

Report to: The Cabinet

Date: 11th March 2013

Report of: Director of Children's Services

Report No:

Contact Officer: Dr Tony Birch, Assistant Director
Enjoy and Achieve

Tel No: 2130

Report Title: **Proposed Personal Advisors and Early Intervention Team Service Review Post Consultation Proposals**

**Confidential /
Non Confidential:**

(Confidential Not for Publication)

This report is exempt from publication by virtue of Paragraph 1 of Schedule 12A to the Local Government Act 1972.

Purpose:

To set out the results of consultation on proposals for the Personal Advisor and Early Intervention Teams following changes in legislation and to meet budget savings to take into account a reduction in funding from 2012/13 onwards, and to seek approval from the Cabinet to implement the final proposals.

Recommendations:

The Cabinet is recommended to:

- Approve the final proposals; and
- Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Children's Services.

**Background
Doc(s):**

<http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11429/Committee/3035/Default.aspx>

Summary:

An Executive Summary is set out within the report. Following this, the

report then separately sets out the key issues raised through the consultation process and revised proposals in Part 1 for the Personal Advisor service and Part 2 for the Early Intervention Team as follows:

Part 1: Revised Proposed Savings and Efficiencies of the Personal Advisor Service following Consultation, including the following appendices:

- Appendix A1 Summary of Consultation Responses and Proposed Changes;
- Appendix A2 Formal Unison response to the proposals;
- Appendix A3 Existing Structure Diagram – Combined team of Personal Advisors and Keyworkers
- Appendix A4 Structure Diagram as proposed in Consultation Proposals – Personal Advisors
- Appendix A5 Final Proposed Structure Diagram
- Appendix A6 Revised Ringfence Arrangements;
- Appendix A7 Equality Impact Assessment.

Part 2: Revised Proposed Savings and Efficiencies of the Early Intervention Team Service following Consultation, including the following appendices:

- Appendix B1 Consultation Log: Summary of Consultation Responses and Proposed Changes;
- Appendix B2 Formal Unison response to the proposals;
- Appendix B3 Existing Structure Diagram – Combined team of Personal Advisors and Keyworkers
- Appendix B4 Structure Diagram as proposed in Consultation Proposals – Personal Advisors
- Appendix B5 Final Proposed Structure Diagram
- Appendix B6 Revised Ringfence Arrangements;
- Appendix B7 Early Intervention Team Core Service by Cluster
- Appendix B8 Equality Impact Assessment.

Please note that relevant Job Descriptions and Person Specifications are available on request.

Executive Summary

- 1.1 In its September budget report at Appendix B, Children's Services savings, the council identified £870,000 savings for the Personal Advisor service and £530, 000 savings for the Early Intervention Team service. The financial savings from these proposals equate to £868,226 from the Personal Advisor Service and £524,926 from the Early Intervention Team service. This equates to approximately 70% of the current Personal Advisor service budget and 51% of the Early Intervention Service budget.
- 1.2 Further to the approval of the report to the Executive Cabinet Member – Deputy Leader on 15th October 2012 setting out the need to consult on the review proposals of the Personal Advisor and Early Intervention Team Service, the following report sets out the consultation response and any changes as a result of consultation.
- 1.3 On 15th October 2012 the Executive Cabinet Member – Deputy Leader together with the Executive Cabinet Member - the Leader (on 22nd October 2012) approved a report setting out the need for a review of the Personal Advisors service and the Early Intervention service and draft proposals for changes to the Division's structure and operations, for consultation with Trades Unions, staff and service users. (See <http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11429/Committee/3035/Default.asp>)
- 1.4 Decisions about where savings can be made within Children's Services are difficult. Children's Services has followed these overarching strategic principles in setting the Departmental budget for the period 2013/14 and 2014/15 and in determining within which areas Departmental savings are proposed, focusing in particular upon:
 - Protecting the most vulnerable children and young people
 - Targeting those children, young people and families most in need.
 - Targeting areas of greatest deprivation.
 - Keeping children, young people and the organisation safe.
- 1.5 The proposed changes will impact on services for children and young people and care will be taken to ensure that the potential impacts of these proposals are well understood and mitigated as far as possible. These are outlined in the attached revised Equality Impact Assessments.
- 1.6 Following the formal consultation period, this report presents revised proposals for both the Personal Advisor and Early Intervention Teams, including savings from

