



**Haringey Council**

<b>Report for:</b>	<b>Corporate Committee</b>	<b>Item Number:</b>	<b>5</b>
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<b>Title:</b>	<b>Children's Centres Staffing Restructure</b>
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<b>Report Authorised by:</b>	<b>Peter Lewis, Director of Children &amp; Young People's Service</b>
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<b>Lead Officer:</b>	<b>Jan Doust, Deputy Director Prevention &amp; Early Intervention</b>
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<b>Ward(s) affected: All</b>	<b>Report for Key/Non Key Decisions:</b> <b>Non-key decision</b>
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## **1. Describe the issue under consideration**

1.1 The proposed restructure of children's centres is one of a number of savings proposals put forward in light of the reduction in the level of funding to the council from central government. Further details of and background to this proposal can be found in section 5 below, and in the Cabinet report on children's centres provision of 28<sup>th</sup> July 2011.

## **2. Cabinet Member introduction**

2.1 Not applicable

## **3. Recommendations**

That Members:

3.1 Note that formal consultation on these proposals with trades unions and staff directly employed by the council began on 14 September 2011 and was concluded on 13 October 2011.

3.2 Note that all schools that employ staff who are affected by these proposals have also undertaken formal consultation with their staff and trades unions over the same period.

3.3 Note the comments received from staff (both school and council-employed) and trades unions and the management response to these (Appendices 4 and 5).

3.4 Note the Equalities Impact Assessments relating to this proposal (Appendices 2 and 3).

3.5 Agree the proposed staffing restructure as set out in the consultation document at Appendix 1 and in the revised service structure and posts at Appendix 6, taking into account the outcome of the staff and trade union consultations and management response (Appendices 4 & 5), and paying due regard to the Council's public sector equalities duties.

#### **4. Other options considered**

4.1 The consultation paper for the public consultation sets out the model for the delivery of children's centre services that was initially proposed. The report to the Lead Member for C&YPS on 18<sup>th</sup> May 2011 sets out a revised model that was proposed following the period of public consultation.

4.2 The Cabinet report of 28th July 2011 sets out the model that was proposed following further work with the Children's Centres Task Group. This model, with some minor changes arising from the staff and trade union consultation, forms the basis of the staffing proposals set out in this report.

#### **5. Background information**

##### **Context**

5.1 The provision of Early Years services is part of the statutory duties of the Local Authority. In Haringey we deliver early education and childcare through our Local Authority children's centres, primary and nursery schools and through Private, Independent and Voluntary providers. We support this provision from our central Early Years Team. Alongside this we deliver services to families from our children's centres.

5.2 In February 2011, Cabinet agreed total savings of £6.5m in the Children's Centres and Early Years budget spread over 2011/12 and 2012/13, of which £4.3m relates to funding for children's centre provision. These savings contributed to the Council's overall savings target of £84m as set out in the Medium Term Financial Plan for the period 2011-14.

5.3 The overall budget for Early Years provision for 2011/12 includes the following key elements:

Nursery School Budgets (DSG)	£1.9m
EYSFF in Schools (DSG)	£6.7m
EYSFF non-schools PVI/CC etc. (DSG)	£2.8m
Childcare fee subsidy (DSG)	£1.7m
Central Team (includes specialist Family Support)	£1.7m
Commissioned Services (including 2 year old programme places)	£1.7m
Devolved Children's Centre Community Services	£2.4m

DSG = Dedicated Schools Grant

5.4 This report is only concerned with recommendations for the devolved children's centre community services and does not refer to other services such as education or childcare, which continue to be delivered as before. £2.375m is the available budget which the proposed model works within.

5.5 Following a period of public and stakeholder consultation and subsequent recommendations made by the Overview & Scrutiny Committee, the Cabinet Member for Children asked officers to work with representatives of the Children's Centres Alliance and other partners to develop a proposed model for the delivery of children's centre services. A Children's Centres Task Group was formed to undertake this work. The model that was proposed by this group is set out in the Cabinet report of 28th July 2011, and forms the basis of the staff and trade union consultation document included at Appendix 1.

5.6 The provision of children's centre services is a key part of our Early Years Strategy and one of the mechanisms through which we will address the following early years strategic priorities:

- Safeguarding – ensuring the well-being of all children
- Prevention and early intervention – focusing on key known risks
- Reducing inequalities – reducing the gap in outcomes and ensuring that children with special educational needs and social disadvantage receive their entitlement to early years education
- Raising attainment – improving attainment levels for all children by ensuring high quality early years provision is accessible to all children
- Improving children's health and reducing health inequalities

#### **Children's centres commissioning**

5.7 This proposal is based on clear commissioning relationships between the LA and providers. The LA will be the commissioner of children's centre services whether delivered by LA managed centres, school managed centres or another provider. The Early Years Commissioning Strategy is the framework for this.

5.8 The LA will have in place a Service Level Agreement (SLA) with each individual centre, which will be monitored as part of the performance management framework. The SLA is the contractual relationship between the Council and the provider. Where a school manages the children's centre, the contract will be between the Council and the Governing Body of the school as the provider. The LA will agree a cluster delivery plan, for each of the four clusters, which will outline the plans for, and organisation of, service delivery, staffing and deployment of resources across the children's centre cluster and will be strongly aligned to individual SLAs for each centre.

5.9 The accountability for meeting the requirements set out in the SLA rests with the provider, which in the case of a school based children's centre will be the Governing Body. Funding will be reviewed where any children's centre provision is found by Ofsted to be unsatisfactory.

5.10 The proposed model will:

- provide integrated, early years services that enable us to identify children's needs early
- provide targeted outreach to those least likely to access or engage in services
- offer preventative and early intervention services through children's centres, with effective links to specialist services across all early years settings
- ensure that all children have access to high quality health, education and care services that enable them to thrive and develop

- have in place strong and effective partnerships and systems that enable swift and easy access to support and services

5.11 The national context for children’s centres continues to change. The proposals set out within this report are subject to changes in Government policy and approach as they evolve the national strategies for early years and early intervention services. Consideration will need to be given to the LA’s ability to respond to changes within the sector and the potential impact on our ability to continue to meet our statutory duties.

**Proposed model**

5.12 The proposed cluster model is set out in the table below, and staffing structures for each cluster are included at Appendix 6. Funding allocations are derived from a formula based on a combination of 0-5 population size and deprivation indicators. Funding will be devolved on the basis of a service level agreement with each children’s centre setting out clear outcomes to be achieved and expectations of service delivery. The LA’s performance management framework will operate at both centre and cluster level and will continue to take into account value for money and outcomes. Whilst the total allocated for each cluster is fixed (within the annual children’s centre delivery budget), it may be necessary to re-configure the various elements within each cluster due to changing circumstances within the year.

	<b>Cluster 1</b>	<b>Cluster 2</b>	<b>Cluster 3</b>	<b>Cluster 4</b>
	Stonecroft Stroud Green Campsbourne The Ladder Woodlands Park Downhills	Earlsmead South Grove Triangle Welbourne	Broadwater Farm Park Lane Pembury Bruce Grove	Bounds Green Noel Park Rowland Hill Woodside
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
Premises & site management	105,111	95,141	92,515	127,468
Staffing	425,582	373,128	448,001	413,979
Running costs & service delivery	40,346	8,212	72,528	60,792
Leadership & finance	25,000	29,000	32,154	26,043
<b>Total</b>	<b>596,039</b>	<b>505,481</b>	<b>645,198</b>	<b>628,282</b>

*Table adds to £2,375,000*

5.13 It is proposed that staff working predominantly in school-based children’s centres will be employed on school contracts, with line management through to the school’s senior leadership team. Local Authority-run children’s centres will continue to be directly managed by the local authority, although other management options may be considered in future.

5.14 The model allows for the flexible deployment of staff as necessary. In cases of staff absence, whilst the responsibility to provide cover would still lie with the school employing that member of staff, the cluster would work together to maintain service provision.

- 5.15 It is proposed that every cluster will have a Cluster Advisory Board with representation from every children's centre in the Cluster, the LA and parents. These Boards may also include other partners working within the Cluster such as representation from Health and other representatives from the community. In line with statutory guidance these Boards will provide advice, support and challenge for the purpose of ensuring effective operation of children's centres within the Cluster. They will be an important part in driving improvement in the children's centres' performance by contributing to evaluating and planning services delivered across the Cluster.
- 5.16 Sitting above these cluster advisory boards will be a Children's Centre Steering Group with representation from the Cluster Advisory Boards, the LA, Health and other Partners. The purpose of this group is to ensure that there is integrated service delivery, sharing of evidence based practice and oversight of the delivery of children's centre services across the Borough. This group will have representation on the multi agency Early Years Strategy Group which oversees the provision of prevention and early intervention services for children 0-5. The Local Authority will retain overall responsibility for Early Years policy and strategic planning.
- 5.17 The staffing structure of each of the clusters will be based around four key roles. Job descriptions for these roles will be consistent across the clusters but will allow for some flexibility in how staff are deployed. The balance of roles in each cluster will also vary according to local circumstances.
- 5.18 Early Intervention Co-ordinators (EICs) will lead on the planning and co-ordination of high-quality integrated services for children and families. Most EIC posts in the proposed model will work primarily in and for one children's centre, though some will work across two centres. EICs in school-based centres will be line managed by a member of the senior leadership team in the school in which they are primarily based, and EICs in the local authority-run centres will be managed by the local authority. There will be close working relationships between the EICs in each cluster.
- 5.19 The proposed Community Outreach Worker role combines an outreach role (identifying vulnerable families, supporting them to access services, liaising with other agencies etc.) with a group worker role (running groups with children and families to support children's development and improve positive parenting skills). The role is flexible and the balance of the two aspects of the role can be adjusted according to local need and the skills of the worker. Community Outreach Workers will be line managed by their EIC.
- 5.20 Administration & Information Officers will perform an administrative and reception function ensuring the smooth day-to-day running of the centre. They will also provide effective information about and sign-posting to services for parents and prospective parents, contributing to the delivery of the information duty under the Childcare Act 2006. Line management will be through either the EIC or the Monitoring & Evaluation Officer.
- 5.21 The role of the Monitoring & Evaluation Officer is to support the cluster's self-evaluation, service planning and performance management through ensuring that necessary quantitative and qualitative data is effectively gathered and analysed. This is a cluster-wide role, line managed by a member of the senior leadership team in a nominated school.
- 5.22 In addition to the four core cluster roles, it is proposed that there are two children's centre advisory teachers. They will be based at the PDC and line managed through the central early years team. They will continue to support the quality of

provision across the LA children's centres, childminders, and community provision. There will also be two finance officers who will be centrally based in the schools finance traded service and will work on a peripatetic basis across the LA-run centres. They will have responsibility for all finance tasks on both the community and childcare sides of provision in those centres.

5.23 In line with our intention to commission for prevention and early intervention and to reduce the need for social care interventions and placements, family support will continue to be managed centrally and deployed across the clusters in line with need at any time. These services will be available irrespective of where families live.

5.24 Concurrently with the work to develop the model set out in this report, we have continued positive discussions with commissioners and providers of NHS services. No significant changes are proposed to the current pattern of NHS services that already operate across Children's Centres.

### **Consultation and next steps**

5.25 The council has undertaken consultation on the proposed model with trade unions and staff that it employs directly, and each school that employs staff who are affected by the proposal has undertaken consultation with its own staff. These have been undertaken as a series of separate consultations because the duty to consult on proposed changes to staffing falls on the employer (which in the case of schools is the governing body). Comments received were considered jointly by representatives of the local authority and schools, and a joint response was agreed (see Appendices 4 & 5).

5.26 In response to the consultation with staff and unions, some minor changes have been made to the model. A revised structure chart and list showing the posts in the new structure is attached at Appendix 6. There is however no change to the proposed level of saving or the overall role and function of the service. The changes are as follows:

- The revised structure now includes two finance officers who will be centrally based in the schools finance traded service and will work on a peripatetic basis across the local authority-run centres. They will have responsibility for all finance tasks on both the community and childcare sides of provision in those centres.
- Cluster 2 now propose to employ a Senior Monitoring & Evaluation Officer at PO1 rather than a Monitoring & Evaluation Officer at SO1. The difference in grade is due to the fact that the senior role will have line management responsibility for Information & Administration staff. This is in line with the approach taken by Cluster 1.
- An additional 0.5FTE Early Intervention Co-ordinator (PO3) post is proposed in Cluster 1, as a result of which no Early Intervention Co-ordinator will have to work across more than two sites.
- In cluster 1, there will now be 4 x 0.5FTE and 2 x 1FTE Admin & Information Officers (instead of 5 x 0.6FTE and 1 x 1 FTE).
- The configuration of cluster 1 has been amended to take into account the changes to management arrangements for Stonecroft and Stroud Green. Further work is being undertaken to finalise arrangements for Stroud Green and the final structure of the cluster.

5.27 It is proposed that recruitment to the positions in the new structure will be through a single process for all staff, with representation on interview panels from the

local authority and across the clusters. This will ensure fairness and minimise stress for staff, and avoid them having to be interviewed numerous times for the same role in different centres. During the consultation period, the governing body at Seven Sisters school (to which South Grove children's centre is attached) agreed that the ring fence for the proposed three posts at South Grove be closed to outside applicants and that the existing postholders be slotted into these posts.

5.28 Subject to the agreement of Corporate Committee and school governing bodies, recruitment to the posts in the new structure will take place in November 2011. The planned implementation date for the new model is January 2012. Operation of the model will be closely monitored by the local authority and adaptations considered if necessary. The model may also need to be amended in light of national policy developments or changes in provision in neighbouring authorities.

## **6. Comments of the Chief Finance Officer and financial implications**

6.1. This report deals with that element of the overall saving agreed by Cabinet that relates to Community Services in Children's Centres. Separate processes have already been followed in respect of other elements of the overall saving in early years e.g. the restructuring of the Central Early Years Team.

6.2. Provision has been made corporately in the 2011-14 MTFP, for the risk associated with slippage in this element of the saving. At this stage, and assuming a January 2012 implementation date, the provision made is considered to be adequate. The estimate slippage is also currently reflected in the latest budget monitoring report to Cabinet. It should also be noted that the overall saving proposed and agreed will be met as a result of all of the individual proposals and that slippage, in that context, relates to savings being achieved in 2012-13 rather than 2011-12.

6.3. The formula which underpins these proposals is based on the objective measures of reach and deprivation and the individual clusters have been instrumental in determining the numbers and types of roles required to deliver community services through the Service Level Agreements (SLA) at a cost of £2.4m.

6.4. A separate childcare formula is also being finalised which provides subsidy of £1.6m to centres from the Dedicated Schools Grant (DSG) in respect of childcare costs.

6.5. The funding for Children's Centres is devolved funding, as opposed to delegated funding, and it is therefore incumbent on the Local Authority to both set out and monitor its expectations on service delivery (through the SLA) and to take appropriate action such as withdrawal and redistribution of funding where outcomes are not being achieved.

## **7. Head of Legal Services and legal implications**

7.1. The Head of Legal Services has been consulted on the contents of this report. The statutory provisions relating to children's centres under the Childcare Act 2006 are set out in the report to Cabinet on 28 July 2011 at section 13 an extract of which is set out below.

13.1 *Section 5A of the Childcare Act 2006 places a duty on a local authority to, so far as is reasonably practicable, include within its arrangements for early*

*childhood services, sufficient provision of Children's Centres to meet local need. The statutory guidance, to which the Council must have regard, states that local authorities should ensure that universal access to Children's Centres is achieved, with the centres configured to meet the needs of local families, especially the most deprived.*

- 13.2 *Section 5E of the 2006 Act places a duty on the Council to consider providing services through a children's centre. The non-statutory guidance explains that, when services are not delivered directly at centres, local authorities, working with their Children's Trust partners should consider how best to ensure that the families who require services can be supported to access them. Such services should also be the subject of regular review whether provided directly by the authority or its partners, or alternatively through the commissioning of other providers or agencies.*
- 13.3 *Section 5D of the 2006 Act requires the local authority to consult before it decides to either close an existing centre or to make a significant alteration to the level and nature of the service.*
- 13.4 *The report sets out the consultation process that has taken place and demonstrates that the Council has complied with its consultation duty. The proposed way forward for the children's centre service set out in the report meets the duties of the Council under Sections 5A and 5E of the 2006 Act.*
- 13.5 *Section 5C of the 2006 Act places a duty on the Council to make arrangements to secure that each of the centres is within the remit of an advisory board. The proposals set out at paragraph 9.6 meet the requirements of this duty and follow the appropriate statutory guidance.*
- 13.6 *In reaching a decision on the proposals set out in the report, Members of the Cabinet must take account of the outcome of the public consultation. Further, due regard must be given to the Council's public sector equality duty, taking into account the attached equality impact assessment. The report also makes clear that detailed consultation is now to commence with staff and recognised trades unions on the basis of these proposals. Thus the final decision concerning the service and its staffing complement should only be taken following this latter consultation exercise and take into account its outcome.*

- 7.2. Consultation with staff and recognised trade unions is an essential part of the responsibilities of an employer in the course of a business reorganisation. The requirement for consultation with employees and their trade union representatives is recognised in the report.
- 7.3. Due consideration should be given to responses received as a result of the consultation before any final decision is reached concerning the proposals outlined. The responses and the management response are set out in Appendices 4 and 5.
- 7.4. Further due consideration must also be given to the Council's duties under the Equality Act 2010 before any final decision is reached concerning the proposals and Members should take into account the content of the Equality Impact Assessments at Appendices 2 and 3. Members should take into account the potential impacts and any mitigation proposed at section 3 of each assessment.
- 7.5. The process by which the restructuring process is to be achieved must comply with the Council's procedures regarding the re-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.

7.6. All of the bodies with staffing responsibilities need to be co-ordinated to achieve the restructure within the required timescales.

## **8. Equalities and Community Cohesion Comments**

8.1 Service delivery and staffing Equalities Impact Assessments on the proposed restructure of children's centres are attached at appendices 2 and 3.

8.2 The service delivery EIA was originally submitted as part of the report on proposed changes to children's centres to the Lead Member for C&YPS of 18th May 2011. It was subsequently amended in July 2011 to take account of differences between the model presented in that report and the model set out in the report to Cabinet on 28th July 2011. The changes to the model that have emerged from the subsequent period of staff and trade union consultation are relatively minor and therefore a further update to the EIA is not required at this stage.

8.3 The proposed changes to the pattern of Children's Centre delivery will result in reduced provision for children under 5 in Haringey. In terms of the equalities strands, the most relevant categories are age, maternity/pregnancy, and gender – whilst the children accessing the service are evenly split between boys and girls, parents and carers accessing the service are overwhelmingly women.

8.4 The proposed model is intended to prioritise the needs of the most vulnerable families living in the most deprived areas. Funding has been identified to support the continuation of services (including at a minimum, universal health services) within each of the 3 centres in the West where children's centre funding is no longer being provided. This will mitigate the impact for vulnerable families living in pockets of deprivation in the west of the borough. In addition outreach and family support services will be available to identify and support the most vulnerable children and families wherever they live.

8.5 The staffing EqIA shows that 96.0% of staff affected by this restructure are female. There is also a higher proportion of staff aged 35-44 years old relative to the wider Council profile (41% compared to 25%) and a lower proportion of BME staff (46.4% compared to 54% in the council overall). The proportion of staff declared as disabled affected by this restructure is in line with the wider Council profile. This EqIA has been undertaken on the basis of all staff affected by the proposed restructure, whether directly employed by the council or employed by schools.

## **9. Head of Procurement Comments**

9.1 Not applicable

## **10. Policy Implication**

10.1 The proposed model supports the delivery of strategic priority 3 in the Council Plan - *"Encourage lifetime well being"*

10.2 In addition, the proposals link to the objectives set out in the Children & Young People's Plan Action Plan 2011-2012

1. Giving Every Child the Best Start in Life - ensuring all children make good progress from conception to 3 years to improve outcomes at age 5
2. Reduce inequalities
3. Ensuring children, young people and their families access services in a timely and appropriate manner

10.3 The proposals have clear links to the Council's Child Poverty Strategy and Action Plan 2008-2011, namely:

Objective 1: Addressing worklessness and increasing parental employment in sustainable jobs

Objective 2: Improving the take-up of benefits and tax credits

Objective 3: Reducing educational attainment gaps for children in poverty

(Consultation on the Child Poverty Strategy 2011-14 is currently underway)

## **11. Use of Appendices**

Appendix 1: Consultation Document

Appendix 1a: Posts in proposed children's centres structure

Appendix 1b: Proposed ringfence document

Appendix 1c: Proposed Cluster Structures

Appendix 2: Service Delivery Equalities Impact Assessment

Appendix 2a: Location of Children's Centres in Haringey

Appendix 2b: Summary of Children's Centre Services as at December 2010

Appendix 2c: Summary of Public Consultation

Appendix 3: Staffing Equalities Impact Assessment

Appendix 4: Comments received during consultation, with management response

Appendix 5: Consultation response from Unison and management response

Appendix 6: Revised service structure and posts

Appendix 6a: Revised posts in children's centres structure

Appendix 6b: Revised ringfence document

Appendix 6c: Revised cluster structures

## **12. Local Government (Access to Information) Act 1985**

12.1 Not applicable

**CONSULTATION DOCUMENT - UPDATE**

**Proposals for the future delivery of Children's Centre services in Haringey**

**Date: 14/09/11**

**1. Introduction**

This consultation document is an updated version of the trade union and staff consultation document that was issued on 11<sup>th</sup> May 2011, revised to reflect changes to the proposed model for the delivery of children's centres.

The original consultation document was based on the model set out in the report to the Lead Member for Children & Young People that was approved on 18<sup>th</sup> May 2011. That decision was subsequently the subject of a 'call-in' that was considered by Overview & Scrutiny Committee on 8<sup>th</sup> June 2011. The committee heard representations from interested groups including Headteachers, Centre Managers and Governors, and referred the decision back to the Lead Member. In response, the Lead Member asked officers to undertake further work with representatives of the interested parties, to develop an alternative model for the delivery of children's centre services.

A children's centres task group was formed to undertake this work. The group included Headteachers, a Chair of Governors, Centre Managers from school-run centres, the Head of an LA-run centre, local authority officers (including those representing children's social care), and representation from health services. Responses received from staff as part of the original consultation were considered by the task group and fed into the development of the new model. The revised model that this group developed was the subject of a report to Cabinet on 28<sup>th</sup> July 2011. This report can be viewed at <http://www.minutes.haringey.gov.uk/mgAi.aspx?ID=27026#mgDocuments>

This revised trade union and staff consultation document reflects the model set out in the report of 28<sup>th</sup> July. A copy of this document will be provided to all affected members of staff and the relevant recognised trade unions as part of the consultation process. This document is for those staff employed directly by the council. As before, schools will make their own arrangements for consultation with staff employed by them.

During the consultation we will hold a meeting for all affected staff and Trade Unions. This will be held at Triangle CYPCC on Thursday 22<sup>nd</sup> September 2011 at 9am. Staff will also have the opportunity to meet with their line manager, accompanied, if they wish, by their Trade Union representative. Formal written responses from all affected staff and the trade unions, including any counter-proposals or concerns around the proposal should be sent to Ros Cooke by 13<sup>th</sup> Oct 2011.

Following the conclusion of consultation, members of the children's centres task group will meet to jointly agree a response to comments and counter-proposals received from both council- and school-based staff and trade unions. The council's Corporate Committee and school governing bodies will then meet at the end of October to agree the staffing structure for children's centres.

**2. Background – The Need for Change**

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 £308million annual budget to spend on services. Because of government demands to make early spending cutbacks, £41m of this saving has to be found in 2011/12. As part of this, the Children and Young People's Service is restructuring in order to reduce spending by £14.1m whilst ensuring that it is fulfilling its statutory duties and protecting services to the borough's most vulnerable children.

Measures have been taken to reduce non-staffing spending, management, and 'back-office'/administrative costs as far as possible. However the scale and timing of the cuts means that reductions in children's centre services are unavoidable.

The aim of the proposed model is to support the council to fulfil its children's centre sufficiency duty under the 2009 Apprenticeship, Skills, Children and Learning Act and enable Haringey's population of children under 5 to have access to integrated early years services wherever they live within the borough. The model retains the principle set out in the February Cabinet report to maintain a full children's centre service offer in our most deprived areas. The proposed model will:

- provide integrated, early years services that enable us to identify children's needs early
- provide targeted outreach to those least likely to access or engage in services
- offer preventative and early intervention services through children's centres, with effective links to specialist services across all early years settings
- ensure that all children have access to high quality health, education and care services that enable them to thrive and develop
- have in place strong and effective partnerships and systems that enable swift and easy access to support and services

### **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 or of mitigating their consequences.

### **4. Objectives of Consultation**

The objectives of this consultation are:

- to achieve savings in line with the Council budget for 2011/12
- to realise a model for the delivery of children's centre services that continues to target provision at children and families with the highest needs, within a universal early years education and health service offer.

### **5. Future Structure of Service**

There are some similarities between the new proposed model and that set out in the report of 18<sup>th</sup> May 2011. It is based on four clusters, it does not feature 'lead' centres, and the work of each cluster will be overseen by a Local Partnership Board. There also some significant

differences. The composition of the clusters is different. With the exception of the existing local authority-run centres, staff will be employed and line managed not by the local authority but by the school in which they are primarily based. Whilst centres will work together to plan services across the cluster, there is no Cluster Manager role to co-ordinate/ oversee provision.

## 5.1 Clusters

The proposed cluster model is as follows:

<b>Cluster 1</b>	<b>Cluster 2</b>	<b>Cluster 3</b>	<b>Cluster 4</b>
Campsbourne	Earlsmead	Broadwater Farm	Bounds Green
Stroud Green	South Grove	Park Lane	Noel Park
The Ladder	Triangle	Pembury House	Rowland Hill
Woodlands Park	Welbourne	Bruce Grove (link site)	Woodside
Stonecroft			
Downhills (link site)			

Separate arrangements are proposed for Highgate, Rokesly and North Bank Children's Centres and therefore they do not form part of this consultation.

It is proposed that every cluster will have a Local Partnership Board, the membership of which will be agreed on a cluster by cluster basis but as a minimum will include representation from every children's centre in the cluster, the Local Authority, health services, relevant voluntary sector organisations, parents and prospective parents within the area. Sitting above the Local Partnership Boards will be a Children's Centres Steering Group, with representation from each cluster and as appropriate, local authority staff.

## 5.2 Staffing

It is proposed that staff working predominantly in school-based children's centres will be employed on school contracts, with line management through to the school's senior leadership team. Local Authority-run children's centres will continue to be directly managed by the local authority. The deployment of staff will be flexible with an expectation that staff will work in different locations across the cluster as required. This will be clearly stated on all job descriptions.

It is proposed that the staffing structure of each of the clusters will be based around four roles (see table below). Job descriptions for these roles will be consistent across the clusters but will allow for some flexibility in how staff are deployed. The balance of roles in each cluster will also vary according to local circumstances. The roles have been developed taking into account comments received as part of the consultation on the previous proposals.

Job descriptions for these roles have been issued along with this consultation document. For further details of the roles please see the relevant job descriptions. For a full list of roles at each centre please see Appendix A.

## **6. Staffing implications from these proposals**

The table below sets out the posts which are at risk. As stated in section 1 above, only posts on the council establishment are included in this document. Schools will be conducting similar consultation exercises in relation to their own children's centre posts in parallel with this one.

Once these exercises have been completed, and subject to the proposals being formally approved by the relevant bodies (Corporate Committee for LA staff; governing bodies for schools), all staff, both school and LA-employed, will then be included together in one recruitment process to the positions in the new structure.

Staff will be ring fenced to available posts based on the standard criteria of grade and degree of match with their current role, and will be invited to apply for the post(s) they are ring-fenced to. As part of their application they will be able to state preferences for where they will work. Candidates will undergo a competitive interview process. Interview panels will include representation from schools and the local authority. As far as is practicable, selected candidates will be matched with their preferred location.

