement with the manager of the TGR Team in regards to those schools, services and families to be consulted. The TGR manager made it explicit that families should not be contacted directly but that the consultation should occur via the community organisations who worked directly with them. The TGR manager supplied a full list of the community groups and all organisations that needed to be contacted. A letter was sent out on the 15 February 2011 to everyone on the list. You can find a summary of the consultation in Section 4 of the Service Delivery EqIA.</p>

<p>very people it will most affect.</p>	
<p>Unison are of the firm belief that the deletion of the team will have a devastating impact on the communities it works with, and therefore urge that management re-assess the proposal to delete this team.</p>	<p>For the reasons stated above, we are continuing to propose the closure of this service.</p>
<p><u>NUT</u></p>	
<ul style="list-style-type: none"> • Staff currently located in the Travellers Education Service until recently also provided advice and support to schools for refugee children. There is now no central support for schools providing for refugee children. We are therefore requesting that the Service be retained, but that it also be given back a wider remit for refugee children. 	<p>We do not propose to put in place any dedicated support for refugee children, the rationale for this being the same as that behind the proposed closure of the Gypsy, Roma & Traveller Education service.</p>
<ul style="list-style-type: none"> • There was a view that if the Traveller Service had been working with the early years or promoting early years involvement (in line with the National Strategies guidance) then tragedies such as the Baby P case might have been avoided. The Travellers Education Service has won a degree of confidence from these communities. Its deletion would lead to such barriers being raised rather than lowered. 	<p>It is not clear who this 'view' is attributed to and there is no evidence that this statement is true. This was not a factor in the 'Baby P' case or any of the Serious Case Reviews undertaken in Haringey since 'Baby P'</p>

<ul style="list-style-type: none"> Last year the Team expressed concerns over 11 children and 7 Roma through the CAF. There are understood to be 11 traveller families who are subject to CP Plan and a number of DV cases. There are repeated allegations of underage Roma Marriages. If the Service is deleted it is simply not credible to suggest that all of these cases could be picked up by other council services and by schools. 	<p>All schools have staff who are trained to (and who frequently do) undertake CAF assessments. CAF assessments are also undertaken frequently by family support workers and health visitors. There are children subject to a CP plan from many different communities, all with different issues, who are adequately supported by the child protection process, with social care taking the lead and all other involved professionals playing their part. Similarly, DV is prevalent in many communities and families are supported by the appropriate services, without additional support from a dedicated service that works only with that community.</p>
<ul style="list-style-type: none"> There are around 230 TGR families in Haringey, with about 450 children attending schools and colleges. In 2003 OFSTED identified nationally that the attainment of Traveller children was the lowest of any ethnic group. Similarly, the national attendance rate for Traveller children was the lowest for any ethnic group. The National Strategies GRT Project showed that by focusing on one such group of pupils schools could raise attainment 	<p>Recent government policy and changes in funding arrangements have signalled a clear shift in responsibility for raising standards from the Local Authority to schools themselves. The recent Education white paper, The Importance of Teaching, states “the primary responsibility for improvement rests with schools”. In this context the capacity of local authorities to drive improvements in attainment for any particular group is diminished.</p>
<ul style="list-style-type: none"> No additional funding has been made available to schools for them to buy in such support, and with the closure of the service, it is unlikely that there will be alternative providers with the expertise. We have requested that 15% of EMAG be retained and used to protect traveller education. The local authority has claimed £628,000 from the EMA Grant. We understand that the local authority could have claimed £750, 000. Why was this not done? It would appear £224K might be available which would more than cover the cost of retaining the Traveler Education Service. The break down equates to £189k from the closure of the mediation service along an 	<p>The responses below address the comments with regards to all the points raised regarding future funding of TGR.</p> <p>In previous years the EMA grant has allowed a central retained element of up to 15% which would amount to £750k. In practice less than this has been retained (£628k (12.5%)) reflecting the principle of maximum delegation to schools.</p> <p>In 2011-12 the EMA grant has ceased with the equivalent resources being passed into the DSG. It is permissible under the regulations to continue to retain resources to improve the performance of under-performing pupils from ethnic minority groups and the specific needs of bi-lingual learners. This was the proposal put to and agreed by the School Forum and the Council’s Cabinet which proposed retention at the same level.</p>

<p>additional 35K.</p> <ul style="list-style-type: none">• What functions are the EMAG grant used for to date?	<p>There is no EMAG grant in 2011/12 - as described above previously the resources used to fund the team have not been aligned with or incorporated with the EMAG.</p> <p>The equivalent resources to the centrally retained element of the previous EMAG grant are to be used to improve the performance of under performing pupils from ethnic minority groups and the specific needs of bi-lingual learners.</p>
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