both staffing and non-staffing budgets. The remainder of this report is split into two sections. Part 1 sets out the specific revised proposals for a restructure of the Personal Adviser Function and Part 2 sets out the specific revised proposals for a restructure of the Early Intervention Team/Keywork Function, for final approval by the Cabinet.

2.0 Background to the Review

- 2.1 The current establishment within the scope of this review totals 63.87 FTE. The table below shows the split by service, current vacancies and originally proposed FTE by service.

	Personal Advisors	Early Intervention Team	Totals
Current Establishment (FTE)	33.1	30.77	63.87
Current Vacancies (FTE)	7.49	4	11.49
Original Proposal Structure (FTE)	14	17.29	31.29
Original Overall Proposed Reduction (FTE)	19.1	13.48	32.58

- 2.2 Following consultation, the revised proposals include scope for a traded service with schools for the Personal Advisor service. The traded service for the Personal Advisors results in an additional 6.8 FTEs (1 Practitioner manager and 5.8 additional PAs). All traded service PA posts are to be term time only plus 2 weeks, in line with schools demand. The Practitioner Manager will be all year round.
- 2.3 Therefore the revised proposals as set out in this report indicate an overall reduction in the staff establishment by 25.78FTEs. Of these, 11.49 are vacant posts, therefore the total net reduction is 14.29 FTE.
- 2.4 This report sets out results of the formal consultation process and contains the final proposals in response.

3.0 Consultation process

3.1 Coinciding with approval of the strategic budget option by the Cabinet on September 3rd, “at risk” letters were issued to affected staff on 16th October. Formal consultation on the proposals expired on 17th December 2012.

3.2 Key elements of the formal consultation have included::

Trades Unions

- Weekly Special DJCC meetings with a consultation log circulated each week;
- Responding to specific requests for information from the trades unions;
- Access to all draft job descriptions and person specifications;

Staff

- A formal briefing session and presentation for all staff on 16th October;
- A staff consultation pack containing in addition to some of the things listed below, the original report to Executive Cabinet Member – the Deputy Leader/the Leader; a draft timetable; details of support for staff; and a comments and questions form;
- Weekly updates to the log of FAQ (See Appendix A1);
- Regular update on the availability of vacant posts outside of the review with support for staff who have taken up opportunities to apply for jobs as a result;
- Holding individual meetings with members of staff attended by HR and/or trades unions representatives where required;
- Following up meetings with more specific support (for example around interview technique, or enrolment onto OD provided sessions);
- Requesting expressions of interest (without prejudice at this stage) from staff for voluntary redundancy and for other forms of flexible working including reductions in hours;

Customers and stakeholders

- Holding an informal workshop with Young People on 3rd December 2012;
- Holding an informal workshop with parents on 11th December 2012;
- Analysing feedback from staff; young people and parents.

3.3 Following the formal consultation period, this report presents revised proposals for both the Personal Advisor and Early Intervention Teams, including savings from both staffing and non-staffing budgets. The remainder of this report is split into two sections. Part 1 sets out the specific revised proposals for a restructure of the Personal Adviser function and Part 2 sets out the specific revised proposals for a

restructure of the Early Intervention Team/Keywork Function, for final approval by the Cabinet.

3.4 The Cabinet is recommended to:

- Approve the final proposals; and
- Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Children's Services.