<b>Centre</b>	<b>Job Title</b>	<b>Grade</b>	<b>Comment</b>
Central staff	Community Programme Co-Ordinator	PO3	Postholder has been agreed for VR
Central staff	Community Programme Co-Ordinator	PO2	Postholder in ringfence for position in new structure
Central staff	Outreach Worker	SC6	Postholder in ringfence for position in new structure
Central staff	Outreach Worker	SC6	Postholder in ringfence for position in new structure
Central staff	Outreach Worker	SC6	Postholder in ringfence for position in new structure
Central staff	Outreach Worker	SC6	Postholder in ringfence for position in structure
Central staff	Outreach Worker	SC6	Vacant post
Noel Park	Facilities and Office Manager	SO2	Postholder has been agreed for VR
Noel Park	Early Years Curriculum Co-ordinator	PTQTEACH	Postholder in ringfence for position in new structure
Noel Park	Early Years Worker	SC6	Postholder in ringfence for position in new structure
Noel Park	Finance Administrator	SO1	Postholder in ringfence for position in structure
Noel Park	Team Admin/Info Officer	SC5	Postholder in ringfence for position in new structure
Noel Park	Early Years Worker	SC6	Postholder in ringfence for position in new structure
Noel Park	Centre Manager	PO5	Postholder in ringfence for position in structure
Noel Park	Early Years Worker	SC6	Postholder in ringfence for position in structure
Noel Park	Community Development Officer	PO3	Postholder in ringfence for position in structure
Park Lane	Senior Finance Officer	PO1	Postholder in ringfence for position in structure
Park Lane	Head of Centre	PO7	Postholder has been agreed for VR
Park Lane	Administrator	SC4	Postholder in ringfence for position in new structure
Park Lane	Deputy Head of Centre	PO5	Postholder in ringfence for position in new structure
Park Lane	Team Administrator	SC5	Postholder in ringfence for position in new structure
Park Lane	Early Years Worker	SC6	Postholder in ringfence for position in new structure

Park Lane	Outreach Worker	SO1	Postholder in ringfence for position in new structure
Park Lane	Information Assistant	SC4	Postholder in ringfence for position in structure
Park Lane	Team Administrator	SC4	Postholder in ringfence for position in structure
Park Lane	CC Curriculum Co-ordinator (Teacher)	QTEACH	Vacant post
Triangle	Finance Administrator	SO1	Postholder in ringfence for position in structure
Triangle	Curriculum Co-ordinator	PTQTEACH	Postholder in ringfence for position in new structure
Triangle	Receptionist/Administrator	SC4	Postholder in ringfence for position in new structure
Triangle	Head of Centre	PO7	Postholder in ringfence for position in new structure

## 7. Selection Process/Ring Fence Arrangements

A document setting out the proposed ringfence arrangements for each staff member affected is attached at Appendix B.

To ensure fairness, competitive interviews will be held for posts which can be matched to more than one person under ring fencing. The ring fence arrangements will determine which post holders can apply for which posts in the new structure and are the subject of consultation.

Ring fences will be declared to be open or closed dependent upon how much the skills, knowledge or experience required for the restructured posts differs from those required for current posts. In an open ring fence posts will only be filled where it is judged that applicants adequately satisfy the candidate specification. Consequently, although the number of applicants may exceed the number of posts not all posts will necessarily be filled. In a closed ring fence all posts will be filled where the number of applicants equals or exceeds the number of posts within the ring fence. Any unfilled posts will then be offered for re-deployment opportunities.

To minimise uncertainty, if a post in the proposed structure has substantially similar duties and responsibilities to a post in the existing structure then that post is offered to the current post holder, subject to there being no other person with an equal degree of 'match'. This is referred to as assimilation.

## 8. 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
14 <sup>th</sup> Sept 2011	30 day additional consultation period commences. Consultation pack issued to Trades Unions and affected staff.
14 <sup>th</sup> Sept – 13 <sup>th</sup> Oct	Individual meetings with staff

2011	Consultation meeting(s) with TUs Consultation meeting(s) with staff + TUs
13 <sup>th</sup> Oct 2011	30 day additional consultation period finishes Final submission for written responses from staff/TUs
18 <sup>th</sup> Oct 2011	Management response to consultation
19 <sup>th</sup> -21 <sup>st</sup> Oct 2011	Governing Body Meetings to agree school staffing proposals
24 <sup>th</sup> Oct 2011	Formal ratification of LA staffing proposals by Corporate Committee
31 <sup>st</sup> Oct 2011	Recruit to stay period commences - [Ring Fence interviews to be held].
End Nov 2011	Recruit to stay period finishes Displaced employees referred to corporate redeployment pool
End Nov 2011	Commencement of formal redeployment period. Skills assessment and issue of notices of redundancy
Jan 2012	New Structure fully implemented

## 9. Redundancy Notices

Under these proposals the earliest date of issue of any redundancy notices would be 25<sup>th</sup> October 2011. Every effort will be made to minimise dismissals on the grounds of redundancy through the measures detailed in the following paragraphs.

## 10. Voluntary Redundancy

The Council-wide deadline calling for applications for voluntary redundancy has closed. However, staff may discuss options with their manager, who will consider each request on a case by case basis.

## 11. 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 and opportunities in schools.

## 12. Formal Redeployment

Following a change to the redeployment policy for officers agreed by General Purposes Sub Committee on 28th October 2010, the formal period for redeployment now runs concurrently with an employee's notice period. For more information, please see attached policy. For teachers a copy of the Redeployment and Redundancy Procedure is attached. 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.

## 13. 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. For teachers there is a statutory trial period of four weeks, which may be extended by agreement. For officers, 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 re-deployee 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 re-deployee.

#### **14. 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 for officers will be based on the terms outlined in the Council's Redundancy and Compensation Payments, details of which are attached. For teachers the information can be found within the attached Redeployment and Redundancy procedure. Redundancy calculators for both officers and teachers can be found on Harinet.

#### **15. 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, as well as Frequently Asked Questions and other useful information and links, can be found on Harinet at [http://harinet.haringey.gov.uk/supporting\\_change.htm](http://harinet.haringey.gov.uk/supporting_change.htm)

**Ros Cooke**  
**Head of Early Years**  
**14/09/2011**

## Appendix 1a - Posts in proposed children's centres structure

Cluster	Post	Grade	FTE	Employer
1	Community Outreach Worker	Sc6	1	Campsbourne
1	Information and Administration	Sc5	0.6	Campsbourne
1	Information and Administration	Sc5	0.6	Campsbourne
1	School Based Early Intervention Coordinator	PO3	1	Campsbourne
1	Community Outreach Worker	Sc6	1	Downhills
1	Information and Administration	Sc5	0.6	Downhills
1	Community Outreach Worker	Sc6	1	Ladder
1	Information and Administration	Sc5	0.6	Ladder
1	Community Outreach Worker	Sc6	1	Stroud Green
1	Information and Administration	Sc5	0.6	Stroud Green
1	Community Outreach Worker	Sc6	1	Woodlands
1	Information and Administration	Sc5	1	Woodlands
1	Senior Monitoring and Evaluation Officer	PO1	1	Woodlands
1	School Based Early Intervention Coordinator	PO3	1	Woodlands
2	Community Outreach Worker	Sc6	1	Earlsmead
2	Information and Administration	Sc4	0.6	Earlsmead
2	Community Outreach Worker	Sc6	1	LA (Triangle)
2	Information and Administration	Sc4	0.6	LA (Triangle)
2	Non-School Based Early Intervention Coordinator with Childcare	PO6	1	LA (Triangle)
2	Community Outreach Worker	Sc6	1	South Grove
2	Information and Administration	Sc4	0.6	South Grove
2	School Based Early Intervention Coordinator	PO3	1	Welbourne
2	School Based Early Intervention Coordinator	PO3	0.5	Earlsmead
2	School Based Early Intervention Coordinator (TTO)	PO3	1	South Grove
2	Monitoring and Evaluation	SO1	0.5	Earlsmead
2	Community Outreach Worker	Sc6	1	Welbourne
2	Information and Administration	Sc4	0.6	Welbourne
3	Community Outreach Worker (COM FOCUS)	Sc6	1	Broadwater Farm
3	Community Outreach Worker (OUT FOCUS)	Sc6	0.6	Broadwater Farm
3	Information and Administration	Sc5	1	Broadwater Farm
3	School Based Early Intervention Coordinator	PO3	1	Broadwater Farm
3	Information and Administration (TTO)	Sc5	0.5	Bruce Grove
3	Community Outreach Worker (COM FOCUS)	Sc6	1	LA (Park Lane)
3	Community Outreach Worker (OUT FOCUS)	Sc6	1	LA (Park Lane)
3	Information and Administration	Sc5	1	LA (Park Lane)
3	Non-School Based Early Intervention Coordinator with Childcare	PO6	1	LA (Park Lane)
3	Community Outreach Worker (COM FOCUS)	Sc6	1	Pembury House
3	Community Outreach Worker (OUT FOCUS)	Sc6	1	Pembury House

3	Information and Administration	Sc5	1	Pembury House
3	Monitoring and Evaluation	SO1	0.7	Pembury House
3	School Based Early Intervention Coordinator	PO3	1	Pembury House
4	Community Outreach Worker	Sc6	1	Bounds Green
4	Information and Administration (TTO)	Sc5	1	Bounds Green
4	School Based Early Intervention Coordinator (TTO)	PO3	1	Bounds Green
4	Community Outreach Worker	Sc6	1	Earlham (Woodside)
4	Information and Administration	Sc5	1	Earlham (Woodside)
4	Community Outreach Worker	Sc6	1	LA (Noel Park)
4	Information and Administration	Sc5	1	LA (Noel Park)
4	Non-School Based Early Intervention Coordinator	PO5	1	LA (Noel Park)
4	Community Outreach Worker	Sc6	1	Rowland Hill
4	Community Outreach Worker	Sc6	0.5	Rowland Hill
4	Information and Administration	Sc5	1	Rowland Hill
4	Monitoring and Evaluation	SO1	0.5	Rowland Hill
4	School Based Early Intervention Coordinator	PO3	1	Rowland Hill
Across clusters	Children's Centre Teacher	QTEAC H	1	LA
Across clusters	Children's Centre Teacher	QTEAC H	1	LA

**49.2**

### Appendix 1b – Proposed ringfences for children’s centres restructure

\*\*\* Please refer to Appendix A for a list of Full-time and Part-time posts within each ringfence. You will be ringfenced against those posts which are financially equivalent to your current post + or – one grade. For example, somebody full-time at Scale 6 could be ringfenced for a Scale 6 Term-time only post, because the financial difference is less than one grade, but not for a Scale 6 0.5 post. If you would like to be considered for a part-time position, you will be asked to advise us of this as part of the recruit to stay process.

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
100 Tower Gardens	Admin/Receptionist (33.75 hrs)	SC4				y	y						y
100 Tower Gardens	Community Services Coordinator	PO2	y							y			y
100 Tower Gardens	Assistant Site Manager	SC3										y	
Bounds Green	Community Nursery Nurse	SC6						y	y				
Broadwater Farm	Admin / Information Officer	SC4				y	y						y

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
Broadwater Farm	Deputy Head of Centre	PO4	y	y									
Broadwater Farm	Head of Centre	QTEACH										y	
Broadwater Farm	Information Officer	SC4				y	y						y
Campsbourne	Admin / Reception	SC4				y	y						
Campsbourne	Information Officer	SC6					y		y				
Campsbourne	Nursery Officer	SC6						y	y				
Central Staff	Community Programme Co-Ordinator	PO2	y							y			
Central Staff	Outreach Worker	SC6						y	y				
Central Staff	Outreach Worker	SC6						y	y				
Central Staff	Outreach Worker	SC6						y	y				
Central Staff	Outreach Worker	SC6						y	y				
Downhills	Administrator	SC4				y	y						
Downhills	Community Services Co-ordinator	PO3	y										
Downhills	Community Group Worker	SC5						y					
Earlsmead	Community Nursery Nurse	SC6						y	y				
Earlsmead	Admin Officer	SC4				y	y						

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
Earlsmead	Centre Manager	PO2	y							y			
Noel Park Children's Centre	Centre Manager	PO5		y	y								
Noel Park Children's Centre	Early Years Curriculum Co-ordinator	PTQTEACH									y		
Noel Park Children's Centre	Early Years Worker	SC6						y	y				
Noel Park Children's Centre	Early Years Worker	SC6						y	y				
Noel Park Children's Centre	Finance Administrator	SO1							y	y			
Noel Park Children's Centre	Team Admin/Info Officer	SC5				y	y						
Noel Park Children's Centre	Early Years Worker	SC6						y	y				
Noel Park Children's Centre	Community Development Officer	PO3	y										

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
Park Lane Children's Centre	Administrator	SC4				y	y						
Park Lane Children's Centre	Deputy Head of Centre	PO5		y	y								
Park Lane Children's Centre	Information Assistant	SC4				y	y						
Park Lane Children's Centre	Senior Finance Officer	PO1							y	y			
Park Lane Children's Centre	Team Administrator	SC5				y	y						
Park Lane Children's Centre	Team Administrator	SC4				y	y						
Park Lane Children's Centre	Early Years Worker	SC6						y	y				
Park Lane Children's Centre	Outreach Worker	SO1						y	y	y			
Pembury	Admin/Information Officer	SC4				y	y						
Pembury	Deputy - CC Services	PO4	y	y									

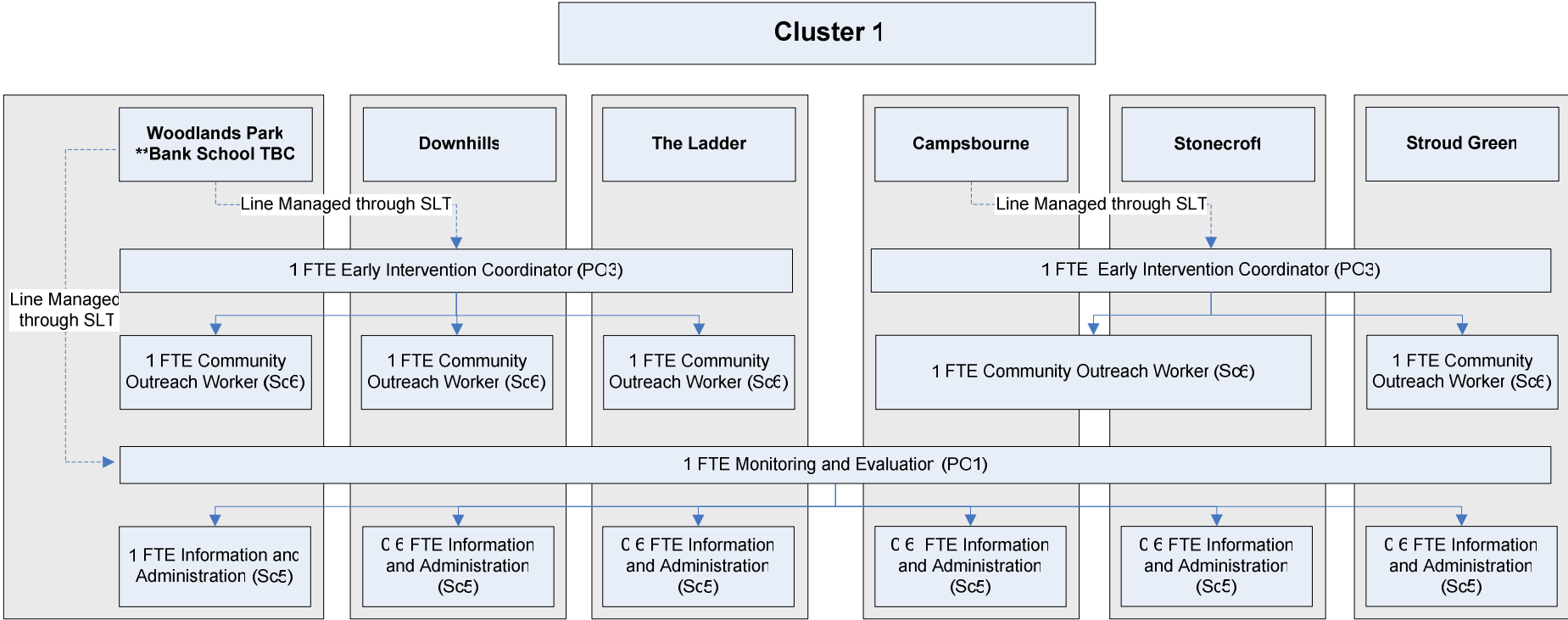
Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
Pembury	Admin/Information Officer	SC4				y	y						
Rowland Hill	Community Nursery Nurse (32.5 hrs)	SC5						y					y
Rowland Hill	Data/Evaluation	SC3				y							y
Rowland Hill	Deputy Families and Communities	PO4	y	y									y
Rowland Hill	Information Officer	SC4				y	y						y
Rowland Hill	Outreach Worker	SC6						y	y				
South Grove	Community Group Worker	SO1						y	y	y			
South Grove	Centre Manager	PO3	y										
South Grove	Information & Evaluation Officer	SC5				y	y						
Stonecroft	Administrator	SC4				y	y						
Stonecroft	Community Outreach	PO1/2	y						y	y			
Stonecroft	Information Assistant	SC4				y	y						
Stroud Green	Information Assistant	SC4				y	y						
Stroud Green / Treetops	Nursery Officer Manager	PO2	y							y			



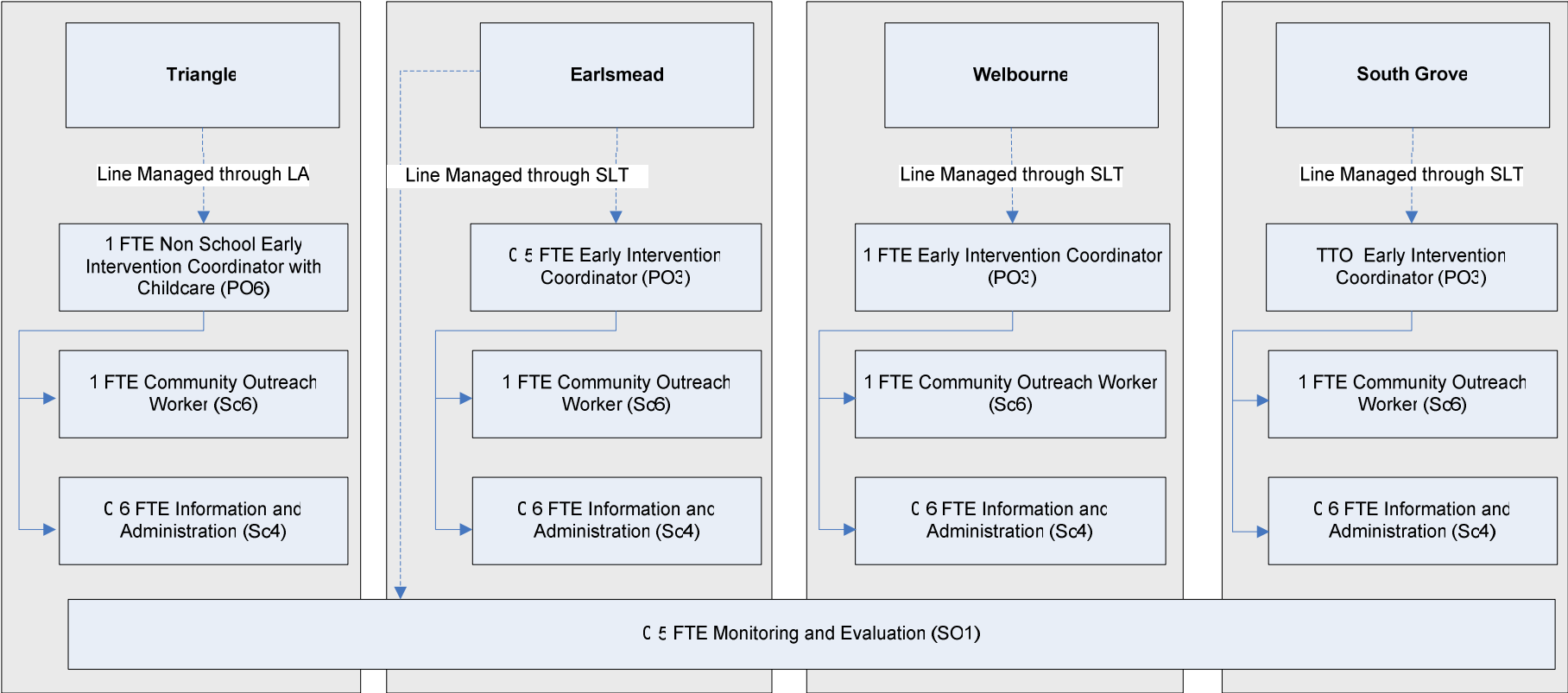
Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
Stroud Green / Treetops	Senior Nursery Officer	PO1							y	y			
The Ladder	Admin	SC4				y	y						
The Ladder	Centre Manager	PO3	y										
The Ladder	Information Officer	SC5				y	y						
The Ladder	Sessional Worker	SC3										y	
The Ladder	Sessional Worker	SC3										y	
The Ladder	Community Group Worker	SC5						y					
Triangle Children's Centre	Curriculum Co-ordinator	PTQTEACH									y		
Triangle Children's Centre	Finance Administrator	SO1							y	y			
Triangle Children's Centre	Head of Centre	PO7			y								
Triangle Children's Centre	Receptionist/Administrator	SC4				y	y						
Welbourne	Information officer	SC6					y		y				
Welbourne	Community Outreach	SC6						y	y				

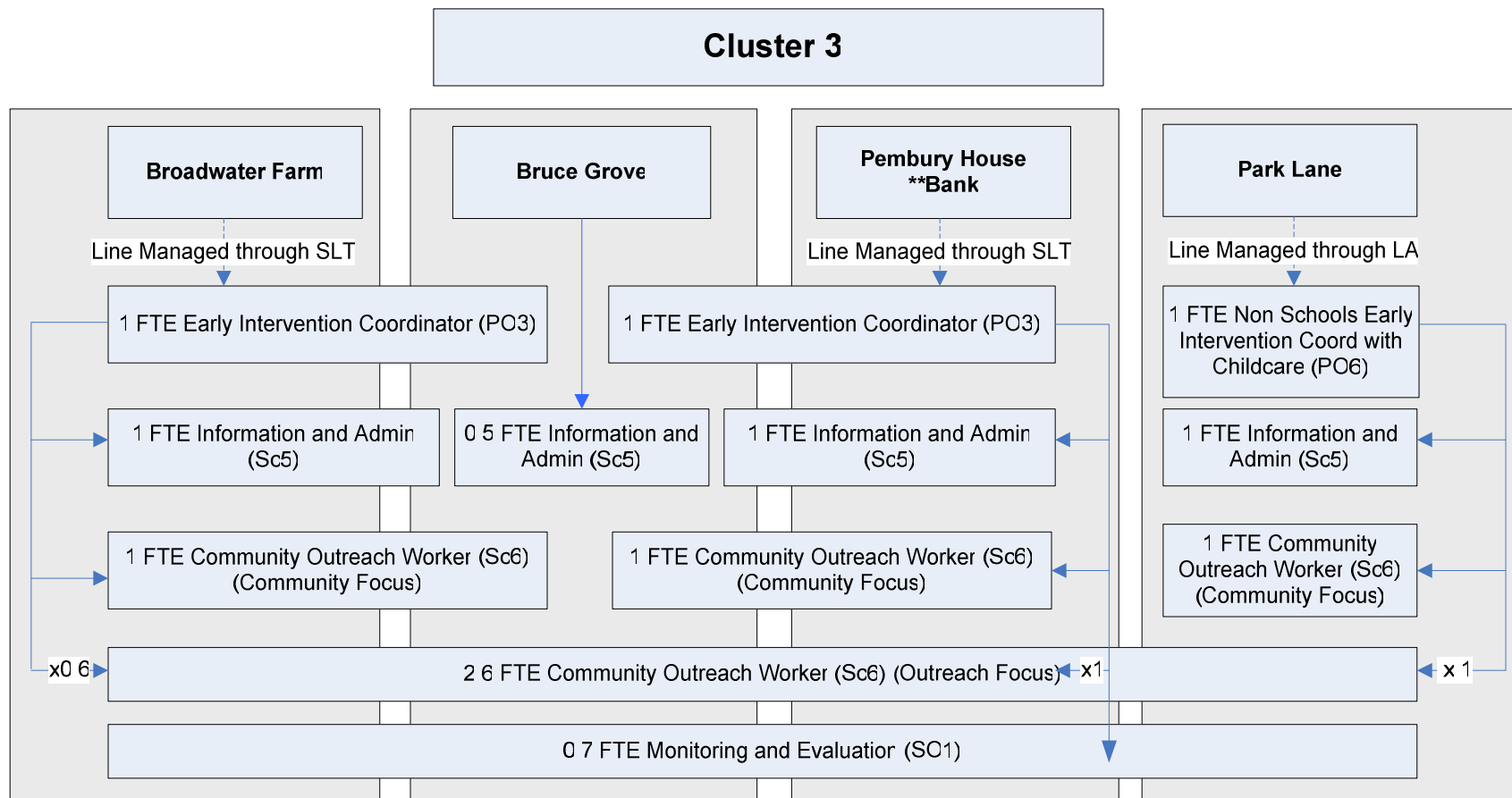
Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Children's Centre Teacher (Soulbury 12-15)	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Open ringfence - Expressions of Interest	Open ringfence - Expressions of Interest	Assimilation		
	Worker												
Woodside	Early Years Worker (17hrs)	SC5						y					
Woodside	Community Outreach Manager	PO4	y	y									
Woodside	Finance Officer	SC6							y				
Woodside	Information Officer	SC4				y	y						

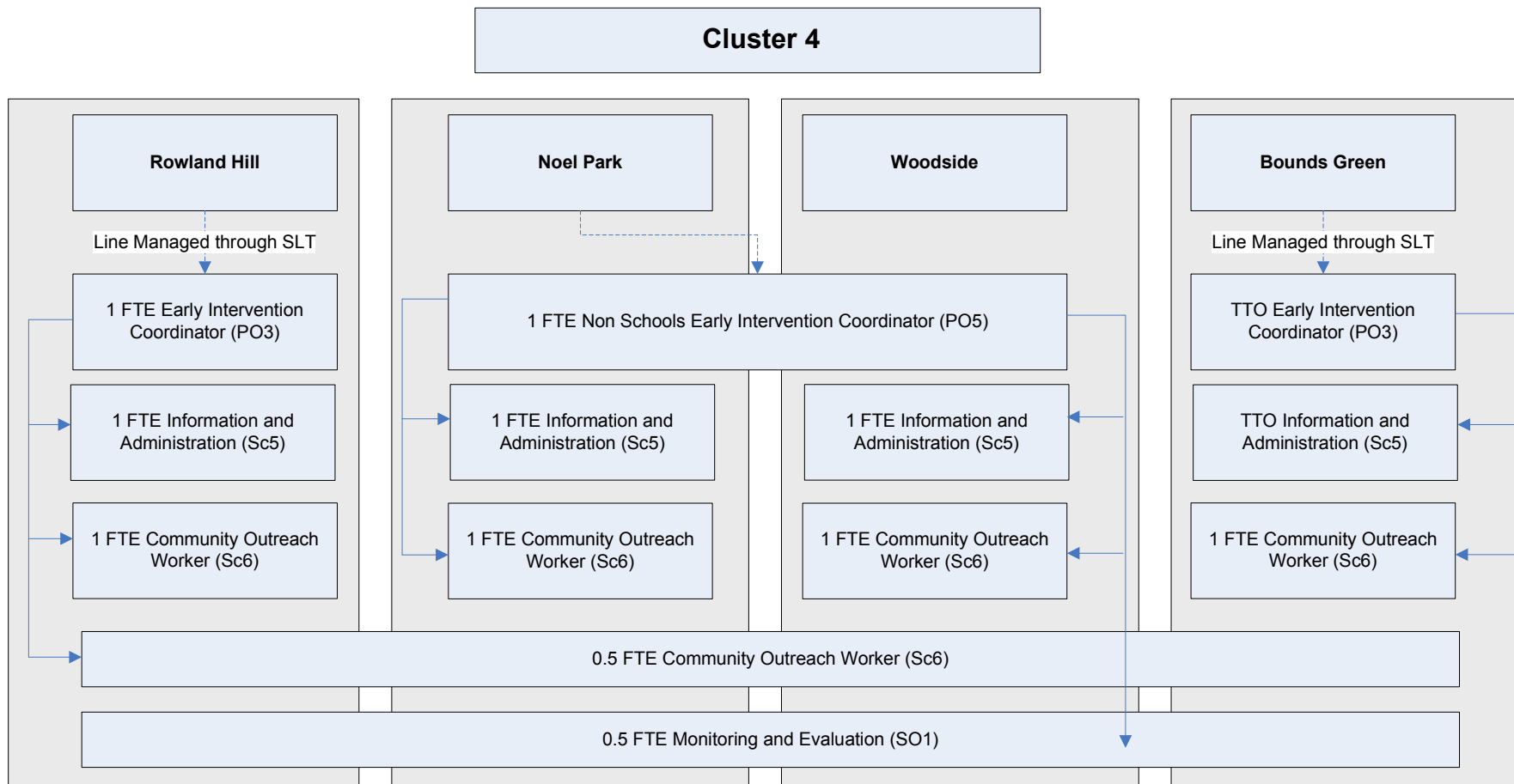
**Appendix 1c – Proposed cluster structures**



**Cluster 2 - Triangle, South Grove, Earlsmead, Welbourne**







**HARINGEY COUNCIL**  
**EQUALITY IMPACT ASSESSMENT FORM**



**Service: Early Years**

**Directorate: Children and Young People's Service**

**Title of Proposal: Delivery model for Children's Centres**

**Lead Officer (author of the proposal): Jan Doust**

**Names of other Officers involved: Ros Cooke, Shubhi Raymond, Tom Fletcher**

**Date: 10/05/2011 (revised 21/07/2011)**

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

*Note: This EqIA was originally completed on 10<sup>th</sup> May 2011 to assess the equalities impact of proposals for the delivery of children's centre services set out in a report to the Cabinet member for Children on 18<sup>th</sup> May 2011. These proposals have since been revised and are the subject of a further report to Cabinet on 28<sup>th</sup> July 2011. This EqIA has been updated to reflect the revised proposals set out in that report.*

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

At present, Haringey has 19 children's centres and three linked sites, which were funded until the end of March 2011 from the Government's Sure Start, Early Years and Childcare Grant. The proposal is to reconfigure the delivery of Children's Centre services in line with the need to significantly reduce spending, whilst maintaining the quality and effectiveness of those services that make the most difference to improving outcomes for children and their families.

**A. Current provision**

By April 2010, Haringey Council had met a target set by the then Department for Children, Schools & Families (DCSF) to establish 19 designated children's centres across the borough. The current network of centres and link sites were designed to provide universal access to children's centre services to approximately 16,000 children under 5 and their families. Children's centres as designated by the DCSF were required to deliver the 'full core offer', which consists of:

- I. Early education integrated with day care
- II. Family support and parental outreach
- III. Child and family health services

#### IV. Links with schools and Children's Information Services

#### V. Links with Jobcentre Plus

The following sections summarise current children's centre service provision in terms of the core offer. Please see Annex B for a list of children's centre service provision as at December 2010.

##### I. Early education integrated with day care

All three and four year olds are entitled to 15 hours of free nursery education for 38 weeks of the year. This applies until they reach compulsory school age (the term following their fifth birthday). Free nursery education can take place in nurseries, playgroups, preschools or at their childminders. Most of Haringey's children's centres provide nursery education places to 3 and 4 year olds, either directly through the centre or through the nursery attached to the primary school to which they are aligned.

Haringey has been part of a national pilot programme offering 15 hours of free early education to vulnerable and disadvantaged 2 year olds. To access these places, children have to be referred by practitioners such as health visitors, social workers, family support workers, outreach workers etc. Referrals are then considered by a panel which allocates places based on agreed criteria. These places, at present, are spread across children's centres and private, voluntary and independent (PVI) sector nurseries.

Those children's centres that were in 'phase 1' of the children also provide childcare from 8am-6pm, Monday-Friday, year-round.

##### II. Family support and parental outreach

All of Haringey's children's centres have an attached Family Support Worker. They undertake casework with individual families identified through the CAF process, one-off pieces of work with families without a CAF, and deliver parenting programmes.

Other children's centre staff also deliver parenting programmes, in addition to those run by the family support workers. They also run informal support groups and drop-in sessions for parents, including sessions for particular groups such as young parents, or Turkish families. Various other agencies also run drop-in/advice sessions for parents through the children's centres, such as Markfield, Citizens Advice Bureau, and HARTs for Families.

All Haringey children's centres run 'stay & play' sessions. These sessions are supported by Early Years Workers and give parents and children an opportunity to meet others and play together. They provide children with the opportunity to play with toys and equipment that they may not have access to at home, and help them to learn and develop.

There are five outreach workers working across the network of centres. Their role is to work with families who are not accessing children's centre services, including those from 'hard to reach' groups, and link them into children's centre provision.

##### III. Child and family health services

A range of health services are currently provided through the network of children's centres, both universal and targeted. Universal services include ante and post-natal classes, breastfeeding support, baby weighing, and health visitor appointments. Targeted services include the Parent & Infant Psychology Service (PIPS), Improving Access to Psychological



Therapies (IAPT), 4YP (sexual health advice service for teenagers) and Speech & Language Therapy (SLT).

#### IV. Links with schools and Children's Information Services

All but three of Haringey's children's centres are aligned to a local school, so strong links between schools and children's centres are in place.

All of the children's centres provide information and advice to parents on childcare and early years provision, and other relevant services. There are dedicated information officers and outreach officers, but all children's centre staff provide advice and information to parents in some capacity, during the course of their interaction with families.

#### V. Links with Jobcentre Plus

As of December 2010, Jobcentre Plus were working from 11 Haringey children's centres, delivering work focused interviews, career and job advice drop-ins, group sessions and appointments. A dedicated Working Parents Officer has supported the development of strong links between Jobcentre Plus and the children's centre, and co-ordinated various joint projects and initiatives.

### **B. Proposed future provision**

The Department for Education (DfE) no longer specifies a core offer. However, the Council believes that high quality early years services are the foundation for prevention and early intervention in Haringey. Therefore, the new structure will maintain the elements of the full core offer, as far as possible, in the areas of greatest deprivation, within a universal early years education and health service offer. The overall approach has been to target resources to areas of greatest need; more specifically, it has been to ensure that those children living in the 0-30% most deprived Super Output Areas (SOAs) are able to access the full range of children's centre services.

The proposal is based on a cluster model, with four clusters of children's centres working together to plan and deliver services across their cluster area using the funding that is allocated to them. Funding will be devolved on the basis of a service level agreement with each children's centre setting out clear outcomes to be achieved and expectations of service delivery. The LA's performance management framework will operate at both centre and cluster level and will continue to take into account value for money and outcomes.

It is proposed that every cluster will have a Local Partnership Board, the membership of which will be agreed on a cluster by cluster basis but as a minimum will include representation from every children's centre in the cluster, the Local Authority, health services, parents and prospective parents within the area. In line with statutory guidance, the Boards will provide advice and assistance for the purpose of ensuring the effective operation of the children's centres within the cluster. They will play an important part in driving improvement in the children's centres' performance.

Subject to consultation, staff working predominantly in school-based children's centres will be employed on school contracts, with line management through to the school's senior leadership team. Local Authority-run children's centres will continue to be directly managed by the local authority, although other management options may be considered in future. Under the new model, although staff will be contracted to one school/centre, they

will all still be expected to work in different locations across the cluster as needed. This expectation will be clearly stated on all job descriptions.

In line with our intention to commission for prevention and early intervention and to reduce the need for social care interventions and placements, family support will continue to be managed centrally and deployed in line with need at any time. This service will be available irrespective of where families live.

The proposed clusters are set out in the table below.

	<b>Cluster 1</b>	<b>Cluster 2</b>	<b>Cluster 3</b>	<b>Cluster 4</b>
<b>Centres</b>	Stonecroft Stroud Green Campsbourne The Ladder Woodlands Park Downhills (link site)	Welbourne Earlsmead South Grove Triangle	Broadwater Farm Park Lane Pembury Bruce Grove (link site)	Bounds Green Noel Park Rowland Hill Woodside
<b>Wards served</b>	Stroud Green Harringay Hornsey Muswell Hill <u>St Ann's</u> (split with C2) <u>West Green</u> (split with C3)	Tottenham Green Seven Sisters <u>St Ann's</u> (split with C1) <u>Tottenham Hale</u> (split with C3)	Northumberland Park Bruce Grove <u>Tottenham Hale</u> (split with C2) <u>West Green</u> (split with C1)	Woodside Bounds Green Noel Park White Hart Lane
<b>Estimated under-5 population<sup>1</sup></b>	4035	2735	3245	3350
<b>Resource allocation in proposed model</b>	£596,038	£505,481	£645,198	£628,282
<b>Resource allocation/head</b>	£148	£185	£199	£188
<b>IMD 2010 Average Score<sup>2</sup></b>	31.9	43.6	48.0	41.9

Please note that due to the location of children's centres in Haringey, the population served by each cluster does not map directly to wards. Three wards – St Ann's, West Green, and Tottenham Hale – fall partially into one cluster and partially into another, with the boundary between the clusters being based on Super Output Areas. Where a ward is

<sup>1</sup> Figures are based not on the 'wards served' identified in the previous line but on DWP data on the number of children for whom child benefit is being claimed in the 'reach areas' of each of the children's centres in the cluster area.

<sup>2</sup> Source: Indices of Deprivation 2010. The Index of Multiple Deprivation provides a score for the level of deprivation in each of the 32,482 Super Output Areas (SOAs) in England. Scores in 2010 ranged from 0.5 (least deprived) to 87.8 (most deprived). The figures in this table provide an average score for the SOAs in each cluster.

underlined in the table above, that means the majority of the ward is covered by that cluster. Where a ward is *italicised*, that cluster only covers a minority of the ward.

In line with the targeting of resources to areas of greatest need, separate arrangements are proposed for Highgate, Rokesly and North Bank Children's Centres. Pump priming funding has been identified for 2011-12 to enable the continued delivery of universal health and other services for children and families within each of these centres. These services will be supported by charging fees to some parents according to their ability to pay. The centres will serve Crouch End, Highgate and Fortis Green wards, providing access to services to the (approximately) 1940 children aged 0-4 living in these wards. The financial support provided by the LA for 2011-12 will be linked to SLAs setting out clear outcomes and expectations of service delivery.

### **C. What will be different in the new structure**

Whilst the DfE no longer specifies a core offer, it is helpful to consider the impact of the proposed reorganisation in terms of its five elements.

#### I. Early education integrated with day care

No substantive change is proposed in this area.

Free nursery education for 3 and 4 year olds is a universal entitlement and is unaffected by these proposals. Furthermore, these proposals do not involve any change to the provision of 3 and 4 year old nursery places through Haringey's current network of children's centres.

Similarly, the number of places on the 2 year-old pilot programme is unaffected by these proposals, and the process for accessing places will remain unchanged. It is proposed however that all 2 year-old pilot places are provided through children's centres, rather than a mix of children's centres and PVI providers as at present. This is to ensure that the provision is of a high quality and to enable these families to access the range of children's centre services.

The centres providing full-time day care will continue as before.

#### II. Family support and parental outreach

The provision of family support will be maintained across all of our children's centres. However, the reduction in overall funding to children's centres means that there will be some reduction in capacity to deliver group work and outreach work. This impact may be more marked in those centres that do not form part of a cluster arrangement.

Sessions provided by other agencies are not affected by this proposal and will continue to be delivered across the network of children's centres.

#### III. Child and family health services

Funding for most child and family health services is not provided by the Local Authority (LA), and LA funding for services such as Speech & Language Therapy will continue, so this area of provision will largely continue unchanged in the proposed new model.

The funding that has been identified to support premises costs at Highgate, Rokesly and North Bank will enable the continued provision of health services at these centres.

#### IV. Links with schools and Children's Information Services

It is anticipated that the strong links built up with schools will be maintained in the new model, and strengthened through the work of the Local Partnership Boards.

Children's centres' role in providing advice and information to parents will remain a priority, though with the reduction in overall capacity there will be some impact in this area.

#### V. Links with Jobcentre Plus

Jobcentre Plus provision is unaffected by these proposals and as such will continue in the proposed new model. The Working Parents Officer post has been deleted as part of the restructure of Central Early Years Services (please see report to General Purposes Committee of 18<sup>th</sup> April 2011), however it is anticipated that the links put in place will be sustained.

## 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 present, 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](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?**

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

In addition to service user data, this section draws on demographic data, drawn primarily from the 2001 census. Please note that census data is only available at ward level. Purely for the purposes of data analysis, wards that cut across clusters have been counted as belonging to the clusters in which they predominantly fall. This means that St Ann's and West Green have been considered as part of cluster 1 and Tottenham Hale as part of cluster 3. As a result of this, census data for cluster 2 is based on only two wards.

### 1. Ethnicity

#### Service User data<sup>3</sup>

Ethnicity	Percentage of children accessing CC services	Haringey child population distribution figures
Asian	5.3 %	6.7%
Black	25.0 %	20.0%
Mixed	10.6%	4.5%
Other	6.2%	3.1%
White	44.6%	65.6%
Not disclosed	8.3%	-

Service user information indicates an underrepresentation of White and Asian service users and an overrepresentation of service users of Black, Mixed and Other ethnicities.

<sup>3</sup> Service use figures are from 2009/10; Haringey figures are from the 2001 census

### Demographic data<sup>4</sup>

The following table sets out the ethnicity profile of each cluster, based on the wards that the cluster serves, and also of the wards which do not form part of the cluster model.

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Outside cluster model	Haringey
British	48.1%	33.0%	29.9%	40.7%	66.5%	45.3%
Irish	4.7%	3.9%	3.7%	4.7%	4.1%	4.3%
Other White	17.0%	16.8%	14.5%	17.3%	14.2%	16.1%
White and Black Caribbean	1.3%	1.8%	2.0%	1.7%	0.8%	1.5%
White and Black African	0.8%	0.7%	0.9%	0.8%	0.4%	0.7%
White and Asian	1.1%	0.9%	1.0%	1.1%	1.2%	1.1%
Other Mixed	1.1%	1.5%	1.5%	1.3%	1.1%	1.3%
Indian	3.1%	2.6%	2.3%	3.9%	2.0%	2.9%
Pakistani	0.9%	1.0%	1.3%	1.1%	0.5%	0.9%
Bangladeshi	1.5%	2.3%	1.1%	1.9%	0.3%	1.4%
Other Asian	1.4%	1.8%	2.0%	1.9%	0.8%	1.5%
Caribbean	7.4%	14.4%	17.9%	9.3%	2.7%	9.5%
African	7.7%	13.2%	15.7%	9.8%	2.7%	9.2%
Other Black	1.0%	1.9%	2.4%	1.6%	0.4%	1.4%
Chinese	1.2%	1.4%	1.1%	1.4%	0.7%	1.1%
Other ethnic group	1.6%	2.7%	2.6%	1.8%	1.7%	2.0%

Census data indicates:

- A higher proportion of White British and lower proportion of Black ethnicities in comparison to the overall Haringey profile in those wards that are outside the cluster model
- A higher proportion of Black ethnicities and lower proportion of White British in comparison to the overall Haringey profile in clusters 2 & 3
- A profile that is broadly in line with the overall borough picture in clusters 1 & 4

## 2. Age

### Service User data

All children's centre services are directed at children aged 0-5 and their families. We do not have a breakdown of the numbers within each year group from 0-5.

### Demographic data<sup>5</sup>

The following table shows the varying proportions of the population that consists of under-fives, from 6.9% in those wards that are outside of the cluster model through to 9.9% in cluster area 3. Census data on age is available in 5-year bands (0-4, 5-9, 10-14 etc) therefore data in this table omits 5 year olds.

<sup>4</sup> Source: 2001 Census

<sup>5</sup> Source: 2009 Mid-year Population Estimates

	Total Population	Total 0-4 Population	0-4 Population as % of total
Cluster 1	67,306	4,895	7.3
Cluster 2	26,608	2,519	9.5
Cluster 3	39,402	3,917	9.9
Cluster 4	48,233	3,857	8.0
Outside cluster model	43,980	3,013	6.9
Haringey	225,529	18,201	8.1

### 3. Gender

#### Service User data

The gender difference for children 0-5 accessing services is not significant – overall in 2010/11, service users were 51% male and 49% female. The table below shows the breakdown of service users by gender for each of the children’s centres.

Centre	Male	Female	Total
Bounds Green	537	480	1017
Broadwater Farm	481	496	977
Campsbourne	550	576	1126
Downhills	144	121	265
Earlsmead	162	143	305
Highgate	562	442	1004
Noel Park	554	521	1075
Park Lane	1100	1043	2143
Pembury House	266	245	511
Rokesly	0	0	0
Rowland Hill	669	614	1283
South Grove	609	612	1221
Stonecroft	405	369	774
Stroud Green	294	242	536
The Ladder	128	97	225
Triangle	626	648	1274
Welbourne	304	301	605
Woodlands Park	285	327	612
Woodside	272	224	496
<b>Total</b>	<b>7948</b>	<b>7501</b>	<b>15449</b>

Children are mostly accompanied by their mothers and sometimes by other family members or childminders. **Fathers** are significantly under-represented – only 2192 fathers attended a children’s centre in 2010-11. There may be many reasons for this: fathers may be working, children may be looked after by their mothers who may be lone parents. It may be that fathers do not feel as comfortable coming to a CC for young children. The CCs are very aware of this and have had programmes in place to encourage participation of fathers, which have had some success so far.

#### Demographic data<sup>6</sup>

<sup>6</sup> Source: HMRC, 2008

The table below shows the number of children in Lone Parent families in receipt of child tax credit, income support, or jobseekers' allowance. We know that in the vast majority of these families the parent will be a woman. The table shows significantly fewer of these families in those wards which are outside the cluster model.

	Children in Lone Parent families in receipt of CTC (<60% median income) or IS/JSA
Cluster 1	4,070
Cluster 2	2,260
Cluster 3	4,385
Cluster 4	4,820
Outside cluster model	885

#### 4. Disability

##### Service User and demographic data

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*".<sup>7</sup> 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 2010<sup>8</sup>. 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.

The following table shows the distribution of children with Statements of SEN<sup>9</sup> – there is not a huge variation between the areas.

	<b>Total Children with statements of SEN May 2011</b>	<b>Percentage of 0-19 year olds with statements of SEN</b>
Cluster 1	308	2.0
Cluster 2	148	2.5
Cluster 3	258	2.3
Cluster 4	328	2.7

<sup>7</sup> Source: SEN Code of Practice, <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

<sup>8</sup> 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.

<sup>9</sup> Source: SEN database and 2009 mid-year population estimates



Outside cluster model	172	2.0
Haringey	1,214	2.3

1.5% of children accessing children's centres have disabilities or complex needs<sup>10</sup>. This corresponds closely with the 1.2% of children who have statements of Special Educational Needs (SEN) in reception class (age 4-5) in Haringey schools. Whilst SEN and disabilities are not the same thing, this nevertheless does suggest that children with complex needs in Haringey are well represented in the children's centres.

7.6% of the overall child and adult Haringey population has a disability, significantly higher than the 1.5% of children accessing children's centres. However, as children's additional needs often become apparent gradually, it is only those with the most significant needs that are picked up at an early age. Good systems are in place through the Early Support programme to identify and assess the needs of children with disabilities/special educational needs during their time in the children's centres.

## 5. Religion

### Service User & Demographic data<sup>11</sup>

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Outside cluster model	All children's centres	Census figures
None	35.5%	10.3%	10.0%	15.2%	35.9%	18.9%	20.0%
Christian	24.9%	40.0%	45.1%	29.0%	36.3%	34.7%	50.1%
Buddhist	0.4%	0.9%	0.4%	0.5%	0.6%	0.6%	1.1%
Hindu	0.6%	0.7%	0.4%	1.6%	1.5%	0.9%	2.1%
Jewish	1.3%	0.6%	0.0%	0.1%	6.2%	0.9%	2.6%
Muslim	8.6%	19.1%	21.1%	15.8%	2.2%	15.2%	11.3%
Sikh	0.3%	0.4%	0.1%	0.2%	0.3%	0.2%	0.3%
Any Other Religion	1.6%	9.1%	2.1%	7.9%	1.9%	5.0%	0.5%
Data Not Provided	26.7%	18.8%	20.8%	29.7%	15.2%	23.6%	12.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The table above includes data on the religion of children's centres service users and religion data taken from the 2001 census.

Comparing children's centre service users with Census data, Christians and Jewish are under-represented while Muslims and those of 'any other religion' are over-represented. However, 23.6% did not state their religion compared to 12.1% in the Census, making it hard to draw comparisons. Further, the disparity in the 'any other religion' figure may be due to the way data is collected and recorded.

<sup>10</sup> Please note this figure is from 2009/10

<sup>11</sup> Source: Children's Centre Service Use data and 2001 Census. Please note that the data for the 'outside cluster model' column only relates to Highgate as Rokesly and North Bank children's centres were not fully operational at the time of data collection.

While the Christian group appears to be under-represented, it is still the largest single group accessing CC services. The under-representation of the Jewish communities could be because orthodox Jewish groups in Haringey attend orthodox Jewish settings which are situated across the border in Hackney.

Comparing the religion of service users across the cluster areas is difficult as there is a large variation in the percentage who did not state their religion. Cluster 1 and centres outside the cluster model have an overrepresentation of those with no religion and an underrepresentation of Muslim service users. Clusters 2 & 4 both have high proportions of those with 'any other' religion. Cluster 3 has the highest proportion of Christian service users.

## **6. Maternity & Pregnancy**

All adults accessing children's centre services are either pregnant or are parents or carers of young children aged 0-5 (note though that carers can include people who are not primary carers such as grandparents or childminders).

## **7. Other Equality Strands**

Information on Gender reassignment and Sexual Orientation is not available. Assessment of impact on families with respect to these characteristics is therefore not possible. However, information on these strands is now being collected as part of the revised Children's Centres registration form.

### 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

To summarise the differences between the current and future models of service delivery, the overall picture is that:

- Universal child and family health services and early education and childcare will be maintained with little or no discernible impact to service users
- Targeted family support and outreach work will also be maintained
- The reduction in funding to children's centres may have some impact on the range and level of services such as stay & plays, information & advice, drop-ins, parents groups etc. that they can provide. This impact will be more marked in those centres which do not form part of the cluster model, in line with the approach which targets resources at areas of higher deprivation.

Overall, the effect of the reduction in funding to children's centres will have some negative impact for service users. The impact will be greatest for children aged 0-5 and their parents/carers, the majority of whom using the service are women. In terms of the equalities strands, the most relevant categories are therefore age, maternity and pregnancy, and gender.

As stated above, the reduction in the level of service is likely to be more marked in those centres which do not form part of the cluster model. Looking at the equalities data, this means that there will be a disproportionate impact for people of White British ethnicity and those with no religion. It should be noted however that the reason there is a more marked reduction here is because it is an area which experiences less deprivation.

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

The council has sought to minimise the impact of the reduction in funding through:

- Reducing management and administrative costs as far as is practicable in order to maximise resources for service delivery
- Targeting the available resources on the population for whom children's centre services make the most difference – vulnerable families and those living in areas of the greatest deprivation
- Developing a model that enables creative and collaborative working and a flexible response to local need

- Ongoing discussions with neighbouring boroughs to ascertain their plans for services that may affect families living in Haringey, particularly near the borders

With regard to the reduction in service in those areas which do not form part of the cluster model, the main risk is that vulnerable children and families who need support are not identified. The pump priming funding that has been identified for 2011-12 to enable the continued delivery of universal health and other services for children and families at those three centres will mitigate this risk. Furthermore, Children's centres are part of a pattern of provision for vulnerable families but they are not the only provision and many services will remain unchanged. Families requiring access to additional services will be identified in a number of ways, including:

- The continuation of universal health services
- Communication between health visitors and other professionals including through the CAF process
- Outreach workers working to identify families in need of services and link them up with appropriate support, advice and information
- Family support workers continuing to work with the families identified as the most vulnerable, wherever they live
- Continuing the free entitlement to universal education provision for 3 and 4 year olds
- Provision of training to early years settings on the identification of need

***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?***

We will monitor the impact of the proposal closely and put appropriate measures in places to address adverse impacts.

## 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?***

A large scale public consultation exercise was carried out from 16<sup>th</sup> March to 22<sup>nd</sup> April, the outcomes of which have informed the proposal set out in section 1 of this document. For a full account of the consultation process and the issues raised please see Appendix 3 of the report to Cabinet of 29<sup>th</sup> July 2011.

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

The council's response to the issues and concerns raised was set out in the report to the Lead Member of 17<sup>th</sup> May 2011. Consultation feedback was also taken into account as part of the work to develop the revised model set out in the report to Cabinet of 29<sup>th</sup> July 2011.

### ***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?***

This will be done through the Haringey website, local media, and the network of children's centres.

## 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?***

Each cluster will hold staff events to develop cluster working. As far as possible, we will continue to develop and provide access to training on outreach and community engagement.

## 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 Early Years Senior Management Team will be responsible for monitoring the quality of provision and outcomes for children and families through its performance management framework. The Local Partnership Boards will oversee provision in each cluster.

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

Indicators include:

- Children's Centre monitoring data
- OFSTED inspection reports of Children's Centres
- Early Years Foundation Stage Profile results

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

Yes. Systems being put into place at present will improve and expand data collection, including of equalities data.

A new registration form is being implemented across children's centres to ensure that the equalities data collected is line with the requirements of the Equality Act 2010.

A new management information system, eStart, was rolled out to children's centres in February 2011. This will streamline data collection, improve consistency across centres, and increase the availability of data centrally for reporting purposes.

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

Information is reported to the Director and Lead Member. The frequency of reporting varies according to the data. EYFSP results are on an annual cycle, whereas Children's Centres monitoring and OFSTED inspections are reported termly.

## Step 7 - Summarise impacts identified

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

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Impact is on children aged 0-5 and their families	No issues identified	No issues identified overall; impact of service reduction in is predominantly on White UK	No disproportionate impact for children but parents/carers accessing services are overwhelmingly women	Underrepresentation of Jewish families though measures are in place to ensure they can access appropriate services. Overrepresentation of those with no religion in area that does not form part of cluster model	Data collected but not yet available	Data collected but not yet available	Data not collected	Impact is on pregnant women and parents/carers of young children

## 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
To ensure that universal services are able to identify families needing additional services and take appropriate action	<p>Community Outreach Workers to support delivery of universal health services</p> <p>Training for Early Education providers in identification of additional need</p> <p>Continued delivery of Integrated Working and CAF training</p> <p>Tracking and monitoring of access to and take-up of services</p>	<p>Children's Centre Early Intervention Co-ordinators</p> <p>Early Years Advisory Teachers; Area Inclusion Co-ordinators</p> <p>Integrated Working Manager</p> <p>Early Years Information &amp; Data Management Officer; Cluster Monitoring &amp; Evaluation Officers</p>	Ongoing	Within existing resources
To ensure that comprehensive data (including equalities data) on children's centre service use is available to inform service planning and evaluation	Full implementation of new Children's Centre registration form; embed eStart database	Early Years Information & Data Management Officer; Cluster Monitoring & Evaluation Officers	May – Aug 2011 and ongoing	Within existing resources
Low number of fathers accessing centres with their children	Children's Centre clusters to maintain and build on existing programmes to engage with fathers as a priority	Early Years Lead for Early Intervention & Prevention; Early Intervention Co-ordinators	Ongoing	Within existing resources



## 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 Equalities Impact Assessment will be published as an appendix to the Cabinet report on the proposed restructure of the Children's Centres and also separately on the Council's website.