Part 1

Revised Proposed Savings and Efficiencies of the Personal Advisor Service following Consultation

4.0 Key issues raised through formal consultation – Personal Advisors (PAs)

- 4.1 The formal trades union, Unison, response to the proposals is set out in full at Appendix A2. In summary, the main issues raised in that response are:
- To engage schools into the feasibility of a traded service with the Local Authority;
 - The re-establishment of the Opportunity and Information Officer post;
 - The money currently going to Bolton Lads and Girls Club comes back into the budget.
 - A training pot to fund the duty to be Matrix accredited.
- 4.2 Appendix A1 sets out a comprehensive summary of each of the issues raised during consultation, including matters raised at the regular consultation meetings. Appendix A1 also incorporates, for the sake of setting out a comprehensive response to the consultation, the proposed response to what was said by individuals and teams during personal meetings, staff briefing sessions and on the proforma issued with the Staff Consultation Pack.

5.0 Proposed Changes arising

- 5.1 The final proposals include some changes. Appendix A1 sets out in detail the reasoning behind some key areas where management, having considered the points made, take the view that the proposed structure should be amended, namely:
- That the proposed Local Authority service for vulnerable young people; those at risk of disengagement; pupils in Pupil Referral Units and pupils with Learning Disabilities be adopted as set out in the original proposals and again detailed within this report at Appendix A4.
 - Furthermore, to establish a traded service for schools to procure careers advice enabling them to fulfil the new duty on schools as per the Education Act 2011 to provide careers advice to young people at the relevant phase of their education.
- 5.2 The above mentioned traded service model calculates the cost of a PA dependent on the number of FTE staff employed within the traded service as a whole. It incorporates the cost of a dedicated Practitioner Manager for the Service. This post would add both significant capacity and expertise to the PA time being purchased by schools. The Practitioner Manager will be school based and will spend a majority of their time working directly to support delivery within schools. In addition they will work with the Local Authority (LA) Personal Advisor Service Manager to plan and deliver a common programme of Continuous Professional Development (CPD) to all PAs and ensure the coordination of the activities of the traded service with that of the Local Authority team.

5.3 Additional responsibilities would include:

- Plan together with schools the deployment of PAs within the traded service and address any day to day issues that may arise.
- Provide regular supervision for all traded service PAs
- Support PAs to deliver their duties within all traded service schools; including, school open evenings, option events and staff development activities.
- Plan and deliver a CPD programme alongside the LA PA Service manager
- Support and deliver targeted work with CLA and other vulnerable pupils
- Liaise with the LA Service manager to support schools to deliver their data reporting responsibilities (e.g. Destination & Progression data) & manage IAG tools such as “Search and Apply”.

The PAs within this team will have been appointed by a panel of school and local authority staff to specifically work within the traded service and their job descriptions will reflect this. They will be school based and their deployment and duties will be determined by the schools in consultation with the Practitioner/Manager for the service.

Following consultation with schools and their subsequent commitment, the traded service will create 6 (5.8 FTE) new PA posts (Grade 7) and 1 (1 FTE) Practitioner Manager post (Grade 9). All the PA traded service posts will be term time only plus 2 weeks. The Practitioner Manager will be all year round. The table below shows the cost of the traded service to be recovered through a Service Level Agreement with schools.

Personal Advisor Traded Service Financial Table

Post	Grade	No. of Posts	FTE	Total £
<u>Staffing Costs</u>				
Senior Practitioner	9	1	1.00	42,841
Personal Advisers (Termtime only plus 2 weeks)	7	6	5.14	177,462
Total Costs				220,303
<u>Other Costs</u>				
Travel				1,500
Total Costs				221,803

- 5.4 These changes have a net effect of being cost neutral to the Local Authority as full cost recovery for the service will be made through a Service Level Agreement with schools. This is reflected in the revised proposed structure diagram at Annex 3 below.

6.0 Implications of expressions of interest in voluntary redundancy and other flexible working

- 6.1 As a starting point it should be noted that, during the consultation period, a number of staff asked for their individual estimated figures for pension and redundancy. In line with current Council policy, each member of staff received a letter explaining the deferral of these decisions until the conclusion of the review.
- 6.2 As such the revised ring fence arrangements at Appendix A6 should be regarded as indicative only.