### **Assessed by (Author of the proposal):**

**Name:** Jan Doust

**Designation:** Deputy Director, Prevention & Early Intervention

**Signature:**

**Date:** 21/07/11

### **Quality checked by (Equality Team):**

**Name:** Arleen Brown

**Designation:** Senior Policy Officer

**Signature:**

**Date:**

### **Sign off by Directorate Management Team:**

**Name:** Jan Doust

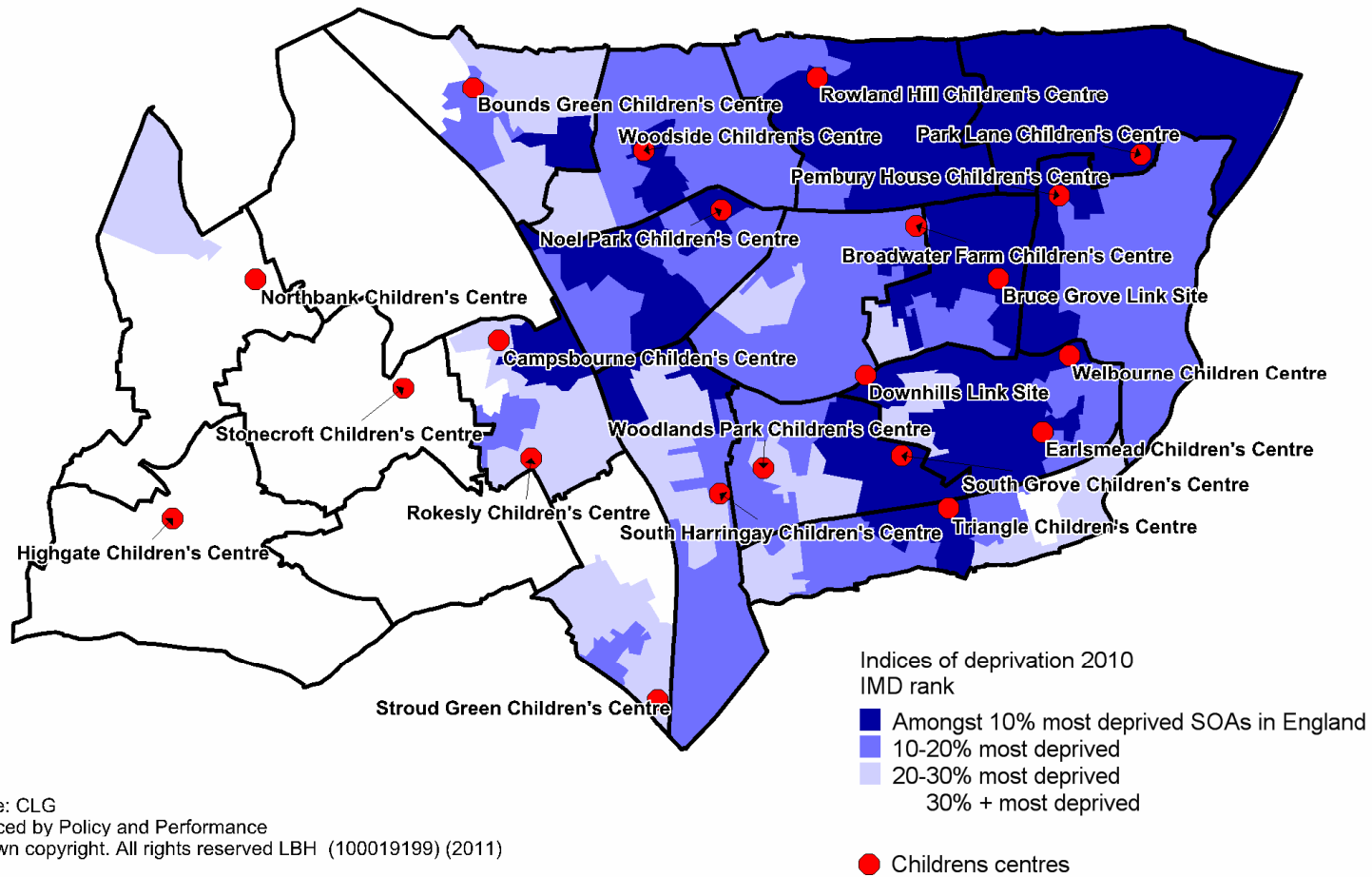
**Designation:** Deputy Director, Prevention & Early Intervention

**Signature:**

**Date:** 21/07/11

## Appendix 2a– Location of Children’s Centres in Haringey

Indices of Multiple Deprivation 2010  
Childrens centres



Source: CLG  
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### Appendix 2b– Summary of Children’s Centre Services as at December 2010

<b>Children’s Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Bounds Green	PIPS - Appointments Only	Child mental health		PIPs	<b>Monday</b>	AM
Bounds Green	Baby Massage - Appointments only	Baby Massage			<b>Monday</b>	10:30 - 11:30
Bounds Green	Stay & Play (U5s)	Stay & Play			<b>Tuesday</b>	09:15 - 11:15
Bounds Green	HARTS for Families - Tenancy support	Support/advice for parents/carers		HARTs for Families	<b>Tuesday</b>	09:30 - 11:30
Bounds Green	Buggy Walk				<b>Tuesday</b>	11:15 - 12:00
Bounds Green	Child Minders Training	Support/advice for parents/carers	Childminders		<b>Tuesday</b>	10:00 - 14:00
Bounds Green	Family Support Worker - Drop-ins	Support/advice for parents/carers			<b>Tuesday</b>	14:00 - 16:00
Bounds Green	Whittington - Antenatal Appointments ONLY	Ante & postnatal Services			<b>Wednesday</b>	AM
Bounds Green	Baby Weighing - Drop In (only 1st Wed of every month)	Baby Weighing			<b>Wednesday</b>	9:30 - 11:30
Bounds Green	Young Parents Drop In (every Wed apart from 1st of the month)	Support/advice for parents/carers	Young Parents		<b>Wednesday</b>	9:30 - 10:30
Bounds Green	Stay & Play (U18months)	Stay & Play			<b>Wednesday</b>	13:15 - 15:00
Bounds Green	Whittington - Postnatal Drop-ins	Ante & postnatal Services			<b>Wednesday</b>	13:30 - 15:00
Bounds Green	Stay & Play (U5s)	Stay & Play			<b>Thursday</b>	09:15 - 11:15
Bounds Green	Jobcentre Plus - Appointments	Employment Support		Jobcentre Plus	<b>Thursday</b>	All Day
Bounds Green	Mobile Library - Every 2nd Week	Mobile Library		Library Service	<b>Thursday</b>	11:00 - 11:45

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Bounds Green	Bouncing Bunnies				<b>Friday</b>	09:15 - 10:15
Bounds Green	Stay & Play (U5s)	Stay & Play			<b>Friday</b>	13:15 - 15:00
Broadwater Farm	Ludotek, Talking Families, Story Telling & Play	Stay & Play		Ludotek	<b>Monday</b>	10:30 - 12:30
Broadwater Farm	Polish Group	Support/advice for parents/carers	BME		<b>Tuesday</b>	9:30 - 11:30
Broadwater Farm	Jobcentre Plus	Employment Support		Jobcentre Plus	<b>Tuesday &amp; Friday</b>	09:30 - 16:00
Broadwater Farm	Much around Wednesday				<b>Wednesday</b>	13:00 - 15:30
Broadwater Farm	Drop in Clinic -Weighting	Baby Weighing			<b>1st Thur of the Month</b>	09:00 – 11:00
Broadwater Farm	Transition to parenthood Baby Massage & Discussion	Ante & postnatal Services			<b>Thursday</b>	9:30 - 11:30
Broadwater Farm	Anti-natal - Transition to parenthood	Ante & postnatal Services			<b>Thursday</b>	13:00 - 15:30
Broadwater Farm	Playtime - Babies	Stay & Play			<b>Thursday</b>	13:00 - 15:00
Broadwater Farm	Whittington Hospital - Midwifery Team - Antenatal Appointments ONLY	Ante & postnatal Services			<b>Thursday</b>	9:00 - 15:30
Broadwater Farm	Cook and Eat	Family Learning			<b>Tuesdays</b>	13:30 - 15:30
Broadwater Farm	Open Drop-in/Stay & Play sessions	Stay & Play			<b>Friday</b>	09:30 - 11:30
Broadwater Farm	Teenage Parents Classes	Parenting Programme	Young Parents		<b>Monday</b>	09:30 - 15:30
Broadwater Farm	Infant Psychologist by Appointment (as required)	Child mental health		PIPs	<b>As required</b>	As required

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Broadwater Farm	Jobcentre Plus Lone Parents Advice Surgeries & Ingeus	Employment Support	Lone Parents	Jobcentre Plus	<b>As required</b>	09:30 - 15:00
Campsbourne	Antenatal Appointments Whittington Hospital	Ante & postnatal Services			<b>Monday</b>	09:00 - 12:00
Campsbourne	I'm just Toddling	Stay & Play			<b>Monday</b>	09:15 - 11:00
Campsbourne	Baby Weigh in Clinic	Baby Weighing			<b>Monday</b>	14:00 - 16:00
Campsbourne	Stay & Play (U3's drop-in)	Stay & Play			<b>Tuesday</b>	09:00 - 11:00
Campsbourne	Parents Meet-up (Monthly)	Stay & Play			<b>Tuesday</b>	13:30 - 15:30
Campsbourne	Let's Play (Monthly)	Stay & Play			<b>Tuesday</b>	13:45 - 15:15
Campsbourne	Dad's Time	Stay & Play	Fathers		<b>Wednesday</b>	09:00 - 11:00
Campsbourne	Jobcentre Plus & Ingeus (Drop-ins) (Fortnightly)	Employment Support		Jobcentre Plus	<b>Wednesday</b>	11:00 - 15:30
Campsbourne	Stay & Play (U5's drop-in)	Stay & Play			<b>Wednesday</b>	13:30 - 15:30
Campsbourne	Movers & Shakers (1yr +)	Stay & Play			<b>Thursday</b>	09:15 - 10:00
Campsbourne	Movers & Shakers (U1)	Stay & Play			<b>Thursday</b>	10:15 - 11:00
Campsbourne	Baby Group	Stay & Play			<b>Thursday</b>	13:00 - 15:30
Campsbourne	Foster Carers Coffee Morning	Support/advice for parents/carers	Foster carers		<b>Friday</b>	09:30- 12:00
Campsbourne	Childminders' Drop-in	Support/advice for parents/carers	Childminders		<b>Friday</b>	09:30- 12:00
Downhills (Link Site)	Musical Mondays Stay & Play Group (0-5yrs)	Stay & Play			<b>Monday</b>	09:30 - 11:30

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Downhills (Link Site)	4YP sexual health clinic	Sexual Health			<b>Monday</b>	12:30-16:30
Downhills (Link Site)	Pre School & Baby Group Stay & Play (term time only)	Stay & Play			<b>Tuesday</b>	09:00 - 11:00
Downhills (Link Site)	At the school gates employment zone	Employment Support			<b>Tuesday</b>	08:45-11:00
Downhills (Link Site)	Baby & Me (Stay & Play Group)	Stay & Play			<b>Tuesday</b>	13:00 - 15:00
Downhills (Link Site)	Transition to parenthood	Ante & postnatal Services			<b>Tuesday</b>	13:00 - 15:00
Downhills (Link Site)	Health Visitors - Appointments ONLY	Health Visitors			<b>Wednesday</b>	09:30 - 12:30
Downhills (Link Site)	Family Learning (term time only)	Family Learning			<b>Wednesday</b>	09:30-10:45
Downhills (Link Site)	ESOL Classes with creche (term time only)	ESOL			<b>Wednesday</b>	13:00-15:00
Downhills (Link Site)	Toddles - Volunteer Stay & Play (U3s)	Stay & Play			<b>Thursday</b>	13:00 - 15:00
Downhills (Link Site)	Somali Advice Drop-in with Creche (term time only)	Support/advice for parents/carers	BME		<b>Friday</b>	09:00 - 12:00
Downhills (Link Site)	ESOL Classes with creche (term time only)	ESOL			<b>Friday</b>	
Earlsmead	Stay & Play (Baby & Toddler Group)	Stay & Play			<b>Monday</b>	09:00 - 11:30
Earlsmead	ESOL with creche	ESOL			<b>Monday</b>	13:00 - 15:00
Earlsmead	Jobcentre Plus - Appointments	Employment Support		Jobcentre Plus	<b>Tuesday</b>	09:30 - 15:00
Earlsmead	Stay & Play (Baby & Toddler Group)	Stay & Play			<b>Tuesday</b>	13:00 - 15:00
Earlsmead	ESOL with creche	ESOL			<b>Wednesday</b>	13:00 - 15:00
Earlsmead	Stay & Play (Baby & Toddler Group)	Stay & Play			<b>Wednesday</b>	13:00 -

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
						15:00
Earlsmead	Stay & Play (Baby & Toddler Group)	Stay & Play			<b>Friday</b>	09:30 - 11:30
Earlsmead	Haringey Books & Toy Bus (alternate Fridays)	Mobile Library		Library Service	<b>Friday</b>	13:00 - 15:00
Highgate	Stay & Play	Stay & Play			<b>Monday</b>	09:00 - 11:30
Highgate	Yoga Mums - Appointments	Support/advice for parents/carers			<b>Monday</b>	11:00 - 12:30
Highgate	Stay & Play Drop-in (Baby)	Stay & Play			<b>Tuesday</b>	09:00 - 11:30
Highgate	Baby Clinic	Baby Weighing			<b>Tuesday</b>	09:30 - 11:30
Highgate	Health Visitors - Appointments ONLY	Health Visitors			<b>Tuesday</b>	09:30 - 11:30
Highgate	Stay & Play Drop-in (Toddler)	Stay & Play			<b>Tuesday</b>	13:00 - 15:30
Highgate	Dads' Club - Drop-in	Stay & Play	Fathers		<b>Wednesday</b>	09:00 - 12:00
Highgate	Parent and Infant Psychology Service (PIPS)	Child mental health		PIPs	<b>Wednesday</b>	09:00 - 13:00
Highgate	Twins' Club	Stay & Play			<b>Wednesday</b>	13:30 - 15:30
Highgate	Stay and Play	Stay & Play			<b>Thursday</b>	09:00 - 11:30
Highgate	Movers & Shakers	Stay & Play			<b>Thursday</b>	09:45 and 10:30
Highgate	Midwives	Ante & postnatal Services			<b>Thursday</b>	09:30 - 12:30
Highgate	Baby Massage - Appointments	Baby Massage			<b>Thursday</b>	13:30 - 14:30
Highgate	Breast Feeding Advice - Drop-in	Breast Feeding			<b>Thursday</b>	12:30 - 14:30

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Highgate	Dad's Club	Stay & Play	Fathers		<b>Friday</b>	09:00 - 12:00
Highgate	Allergykidz (last Friday of the month)	Support/advice for parents/carers	Children with disabilities		<b>Friday</b>	13:30 - 16:00
Noel Park	Councillors - Drop-in Surgeries	Councillors surgery	Universal		<b>Monday</b>	
Noel Park	Baby Wonder Weeks (0-6mths old) - starts again in Sept 2010	Stay & Play			<b>Monday</b>	13:30 - 15:30
Noel Park	Ante & Post Natal Appts - Whittington Hospital	Ante & postnatal Services			<b>Monday</b>	09:00 - 16:00
Noel Park	Child Psychologist- PIPS - By Appointment	Child mental health		PIPs	<b>Monday</b>	AM
Noel Park	Stay & Play Toddlers (18mths-3yrs) @ Play Centre - Term time only	Stay & Play			<b>Tuesday</b>	09:00 - 11:00
Noel Park	Antenatal & Postnatal Clinic (North Middlesex Hospital)	Ante & postnatal Services			<b>Tuesday</b>	09:30 - 16:00
Noel Park	Drop in for Polish & Eastern European Parents @ Salvation Army - Term time only	Support/advice for parents/carers	BME		<b>Tuesday</b>	09.30 - 12.00
Noel Park	CAB Debt Management Surgery	Support/advice for parents/carers			<b>Tuesday</b>	10:00 - 04:30
Noel Park	Councillor - Drop in Surgery (Cllr Pauline Gibson) 2nd Tuesday of each month	Councillors surgery	Universal		<b>Tuesday</b>	5:30 - 06:30pm
Noel Park	Councillor - Drop in Surgery (Cllr Alan Strickland) 4th Tuesday of each month	Councillors surgery	Universal		<b>Tuesday</b>	6:00 - 07:00pm
Noel Park	Stay & Play for Childminders - Term time only	Stay & Play	Childminders		<b>Wednesday</b>	09:30 - 11:30
Noel Park	Musical Tots (Babies & Toddlers) @ Play Centre - Term time only	Stay & Play			<b>Wednesday</b>	12:30 - 13:30
Noel Park	Noel's Kitchen Café - healthy food at cheap prices				<b>Wednesday</b>	12:00 - 13:30



<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Noel Park	Kid City (Drop-in for children with disabilities) at 100 Tower Gardens N17	Stay & Play	Children with disabilities	Kid City	<b>Wednesday</b>	10:00 - 15:00
Noel Park	Health Visitor appointments - book via Stuart Crescent Health Centre	Health Visitors			<b>Wednesday</b>	1.30 - 3.30
Noel Park	Weighing Clinic - last Wednesday of each month	Baby Weighing			<b>Wednesday</b>	1.30 - 3.30
Noel Park	New Age Child Care Day Care Centre (nursery)	Child Care			<b>Monday - Friday</b>	8.00 - 6.00pm
Noel Park	Stay & Play - Noel Park Nippers (Babies/children up to 2yrs -run by Parents)	Stay & Play			<b>Thursday</b>	10.00 - 11.30
Noel Park	Hop, Skip & Jump - Term time only	Stay & Play			<b>Thursday</b>	11.45 - 12.45
Noel Park	Noel's Kitchen Café - healthy food at cheap prices				<b>Thursday</b>	12:00 - 13:30
Noel Park	Harts Advisory Surgery	Support/advice for parents/carers		HARTs for Families	<b>Thursday</b>	12:00 - 1400
Noel Park	Kid City (Drop-in for children with disabilities) at 100 Tower Gardens N17	Stay & Play	Children with disabilities	Kid City	<b>Thursday</b>	10:00 - 15:00
Noel Park	Antenatal Clinic (Whittington Hospital) - see Monday	Ante & postnatal Services			<b>Thursday</b>	10:00 - 12:30
Noel Park	Stay & Play - Babies (0 - 18mths)	Stay & Play			<b>Friday</b>	10:00 - 12:00
Noel Park	Child Psychologist- PIPS - By Appointment	Child mental health		PIPs	<b>Friday</b>	AM
Noel Park	Kid City (Drop-in for children with disabilities) at 100 Tower Gardens	Stay & Play	Children with disabilities	Kid City	<b>Friday</b>	10:00 - 15:00
Noel Park	Solace Womens aid (by appointment)	Support/advice for parents/carers			<b>Friday</b>	13.00 - 16.00
Park Lane	Drop-ins (U 18months)	Stay & Play			<b>Monday</b>	13:30 - 15:00
Park Lane	Drop-ins (0-4yrs)	Stay & Play			<b>Tuesday</b>	09:00 - 11:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Park Lane	Child Psychologist - By Appointment	Child mental health		PIPs	<b>Tuesday</b>	AM
Park Lane	Adult Psychologist - By Appointment	Adult Mental Health			<b>Tuesday</b>	All Day
Park Lane	Just for Parents Drop-in	Support/advice for parents/carers			<b>Tuesday</b>	10:00 - 12:00
Park Lane	CAB Debt Management Surgery	Support/advice for parents/carers			<b>Tuesday</b>	10:00 - 12:30
Park Lane	Play & Learn Drop-in (0-4yrs)	Stay & Play			<b>Tuesday</b>	13:00 - 15:00
Park Lane	Career & Job Advice - Appointments	Employment Support			<b>Tuesday</b>	10:00 - 15:30
Park Lane	Baby & Parents Group (0-12 months)	Stay & Play			<b>Wednesday</b>	10:00 - 11:30
Park Lane	Antenatal & Postnatal Clinic (North Middlesex Hosp)	Ante & postnatal Services			<b>Wednesday</b>	09:30 - 16:00
Park Lane	Career & Job Advice - Drop-in	Employment Support			<b>Wednesday</b>	10:00 - 15:30
Park Lane	Baby weighing clinic 2nd Thursday of the month	Baby Weighing			<b>Thursday</b>	10:00 - 12:00
Park Lane	Kid City (Drop-in for children with disabilities)	Stay & Play	Children with disabilities	Kid City	<b>Thursday</b>	10:00 - 13:00
Park Lane	Antenatal Clinic (Whittington Hospital)	Ante & postnatal Services			<b>Thursday</b>	10:00 - 12:30
Park Lane	Adult Psychologist - By Appointment	Adult Mental Health			<b>Thursday</b>	All Day
Park Lane	Career & Job Advice - Appointments	Employment Support			<b>Thursday</b>	10:00 - 15:30
Park Lane	Harts Advisory Surgery	Support/advice for parents/carers		HARTs for Families	<b>Friday</b>	10:00 - 12:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Park Lane	Kid City (Drop-in for children with disabilities)	Stay & Play	Children with disabilities	Kid City	<b>Friday</b>	10:00 - 13:00
Park Lane	Adult Psychologist - By Appointment	Adult Mental Health			<b>Friday</b>	All Day
Park Lane	Community Health Trainers -by appointment only				<b>Friday</b>	9.30 -4pm
Park Lane	Postnatal Checks (Whittington Hospital)	Ante & postnatal Services			<b>Friday</b>	14:00 - 16:00
Pembury	Baby & Toddler Group	Stay & Play			<b>Monday</b>	09:30 - 11:15
Pembury	Antenatal Clinic (Middlesex Hospital) Appointments Only	Ante & postnatal Services			<b>Monday</b>	09:30 - 16:00
Pembury	Parents Forum with Creche	Support/advice for parents/carers			<b>Monday</b>	13:00 - 15:00
Pembury	Breastfeeding Support @ Welbourne CC	Breast Feeding			<b>Monday</b>	13:00 - 15:00
Pembury	ESOL with Creche (Entry Level 1)	ESOL			<b>Tuesday</b>	09:30 - 11:30
Pembury	ESOL with Creche (Entry Level 2)	ESOL			<b>Tuesday</b>	13:00 - 15:00
Pembury	Baby & Toddler Group	Stay & Play			<b>Wednesday</b>	09:30 - 11:15
Pembury	Pathways 2 Work (Haringey Guarantee)	Employment Support			<b>Wednesday</b>	09:30 - 16:00
Pembury	Communication for Life - with Creche				<b>Wednesday</b>	13:00 - 15:00
Pembury	TOPS				<b>Thursday</b>	09:30 - 11:30
Pembury	Splash!				<b>Thursday</b>	10:00 - 11:30
Pembury	Advice Drop-in (Families in Temporary Accommodation) Kemble Hall	Support/advice for parents/carers	Temporary Accommodation		<b>Thursday</b>	11:00 - 13:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Pembury	ESOL with Creche (Entry Level 2)	ESOL			<b>Thursday</b>	13:00 - 15:00
Pembury	Baby Group (Babies Under 1yr ONLY)	Stay & Play			<b>Thursday</b>	13:00 - 15:00
Pembury	ESOL with Creche (Entry Level 1)	ESOL			<b>Friday</b>	09:30 - 11:30
Pembury	Baby & Toddler Group	Stay & Play			<b>Friday</b>	13:00 - 14:45
Pembury	Dad & Me	Stay & Play	Fathers		<b>Saturday</b>	10:00 - 12:00
Rowland Hill	Hearing Impaired Group	Stay & Play	Children with disabilities		<b>Monday</b>	09:00 - 11:15
Rowland Hill	Beating the Blues - By Appointments only	Adult Mental Health			<b>Monday</b>	All Day
Rowland Hill	Citizens Advice Bureau (CAB)	Support/advice for parents/carers			<b>Monday</b>	13:00 - 15:00
Rowland Hill	Stay & Play drop-in Tower Gdns link site	Stay & Play			<b>Monday</b>	09:00- 11.30
Rowland Hill	IAPT-CCBT clinics appointments only	Adult Mental Health			<b>Monday</b>	09:00- 17.00
Rowland Hill	HALS family health workshop Tower Gdns link site with creche			HALS	<b>Monday</b>	13:00- 15:00
Rowland Hill	Stay & Play drop in	Stay & Play			<b>Monday</b>	13:15- 15.15
Rowland Hill	PIPS - By Appointments ONLY	Child mental health		PIPs	<b>Tuesday</b>	PM
Rowland Hill	HALS -ICT/Maths workshop free creche	Adult Learning		HALS	<b>Tuesday</b>	AM & PM
Rowland Hill	PIPS - By Appointments ONLY	Child mental health		PIPs	<b>Wednesday</b>	AM
Rowland Hill	Stay & Play drop in	Stay & Play			<b>Wednesday</b>	9:00- 11:00
Rowland Hill	Baby Weighing - Drop-in 4th Wed of every month	Baby Weighing			<b>Wednesday</b>	9:30- 11:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Rowland Hill	Stay & Play/Toy Library (U5s)	Stay & Play			<b>Wednesday</b>	13:15-15:30
Rowland Hill	Beating the Blues - By Appointments only	Adult Mental Health			<b>Wednesday</b>	All Day
Rowland Hill	Breast Feeding Group drop in	Breast Feeding			<b>Wednesday</b>	13:30 - 15:30
Rowland Hill	Stay & Play drop in	Stay & Play			<b>Thursday</b>	9:00-11:00
Rowland Hill	HALS CV application writing Drop in Tower Gdns link site	Employment Support		HALS	<b>Thursday</b>	AM
Rowland Hill	Stay & Play	Stay & Play			<b>Thursday</b>	13:15 - 15:15
Rowland Hill	Jobcentre Plus (Appointments Only)	Employment Support		Jobcentre Plus	<b>Thursday</b>	10:00 - 14:00
Rowland Hill	Stay & Play drop in	Stay & Play			<b>Friday</b>	09:00 - 11:00
Rowland Hill	Antenatal & Postnatal Clinic for Young Parents (North Middlesex Hospital) - Appointments ONLY	Ante & postnatal Services	Young Parents		<b>Friday</b>	09:00 - 16:00
Rowland Hill	Growing Club- Community Group	Family Learning			<b>Friday</b>	13:15 - 15:15
Rowland Hill	IAPT-CCBT clinics appointments only	Adult Mental Health			<b>Friday</b>	09:00-17:00
Rowland Hill	Stay & Play drop in	Stay & Play			<b>Friday</b>	13:15 - 15:15
Rowland Hill	Beating the Blues - By Appointments only	Adult Mental Health			<b>Friday</b>	All Day
Rowland Hill	Stay & Play (U5s) Term-time	Stay & Play			<b>Saturday</b>	10:30 - 13:00
South Grove	Antenatal & Postnatal Appointments (Whittington Hospital)	Ante & postnatal Services			<b>Monday</b>	09:30 - 12:00
South Grove	Family Learning ESOL with Creche (Beginners)	Family Learning			<b>Monday</b>	09:00 - 13:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
South Grove	Family Learning ICT Club	Family Learning			<b>Monday</b>	11:00 - 13:00
South Grove	Family Learning ESOL with Creche	Family Learning			<b>Tuesday</b>	09:30 - 12:00
South Grove	IAPT Adult Psychologist	Adult Mental Health			<b>Tuesday</b>	10:00 - 16:00
South Grove	Childminders Support Group	Support/advice for parents/carers	Childminders		<b>Tuesday</b>	13:00 - 15:30
South Grove	Family Learning ESOL with Creche	Family Learning			<b>Wednesday</b>	09:30 - 12:00
South Grove	IAPT Adult Psychologist	Adult Mental Health			<b>Wednesday</b>	10:00 - 16:00
South Grove	Stay & Play (U5s)	Stay & Play			<b>Wednesday</b>	12:30 - 15:30
South Grove	Jobcentre Plus Work Focused Interviews)	Employment Support		Jobcentre Plus	<b>Thursday</b>	10:00 - 12:00
South Grove	Jobcentre Plus Work Focused Interviews)	Employment Support		Jobcentre Plus	<b>Thursday</b>	13:00 - 15:00
South Grove	Antenatal Appointments 4 Teenage Parents (Whittington Hospital)	Ante & postnatal Services	Young Parents		<b>Thursday</b>	09:00 - 12:00
South Grove	PIPs Child Psychologist	Child mental health		PIPs	<b>Thursday</b>	10:00 - 14:00
South Grove	Stay & Play with Music sessions (U5s)	Stay & Play			<b>Friday</b>	09:30 - 12:30
South Grove	Jobcentre Plus Work Focused Interviews)	Employment Support		Jobcentre Plus	<b>Friday</b>	10:00 - 12:00
South Grove	Jobcentre Plus Work Focused Interviews)	Employment Support		Jobcentre Plus	<b>Friday</b>	13:00 - 15:00
Stroud Green	Acorns Stay & Play (Term-time Only)	Stay & Play			<b>Monday</b>	09:30 - 12:00
Stroud Green	HARTS for Families - Drop-in Surgery (1st & 3rd Monday of the Month)	Support/advice for parents/carers		HARTs for Families	<b>Monday</b>	10:00 - 12:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Stroud Green	Markfield Advice Sessions for disabled families	Support/advice for parents/carers	Children with disabilities	Markfield	<b>Tuesday</b>	13:30 - 15:30
Stroud Green	Information Sessions @ Jamboree Play Hut	Support/advice for parents/carers			<b>Tuesday</b>	10:30 - 14:30
Stroud Green	Antenatal Clinic (Whittington Hospital) - Appointments ONLY. Movers and shakers 10:00 - 10:30	Ante & postnatal Services			<b>Wednesday</b>	09:30 - 12:00
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Wednesday</b>	10:30 - 12:00
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Wednesday</b>	13:00 - 14:30
Stroud Green	Baby Group (0-12months) term-time Only	Stay & Play			<b>Thursday</b>	10:00 - 12:00
Stroud Green	Antenatal Clinic (Whittington Hospital) - Appointments ONLY	Ante & postnatal Services			<b>Thursday</b>	09:30 - 10:00
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Thursday</b>	10:30 - 12:00
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Thursday</b>	13:00 - 14:30
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Friday</b>	10:30 - 12:00
Stroud Green	Jamboree Stay & Play	Stay & Play			<b>Friday</b>	13:00 - 14:30
Stroud Green	Acorns Stay & Play (Term-time Only)	Stay & Play			<b>Friday</b>	09:30 - 12:00
Stone Croft	Antenatal Clinic - Whittington (Appointments)	Ante & postnatal Services			<b>Friday</b>	09:30 - 12:00
Stone Croft	PIPS (Appointments ONLY)	Child mental health		PIPs	<b>Friday</b>	12:00 - 17:30
Stone Croft	PIPS (Appointments ONLY)	Child mental health		PIPs	<b>Tuesday</b>	08:00 - 12:00
Stone Croft	Breast Feeding Group (Appointments)	Breast Feeding			<b>Wednesday</b>	10:00 - 12:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Stone Croft	Antenatal Clinic - Whittington (Appointments)	Ante & postnatal Services			<b>Wednesday</b>	09:00 - 11:30
Stone Croft	PIPS (Appointments ONLY)	Child mental health		PIPs	<b>Wednesday</b>	12:30 - 17:30
Stone Croft	Let's Play Drop-in (18months Plus)	Stay & Play			<b>Thursday</b>	09:30 - 10:50
Stone Croft	Let's Play Drop-in (18months Plus)	Stay & Play			<b>Thursday</b>	11:00 - 12:15
Stone Croft	Antenatal Clinic - Whittington (Appointments)	Ante & postnatal Services			<b>Thursday</b>	09:00 - 11:30
Stone Croft	Discovery Play - Drop-in (6 - 17months babies)	Stay & Play			<b>Thursday</b>	13:00 - 14:00
The Ladder	ESOL with Crèche	ESOL			<b>Monday (Term time only)</b>	09:00 - 11:00
The Ladder	ESOL with Crèche	ESOL			<b>Friday (Term time only)</b>	09:00 - 11:00
The Ladder	Parenting Group for Turkish/Kurdish Parents (CAMHS) - 12 week course 5th February – 18th June 10, Follow up session in September	Parenting Programme	BME		<b>Every Friday</b>	10:00 - 12:30
The Ladder	Improving Access to Psychological Therapies (Appointments Only)	Adult Mental Health			<b>Monday</b>	9:00 - 5:00
The Ladder	Improving Access to Psychological Therapies (Appointments Only)	Adult Mental Health			<b>Tuesday</b>	9:00 - 5:00
The Ladder	Child Minders	Support/advice for parents/carers	Childminders		<b>Tuesday</b>	9:30 - 11:30
The Ladder	Twinkle Toes (0-12 months)	Stay & Play			<b>Tuesday</b>	1:30 – 3.30
The Ladder	Midwife (Whittington Hospital) - Appointments ONLY; 1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday/month	Ante & postnatal Services			<b>Wednesday</b>	9:00 - 2:00
The Ladder	Mums.Net - 1st Wednesday/month				<b>Wednesday</b>	10:00 -



<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
						12:00
The Ladder	Stay & Messy Play (0-5yrs)	Stay & Play			<b>Wednesday</b>	13:20 - 15:20
The Ladder	Stay & Messy Play (0-5yrs)	Stay & Play			<b>Thursday</b>	09:30 - 11:30
The Ladder	Midwife (Whittington Hospital) - Appointments ONLY;	Ante & postnatal Services			<b>Thursday</b>	9.00 - 2:00
The Ladder	Antenatal Drop-in	Ante & postnatal Services			<b>Thursday</b>	09:30 - 11:30
The Ladder	School Gates Employment Initiative	Employment Support			<b>Wednesday</b>	9:00 – 11.30
The Ladder	Community Nutrition Assistants Course				<b>Wednesday</b>	9:30 – 12.30
The Ladder	HARTS Information & Advice drop-in	Support/advice for parents/carers		HARTs for Families	<b>Thursday</b>	09:30 - 11:30
The Ladder	Movers & Groovers 1- 2.5yrs/Movers & Groovers 2.5 - 5yrs	Stay & Play			<b>Thursday (term-time only)</b>	13:15 - 13:45
The Ladder	Hear a Story Sing a Rhyme	Stay & Play			<b>Friday</b>	1:50 – 3:20
Triangle	Ante/Postnatal Clinic (Whittington Hospital) - Appointments ONLY	Ante & postnatal Services			<b>Monday</b>	09:30 - 11:30
Triangle	ESOL Entry L1/L2	ESOL			<b>Monday</b>	09:30 - 11:30
Triangle	Childminders' Drop-in	Support/advice for parents/carers	Childminders		<b>Monday</b>	10:15 - 12:15
Triangle	HARTS for Families located in Drop in	Support/advice for parents/carers		HARTs for Families	<b>Monday</b>	10.30 - 12.30
Triangle	Community Health Trainer				<b>Monday</b>	09:00 - 13:00
Triangle	Something to do, Somewhere to go Girls' Project				<b>Monday</b>	15:30 - 18:30

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Triangle	After School Club	Child Care			<b>Monday</b>	15:30 - 18:00
Triangle	Mental Health Therapist - By Appointment	Adult Mental Health			<b>Tuesday</b>	09:00 - 13:00
Triangle	ESOL Entry L1/L2	ESOL			<b>Tuesday</b>	09:30 - 11:30
Triangle	Stay & Play - Drop-in	Stay & Play			<b>Tuesday</b>	10:15 - 12:15
Triangle	Community Health Trainer				<b>Tuesday</b>	13:00 - 18:00
Triangle	Teens & Toddlers Project - By Appointment				<b>Tuesday</b>	11:30 - 17:00
Triangle	After School Club	Child Care			<b>Tuesday</b>	15:30 - 18:00
Triangle	Youth Club Activities				<b>Tuesday</b>	18:30 - 21:30
Triangle	Stay & Play/Ludotek	Stay & Play		Ludotek	<b>Wednesday</b>	10:15 - 12:15
Triangle	Mental Health Therapist - By Appointment	Adult Mental Health			<b>Wednesday</b>	13:00 - 16:00
Triangle	After School Club	Child Care			<b>Wednesday</b>	15:30 - 18:00
Triangle	Ward Councillors Surgeries	Councillors surgery	Universal		<b>Wednesday</b>	18:00 - 19:00
Triangle	HARTS for Families - ( 3rd Thursday of the Month)	Support/advice for parents/carers		HARTs for Families	<b>Thursday</b>	09:30 - 11:00
Triangle	Health Visitors Weighing-in Clinic - (3rd Thursday of the Month)	Baby Weighing			<b>Thursday</b>	09:30 - 11:30
Triangle	Stay & Play (Under ones Drop-in	Stay & Play			<b>Thursday</b>	12:45 - 14:45
Triangle	Antenatal Classes - By Appointment	Ante & postnatal Services			<b>Thursday</b>	9.30 - 11.30
Triangle	Contraception & Sexual Health - Drop-in	Sexual Health			<b>Thursday</b>	11:00 -

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
	Clinic (13-20yrs)					16:00
Triangle	Teenage Parents Support Group @ Triangle House	Support/advice for parents/carers	Young Parents		<b>Thursday</b>	13:00 - 17:00
Triangle	After School Club	Child Care			<b>Thursday</b>	15:30 - 18:00
Triangle	Youth Club Activities				<b>Thursday</b>	18:30 - 21:30
Triangle	Ante/Postnatal Clinic (Middlesex Hospital) Appointments ONLY	Ante & postnatal Services			<b>Friday</b>	09:30 - 16:30
Welbourne	Positive Practical Parenting - with Creche	Parenting Programme			<b>Monday</b>	09:15 - 11:30
Welbourne	Breast Feeding Support Group	Breast Feeding			<b>Monday</b>	13:30 - 15:30
Welbourne	Weaning Group (every 3rd Monday of the month)				<b>Monday</b>	13:30 - 15:30
Welbourne	Stay & Play Baby Group	Stay & Play			<b>Monday</b>	13:30 - 15:30
Welbourne	Stay & Play (Music & Movement)	Stay & Play			<b>Monday</b>	14:00 - 13:30
Welbourne	Parents & Toddlers Group @ Ferry Lane	Stay & Play			<b>Tuesday</b>	09:30 - 11:30
Welbourne	Stay & Play Toddler Group	Stay & Play			<b>Tuesday</b>	09:15 - 11:15
Welbourne	ICT Classes	Adult Learning			<b>Tuesday</b>	15:30 - 17:00
Welbourne	Stay & Play Toddler Group	Stay & Play			<b>Wednesday</b>	09:15 - 11:15
Welbourne	Spash!				<b>Wednesday</b>	10:30 - 11:30
Welbourne	Stay & Play Baby Group	Stay & Play			<b>Wednesday</b>	13:30 - 15:30
Welbourne	Baby Massage -	Baby Massage			<b>Wednesday</b>	14.00 - 15.00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Welbourne	Transition workshop for parents of children moving up to Nursery or Reception (Ask in centre for details)	Support/advice for parents/carers			<b>Thursday</b>	
Welbourne	ICT Café/Class	Adult Learning			<b>Thursday</b>	14.00 - 15.30
Welbourne	Parent Infant Psychology Service (Ask in centre for details)	Child mental health		PIPs	<b>Thursday</b>	
Welbourne	Parents & Toddlers Group @ Ferry Lane	Stay & Play			<b>Friday</b>	09:30 - 11:30
Welbourne	Mobile Library - Fortnightly	Mobile Library		Library Service	<b>Friday</b>	14:00 - 16:00
Welbourne	Parents Forum	Support/advice for parents/carers			<b>Friday</b>	14:00 - 15:30
Welbourne	Stay & Play Toddler Group	Stay & Play			<b>Friday</b>	14:00 - 15:30
Welbourne	Dad & Me (Starting SOON)	Stay & Play	Fathers		<b>Saturday</b>	10.00 - 12.00
Woodlands Park	Stay & play 0-5yrs/Childminders Group	Stay & Play	Childminders		<b>Monday</b>	09:30 - 11:30
Woodlands Park	ESOL Numeracy	ESOL			<b>Monday</b>	13:00 - 15:00
Woodlands Park	TOPS - Appointment Only				<b>Tuesday</b>	10:00 - 11:30
Woodlands Park	Antenatal/Postnatal Group - Appointments Only	Ante & postnatal Services			<b>Tuesday</b>	12:30 - 15:30
Woodlands Park	Transition into Parenthood - Drop-ins	Ante & postnatal Services			<b>Tuesday</b>	13:00 - 15:00
Woodlands Park	Singing Music				<b>Wednesday</b>	10:00 - 11:30
Woodlands Park	Breast Feeding Support Group	Breast Feeding			<b>Thursday</b>	10:00 - 12:00
Woodlands Park	Gardening Club	Family Learning			<b>Thursday</b>	09:30 - 11:30

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Woodlands Park	Health Visitors Weighing in clinic (1st Thurs of Month)	Baby Weighing			<b>Thursday</b>	13:00 - 15:00
Woodlands Park	Stay & Play 0-5yrs	Stay & Play			<b>Friday</b>	09:30 - 11:30
Woodlands Park	Me & Little Footprints				<b>Friday</b>	13:00 - 15:00
Woodside	Stories&More Stories - with Creche (Family learning course about stories for children for basic English speakers) finishing 23rd July	Family Learning			<b>Monday</b>	9.30 - 11.30
Woodside	IAPT-Cognitive Behavioural Therapy - By Appointment	Adult Mental Health			<b>Monday</b>	9:00 - 16:00
Woodside	PIPS-Parent&Infant Psychology Service - By Appointment	Child mental health		PIPs	<b>Monday</b>	13:00 - 15:45
Woodside	Stay & Play Drop-in 0-5yrs - Child Minders Group	Stay & Play	Childminders		<b>Tuesday</b>	09:30 - 11:30
Woodside	Midwife Antenatal Clinic (Whittington Hospital) - Appointments	Ante & postnatal Services			<b>Tuesday</b>	10:00 - 12:30
Woodside	Midwife Postnatal Clinic (Whittington Hospital) -Walk-In Clinic	Ante & postnatal Services			<b>Tuesday</b>	13:30 - 16:00
Woodside	Travellers Advice & Support Session - Drop-in	Support/advice for parents/carers	Travellers		<b>Tuesday</b>	13:00 - 16:00
Woodside	Stay & Play Drop-in 0-5yrs - Activity & Craft day	Stay & Play			<b>Wednesday</b>	09:30 - 11:30
Woodside	Strengthening families & Communities - Drop-in with Creche (Starts in Sept)	Parenting Programme			<b>Wednesday</b>	11:30 - 15:00
Woodside	Jobcentre Plus Lone parents group meeting - Appointments (22nd July, 29th July & 5th August)	Employment Support	Lone Parents	Jobcentre Plus	<b>Thursday</b>	9.30 - 1.30
Woodside	PIPS-Parent&Infant Psychology Service - By Appointment	Child mental health		PIPs	<b>Thursday</b>	9:00 - 12:45
Woodside	IAPT-Cognitive Behavioural Therapy - By Appointment	Adult Mental Health			<b>Thursday</b>	9:00 - 16:00

<b>Children's Centre</b>	<b>Services Offered</b>	<b>Category</b>	<b>Access Group</b>	<b>Provider</b>	<b>Day</b>	<b>Times</b>
Woodside	Stay & Play Drop-in 0-2yrs - Bonding with your baby	Stay & Play			<b>Thursday</b>	13:00 - 15:00
Woodside	Stay & Play Drop-in 0-5yrs (2nd,3rd&last Friday of each month)	Stay & Play			<b>Friday</b>	09:30 - 11:30
Woodside	Baby Weaning Clinic Drop -in - babies 4 - 9months (1st Friday of each month)				<b>Friday</b>	10:00 - 11.00
Woodside	Baby weighing - Drop-in (2nd Friday of each month)	Baby Weighing			<b>Friday</b>	11:00 - 12:30
Woodside	ESOL - with Creche finishing on 30th July	ESOL			<b>Friday</b>	13:00 - 15:00
Woodside	4YP - Advice service for teenagers run by NHS (Last Saturday of each month)	Sexual Health			<b>Saturday</b>	10:00 - 13.30
Woodside	Fathers Group Drop - in (Next - 7th August & 11th September)	Stay & Play	Fathers		<b>Saturday</b>	10:00 - 12:00

## Appendix 2c – Summary of Public Consultation

### **Report on the consultation feedback** **(Proposed changes to Children’s Centres and Children’s Centre Services)**

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This report summarises what the public, Children's Centre staff, School staff, Governors, Professional Partners, Commissioned Services and Voluntary organisations told the Council during its consultation on proposed changes to Haringey's Children's Centres and Children's Centre services. The consultation took place between 16<sup>th</sup> March 2011 and 22<sup>nd</sup> April 2011.

### ***Why we consulted***

The Government's spending review, as a response to the national financial climate, reduced the amount of money that will be available for councils to spend over the next three years. Haringey Council, like all local authorities, has difficult decisions to make about how to continue to provide high quality services with fewer resources. Haringey Council is taking steps to reduce its spending over the coming years and we have already started the process of reducing management and administrative costs in our Children and Young People's Services.

Haringey currently has 19 Children's Centres and three linked sites, which were funded until the end of March 2011 from the Government's Sure Start, Early years and Childcare Grant.

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 £308m 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. This includes having to reduce funding for Children's Centres.

A Cabinet paper was presented to elected members on 8 February 2011 and set out some initial proposals for the reorganisation of Children's Centres. The models agreed by elected members were based on the following principles:

- maintaining a full Children's Centre service offer in our most deprived areas
- ensuring services on offer, and how they are delivered, reflect local needs
- shared management and other jobs across centres
- flexibility – staff working across Children's Centres
- closing centres if the financial appraisals suggest that we are unable to maintain high quality, effective services across all centres.

The consultation asked for views on these principles and the model outlined in the consultation document (Annex 1).

### ***How we consulted***

The consultation was published on the Council's website ([http://www.haringey.gov.uk/index/children\\_and\\_families/eyc/cc-consultation.htm](http://www.haringey.gov.uk/index/children_and_families/eyc/cc-consultation.htm)) on the 16<sup>th</sup> April. An email outlining the consultation process, including the Consultation Paper was then sent to all Children's Centre Heads, Primary and Secondary School Heads, Governors,



professional partners, commissioned services, voluntary organisations, Haringey's Councillors and Members of Parliament.

A variety of methods were used to engage parents, carers, staff and stakeholders in the consultation process. They included an on-line and paper questionnaire, consultation meetings for parents and carers, Children's Centre staff, School staff and Governors, Professional Partners, Commissioned Services and Voluntary organisations, as well as individual meetings with Children's Centre's management where requested. In addition the public and stakeholders had the opportunity to submit individual responses and proposals to the Children's Centres Consultation mailbox or write to the Council. All responses have been collated and analysed and will be considered as part of the decision making process.

The Council received 976 completed questionnaires and 65 emails and letters from parents and carers, school governors, staff and managers of Children's Centres, Professional Partners, Commissioned Services and Voluntary organisations from partners and from Members and Councillors up to and including the 22<sup>nd</sup> April 2011. In addition the Council received one petition from parents and carers at Highgate, a set of posters made by children from Earlsmead Children's Centre and a video response from parents and carers who use Broadwater Farm Children's Centre.

## ***The Consultation Process***

### **Background**

#### **The proposed changes**

The Council have looked at retaining the current number of Children's Centres in Haringey as full service centres, but found that this cannot be achieved within the available budget. The Council therefore put forward a proposal which would:

- Develop clusters based on all 19 designated centres
- Provide a mixture of a 'full' and a 'standard' service offering across the borough
- Combine Children's Centre management and administration.

For a full description of the proposed changes see the Consultation paper on proposed changes to Haringey's Children's Centres and children's services in Annex 1. On the 5<sup>th</sup> April an Addendum to the consultation was published (see Annex 2). This was due to legal advice suggesting that at that point the Council should name centres that are potentially at risk of closure or where substantial changes are likely to be made to the existing service offer. The list and full detail can be found in Annex 2.

### **Activity**

## Questionnaire

An on-line and paper questionnaire was produced for each of the following groups:

- Parents and carers
- Children's Centre Staff
- School Staff and Governors
- Professional Partners, Commissioned Services and voluntary organisations

Separate questionnaires were produced in order for questions to be targeted at the groups outlined. There were a number of standard questions which were used for all four questionnaires around the proposed principles, funding, service offer and proposed model. Parents and carers were asked specific questions on the centre(s) they use, their services and child care fees. All other groups were asked questions on staffing. The questionnaires and results can be found in Annexes 3-11.

The online questionnaires went live on the 23<sup>rd</sup> March. An email was sent to all Children Centre heads asking them to make parents, carers, their staff and governors aware of the questionnaire.

In addition to the online questionnaire there were a substantial number of paper copies printed to enable those without internet access to take part. Copies of the consultation paper, parents and carers questionnaire and professional partners, commissioned services and voluntary organisations questionnaire were made available in all Children's Centres and linked sites from the 25<sup>th</sup> March. Questionnaires were also distributed at consultation meetings.

Children's Centre staff were asked to make parents and carers aware of the consultation and encouraged them to respond to it. All centres were provided with a summary note outlining the consultation process.

Following requests from Children's Centres the questionnaire was translated into the top 6 languages spoken in the Borough and distributed to all centres. Parents and carers were told that if they were unable to write answers in English they could write them in their mother tongue and this would then be translated.

In addition to our communications on the Haringey website and through Children's Centres the consultation was extensively covered by local newspapers. We are confident that this contributed to the high number of responses as set out in the following table.

Table 1: Breakdown of completed questionnaires

Questionnaire	Total completed	Completed online	Completed on paper
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Parents and carers	790	134	656
Children's Centre Staff	57	40	17
School Staff and Governors	82	44	38
Professional Partners, Commissioned Services and voluntary organisations questionnaire	47	14	33
<b>Total</b>	<b>976</b>	<b>232</b>	<b>744</b>

### **Consultation meetings**

In order for open dialogue with service users, staff and stakeholders to take place consultation meetings were held across the Borough. Each meeting had a panel which consisted of senior managers from the Children and Young People's Service and the Lead Member or Early Years Champion Member. A note taker was present at each meeting to take down what was discussed. These discussions have been analysed and included as part of the results.

Table 2: Attendance at consultation meetings

<b>Consultation meeting</b>	<b>Total number of meetings</b>	<b>Estimated total number of attendees*</b>
Parents and carers	7	190
Children's Centre Staff	3	68
School Staff and Governors	2	15
Professional Partners, Commissioned Services and voluntary organisations questionnaire	1	10
<b>Total</b>	<b>13</b>	<b>283</b>

\* These estimated figures do not include children

### ***What you said about proposed changes to Children's Centres and Children's Centre services***

The analysis of results other than questionnaire responses began during the consultation period and continued once the consultation period ended and all data was entered for paper questionnaires received up to (and including) the 22<sup>nd</sup> April. Those received after the closing date have not been analysed but can be found in Annex 11.

To assist the analysis specialist programmes including SNAP, SPSS and Excel have been used. In addition analysis was supported by the Council's Business Intelligence Team.

All correspondence, consultation meeting notes and free text answers to the four questionnaires have been considered and responses have been grouped together under themes. These can be found in annexes 7-10. In addition all responses to closed questions in the questionnaires have been analysed and themed (see annexes 7-10). The Council has also reviewed alternative proposals put forward by Headteachers, Governors, Centre Heads and Partners.

This analysis is a summary of all consultation responses, which have been grouped together under the following headings:

- Principles
- Proposed model (as set out in the consultation paper)
- Service offer
- Funding
- Childcare Fees
- Staffing
- Governance
- General comments
- Your alternative proposals

The following analysis makes reference to questionnaire results. Unless otherwise stated the percentages and total number of respondents figures are an aggregate of results from the Parents and carers, Children's Centre Staff, School Staff and Governors, Professional Partners, Commissioned Services and voluntary organisations questionnaires. It should also be noted that the number of respondents per question varies as not all respondents have completed every question.

### **Principles**

The proposal set out five principles upon which the model was based. We asked your views on these principles and your responses were:

- 94% of all 934 respondents either supported or strongly supported maintaining a full Children's Centre service offer in our most deprived areas. In addition support for targeting the most vulnerable was particularly expressed at consultation meetings in Highgate, Northbank, Earlsmead and Rokesley.
- 95% of all 891 respondents either supported or strongly supported ensuring services on offer, and how they are delivered, reflect local needs
- Just under half of all respondents (49% of all 872 respondents) either supported or strongly supported the principle of shared management and other jobs across centres. 30% either did not support or strongly did not support this principle. There was general support at consultation meetings for the principle of keeping a high proportion of the resources for front line service delivery.

- 51% of all 868 respondents either supported or strongly supported there being greater flexibility with staff working across Children's Centres. This figure rises to 55% when figures for respondents from Children's Centre staff and School staff and Governors are combined. Respondents of the Professional Partners, Commissioned Services and voluntary organisations questionnaire were particularly supportive with 62% either strongly supporting or supporting the principle
- Respondents were less supportive of closing centres if the financial appraisals of options suggest that we are unable to maintain high quality, effective services across all centres. 54% of 872 respondents do not support or strongly do not support this principle. However 64% of school staff and governors did support this principle.

### **Proposed model**

The Council asked for your views on the proposed model as set out in the consultation paper and addendum:

- 48% of all 902 respondents either disagreed or strongly disagreed with the overall proposal shown in the consultation paper. 32% were in support of it. In addition only 24% of all 146 respondents agreed that the proposal would provide sufficient capacity to reach children in our most disadvantaged communities (source: respondents from all surveys excluding parents and carers).
- The majority of respondents (71% of all 941 respondents) agreed that Children's Centres services should be targeted at the most vulnerable. This was further supported by 20 parents and carers who raised this under 'Q16 Do you have any further comments'.
- The Council asked to what extent respondents would support the following approach: detailed financial modelling might suggest the closure of some Children's Centres to ensure service for the most vulnerable were maintained. Overall 43% of all 938 respondents either supported or strongly supported this approach. However 45% of respondents either did not support or strongly did not support this approach. The most supportive groups were school staff and governors at 73% of 81 respondents (support or strongly support) and 68% of Children's Centre staff (support or strongly support) out of 56 respondents. In contrast half of all 755 parents and carers respondents did not support or strongly did not support this approach. Overall parents have express strong concern regarding potential closure and cuts to Children's Centres services. This is demonstrated by individual comments in correspondence, consultation meetings held and free text answers to the questionnaire. These comments can be found in Annex 7. In addition some parents and carers raised concerns that if centres were to close (particularly in the West) they would encounter difficulties travelling to other centres

- All of the questionnaires apart from those for parents and carers asked about our proposal to introduce shared management and administration across our Children's Centres in order to reduce costs. 50% of all 185 respondents either strongly agreed or agreed and 36% either disagreed or strongly disagreed with this proposal.

### **Service offer**

The consultation proposal set out two types of service offer – full and standard – that Children's Centres could operate in the future (see Annex 1 for full outline of proposed offers). The Council asked for your views on the service offers and you responded with:

- 48% of all 973 respondents either agreed or strongly agreed with the proposal to offer a full service offer in some centres and a standard offer in others. 34% were against this proposal.

Parents and carers were asked what types of services they would be willing to pay for if the Council was not able to keep all of the standard offer in their local centre. Responses included: stay and play, adult and parenting classes, childcare, drop-ins and classes for babies and toddlers (for a full breakdown of suggestions see Annex 7). 24% of respondents (of all 384) suggested that they would pay for all or multiple services provided at Children's Centres. However 24% of respondents stated that they would not be able to afford to pay and 9% said that they would not pay for any. In consultation meetings and some questionnaire comments respondents suggested that the costs of these services would be the deciding factor as to whether they would pay in the future or not.

In addition to asking parents and carers what services they might be prepared to pay for we also asked Children's Centre staff, school staff and governors and professional partners, commissioned services and voluntary organisations what they believe could be charged for. Their suggestions included: childcare, stay and play, things that are 'nice to have' rather than 'necessary' and ESOL. Some - like parents and carers - suggested that no services should be charged for, whilst other have suggested flexible fees as an alternative option.

Children's Centre staff were asked what services they consider to be essential in supporting improved outcomes for children. The majority (93%) said Stay and Play. Over 80% indicated the following: post natal support/new parents groups, parenting programmes, one-to-one family support, childcare, early education for 2 year olds, speech and language support and ante natal support.

### **Funding**

As part of the consultation questionnaire all respondents were asked given the reduction in the budget available for Children's Centres what extent they agreed or disagreed with a set of statements. Their responses were:

- 42% of all 901 respondents either agreed or strongly agreed that some funding should be allocated to all centres in each cluster. This will mean reduced levels of services are offered across all

Children's Centres. 44% either disagreed or strongly disagreed with this statement

- 22% of all 894 respondents either agreed or strongly agreed that funding should be allocated to the lead centres only who will manage the delivery of services across the cluster. This will mean no direct funding will be given to associated centres. 63% disagreed or strongly disagreed with this approach
- 43% of all 892 respondents either agreed or strongly agreed that funding should be allocated to centres in areas of greatest need only. This will mean that some centres may close. 48% disagreed or strongly disagreed with this approach
- 53% of all 898 respondents either agreed or strongly agreed that funding should be withdrawn from centres in more affluent areas and other options for keeping these centres open should be explored.

The consultation meetings similarly reflected a tension between a general desire to keep Children's Centre services intact and a recognition that in times of reduced budgets the Council will need to consider targeting its resources.

#### **Childcare Fees**

The consultation paper outlined the new childcare costs which are to begin from September 2011. Parents and carers were asked for their comments on these changes which can be summarised as:

- 72% of all 349 respondents commented that it is too expensive or that they are against the increase
- 9% of all 349 respondents suggested that higher income families could pay more and a further 7% supported some form of means testing for those on lower incomes
- 7% of all of all 349 respondents commented that the increase is fair

#### **Staffing**

As a result of the proposal and most alternative proposal put forward by stakeholders and service users the staffing composition across centres will have to be reviewed and restructured. As part of its proposal the Council put forward some core staffing roles (see Annex 1 for full breakdown) and asked stakeholders their views on the these roles and their suggestions for alternative compositions.

- 56% of 175 responses from Children's Centre staff, school staff and governors and professional partners, commissioned services and voluntary organisations did not believe that model for core staffing is correct.
- 93% of school staff and governors stated that Centre Manager is an essential post for Children's Centre.

- Among Children's Centre staff there was little consensus about the roles to be included in the core staff team with 27% of all 56 respondents citing Outreach Workers/Information Officer, 13% On-site manager, 11% Finance Officer and 11% Receptionist/Administrator
- Children's Centre staff, schools staff and governors and professional partners, commissioned services and voluntary organisations felt that Family Support Worker is an essential role at 94% and 82% and 72% respectively for partnership/multi-agency working. More than half of respondents indicated that Outreach Workers and Health Visitors are also essential.
- Parents and carers particularly raised concern that if staffing across centres was reduced would this impact on service quality and the Centre's ability to safeguard children. One parent at a consultation meeting raised a concern that it is the 'invisible stuff that Children's Centres staff do that may be lost'.
- At the three staff consultation meetings held staff and Trade Unions raised concerns regarding the impending restructure. Discussions centred around numbers affected, single status, job descriptions, what happens if they are on a school contract, timescales and who would be ring-fenced. They were assured that their comments would be taken into consideration by management and that they would have more opportunities to be consulted on during the staffing consultation period.