7.0 Equality Impact Assessment

- 7.1 Under the Equality Act 2010, the council must have due regard to:
- Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
 - Fostering good relations between people who share a protected characteristic and people who do not share it
- 7.2 It is therefore important to consider how the proposals contained within this report may positively or negatively affect this work. To support this analysis, an Equality Impact Assessment (EIA) has been carried out on the proposals outlined in this report, and is attached at appendix A7.
- 7.3 The EIA looks at the anticipated (positive and/or negative) impacts of the proposal on people from Bolton's diverse communities, and whether any group (or groups) is likely to be directly or indirectly differentially affected. This Equality Impact Assessment builds on the equality screening which was completed on the initial review options, and summarises the stakeholder consultation which has been completed as part of this review.
- 7.4 It is not anticipated that the proposals will have a differential effect on any of Bolton's diversity groups. However, should the proposals be approved by the Cabinet, they will be kept under review as part of the overall budget process.

- 7.5 The equality considerations are set out in more detail in the Equality Impact Assessment at Appendix A7. Should the proposals be approved by the Cabinet, they will be kept under review as part of the overall budget process.

8 Recommendations

- 8.1 The Cabinet is recommended to:
- (i) Approve the final proposals; and
 - (ii) Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Children's Services Department.

PROJECT NAME: Early Intervention & Connexions Service

APPENDIX A1 : Summary of Consultation Responses and Proposed Changes: Personal Adviser Service

The table below provides a list of all of the key issues raised during consultation along with a proposed response to each. All issues specific to the circumstances of individuals have been discussed and resolved with those individuals and, where appropriate, their trade union representatives.

Ref* (U/S)	Issue / Concern	Comment / Response
* U = response and comments made as part of the formal consultation process by Unison S = additional comments made by service users or other stakeholders		
	Is it correct that the Senior PA post is a slot in.	It is correct that we have slotted in. Detail in the proposal is correct. There is a clear audit trail.
U	Consultation with Head Teachers and Special Schools.	Jane Hampson/Tony Rigler/Tony Birch to meet with Head Teachers clusters between them. Tony Rigler to take to full BASH meeting on 12/11/2012 to look at Traded Service and see what they want. 15 out of 17 heads attended. Three heads to form steering group to meet regularly. Will still use clusters. Tony Rigler to meet with North: 30 November South: 26 November West: still awaiting date Positive meeting held this morning with primary heads; now at

Ref* (U/S)	Issue / Concern	Comment / Response
		<p>the point of agreeing how it's going to work and being comfortable with model. Awaiting finance input this afternoon.</p> <p>Tony R: met north cluster heads; similar to other two mtgs. Mtg 3 cluster reps next week as part of BASH subgroup to discuss key issues and priorities. Positive dialogue.</p> <p>Response: was thought that specials might be looking for something different because of their different nature. Tony R has been in discussion with special school rep.</p> <p>Update from Monday's BASH mtg re EIT: they like the model but not the cost so management has overhauled the finance. Will meet again on 21 January. Jane will be able to give them a written proposal re model and costings.</p> <p>Also met with some parents. Good discussion. Discussed critical functions of service that they would like to see retained: they wanted continuity of Keyworker/PA and young people relationship; signposting – guiding the young person re the future.</p> <p>Another consultation event took place; Tony R met with secondary partnership governors to discuss the presentation. Also discussed budgets, and the need to have appropriate plans, emphasis on work with vulnerable groups, destination and participation. Will send link for all consultation materials to all governor representatives. Will also be talking to primary governors.</p>