### **Governance**

The consultation paper outlined that under the proposed clustering of centres governance arrangements would need to be revised. Potential options include the merging of advisory boards or the establishment of joint local governance arrangements or the establishment of new advisory board to reflect the cluster. We asked your views on governance arrangements which included:

- 27% of all 56 school staff and governors respondents suggested that there needs to be accountability to the wider community and to where the centre is based
- 23% of all 56 school staff and governors respondents suggest that there should be a governing body sub committee of the lead site which consists of a governor representative from all sites, a Children's Centre parent representative and a member of senior leadership team from each site clustered
- At parents and carers consultation meetings they raised a variety of issues regarding governance including: how will it work if a different centre is the lead, who will be accountable and how will parents be involved



- Children’s staff at their consultation meetings raised: who will lead the development of the new governance arrangements, could the governing body be made up of representative from schools, Children’s Centres and parents and who will be accountable
- In order to support multi-agency working school staff and governors suggested participation from the Health visiting team in cluster meetings (30% of all 47 respondents) and joint training/regular meetings (23%). 28% of all 43 Children Centre staff respondents suggested that simplified working arrangements could be put in place, such as: regular meetings, joint workshops and coordinated working at the local level. In addition 21% felt that partnership working could be improved as a result of improved communications.

### **General comments**

Through all consultation methods the Council asked stakeholders and service users for their general comments on the proposed changes. The following is a summary of the feedback received. For a fuller breakdown see Annexes 7-11.

- 22% of all 254 parents and carers respondents made comments inferring that the Council should not make cuts or changes to Children’s Centres
- 15% of all 254 parents and carers respondents commented on fees
- 11% of all 254 parents and carers respondents commented that Children’s Centres provide valuable support. This was further supported by parents and carers who wrote to the Council with 30% of all 40 respondents commenting that they like the centre and its services
- 6% of all 254 parents and carers respondents commented that Children’s Centres should offer universal services and maintain the social mix of service users
- Parents and carers of Highgate Children’s Centre submitted a petition ‘Support Highgate Children’s Centre!’. The majority of comments praised the centre and highlighted how much they value the services and support they receive
- 18% of all 32 Children’s Centre staff respondents commented that they have concerns regarding staffing
- 46% of all 37 school staff and governors respondents raised concerns that the proposed model will not necessarily deliver economies of scale.

Stakeholders and parents and carers have through the consultation suggested that the clusters set out in the consultation paper are not the right ones. Instead some have advocated that the Broadwater Farm as part of the Inclusive Learning Campus should be a cluster lead. Others have proposed

that the South West Cluster should remain in its current form, whilst some have promoted the idea of having a Wood Green cluster. Some governors raised concerns that linking two school based centres such as Earlsmead and Welbourne would not lead to economies of scale. Concerns have been raised that the proposed clusters are in some cases too big (such as cluster one) and that there should be no stand alone centres. There was however some support for clustering, as one Children's Centre staff member said at a consultation meeting 'working in clusters has to be the future'.

In order to keep more centres open it has been suggested by parents and carers (within the questionnaire free text answers<sup>12</sup>, correspondence and consultation meetings) that some services could be charged for or a donation could be made. A number of parents and carers were wary that charging may lead to some service users being unable to use the services and therefore suggested that some form of means testing could be used. They did however warn that this could in itself be an expensive system to run.

One parent/carers suggestion was that 'the four centres that are in more affluent areas (which are currently proposed to be 'standard service' and remain open) should be closed and those funds used for the centres in more deprived areas. We think it is better that all the remaining centres are properly 'full service', and run as much as possible as they are at present, rather than what is proposed at present'. This view was however contradicted by 10 parents/carers who wrote to the Council requesting consideration that closures and or reductions to services in the West should not be agreed. This view was supported by some parents and carers who completed the questionnaire, with one expressing concerns that 'not everyone in these so called well-off areas is wealthy'.

Partners in Health individually via the questionnaire and as collective responses have expressed their desire to work in partnership with the Council to keep Children's Centres open in order for Health services to continue to be widely delivered across the Borough. Nevertheless they do acknowledge that services for the most vulnerable is a priority, however universal services are key to ensuring that this group is identified as early as possible.

#### **Alternative proposals**

This is a summary of proposals made by the existing children's centres and the Liberal Democrat party and does not reflect every point raised by every centre. A detailed response will be made to individual respondents. Ten written responses were made from individual or clusters of Children's Centres. One written response was also received from the Liberal Democrats.

- Clusters should be larger than the proposed model with a mixture of different types of Children's Centres included. There should be no stand alone Children's Centres.

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<sup>12</sup> 11% of all 277 parents and carers who answered Q12 (We are interested in your views. Please tell us if you have other ideas for a children's centre model for the borough) suggested that the Council should increase prices for childcare/other services/ means-testing / flexible pay contributions / funding from other sources.

- Doors should be open all the time/ services should be planned across a cluster so that families can always access somewhere/ individual centres should only be open when there is sufficient staffing on-site to provide high quality and safe service
- Integration with host centre/school – schools/centres should have day to day responsibility for staff working at the centre and safeguarding arrangements.
- Governors should maintain full control of services delivered from the school site as the responsibility rests with them and should be given more control over the buildings so that they can generate income from them
- Universal health services should remain at all centres
- Local services should reflect the needs of the local population which schools and Children’s Centres are best placed to assess/know
- All centres should remain open providing a range of services
- The level of funding should reflect the levels of deprivation in each area reflected in the index of multiple deprivation. Clusters should be informed of their budgets.
- Funding should reflect all costs, schools cannot afford to cover the cost of site managers, cleaners etc



**Haringey Council**

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

<p><b>Date: 11<sup>th</sup> October 2011</b></p>
<p><b>Department and service under review:</b></p> <p>Children &amp; Young People’s Service - Children’s Centres</p>
<p><b>Lead Officer/s and contact details:</b></p> <p>Jan Doust, Deputy Director Prevention and Early Intervention jan.doust@haringey.gov.uk</p>
<p><b>Contact Officer/s (Responsible for actions):</b></p> <p>Ros Cooke, Head of Early Years ros.cooke@haringey.gov.uk</p>
<p><b>Summary of Assessment</b> (completed at conclusion of assessment to be used as equalities comments on council reports)</p> <p>This assessment considers the impact on staff of the restructuring of Children’s Centre Services, 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.</p> <p><u>Ethnicity</u> - Overall, there is a lower proportion of BME staff affected by this restructure than in the wider Council structure (46.4% compared to 54%) and compared to the wider Borough profile (34.4%). BME staff are under represented in each grade group when compared to the wider Council profile. In particular, BME staff affected account for a significantly smaller proportion of staff in the higher grade groups (PO1-PO8+).</p> <p><u>Gender</u> - Only 4% of staff in the restructure are male. Males account for 3% of the Sc1-5 grade group and 13% of the PO1-3 grade group.</p> <p><u>Age</u> - Overall, there is a higher proportion of staff affected by this restructure aged 35-44 years old compared to the wider Council and Borough profile (41% compared to 25% and 23% respectively). Staff affected aged 55-64 years old are</p>

underrepresented, relative to the wider Council profile (4% compared to 18%).

Disability - The proportion of staff declared as disabled is in line with the wider Council profile (7% compared to 7.2%).

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?**

In February 2011, Cabinet agreed total savings of £6.5m in the Children's Centres and Early Years budget spread over 2011/12 and 2012/13, of which £4.3m relates to funding for children's centre provision. These savings contributed to the Council's overall savings target of £84m as set out in the Medium Term Financial Plan for the period 2011-14. The savings mean £2.375m remains for the actual running costs of children's centres. The aim of the proposed change is to develop a staffing model for Children's Centres in Haringey which operates within these budget constraints.

**Background**

Initial proposals for the delivery of Children's Centre services were put forward to Cabinet in February 2011 and public consultation was held between 16<sup>th</sup> March 2011 and 22<sup>nd</sup> April 2011 on how the Children's Centre delivery programme should be configured within the revised budget constraints.

Following public consultation, the report to the Lead Member of 18<sup>th</sup> May 2011 proposed a model based on four clusters with staff directly employed by the Local Authority and Service Level Agreements with each cluster which would prioritise the most vulnerable and set out the provision required to support the best outcomes for these families. The report also proposed that funding would no longer be provided to support Highgate, North Bank and Rokesly Children's Centres and the link site at Tower Gardens.

The decision taken by the Lead Member to approve the implementation of the model was the subject of a 'call-in'. The call-in was considered by Overview & Scrutiny Committee on 8<sup>th</sup> June 2011 who referred the decision back to the Lead Member to reconsider.

In response, the Lead Member agreed that additional funding would be identified for Highgate, Rokesly, and North Bank children's centres under separate arrangements. Limited pump-priming funding for 2011-12 and long-term funding were agreed to pay accommodation costs needed to enable continued delivery of universal health services for children and families. These arrangements separate from the staffing proposals considered by this EqIA.

The Lead Member also asked officers to undertake further work with representatives of the interested parties, to develop an alternative model for the delivery of children’s centre services. A children’s centres task group was formed to undertake this work and the model that these staffing proposals are based on is the result of this work. The alternative model put forward by the Task Group was agreed at a Special Cabinet meeting on 28<sup>th</sup> July 2011.

### The staffing proposal

The staffing proposals developed by the Children’s Centres Task Group are based on the clusters set out below. The staffing structures for each cluster can be found at Appendix A.

Cluster 1	Cluster 2	Cluster 3	Cluster 4
Campsbourne	Earlsmead	Broadwater Farm	Bounds Green
Stroud Green	South Grove	Park Lane	Noel Park
The Ladder	Triangle	Pembury House	Rowland hill
Woodlands Park	Welbourne	Bruce Grove (link site)	Woodside
Stonecroft			
Downhills (link site)			

It is proposed that staff working predominantly in school-based children’s centres will be employed on school contracts, with line management through to the school’s senior leadership team. Local Authority-run children’s centres will continue to be directly managed by the local authority, although other management options may be considered in future.

The deployment of staff will be flexible; with an expectation that staff will work in different locations across the cluster as required. It is proposed that the staffing structure of each of the clusters will be based around four key roles. Job descriptions for these roles are consistent across the clusters but will allow for some flexibility in how staff are deployed. The balance of roles in each cluster will also vary according to local circumstances.

Of the 80 posts affected by these proposals, 47 are on Haringey school establishments and 33 are on the Local Authority establishment. The recruit to stay process does not distinguish between school or LA staff in terms of ringfencing and therefore this EqIA considers the impact on all posts affected.

69 staff are affected by this review, this equates to 60.3 FTE plus two members of sessional staff. In addition to this, the review involves the deletion of 11 vacant posts. In the proposed new structure there are 59 posts; 15 of these are part-time or term-time only so the proposed structure equates to 51.4 FTE.

The table below sets out the status of the 69 affected staff.

Status	No. of
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	staff
No suitable position in new structure for postholder (or only eligible to apply for 'expression of interest' Monitoring and Evaluation posts)	5
Postholder has been accepted for Voluntary Redundancy	0
Postholder in ring fence for position in new structure	62
Postholder to be assimilated into position in new structure	5
<b>Grand Total</b>	<b>69</b>
Postholder also in ringfence for position in school restructure	9

4 staff will be displaced because there is no position in the new structure which they can be matched to, there is also one member of staff who does not have suitable match but is eligible to apply for 'expression of interest' Monitoring and Evaluation posts. Of the 59 posts in the new structure, 5 are assimilations. This leaves 63 staff (54.4 FTE) in ring fences (or eligible to express an interest in a post) for 54 posts (46.9 FTE). As the FTE figures show, the proposed structure has a higher proportion of part-time posts than the current one, and this makes it difficult to say how many staff will be displaced by the recruitment exercise.

Some staff are ring-fenced against more than one post, particularly in the case of the Admin and Information posts. The staff in these two ringfences are almost exactly the same with the exception of one additional person in the Scale 4 ringfence who is not in the Scale 5 ringfence and two people who are only in the Scale 5 ringfence. The table below sets out details of the posts in the proposed new structure and the number of staff ring fenced against them.

Ringfence	Post in new structure			Staff in ringfence		
	No. Posts	FTE	FT/PT	No. Staff	FTE	FT/PT
<b>School based Early Intervention Coordinator (PO3)</b>	9	7.8	6 x FT 1 x TTO 2 x 0.5	12	11.6	11 x FT 1 x 0.6
<b>Non-Schools Early Intervention Coordinator (PO5)</b>	1	1	1 x FT	6	5.6	5 x FT 1 x 0.6
<b>Non-Schools with Childcare Early Intervention Coordinator (PO6)</b>	2	2	2 x FT	3	3	3 x FT
<b>Admin and Info (Sc4)</b>	3	1.8	3 x 0.6	21	17.6	11 x FT 3 x 0.9 1 x 0.8 1 x 0.6 5 x 0.5
<b>Admin &amp; Info (Sc5)</b>	14	11.4	8 x FT 1 x TTO 5 x 0.5 1 x 0.5 TTO	22	18.6	12 x FT 3 x 0.9 1 x 0.8 1 x 0.6 5 x 0.5



						11 x FT 2 x 0.9 1 x 0.8 1 x 0.6 1 x 0.4
<b>COW (Sc6)</b>	19	18.1	17 x FT 1 x 0.6 1 x 0.5	16	14.7	
<b>Finance Officers (SO1)</b>	2	2	2 x FT	5	5	5xFT
<b>Children's Centre Advisory Teacher</b>	2	2	2 x FT	2	2	2 x FT

Expressions of Interest	Posts in new structure			No. Staff eligible to express interest in post
	No. Posts	FTE	FT/PT	
<b>Monitoring and Evaluation Officer (SO1)</b>	2	1.2	1 x 0.7 1 x 0.5	21
<b>Senior Monitoring and Evaluation Officer (PO1)</b>	2	1.5	1 x FT 1 x 0.5	11

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

The provision of children's centre services is a key part of our Early Years Strategy and one of the mechanisms through which we will address the following early years strategic priorities:

- Safeguarding – ensuring the well-being of all children
- Prevention and early intervention – focusing on key known risks
- Reducing inequalities – reducing the gap in outcomes and ensuring that children with special educational needs and social disadvantage receive their entitlement to early years education
- Raising attainment – improving attainment levels for all children by ensuring high quality early years provision is accessible to all children
- Improving children's health and reducing health inequalities

The aim of the proposals is to ensure that the LA has a model that supports the council to fulfil its children's centre sufficiency duty under the 2009 Apprenticeship, Skills, Children and Learning Act and enables Haringey's population of children under 5 to have access to integrated early years services wherever they live within the borough.

The proposed model will:

- provide integrated, early years services that enable us to identify children's needs early
- provide targeted outreach to those least likely to access or engage in services

- offer preventative and early intervention services through children's centres, with effective links to specialist services across all early years settings
- ensure that all children have access to high quality health, education and care services that enable them to thrive and develop
- have in place strong and effective partnerships and systems that enable swift and easy access to support and services

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

This proposal is based on clear commissioning relationships between the LA and providers. The LA will be the commissioner of children's centre services whether delivered by LA managed centres, school managed centres or another provider. The Early Years Commissioning Strategy is the framework for this.

The LA will have in place a Service Level Agreement (SLA) with each individual centre, which will be monitored as part of the performance management framework. The SLA is the contractual relationship between the Council and the provider. Where a school manages the children's centre, the contract will be between the Council and the Governing Body of the school as the provider. Responsibility for meeting the requirements set out in the SLA rests with the provider. Funding will be reviewed where any children centre provision is found by Ofsted to be unsatisfactory.

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

Note – there is an Excel template that accompanies the EIA Service Restructure template on Harinet. This is to help you complete the tables of staff information and % calculations. You will also find the latest Annual Council Employee Profile on Harinet (based on data for a financial year) to help complete the council and borough profile information. Ask HR if you cannot find it.

**1. Are you closing a unit?**

No

- If No, go to question 3.

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

N/A

**Race**

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

Grade Group	Total Staff	White		White Other		Not declared		Asian		Black		Mixed		Other		BME sub total		BME % Council Profile
		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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	46
Sc1-5	31	8	25.8%	6	19.4%	0	0.0%	2	6.5%	12	38.7%	2	6.5%	1	3.2%	17	54.8%	67
Sc6-SO2	18	2	11.1%	6	33.3%	0	0.0%	0	0.0%	7	38.9%	3	16.7%	0	0.0%	10	55.6%	57
PO1-3	15	9	60.0%	2	13.3%	0	0.0%	0	0.0%	4	26.7%	0	0.0%	0	0.0%	4	26.7%	46
PO4-7	4	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	39
PO8+	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19
<b>TOTAL</b>	<b>69</b>	<b>22</b>	<b>31.9%</b>	<b>15</b>	<b>21.7%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>2.9%</b>	<b>24</b>	<b>34.8%</b>	<b>5</b>	<b>7.2%</b>	<b>1</b>	<b>1.4%</b>	<b>32</b>	<b>46.4%</b>	<b>54</b>

\*BME in Borough 34.40%

Grade Group	Total Staff	% Grade Group	% Council Profile
MANUAL		0.0%	2.4%
SC1-SC5	31	44.9%	37.1%
SC6-SO1	18	26.1%	26.2%

PO1-PO3	15	21.7%	14.7%
PO4-PO7	4	5.8%	13.9%
PO8+	1	1.4%	5.9%
<b>TOTAL</b>	<b>69</b>	<b>100.0%</b>	<b>100.0%</b>

**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 no staff on Manual pay grades affected by this restructure. There are a higher proportion of staff affected in the SC1-5 and PO1-3 grade groups (44.9% compared to 37.1% and 21.7% compared to 14.7% respectively) than across the Council structure. SC6-SO1 is broadly representative of the wider Council profile and staff in grade groups PO4-PO7 and PO8+ are under represented (5.8% compared to 13.9% and 1.4% compared to 5.9% respectively).

Overall, there is a lower proportion of BME staff affected by this restructure than in the wider Council structure (46.4% compared to 54%) and compared to the wider Borough profile (34.4%). BME staff are under represented in each grade group when compared to the wider Council profile. In particular, BME staff affected account for a significantly smaller proportion of staff in the higher grade groups (PO1-PO8+).

**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?**

Ethnicity	School based EIC - PO3		EIC - PO5		EIC - PO6		Admin - Sc4		Admin - Sc5		Community Outreach Worker - Sc6		Finance Officer - SO1		Staff assimilated		No match in new structure		% of all staff affected
	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of group	
<b>BME</b>	4	33.3%	1	16.7%	1	33.3%	1	57.1%	13	59.1%	8	47.1%	3	60.0%	1	20.0%	2	40.0%	46.4%
<b>White UK</b>	6	50.0%	3	50.0%	1	33.3%	6	28.6%	5	22.7%	4	23.5%	1	20.0%	3	60.0%	2	40.0%	31.90%
<b>White Other</b>	2	16.7%	2	33.3%	1	33.3%	3	14.3%	4	18.2%	5	29.4%	1	20.0%	1	20.0%	1	20.0%	21.70%
<b>TOTAL</b>	<b>12</b>		<b>6</b>		<b>3</b>		<b>21</b>		<b>22</b>		<b>17</b>		<b>5</b>		<b>5</b>		<b>5</b>		

\*\*The No match in new structure staff group includes staff who have no direct match but who are eligible to apply for one of the expression of interest Monitoring and Evaluation posts

The Admin and Information ringfences (Sc4 and Sc5) have largely the same staff members in them. These ringfences have a higher proportion of BME

staff in them compared to the overall restructure (57.1% and 59.1% respectively compared to 46.4%). This is an overrepresentation.

White UK staff are overrepresented in the PO3 and PO5 EIC ringfences (50% in both cases compared to 31.9% in the overall restructure).

60% of the staff in the ringfence for the finance officer posts are BME, this is an over representation compared to the wider restructure staff group (46.4%)

There are five staff being assimilated into posts in the new structure. 60% of this staff group is White UK.

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

The percentage change will depend on which staff are appointed to posts – particularly as there are a significant number of staff in multiple ringfences and some also involved in internal school restructures, it is not possible to establish this ahead of the recruit to stay process.

**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.?**

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.

**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
MANUAL	0	0	0	0	0	49	
Sc1-5	31	1	3%	30	97%	68	
Sc6-SO2	18	0	0%	18	100%	74	
PO1-3	15	2	13%	13	87%	62	
PO4-7	4	0	0%	4	100%	64	
PO8+	1	0	0%	1	100%	52	

TOTAL	69	3	4%	66	96%	67	49.80
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**9. Highlight any grade groups that are very under represented (10% or more difference) compared to the % of females/males in the council.**

Only 4% of staff in the restructure are male. Males account for 3% of the Sc1-5 grade group and 13% of the PO1-3 grade group.

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

Gender	School based EIC - PO3		EIC - PO5		EIC - PO6		Admin - Sc4		Admin - Sc5		Community Outreach Worker - Sc6		Finance Officer - SO1		Staff assimilated		No match in new structure		% of all staff affected
	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of group	
F	11	91.7%	6	100.0%	3	100.0%	21	100.0%	22	100.0%	17	100.0%	4	80.0%	5	100.0%	4	80.0%	96.0%
M	1	8.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%		0.0%	1	20.0%	0	0.0%	1	20.0%	4.0%
Total	12		6		3		21		22		17		5		5		5		

The School based EIC ringfence contains one male member of staff (8.3%), as does the finance officer ringfence (20.0%). One male member of staff has no post in the new structure, therefore 20% of staff with no direct match in the new structure are male.

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

Male staff currently account for 4% of the structure, following the restructure, depending on the outcome of the recruit to stay process males will account for between 0% and 3.5% of the structure.

**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.?**

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.

## Age

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

Grade Group	16-24		25-34		35-44		45-54		55-64		65+		TOTAL STAFF
	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	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Sc1-5	3	10%	8	26%	11	35%	9	29%	0	0%	0	0%	31
Sc6-SO2	0	0%	4	22%	8	44%	5	28%	1	6%	0	0%	18
PO1-3	0	0%	2	13%	8	53%	4	27%	1	7%	0	0%	15
PO4-7	0	0%	1	25%	1	25%	1	25%	1	25%	0	0%	4
PO8+	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1
<b>TOTAL</b>	<b>3</b>	<b>4%</b>	<b>15</b>	<b>22%</b>	<b>28</b>	<b>41%</b>	<b>20</b>	<b>29%</b>	<b>3</b>	<b>4%</b>	<b>0</b>	<b>0%</b>	<b>69</b>
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 compared to the council profile.

Overall, there is a higher proportion of staff affected by this restructure aged 35-44 years old compared to the wider Council and Borough profile (41% compared to 25% and 23% respectively). Staff affected aged 55-64 years old are underrepresented, relative to the wider Council profile (4% compared to 18%).

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

Age	School based EIC - PO3		EIC - PO5		EIC - PO6		Admin - Sc4		Admin - Sc5		Community Outreach Worker - Sc6		Finance Officer - SO1		Staff assimilated		No match in new structure		% of all staff affected
	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of group	
<b>16-24</b>	0	0.0%	0	0.0%	0	0.0%	1	4.8%	0	0.0%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	4.0%
<b>25&lt;35</b>	2	16.7%	2	33.3%	1	33.3%	7	33.3%	7	31.8%	3	17.6%	1	20.0%	2	40.0%	0	0.0%	22%
<b>35&lt;45</b>	7	58.3%	2	33.3%	1	33.3%	8	38.1%	9	40.9%	6	35.3%	2	40.0%	1	20.0%	2	40.0%	41%
<b>45&lt;55</b>	1	8.3%	1	16.7%	1	33.3%	5	23.8%	6	27.3%	6	35.3%	2	40.0%	2	40.0%	3	60.0%	29%
<b>55&lt;65</b>	2	16.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4%
<b>65+</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0%
<b>TOTAL</b>	<b>12</b>		<b>6</b>		<b>3</b>		<b>21</b>		<b>22</b>		<b>17</b>		<b>5</b>		<b>5</b>		<b>5</b>		

There is an overrepresentation of staff aged 35<45 in the School Based EIC ringfence compared to the profile of all staff affected by the restructure (58.3% compared to 41%) and an under representation of staff aged 45<55 (8.3% compared to 29%).

There is an overrepresentation of staff aged 25<35 in both EIC (PO5 and PO6) ringfences (33.3% compared to 22%). The same age group is also over represented in the Admin Scale 4 and 5 ringfences (33.3% and 31.8% respectively).

Of those staff that are being assimilated, a higher proportion are aged 25<35 and 45<55 (40% for both age groups compared to 22% and 29% respectively). There is a lower proportion of staff aged 35<45 being assimilated compared to the wider affected staff profile (20% compared to 41%).

Of those staff with no direct match in the new structure, 60% are aged 45<55, an over representation compared to the wider staff affected (29%).

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

No

**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.?**

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.

**Disability**

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

Grade Group	TOTAL STAFF	No. declared disabled Staff	No. staff declared not disabled	No. staff disability not stated	% of Grade Group declared disabled	Council profile
MANUAL	0	0	0	0	0%	2.8
Sc1-5	31	2	28	1	6%	6.9
Sc6 - SO2	18	1	13	4	6%	6.8
PO1-3	15	2	9	4	13%	2.6
PO4-7	4	0	3	1	0%	6.9
PO8+	1	0	1	0	0%	9.5
TOTAL	69	5	54	10	7%	7.2
<b>Borough Profile</b>	<b>7.6%</b>					

The proportion of staff declared as disabled is in line with the wider Council profile (7% compared to 7.2%).

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

Disability	School based EIC - PO3		EIC - PO5		EIC - PO6		Admin - Sc4		Admin - Sc5		Community Outreach Worker - Sc6		Finance Officer - SO1		Staff assimilated		No match in new structure		% of all staff affected
	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of ringfence	No. Staff	% of group	
<b>Y</b>	2	16.7%	0	0.0%	0	0.0%	1	4.8%	1	4.5%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	7.2%
<b>N</b>	8	66.7%	5	83.3%	2	66.7%	19	90.5%	20	90.9%	11	64.7%	4	80.0%	4	80.0%	5	100.0%	78.3%
<b>Not disclosed</b>	2	16.7%	1	16.7%	1	33.3%	1	4.8%	1	4.5%	4	23.5%	1	20.0%	1	20.0%	0	0.0%	14.5%



suitable alternative employment<sup>13</sup> in preference to any other employee who is similarly affected by redundancy.

The relevant data on gender reassignment, religion/belief, and sexual orientation is not available.

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 Service Delivery EqIA shows that the proposed changes to the pattern of Children's Centre delivery will result in a reduced level of provision. In terms of the equalities strands, the most relevant categories are age and maternity and pregnancy – this is a service for children 0-5 and their parents/carers. Second to this is gender – whilst the children accessing the service are evenly split between boys and girls, parents & carers accessing the service are overwhelmingly women.

Please see Service Delivery EqIA for further detail.

**Date Part 1 completed -**

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<sup>13</sup> Suitable alternative employment means the work to be done is suitable in relation to the employee and appropriate for her to do in the circumstances, and the provisions of the contract as to the capacity and place in which she is to be employed and the other terms and conditions are not substantially less favourable than they would have been if the employee had continued to be employed under the previous contract. *Haringey Council Restructure Policy*

**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).

A large scale public consultation exercise was carried out from 16<sup>th</sup> March to 22<sup>nd</sup> April, the outcomes of which have informed the staffing proposal set out in this EqIA. For a full account of the consultation process and the issues raised please see Appendix 3 of the report to Cabinet of 29<sup>th</sup> July 2011 which can be viewed here:

<http://www.minutes.haringey.gov.uk/mgAi.aspx?ID=27026#mgDocuments>

The council's response to the issues and concerns raised was set out in the report to the Lead Member of 17<sup>th</sup> May 2011. Consultation feedback was also taken into account as part of the work to develop the revised model upon which this staffing model is based.

Consultation with staff and trade unions on the initial proposals was launched on 20<sup>th</sup> May 2011. Following the call-in, this consultation was put on hold pending the outcome of the work of the Children's Centre Task Group. Staff and trade union comments submitted during the initial consultation period informed the alternative proposal developed by the Task Group which was agreed by Cabinet on 28<sup>th</sup> July 2011. The proposed model differed significantly from the initial model put forward and therefore an additional 30-day period of consultation was undertaken with staff and trade unions on the new proposal between 14<sup>th</sup> September 2011 and 13<sup>th</sup> October 2011. Full consultation responses can be found as an appendix to the report to Corporate Committee to be held on 24<sup>th</sup> October 2011.

The vast majority of consultation responses concerned the nature of the new roles and capacity within the new service. None directly referred to equalities issues, however we know that part-time working arrangements have a particular impact for working mothers. Responses relating to this issue are set out below:

Working hours for part-time roles need to be clearly stated so that staff can decide which roles they want to express an interest in.	As far as possible, we will provide staff with information on proposed working hours as part of the recruitment process.
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<p>Staff asked if we know if any of the part time posts could be combined to make full time posts?</p>	<p>This is certainly possible, however it should be noted that as the part-time jobs are often with different schools, it would be dependent on those schools agreeing (a) on a candidate and (b) on which hours that person would spend at each school. Further, rather than one full-time job, the person could end up with two part-time jobs i.e. two contracts of employment, and two line managers - one for each school. The employers may though be able to put in place an arrangement that is more straightforward for the staff member.</p>
<p>Please could you verify that the 1 FTE Community Outreach worker (Out reach focus) position can be filled either as a full time or part time post?</p>	<p>Requests to work part-time will be considered but will need to take into account the needs of the service, whether there is another candidate who could fill the remainder of the post etc.</p>

#### **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?
  - All requests for flexible working are considered on a case by case basis.
  
2. What changes or benefits for staff have been proposed as a result of your consultation?
  - An additional 0.5 FTE School Based Early Intervention Coordinator post has been included in the Cluster 1 structure. This will mean that in the proposed model, no EIC is required to work across more than two sites.
  - The 0.5 Monitoring and Evaluation Post (S01) in Cluster 2 has been upgraded to a Senior Monitoring and Evaluation Officer (PO1).
  - 2 FTE SO1 Finance Officer posts have been included in the model to work across Local Authority Children’s Centres. These posts will be based in the School’s Finance Traded Service. The additional posts mean that 5 officers who previously did not have a direct match in the new structure are now in the ringfence for these posts.
  - In cluster 1, there will now be 4 x 0.5FTE and 2 x 1FTE Admin & Information Officers (instead of 5 x 0.6FTE and 1 x 1 FTE).
  
3. If you are not able to make changes – why not and what actions can you take?

N/A

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

Yes

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

The Service Delivery EqIA shows that the proposed changes to the pattern of Children's Centre delivery will result in a reduced level of provision. In terms of the equalities strands, the most relevant categories are age and maternity and pregnancy – this is a service for children 0-5 and their parents/carers. Second to this is gender – whilst the children accessing the service are evenly split between boys and girls, parents & carers accessing the service are overwhelmingly women.

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

- Universal child and family health services and early education and childcare will be maintained with little or no discernible impact to service users
- Targeted family support and outreach work will also be maintained

In addition, the council has sought to minimise the impact of the reduction in funding through:

- Reducing management and administrative costs as far as is practicable in order to maximise resources for service delivery
- Targeting the available resources on the population for whom children's centre services make the most difference – vulnerable families and those living in areas of the greatest deprivation
- Developing a model that enables creative and collaborative working and a flexible response to local need
- Ongoing discussions with neighbouring boroughs to ascertain their plans for services that may affect families living in Haringey, particularly near the borders

Please see Service Delivery EqIA for further details.

**Date Steps 3 & 4 completed -**

## **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.**

To be completed following completion of recruitment process.

- 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.**

It is intended that the interviews of existing staff will be completed by December 2011, however the new structure may not be fully implemented until January 2012.

- 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?**

To be completed following General Purposes Committee decision on the proposal.

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

The proposed model will be reviewed in the first year following implementation to ensure it is achieving the expected 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: Ros Cooke  
DESIGNATION: Head of Early Years  
SIGNATURE:  
DATE:

### QUALITY CHECKED BY (Equalities.)

NAME: Arleen Brown  
DESIGNATION: Senior Policy Officer  
SIGNATURE: *A. J. Brown*  
DATE: 18.10.11 (Steps 1-4)

### SIGNED OFF BY Director/ Assistant Director

NAME: Jan Doust  
DESIGNATION: Deputy Director, Prevention and Early Intervention  
SIGNATURE:  
DATE:

**Note** - Send an electronic copy of the EqIA to [equalities@haringey.gov.uk](mailto:equalities@haringey.gov.uk); it will then be published on the council website



#### Appendix 4: Comments received during consultation, with management response

Ref	Comments	Category	Management Response
1	I am concerned at the amalgamation of three posts, receptionist/administrator/information assistant. We have a very high daily footfall plus extremely high volume of calls, bearing in mind reception serves the nursery, play, community (hall hire) and children's centre. Another issue will be covering the shifts, normally one staff member works 8-4 and another 10-6 with them covering each other's lunch breaks. We are able to cover reception using management in extreme circumstances but this is not feasible as a long term solution.	Admin & Information role	We cannot avoid the fact that a reduction in the level of staffing will mean a reduction in the level of service that centres will be able to provide. It is the responsibility of managers to make sure that staff have manageable workloads, and decide which duties should be prioritised if staff are becoming overloaded. Centres will need to work together in their clusters to ensure that there is adequate reception cover when centres are open - this will mean that some centres are only open on certain days.
2	The Admin and Information Officer role is too big for one person. It does not reflect all the work currently carried out by these staff in the children's centre.	Admin & Information role	Please see response at line 1
3	Having a 0.6FTE information and admin officer post at Triangle is insufficient for covering reception and completing all of the work that needs doing	Admin & Information role	Please see response at line 1
4	its not possible to have just 1 admin & information officer covering a centre that is open from 8am-6pm 48 weeks a year	Admin & Information role	Please see response at line 1
5	At the moment, there are two members of staff to cover the centre's reception shifts, because the centre is open 10 hours a day. The staff who currently cover are the Information Officer and Admin Receptionist. What is going to be expected from the new Admin and Information Officer role? How would annual leave and sickness be covered? How will safeguarding of children and staff be ensured? There are many enquiries that come in during the day from both the community and childcare parents/carers., as well as running services for all the professional and supervised contact. With regard to the Admin and Information Officer role, what are the proposed working hours?	Admin & Information role	Please see response at line 1. As far as possible, we will provide staff with information on proposed working hours as part of the recruitment process.

6	In the new JD for Admin and Information Officer Scale 4-5, there is no mention of E-Start database for registering children and families.	Admin & Information role	Centres will continue to use e-start to register children and families.
7	<p>I would like to express my concern that the current administrative posts; two fulltime and one part time as well as the information officer post are being cut down to one post. Given the specialist areas of work that each member of the administration team has responsibility for I cannot see how one person will be expected to carry out so many duties. The administrative team is committed to supporting the community with the range of programmes and services the centre offers. For myself I am saddened that the team may longer function to the capacity that is currently does in supporting vulnerable individuals and families.</p> <p>There is a high level of need in the local community and a high level of support is recognised as essential in Northumberland Park ward. The administrative team at Park Lane Children's Centre is committed to working with its community and reducing administrative support at the centre will greatly affect the level of support services the team and I can provide.</p>	Admin & Information role	Please see response at line 1
8	The proposed structure states one administrative officer per centre. This will affect the delivery and support of services within the centre, particularly in centres with a nursery provision not attached to schools.	Admin & Information role	Please see response at line 1
9	Combining the group worker and outreach worker roles means that outreach capacity is lost as the role places the post holder in a centre running groups etc rather than out in the community	COW role	The intention is for this role to be flexible - the balance of the two aspects of the role can be adjusted according to local need and the skills of the worker. There is no presumption that staff undertaking this role will be required to prioritise group work over community outreach work, or vice versa.
10	The payscale of the Community Outreach Worker post does not reflect the role, which is at a higher level than just general support and signposting – it was suggested that the role should be at SO1.	COW role	The duties set out in the proposed job description, which has been evaluated by HR and Unison at Scale 6, make clear that the role is more than just signposting and involves working with families at home and in the centre, and liaising with other agencies. However, it is not a Family Support Worker role, and this will continue to be provided through the Family Support team to individual centres.

11	<p>If there is just enough staff to cover all the posts in the restructure (i.e. Community outreach posts) why should they have to go through the interview process? Could they not be slotted in?</p>	COW role	<p>The proposed Community Outreach Worker role is a new role that incorporates elements of group work and outreach work. Whilst there are more posts in the proposed structure than there are staff ringfenced for it, staff cannot be assimilated into these positions as the role does not match directly to existing roles. The proposed posts are also across different locations, have a different balance of part-time and full-time roles, and include some roles which are generic and some which have a heavier emphasis on one of the two elements of the job. Therefore to ensure fairness, recruitment to these roles will be by open ring fence.</p>
12	<p>The community Outreach worker position pay scale does not reflect the job that is done by the Family Outreach worker in Park Lane, the role entails a lot more than the pay scale reflected in the restructure model. The families in this area all have high risk issues and by the time you go through all the red tape to get an Outreach worker to help it is always too late. The families in this area will not go away when the restructure is in place and the work will remain the same if not worse. Not willing to work in these conditions on the pay scale proposed.</p>	COW role	<p>Please see response at line 10</p>
13	<p>The HV and Midwives offer universal services to families, however, they work more closely with vulnerable families and refer these to the OW when they should have completed a CAF, expecting the OW to complete the CAF. Where a CAF has been submitted and the families are referred to the OWs they have to work with the families until the outcome of the CAF panel. These should be automatically given to a family support worker, thus freeing up an outreach worker to do the outreach role. OW often receives referrals from other professionals e.g. psychologists, playgroup, meaning they are adding to their already heavy workload. The workload outreach worker takes on does not reflect in the proposed payscale Pay differential between current OW and the dual role in the proposed new post is very wide (from PO1 – SC6) but the work required to assist these families is as much as the work of a FSW i.e. Case conferences, TAV meetings, Core Meetings, CAFs</p>	COW role	<p>Please see response at line 10</p>

14	The job description for the proposed PO3 EIC role is very similar, in fact almost identical, to the current job description for deputy head families and communities at Pembury which has recently been evaluated under single status as PO4. What is the justification for this given that the role at Pembury will potentially be bigger than it is now as it will include managing link site provision at Bruce Grove.	EIC	The school-based EIC role was evaluated by HR and the unions at PO3. This role is similar to the postholders current role however there are differences between the posts which account for the difference in gradings - for example, the EIC is not part of the senior leadership team of the school.
15	The EIC posts in the LA-run centres, who also have responsibility for managing childcare and the building, will have too many additional responsibilities to be able to focus effectively on their core EIC role. They will not be able to do much hands-on work with families and may not have the time to participate in the joint planning work with other centres	EIC	LA centres with childcare are all retaining a nursery manager post who will be responsible for all of the day-to-day running of the childcare provision. We acknowledge that EICs in LA centres will have more to manage than those in school-based centres (hence the higher grade), however they should still be able to effectively carry out the EIC role.
16	Staff raised particular concern regarding the difference in grading of the EIC posts.	EIC	The posts in LA centres are at a higher grade because they have responsibility for greater numbers of staff, the building, a higher level of responsibility with regards to Child Protection and Health and Safety, and in the case of the PO6 posts, childcare. The accountabilities are different for staff working within a school management structure.
17	In Cluster 1, the EIC is working across 3 centres, where other school based EICs are only working in one centre.	EIC	The proposed structure for cluster 1 has been revised so that EICs work across a maximum of two sites rather than three. Cluster 1 also has a Senior Monitoring and Evaluation Officer who will take some of the line management responsibility and support the EICs.
18	Staff commented that Cluster 1 is the only cluster where the EICs will be expected to work across three centres. They raised concern that they would not have the capacity to manage staff across three centres and work with families.	EIC	Please see response at line 17
19	The proposed higher grade for the EICs in the LA-run centres means that some childcare management is being paid for from the community budget. It also means these postholders are not fully devoting their time to being an EIC.	EIC	The additional management costs relating to childcare are funded from the childcare budget. Please see response at line 15 re EIC capacity

20	<p>There are no finance officer positions in the new structure on the community side, so if existing roles are deleted will that leave LA centres with no finance support for their childcare provision? Or, will there be some funding from the childcare budget to support finance officer posts, which affected staff could be ringfenced for?</p>	Finance	<p>The revised structure now includes two finance officers who will be centrally based in the schools finance traded service and will work on a peripatetic basis across the LA-run centres. They will have responsibility for all finance tasks on both the community and childcare sides of provision in those centres.</p>
21	<p>We would like to know why, in the original consultation papers there were 2 centrally based Finance Officers who would oversee the Centre's finances and yet now in the current consultation the Finance element has been totally removed both centrally and within the Children's Centres.</p> <p>We would like to know how the role of Finance, if any is envisaged in the new structure; a) In Children's Centres, b) In Schools, c) Centrally. In order for us to understand how future Centres are to operate, there is a need for a clear vision – something lacking from this review.</p> <p>We would like to know who will assume responsibility for the day to day Finance within Children's Centres within the new structure for both Local Authority and non Local Authority Centres. This includes; collection of fee income, banking monies collected, debt management, payment of invoices, management of agency staff, budget monitoring, managing asset registers, managing leasing and hiring of the premises, budget setting, writing and enforcing financial policies and procedures, preparing and processing year end accruals, dealing with financial queries, managing petty cash, ordering goods, providing head count information regarding 2 yr programme and free entitlement, managing the Open Waiting List and filling childcare vacancies, managing contracts and SLA's with external organisations, ensuring the Centre's finances are to Audit requirement as well as the ad hoc requirements of the Local Authority.</p> <p>We would like to know how issues of probity, ethics and delegation of duties are to be maintained at the Centres as this appears to be an issue overlooked by the review.</p>	Finance	<p>Please see response at line 20.</p>

22	<p>All three members of staff feel that a full time Finance Officer is essential to ensure the smooth running of both the community and childcare aspects of the children's centre. Who will be responsible for fee collection, banking fee income, ordering, debt management, fraud, asset registers, dealing with waiting lists, paying invoices, payroll, bank accounts, responsibility for the safe key, line managing agency staff etc?</p>	Finance	Please see response at line 20.
23	<p>As you're all aware, Stonecroft Children's Centre have recently returned under the guidance of the Local Authority.</p> <p>This has brought in a range of complex duties in regard to the "crossing over" period. and has thus added to the finance officer's workload. The role of a Finance Officer has steadily increased to that of a "School Business Manager" bringing with that a varied amount of work, that in my opinion can only be carried out by a Finance Officer.</p> <p>My concerns are if the Finance Officers are removed from Children Centre's who will be "available" to do their workload?</p>	Finance	Please see response at line 20.
24	<p>In the restructure diagram no provision has been made for Finance Officers anywhere, when raised at the staff consultation meeting we were told that they would be financed through school resources, again where do stand-alone centres stand on this because they are not attached to schools and this is not reflected in the structure.</p>	Finance	Please see response at line 20.
25	<p>I wish to add some additional observations and questions to those already propounded by the Children's Centre Finance Officers (LA) response on 12 October.1. Why is it that LA run Children's Centres can seemingly operate without finance staff yet Schools can't? Is an LA run centre very dissimilar to a school run one, funding aside?2. With limited budgets monitoring spending is essential and micro-management is a quality that goes a long way to ensure expenditure does not exceed income. Who is going to be able to deal with this level of detail as we experience it now?3. Financial efficiency is a recurring theme in all the training I have experienced. No matter how much I look at ways to lessen the workload in my current setting I find it impossible to agree that there is not a job to be done in its present form without financial rigour</p>	Finance	Please see response at line 20.

being compromised. 4. I refer you to the Cragg Ross Dawson DFE-RR007 Research Report: Financial efficiency in schools 30th April 2010 (see email attachment for the full report). In particular 3.4 of the Executive Summary: Use of available resources Use of resources was patchy, with few seeing any real need for further information on financial efficiency. Where they did access information, it tended to be dictated by individual awareness of and interest in both the provider and the perceived subject matter. Local Authorities and DCSF seemed the most obvious sources of information to most. LAs were often relied upon because they were assumed to be a reliable conduit for anything relevant. However they were also considered to be overly bureaucratic and inefficient. DCSF had a reputation for being authoritative and informed. Yet the fact that they covered all aspects of education meant that they were not necessarily the first place to turn to for financial advice. 5. In a time of cuts, financial rigour is essential and can only be monitored on the ground by staff who understand the principles of probity, ethics and delegation of duties etc., which, in an environment where greater day-to-day working demands are already in evidence, will inevitably overshoot government and auditory guidelines as we dilute processes that will lead to increased financial risk. Ofsted look for good governance in financial matters at schools and Children's Centres while School and CC development plans expect their financial implications to be fully recorded. This detail cannot be properly developed by an administrator who is tasked with reception duties and, indeed, should not be. Nor can it be developed by a Senior Leadership Team without financial expertise; even if that expertise comes from higher up the chain the amount of detail for one Sch/CC plan will prove too stressful without enough staff and will only see the quality of reporting diminish. 6. I don't see any focus on short and long term consequences of the cut back in finance staff at Centre level being addressed; will it be so? 7. Finally, what this exercise appears to be saying is that the work that I (and therefore others in my position) have undertaken over the past seven years (since the inception of Sure Start Local Programmes in the borough in 2003 and, latterly, as Children's Centres) has had no ostensible bearing on the outcomes of the Centre and, indeed, only shows how it undermines the effort that has been put in to ensure financial compliance, efficiency, probity and ethics and, above all, the effort to maintain a working centre in times of financial restraint and all that that encompasses.

26	What provisions are being made for Park Lane in terms of dealing with finance? Is it the expectation that admin will take on this role?	Finance	Please see response at line 20.
27	For Safeguarding reasons, nobody should be left on reception on their own, both for the safety of that member of staff and also to ensure cover for if that staff member needed to leave reception..	lone working	Managers have a responsibility to ensure the health and safety of their staff at work. What this means in terms of lone working will vary between centres as centres differ in how they are physically set up. All centres will need to ensure that they have adequate reception cover that is safe for staff and service users - centres will have to work together in their clusters to achieve this, and it will involve some centres only being open on certain days.
28	Lone working is a concern. What measures will be in place to protect staff who are lone working? This is a particular issue at Woodside due to the physical layout of the building and the vast number of services that are provided.	lone working	Please see response at line 27
29	The Monitoring & Evaluation role should be at a higher grade than SO1. This role needs to be about more than just data – it needs to be about challenging EICs on practice, developing the cluster’s provision. It needs to be a higher grade in order to attract suitable people.	M&E	The Monitoring & Evaluation Officer job description that was agreed by the children’s centres task group was evaluated by HR and Unison as SO1, and the Senior Monitoring & Evaluation Officer (which includes line management responsibility for Admin & Information Officers), was evaluated at PO1. Following the consultation period, there are now more monitoring and evaluation roles in the proposed structure at the senior level i.e. PO1.
30	We have felt that the split role of part time Monitor and Evaluation Officer / part time EIC was not viable as the posts are different grades and initially had been thought as a post that one person could do. Need to consider this as a possible full time Monitor and Evaluation Officer.	M&E	Cluster 2 are now proposing to employ a 0.5 FTE Senior Monitoring & Evaluation Officer at PO1.
31	What are the plans for Shropshire Hall?	Other	Planning for Shropshire Hall is outside of the scope of this staff consultation.
32	Where staff are appealing against their single status evaluations, the outcome of this may not be known for some time however it would affect what ring fences they should be in - potentially staff could be unfairly excluded from a ring fence	Other	HR will progress any single status appeals from staff involved in the ringfences for the new structure as quickly as possible. However, we are unable to delay the recruitment process any further.



33	What would the Bank School's role be as staffing in particular would be needed by the employing school?	Other	All staff salaries will be paid in the normal way through the normal pay system. The service delivery funding will go to the Bank School for the cluster.
34	The admin & information post in the new structure is 0.6FTE year round however the proposal for South Grove itself is for it to be open term time only. Year round staff would then be required to work at other centres within the cluster during the school holidays to cover leave for other staff. Is there a possibility of the admin & info officer post also being term time only	Other	The proposal remains to recruit to a 0.6FTE year-round post. The future postholder could then request term-time working - this is something that the cluster would need to consider in light of operational requirements.
35	Joint work across wards can create problems (gang conflicts)	Other	Local circumstances such as this may need to be taken into account by clusters when planning provision but the fact remains that a cluster-based model with centres working together will make the best use of available resources.
36	Also raised issue that they were not getting the internal council job search as not on Harinet. The lack of access to this document was limiting the opportunities if jobs were not available in the new structure.	Other	Thank you for bringing this to our attention - this has now been resolved.
37	Working hours for part-time roles need to be clearly stated so that staff can decide which roles they want to express an interest in.	part-time roles	As far as possible, we will provide staff with information on proposed working hours as part of the recruitment process.
38	Staff asked if we know if any of the part time posts could be combined to make full time posts?	part-time roles	This is certainly possible, however it should be noted that as the part-time jobs are often with different schools, it would be dependent on those schools agreeing (a) on a candidate and (b) on which hours that person would spend at each school. Further, rather than one full-time job, the person could end up with two part-time jobs i.e. two contracts of employment, and two line managers - one for each school. The employers may though be able to put in place an arrangement that is more straightforward for the staff member.
39	Please could you verify that the 1 FTE Community Outreach worker (Out reach focus) position can be filled either as a full time or part time post?	part-time roles	Requests to work part-time will be considered but will need to take into account the needs of the service, whether there is another candidate who could fill the remainder of the post etc.
40	In the proposed model similar resources are allocated to the newer, school-based centres and to the ex-sure start centres, however these have differing levels of focus on community outreach and engagement work – this could have a negative impact on this work	Proposed model	The agreed allocation of resources to each cluster does take the level of deprivation of each area into account. The final allocation of resources within each cluster was agreed by each cluster

41	<p>Concern was expressed more generally about the level of schools' commitment to children's centres, given that the model is very much based around schools</p>	Proposed model	<p>Service level agreements will be closely monitored to ensure that all centres are delivering on what is agreed, and there will be training and support for school governors so that they can effectively oversee their children's centre provision. Schools have shown commitment through working to put together the revised model.</p>
42	<p>I am responding to the consultation of Children's Centre restructure. I am concerned about the potential for sustaining and developing good practice in the Community side of Children's Centre services in the proposed model. Some of the best community and outreach practice grew out of Children's Centres which had Sure Start programmes (based both in the LA centres and those schools which were Centres of Excellence). It has taken time, but by sharing professional practice across multi-disciplinary teams and providing and / or working with services to enable families to access services at all levels (of the needs triangle) according to need, we have challenged each other, to innovate, to sharpen our focus and develop our practice, and to grow and develop any new team members in this process. This is a sustainable model towards quality. It is also a model which can provide the evidence for the targeted early intervention which will increasingly be required in order to continue to be funded by central government. The proposed model would see the disbandment of this type of team, with a thin spread of people across many school based centres. Schools necessarily focus on their enrolled community with whom most schools undoubtedly do exceptionally good work in very challenging circumstances. While in the short term, although the restructure may retain individuals who currently have good practice, unless they are exceptionally strong and the school has an unusually good understanding of community work (as outreach into the non-enrolled community), the community practitioners' efforts risk being isolated and difficult to sustain. This is evident for instance in the JD for the EIC who, in school bases (at PO3), will not be responsible for either commissioning or for writing the SEF for the community programme. Do we realistically believe that either the school head (expect where this is one of the 3 centres of excellence for under 5s) or the cluster centre leader in another centre will be able to give sufficient focus to these tasks, let alone drive the vision for the development of community work in schools? Without anyone</p>	Proposed model	<p>We understand and appreciate the concerns raised here. There is a shared commitment to the provision of high quality services, and we do expect the EICs to be involved in driving the vision for the development of community work across all types of children's centres. We acknowledge that moving to cluster-based working will be a challenge and the proposed model will be kept under review.</p>

	<p>responsible for this level of work, how will quality be maintained and how do we avoid isolating good staff and losing them through frustration, to jobs elsewhere? And how in this model will we evidence sufficiently to qualify for increasingly targeted Early Intervention funding in future years?</p> <p>I think the current model, while being a cheap option in the short term and a way of appearing to the public that we are maintaining most centres, is not the best one to maintain quality. Nor is it one from which we can re-grow if / when more funding becomes available for children's services.</p> <p>I know this would be difficult – perhaps to the point of impossibility – but for what it's worth, I think we should be prepared to argue for some brave decisions: to shrink the number of centres (possibly to maintain the current LA ones, alongside the U5s Centres of Excellence) where we continue to develop a small number of strong, fully functioning teams (under a restructure with everyone encouraged to re-apply competitively), from which we provide outreach and commissioned services into neighbouring areas. From this we would have the capacity to continue to develop best practice, evidence it and use it to attract future funding.</p>		
43	<p>Staff commented that they understood that the new roles were across multiple centres, however there was concern that they won't be able to get to know parents, families and children in the same way. They will not have enough capacity to provide the same support as they do now.</p>	Proposed model	<p>Most proposed roles are primarily based within one centre. We do however accept that with less resources, we will not be able to provide the same level of service that we have done previously.</p>
44	<p>Community Outreach Worker – Staff were concerned that engaging with the community will result in increase demand on services and people coming to the centre and this will mean an increase in the number of safeguarding issues. There will not be the capacity to deal with the consequences of successful outreach.</p>	Proposed model	<p>The focus on outreach is in line with the overall approach that we should target our limited resources on those families who would benefit most from accessing children's centre services. This could mean a shift in the focus of services offered. We will also need to focus on working in partnership with other agencies.</p>
45	<p>It would be better to specialise given reduced resources so that each centre could focus on one part of delivery. However Ofsted would need to inspect as a cluster and recognise that each centre cannot deliver all services.</p>	Proposed model	<p>Ofsted have started to recognise clusters and merged arrangements. However where there is a cluster, each centre still needs to have an individual identity and will be inspected separately. If centres are merged they have one unique reference number and one inspection but as far as Ofsted are concerned, we would have closed a centre.</p>

46	How will the cluster boards work?	Proposed model	Please see the report to the Corporate Committee for further information on the planned cluster boards.
47	Will EIC's still have to access Inclusion and Team meetings across all their school sites? How will this work with reduced capacity?	Proposed model	We will have to look at expectations of the EIC and see if there are different ways of doing things. Some things that are being done now will have to change. Heads are very aware of this and know that their expectations will have to be adjusted.
48	Staff were generally concerned that the new model had a shift in emphasis and fewer people delivering services compared to the model put forward previously.	Proposed model	All staff will need to be involved in service delivery.
49	Staff were concerned about the level of staffing and were worried about what they could achieve without higher levels of staff. Particularly the information and outreach roles. They felt that if they were a stronger centre then this might be possible but given the fragility of the centre, they needed more staffing.	Proposed model	The proposed model for cluster 1 has been revised to address the particular situations of centres within that cluster.
50	Staff feared that the school staff or part-time staff would have to pick up work without being paid for it because there wouldn't be enough capacity within the cc staff. This is particularly true for those roles that weren't based at the centre all of the time.	Proposed model	The changes will mean that people will have to work differently, however managers have a responsibility to monitor workloads and ensure they remain manageable.
51	The new structure does not provide enough cover for someone to be there to open the door for families all of the time.	Proposed model	The level of resources available is such that some centres will only open on certain days, times etc - clusters will need to work together to plan this.
52	Staff asked how line management would work in cluster 1, will they have multiple line managers with one dedicated line manager in one school – this needs to be made clear?	Proposed model	No one will have more than line manager (unless they have two separate part-time jobs, as is a possibility for the admin and information roles). Some staff will however be based in and have their contract of employment with one centre and be line managed by an EIC who is employed by another centre but works across sites.

53	<p>Why is it that in the restructure diagram that staffing has been equally distributed across all children centres regardless of whether they are attached to schools or not; the point being that children centres attached to schools have support from their linked schools and stand alone centres do not.</p> <p>Again it seems that the schools want to draw valuable resources away from the children centres that desperately need it and are in the most deprived areas. The deprivation that Park Lane sits in is not being recognised and more and more resources are being taken away from it to help its community.</p>	Proposed model	<p>There is less funding for all centres as there has been an overall cut of 47% to children's centres. However there is recognition in the formula for the deprivation in each cluster area and additional grades to the EIC post for stand alone centres.</p>
54	<p>In the structure there is reduced outreach staff we need to be clear about the thresholds between outreach, family support, social work and early support. What are the boundaries that staff has to work to? There needs to be a clear pathway that staff can work to, to support vulnerable families.</p>	Proposed model	<p>We agree that it is essential to plan how staff work together to support vulnerable families and the systems and pathways than can support this. This will be a priority for the work of the clusters and will be reflected in the service level agreements.</p>
55	<p>The majority of early years workers work on a part-time basis. How will the stay &amp; play sessions be mapped across the centres if the position is: 1. Part-time 2. Session occur on the same day but at different locations and who will run the session if there is an over lap</p>	Proposed model	<p>The majority of group workers involved in the proposed restructure are full-time, as are the majority of positions in the proposed new structure. There will of course be staff working part-time and the cluster will jointly plan provision taking that into account.</p>
56	<p>The group felt strongly that staff should be given as much notice as possible to allow them to prepare for interviews and the timeline for implementation may not allow for this</p>	Recruitment process	<p>We must implement the new model by January 2012 - there has already been significant delay and the budget will not allow for this to be pushed back any further. The interview process will not be overly onerous and staff will be given adequate time to prepare.</p>
57	<p>Staff felt they should be able to specify which centres they wanted to work at.</p>	Recruitment process	<p>Staff will be able to express their preferences on their expression of interest forms. These will be taken into account in deciding where staff will be deployed but will not be the only consideration.</p>

58	Concern was expressed that schools already know who they are planning to employ and that the recruitment process would not be fair	Recruitment process	To ensure fairness and minimise stress for staff, we are proposing a single recruitment process for all staff. Staff will only be interviewed once for each post that they apply for, as opposed to being interviewed numerous times for the same role in different centres or clusters. Interview panels will have representation from the clusters and the local authority. Unison will attend interviews as observers. Standard interview questions and scoring system will be used.
59	terms and conditions for staff employed by schools are different to council-employed staff in terms of things like flexi-time and annual leave - staff need to be aware of this when looking at the positions available	Recruitment process	Terms & conditions for children's centres staff in community schools are the same as for those in LA-run children's centres. Posts in the proposed structure that are term-time only (and hence have no entitlement to annual leave) are clearly shown as such.
60	Staff raised concern that although they agree that the interview panels need representation on them, there will be too many people with a vested interest in the posts and therefore it will be hard to achieve a fair and objective process	Recruitment process	Please see response at line 58.
61	Will the redeployment period for school-based staff continue to run over the period of the school holidays as staff would not be able to find alternative opportunities in schools whilst they are closed.	Recruitment process	The redeployment period runs concurrently with the employee's notice period - this does not take school holidays or bank holidays into account.
62	The governors at Welbourne have said that they want to interview for the posts that are to be based at Welbourne. Perhaps applying and interviewing for positions on a cluster basis may be a way of achieving this without staff having to face an interview panel of a dozen people or have a large number of interviews in different settings.	Recruitment process	The planned recruitment process allows for wide representation from the clusters on interview panels, however it does not guarantee that senior staff from each centre will be involved in the appointment of each of the staff that are to be employed at that centre.

63	<p>Governors are clear that appointment processes to the Welbourne Children's Centre staff must involve SLT representatives on behalf of the GB as the staff will be directly employed by the GB. They were keen on cluster based interviews although were aware that this would mean 4 interviews for some staff. They felt this would be the best way to ensure the Welbourne Children's Centre and Primary School employed suitable staff.</p> <p>Governors wanted to make note that the staff who are employed at Welbourne Children's Centre are of the highest quality and were disappointed that they may not continue to serve the local community having built up strong relationships. Governors felt some continuity would be preferable in the new structure. However they felt it was important to stick to the agreement to work together and not make independent staffing decisions.</p>	Recruitment process	Please see response at line 62.
64	The Finance and Personnel Committee of the school's governing body have agreed that the ring fence for the proposed three posts at South Grove be closed to outside applicants and that the existing postholders be slotted into these posts	Recruitment process	Noted.
65	Concern was also raised that splitting staff between childcare and community will affect the ethos of the centre.	relation to childcare	The fact that community provision is being restructured separately to childcare is not intended to and should not stop staff in children's centres from working together to meet the needs of their families.
66	Why have the Nursery Managers not been consulted on this process the restructure has an impact on the Nursery we are losing admin support ,Finance support, under our old structure as a Nursery Team we had 3 Managers I full-time admin just for the Nursery. The moral is very low and staff are finding it difficult to stay motivated. Christmas is a bad time to be losing staff.	relation to childcare	Nursery managers have not been part of the staff and union consultation process as the proposed restructure does not involve any changes to their posts.
67	The current restructure does not include the nursery which is attached to Park Lane Children's centre, having asked why this is the case the answer came back that nurseries are not being affected by this restructure only the community side. If this is the case why have staff that come under the budget of the nursery, been included in the community side restructure? i.e. Information Assistant and Family Outreach Worker.	relation to childcare	However these posts may historically have been accounted for in the budget, Information Assistant and Family Outreach Worker roles form part of the community side of children's centre provision and therefore within the scope of this proposed restructure.

68	In the proposed ring fence arrangements, the existing Admin/Information officers are not allowed to apply for the Monitoring & Evaluation Officer positions, yet they could be suitable for this role. Why has ring fencing had been applied to this role given that it is a new role that does not substantially match to any current staff.	ring fences	The agreement with the trade unions is that staff can only be ring fenced to positions one grade above and one grade below their current role.
69	The SO1 Monitoring & Evaluation role includes a relevant degree as an essential criterion, however some of the ring-fenced staff do not have this	ring fences	All ring-fenced staff who express an interest in this post will be considered for it and will be given the opportunity to evidence their suitability for it.
70	The monitoring and evaluation role asks for a relevant degree as an essential requirement however people who have been ringfenced for the role may not have this	ring fences	Please see response at line 69
71	We would like to know if experience will be considered with regard to the Monitoring and Evaluation roles. The current JD for this requires a Specialist Degree as essential which would mean that we would automatically not be suitable for the roles. Could this not say Degree or Experience?	ring fences	Please see response at line 69
72	Staff were very concerned that the level of safeguarding that can be provided will be significantly affected. Levels are already too high and having an EIC across three centres will mean that they will not have enough capacity to deal with safeguarding issues.	Safeguarding	The proposed model has been revised so that no EIC will work across more than two centres.
73	More resources for site management at Noel Park are required as at present the centre manager has to undertake site management tasks	Site management	The site manager post at Noel Park is unaffected by the proposed restructure. Given the overall reduction in resources there is no scope for increasing resources for site management.
74	More detail needed on how the 2 teaching posts would work, where they would be deployed etc. in the new structure.	Teacher posts	Please see response at line 75 re place of work and line management. These are new roles working across the clusters, so how they will work in practice will develop over time.



75	<p>Email received from NUT, on behalf of the 2 teachers involved in the restructure:</p> <ol style="list-style-type: none"> <li>1) We would like the matter resolved at the earliest possible opportunity.</li> <li>2) There are two positions and both teachers should be slotted in.</li> <li>3) If there is to be a move to Soulbury, it should be on the basis that neither colleague has a direct teaching role, but works as an advisory teacher, training and modelling good practice.</li> <li>4) Any additional days, beyond the 190/195 in their current conditions, be specified in advance and properly costed to reflect the higher of their TLRs and all upper pay spine progression.</li> <li>5) That both colleagues have the same salary as their job descriptions are the same.</li> <li>6) That their place of work and line management arrangements be specified clearly.</li> </ol>	Teacher posts	<ol style="list-style-type: none"> <li>1) Agreed</li> <li>2) That is the proposal</li> <li>3) That is the proposal</li> <li>4) The proposed pay scale involves an increase in salary for both members of staff. The staff will be employed on Soulbury terms and conditions and there will be no compensation for the reduction in annual leave. This approach is in line with that previously taken when Early Years Advisory Teachers moved from TPAC to Soulbury.</li> <li>5) That is the proposal</li> <li>6) It is proposed that they will be line managed through the Central Early Years Team by one of the Senior Advisory Teachers and based at the PDC</li> </ol>
76	Concern that South Grove and the EIC post would only be term time only, in terms of continuity of provision for families	term-time only provision	Given the level of resources available, centres will not all be able to open all of the time - some clusters have responded to this by having 1 centre within the cluster operating on a term-time only basis. Centres will work together to plan provision on a cluster basis, ensuring that there is year-round provision within the cluster. Signposting families to available provision will be key to this.
77	Will there be any Term Time Only centres within Cluster 1?	term-time only provision	This is not proposed.
78	Staff felt strongly that consideration should be given to how a transition period could be utilised ahead of final implementation to ensure effective handover.	Transition/communications	Agreed
79	How can centres manage community expectations and communications with service users in light of the reduction in services?	Transition/communications	We understand that it can be hard to get the message across to service users as to what the new model will mean for them in practice. Clusters will need to make clear what services are available and where - the Local Authority will work to support the clusters around communications.

80	Staff were concerned that parents won't know what is on where and at what times because of the cluster based models and reduced service delivery at each centre.	Transition/ communic ations	See response at line 79.
81	VR applications made by staff in ringfences where there are more people than posts should be processed without delay.	VR	Applications for VR are being considered and will be processed as soon as possible.
82	the council should have agreed more VR applications at an earlier stage in situations where there are more candidates than posts in the proposed structure	VR	See response at line 81
83	I would also like to know why staff that have expressed an interest in redundancy have had to wait/are waiting for a decision to their request. Surely, a swift decision-making process would lessen the stress levels to those requesting redundancy and other members of staff who are forced to live with such uncertainty about their employment prospects and livelihood at such a difficult time across the country.	VR	See response at line 81
84	Please could you verify who will make the decision as to which staff will go under the redundancy and whether they will be made to reapply for positions even after filling out the VR1?	VR	The decision on applications for voluntary redundancy is taken by the Council's Director of Corporate Resources. Staff who have completed the VR1 to apply for voluntary redundancy but who have not had a response will need to apply for positions that they are ring fenced for. Not all applications for voluntary redundancy are accepted, and not to apply for positions you are ring fenced for could mean you forfeit your entitlement to a redundancy payment.



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***HARINGEY UNISON***  
**RESTRUCTURE CONSULTATION RESPONSE.**

**CONSULTATION DOCUMENT: Proposal for the restructure of the  
Children's Centres**

**CONSULTATION PERIOD: 14<sup>th</sup> September 2011- 13<sup>th</sup> October 2011**

**Redundancies**

Haringey unison recognise the difficult financial situation the Council is currently in; however in all such proposals we are formally restating our complete opposition to compulsory redundancies as a way of achieving reductions. It is our belief that the Council should be operating a joined up approach to managing change this should include creative use of "bumping" to facilitate Voluntary redundancy applications and avoid compulsory redundancies. Allied to this proactive consideration of options such as voluntary reductions in hours, flexible working etc should be considered where staff support these the normal business case process should not be applied. The presumption as a family friendly good employer should be that the manager is required to make a business case AGAINST the staff's proposals. We are concerned that the current approach in this respect may in fact cause unnecessary redundancies rather than preventing them. In essence it requires staff to be appointed then to apply for reductions in hours rather than allowing them true creative and meaningful consultation on alternatives to the cuts.

We are aware that there is some staff that currently work less than full time and would seek clarity on how they will be dealt with in the recruitment process?

Unison has real concerns re this restructure and the fact that the proposal has changed in relation to the line management moving away from the local Authority. Unison feels that the current proposal of many of the staff still being employed by individual schools could well lead to service delivery being very disjointed and inconsistent across the centres. I believe that this is already illustrated by Appendix C, “The proposed Cluster structure”. Which shows how the staff resources will be organised. This proposed cluster structure, I feel, does not take into consideration the size and complexities of all the centres and the services that they are currently providing.

Also that fact that one of the Schools have already indicated that they will only be considering their own staff for posts within their centre rather than participating in the larger ring fence arrangements, I feel, only further illustrates the issues and problems of inconsistencies and lack of fairness for both the staff and the community that could result in the future.

Unison feels that the Local authority should be taking a greater lead with respect of the cluster lead centres and the co-ordination of the cluster activities. This, we feel could be achieved by changing the current proposed clusters to the following:

<b><u>Cluster 1</u></b>			
Cluster made up of all LA run centres and to take lead role and link into the other clusters. (LA run centre placed in each sector of the Haringey)			
<b>Triangle Lane</b>	<b>Stonecroft</b>	<b>Woodside (LA to give notice to Earlham to end current SLA so that Woodside returns to LA control).</b>	<b>Park Noel Park</b>
<b><u>Cluster 2</u></b> Earlsmead Welbourne South Grove	<b><u>Cluster 3</u></b> Campsbourne Stroud Green Woodlands Park Downhills The ladder	<b><u>Cluster 4</u></b> Bounds Green Rowland Hill	<b><u>Cluster 5</u></b> Broadwaters Farm Bruce Grove Pembury House

Although the above creates an additional cluster, in operational terms the fact that Clusters 2-5 will be linking into and LA run centres of Cluster 1, would mean that they would operate as 4 clusters.

**Other issues that have been raised from the meetings that my colleagues and I have attended:** *(I am aware that many of the staff involved or particular centres have sent in separate responses In these cases I will not be repeating these issues in detail.)*

- Ring fencing - I am aware that there have been individual submissions re the ring fences that some staff are in, or not in, e.g. the finance officers.
- Issue re experience not being taken into consideration re JD specification.
- Single Status – There has been some examples of grade changes as a result of the SS exercise, and a number of appeals have been lodged. How is this going to impact on the ring fencing and the time line for interviews?
- **Requests for VR** – There are several examples of staff being in a ring fence where the numbers of affected staff are far greater than the posts available, and yet staff request for VR do not seem to be being processed.
- **Interviews-** concerns have been express re the interview process. Staff are fearful that the process will not be fair as there appears to be a bias for certain staff by managers who will be on the interview panels. This appears to be a particular issue for the current LA employed staff, who feel that they will be disadvantaged if interviewed by head teachers. Unison is requesting that we are able to participate in all the interviews as observers.
- **Interview times line** – staff raised concerns that interviews will take place during the half term when many school base staff may not be available.
- The issue of working across a cluster re lone working and the fear of feeling isolated and unsupported particularly in the case of the outreach workers.
- Concerns re the level of service that will be able to be delivered with the reduction of staff numbers.
- Grades of some of the posts e.g. the Monitoring & Evaluation posts do not seem appropriate.
- Difference re grade for EIC posts and the disparity between school and non-school based posts.
- Lots of the staff raised the issue re the affect of the reduced service will have on the families, which could lead to safeguarding issues.

- Issue re how the day-to-day finance will be handled, in the current proposed structure, as this area seems to be poorly resourced.

Comments by

A handwritten signature in black ink, appearing to be 'A. Holden', with a long, sweeping flourish extending to the right.

Andrea Holden  
Branch Health & safety Officer & Joint CYPS Convenor

Date 13<sup>th</sup> October 2011

## Management Response

Thank you for your comments. We would like to thank Unison for their active involvement in the children's centre consultation, their attendance at the midway meetings with affected staff, and their ongoing contribution to the joint planning of the consultation, recruitment and redeployment process. We have valued your input and feel that your involvement has helped us to ensure equity and fairness across the process for all staff.

As you have stated, many of the issues you have raised have also been raised by staff and where this is the case, we have addressed these and provided responses in the Consultation Response document.

We acknowledge the risk of inconsistent service delivery in the new model, and will ensure this is addressed through the strategic development of clear SLA's between the Local Authority and Children's Centres. SLA's will be regularly monitored as part of the performance management framework. We also note your concerns about the services that some centres are currently providing and are working with centres to try and ensure clusters are able to respond to local need. However we know that centres may not be able to provide the same level of services that they have done previously.

The Local Authority shares your concerns regarding the recruitment arrangements put in place by one of the schools, however the Children's Centre Task Group have committed to a single recruitment process across all other centres and are committed to cluster working in the future.

Thank you for the alternative model you submitted. Public consultation held on the proposals for Children's Centres showed that Lead Centres were unpopular and have not therefore been taken forward in the current model. The role of the Local Authority is as a strategic lead for Children's Centres with responsibility for commissioning services and monitoring and evaluation. The Local Authority will also take an active role in the Cluster Advisory Boards which will oversee cluster planning and coordination.

### Appendix 6a: Revised posts in children's centres structure

Cluster	Post	Grade	FTE	Employer
Across clusters	Children's Centre Teacher	QTEACH	1	LA
	Children's Centre Teacher	QTEACH	1	LA
Across LA Children's Centres	Finance Officer	SO1	1	LA
	Finance Officer	SO1	1	LA
1	Community Outreach Worker	Sc6	1	Campsbourne
1	Community Outreach Worker	Sc6	1	Downhills
1	Community Outreach Worker	Sc6	1	Ladder
1	Community Outreach Worker	Sc6	1	Stroud Green
1	Community Outreach Worker	Sc6	1	Woodlands
2	Community Outreach Worker	Sc6	1	Earlsmead
2	Community Outreach Worker	Sc6	1	LA (Triangle)
2	Community Outreach Worker	Sc6	1	Welbourne
4	Community Outreach Worker	Sc6	1	Bounds Green
4	Community Outreach Worker	Sc6	1	Earlham (Woodside)
4	Community Outreach Worker	Sc6	1	LA (Noel Park)
4	Community Outreach Worker	Sc6	0.5	Rowland Hill
4	Community Outreach Worker	Sc6	1	Rowland Hill
2	Community Outreach Worker	Sc6	1	South Grove
3	Community Outreach Worker (COM FOCUS)	Sc6	1	Broadwater Farm
3	Community Outreach Worker (COM FOCUS)	Sc6	1	LA (Park Lane)
3	Community Outreach Worker (COM FOCUS)	Sc6	1	Pembury House
3	Community Outreach Worker (OUT FOCUS)	Sc6	0.6	Broadwater Farm
3	Community Outreach Worker (OUT FOCUS)	Sc6	1	LA (Park Lane)
3	Community Outreach Worker (OUT FOCUS)	Sc6	1	Pembury House
1	Information and Administration	Sc5	0.5	Campsbourne
1	Information and Administration	Sc5	0.5	Downhills
1	Information and Administration	Sc5	0.5	LA (Stonecroft)
1	Information and Administration	Sc5	1	Ladder
1	Information and Administration	Sc5	0.5	Stroud Green
1	Information and Administration	Sc5	1	Woodlands
2	Information and Administration	Sc4	0.6	Earlsmead
2	Information and Administration	Sc4	0.6	LA (Triangle)
2	Information and Administration	Sc4	0.6	South Grove
2	Information and Administration	Sc4	0.6	Welbourne
3	Information and Administration	Sc5	1	Broadwater Farm
3	Information and Administration	Sc5	1	LA (Park Lane)
3	Information and Administration	Sc5	1	Pembury House
4	Information and Administration	Sc5	1	Earlham (Woodside)
4	Information and Administration	Sc5	1	LA (Noel Park)
4	Information and Administration	Sc5	1	Rowland Hill
3	Information and Administration (TTO)	Sc5	0.5	Bruce Grove
4	Information and Administration (TTO)	Sc5	0.9	Bounds Green
3	Monitoring and Evaluation	SO1	0.7	Pembury House
4	Monitoring and Evaluation	SO1	0.5	Rowland Hill
4	Non-School Based Early Intervention Coordinator	PO5	1	LA (Noel Park)



2	Non-School Based Early Intervention Coordinator with Childcare	PO6	1	LA (Triangle)
3	Non-School Based Early Intervention Coordinator with Childcare	PO6	1	LA (Park Lane)
1	School Based Early Intervention Coordinator	PO3	0.5	Campsbourne
1	School Based Early Intervention Coordinator	PO3	1	Ladder
1	School Based Early Intervention Coordinator	PO3	1	Woodlands
2	School Based Early Intervention Coordinator	PO3	0.5	Earlsmead
2	School Based Early Intervention Coordinator	PO3	1	Welbourne
3	School Based Early Intervention Coordinator	PO3	1	Broadwater Farm
3	School Based Early Intervention Coordinator	PO3	1	Pembury House
4	School Based Early Intervention Coordinator	PO3	1	Rowland Hill
2	School Based Early Intervention Coordinator (TTO)	PO3	0.9	South Grove
4	School Based Early Intervention Coordinator (TTO)	PO3	0.9	Bounds Green
2	Senior Monitoring and Evaluation	PO1	0.5	Earlsmead
1	Senior Monitoring and Evaluation Officer	PO1	1	Woodlands

**51.4**

**Appendix 6b – Revised ringfences for children’s centres restructure**

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Finance Officer (SO1)	Assimilation	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Expressions of Interest	Expressions of Interest	Closed ringfence			
100 Tower Gardens	Community Services Coordinator	PO2	y							y				y
100 Tower Gardens	Assistant Site Manager	SC3											y	
100 Tower Gardens	Admin/Receptionist (33.75 hrs)	SC4				y	y							y
Bounds Green	Community Nursery Nurse	SC6						y	y					
Broadwater Farm	Admin / Information Officer	SC4				y	y							y
Broadwater Farm	Deputy Head of Centre	PO4	y	y										y
Broadwater Farm	Head of Centre	QTEACH											y	
Broadwater Farm	Information Officer	SC4				y	y							y
Campsbourne	Admin / Reception	SC4				y	y							

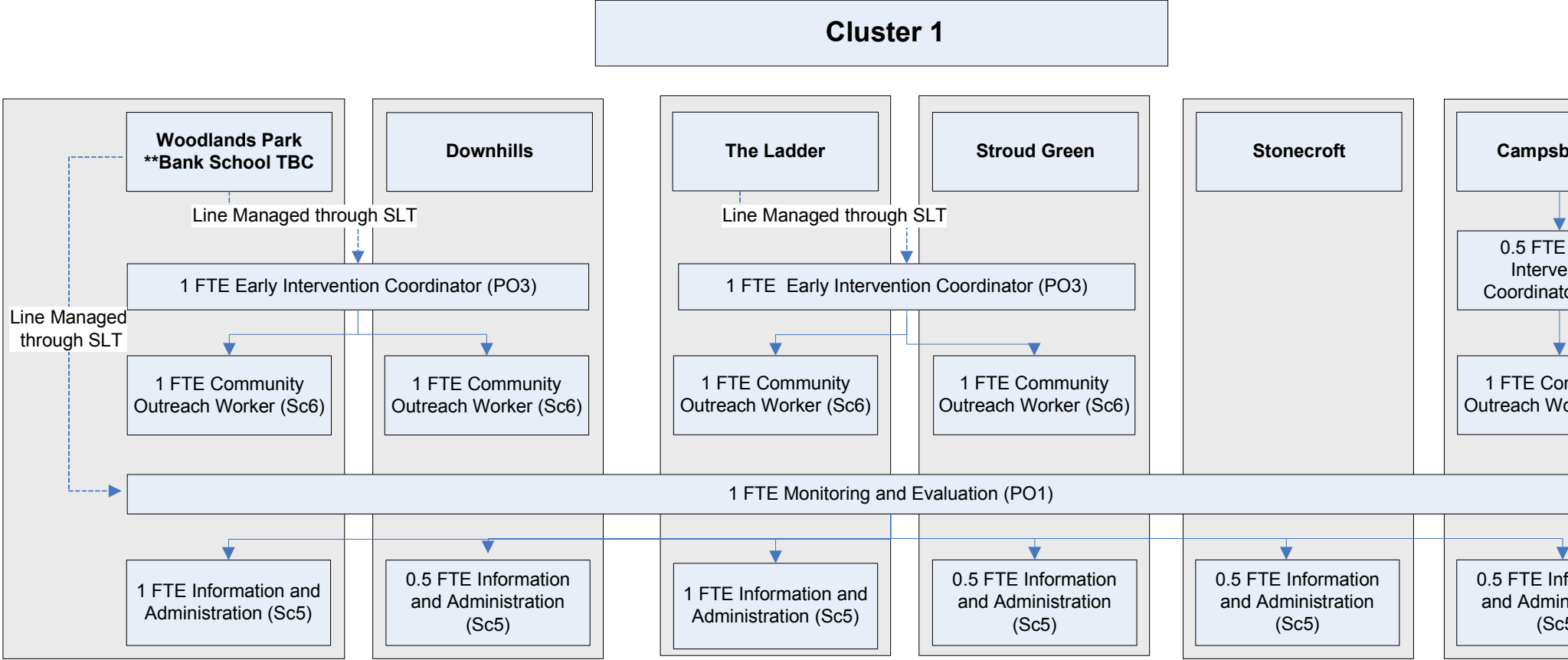
Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Finance Officer (SO1)	Assimilation	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Expressions of Interest	Expressions of Interest	Closed ringfence		
Campsbourne	Information Officer	SC6					y		y					
Campsbourne	Nursery Officer	SC6						y	y					
Central Staff	Community Programme Co-Ordinator	PO2	y							y				
Central Staff	Outreach Worker	SC6						y	y					
Central Staff	Outreach Worker	SC6						y	y					
Central Staff	Outreach Worker	SC6						y	y					
Central Staff	Outreach Worker	SC6						y	y					
Downhills	Administrator	SC4				y	y							
Downhills	Community Services Co-ordinator	PO3	y											
Downhills	Community Group Worker	SC5						y						
Earlsmead	Community Nursery Nurse	SC6						y	y					
Earlsmead	Admin Officer	SC4				y	y							
Earlsmead	Centre Manager	PO2	y							y				
Noel Park	Centre Manager	PO5		y	y									
Noel Park	Early Years Curriculum Co-ordinator	PTQTEA CH										y		
Noel Park	Finance Administrator	SO1							y	y	y			

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Finance Officer (SO1)	Assimilation	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Expressions of Interest	Expressions of Interest	Closed ringfence		
Noel Park	Team Admin/Info Officer	SC5				y	y							
Noel Park	Early Years Worker	SC6						y	y					
Noel Park	Community Development Officer	PO3	y											
Park Lane	Administrator	SC4				y	y							
Park Lane	Deputy Head of Centre	PO5		y	y									
Park Lane	Information Assistant	SC4				y	y							
Park Lane	Senior Finance Officer	PO1							y	y	y			
Park Lane	Team Administrator	SC5				y	y							
Park Lane	Team Administrator	SC4				y	y							
Park Lane	Early Years Worker	SC6						y	y					
Park Lane	Outreach Worker	SO1						y	y	y				
Pembury	Admin/Information Officer	SC4				y	y							
Pembury	Deputy - CC Services	PO4	y	y										
Pembury	Admin/Information Officer	SC4				y	y							
Rowland Hill	Community Nursery Nurse (32.5 hrs)	SC5						y						y
Rowland Hill	Data/Evaluation	SC3				y								y

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Finance Officer (SO1)	Assimilation	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Expressions of Interest	Expressions of Interest	Closed ringfence		
Rowland Hill	Deputy Families and Communities	PO4	y	y										y
Rowland Hill	Information Officer	SC4				y	y							y
Rowland Hill	Outreach Worker	SC6						y	y					
South Grove	Community Group Worker	SO1										y		
South Grove	Centre Manager	PO3	y									y		
South Grove	Information & Evaluation Officer	SC5				y	y					y		
Stonecroft	Administrator	SC4				y	y							
Stonecroft	Community Outreach	PO1/2	y						y	y				
Stonecroft	Information Assistant	SC4				y	y							
Stonecroft	Finance Officer	SO1							y	y	y			
Stroud Green	Information Assistant	SC4				y	y							
Stroud Green / Treetops	Nursery Officer Manager	PO2	y							y				
Stroud Green / Treetops	Senior Nursery Officer	PO1							y	y				
The Ladder	Admin	SC4				y	y							
The Ladder	Centre Manager	PO3	y											
The Ladder	Information Officer	SC5				y	y							

Centre	Job Title	Grade	School Based Early Intervention Coord (PO3)	Non-School Based Early Intervention Coord (PO5)	Non-School Based Early Intervention Coord with Childcare (PO6)	Administration & Information (Sc4)	Administration & Information (Sc5)	Community Outreach Worker (Sc6)	Monitoring & Evaluation Officer (SO1)	Senior Monitoring & Evaluation Officer (PO1)	Finance Officer (SO1)	Assimilation	No appropriate match in children's centres structure	In ring fence for school restructure
			Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Closed ringfence	Open ringfence	Expressions of Interest	Expressions of Interest	Closed ringfence		
The Ladder	Sessional Worker	SC3											y	
The Ladder	Sessional Worker	SC3											y	
The Ladder	Community Group Worker	SC5						y						
Triangle	Curriculum Co-ordinator	PTQTEA CH										y		
Triangle	Finance Administrator	SO1							y	y	y			
Triangle	Head of Centre	PO7			y									
Welbourne	Community Outreach Worker	SC6						y	y					
Welbourne	Information officer	SC6					y		y					
Woodside	Early Years Worker (17hrs)	SC5						y						
Woodside	Community Outreach Manager	PO4	y	y										
Woodside	Finance Officer	SC6							y	y	y			
Woodside	Information Officer	SC4				y	y							

**Appendix 6c: Revised Cluster Structures**



**Cluster 2 - Triangle, South Grove, Earlsmead, Welbourne**