Ref* (U/S)	Issue / Concern	Comment / Response
U	<p>Members still concerned about whether heads will buy in, and unions would appreciate feedback from discussions asap. Do we have a timeframe yet and can we work towards a dialogue with heads who are likely to buy in?</p> <p>Any update on the above timeframe?</p> <p>Any more thought about management of traded service PAs?</p>	<p>Tony Rigler will discuss timeframe with three secondary cluster reps from BASH on 27/11/12 and is confident that we should know success factors then. Will update group.</p> <p>Hopefully by the time we have met heads on 21 January we should have a clearer idea. Heads will receive paperwork beforehand. Aiming to get final proposal to schools by half term. Two options: an ordering process with an interim stage for expressions of interest, not binding, so we can share with the service which will give us some flexibility. Even though the consultation period is over, we could still meet with unions to discuss developments. Agreed to meet Friday 25th. At 1.00 pm, then two weeks afterwards for an indicative picture, ie by 22 February. Final ordering form can then be produced, then meet at fortnightly intervals. Will have to have job descriptions agreed by then. Unions agreed with members that they are not going to ask for over-prescriptive job descriptions. One generic job description will be appropriate.</p> <p>Tony R – yes, work in progress. Will meet early in the new year to share proposals. Currently looking at idea of senior practitioner manager, to manage operationally and provide supervision. Keeping layers of management to a minimum where possible; principle – minimum management to keep costs down, plus supervision will have practitioner element.</p>

Ref* (U/S)	Issue / Concern	Comment / Response
		<p>Grades were discussed.</p> <p>Final Outcome – to enter into a traded service with schools creating an additional 6 Personal Adviser (Grade 7) posts and 1 new Practitioner Manager (Grade 9) post.</p>
U	Unions would like to see the Opportunity and Information Officer post be re-established.	<p>Adrian W met with postholder, Unions and Head of Service. An assessment of the duties was carried out and presented back to Management.</p> <p>It is felt that this post is no longer required and that duties would be shared across the Personal Advisor day to day duties</p>
U	LA working towards matrix accreditation. If they get posts would they be funded to get a Level 6? Is there going to be a training pot?	Management raised this with Head of Service about levels of qualifications and the need to ensure everybody is supported.
S	The young people felt it was really important to retain continuity with the same advisor due to the personal nature of their relationship.	Every effort will be made to ensure the new service retains consistency of PA's working with the same young people.
S	The young people felt that access to advisors at Base was easier than at school – due to the limited capacity of PAs within schools (15 minutes per child).	There will be still be access to PA's at base for guidance interviews for those vulnerable/LDD and access to information for all young people.
S	There was a strong message emerging from the young people around transition and needing support in the key stage between education and employment.	This will still be provided by both the core team and via the traded service
S	The young people explained that without the assistance of a personal advisor they would be doing something they wouldn't really want to be doing.	Through both the Core team and the traded service, young people would still have the assistance of the PA. Schools not buying the traded service from the council still have a duty to provide independent careers advice.

Ref* (U/S)	Issue / Concern	Comment / Response
S	Parents were concerned that the level of knowledge held by each personal advisor could be lost – knowledge about the opportunities available, personal contacts with employers and knowledge of the young people.	There will be no reduction in the quality of PA's and their ability to offer advice to young people on opportunities and contacts with employers.
S	Parents mirrored the young people in their views on the importance of continuity when it came to PAs.	Every effort will be made to ensure the new service retains consistency of PA's working with the same young people.
S	Parents felt that having someone independent to talk to was important – someone who wasn't a parent or a teacher.	The independence of Careers advice will still remain and impartiality will not be lost.
S	Parents were concerned that the schools could under-buy resources from the council (without knowing how much support is needed)	The service will support schools in understanding their individual needs.
S	There was a concern amongst parents about who would do the follow-ups (to check what the young person was doing post 16)	This is part of the RPA strategy. Arrangements are being established for accurate and timely information to be exchanged between schools, post 16 providers and the Local Authority with regards destinations to which Young People progress after leaving school.
S	Whilst parents acknowledged that the most vulnerable children needed the most support, there was a concern that those pupils 'in the middle' (not in trouble, not known to the teacher) would be forgotten about.	Schools still have a duty to provide independent careers advice to these pupils

APPENDIX A2: Formal Unison response to the proposals



Unisons response to Review of the Personal Advisor and Early Intervention Team services.

Consultation with Trade Unions on the review commenced on the 22nd October 2012 following the approval by the Deputy leader of the Cabinet of the report dated 15th October 2012

As detailed in the proposal the intention is to separate the teams' functions and have distinct teams.

We have meet with management on a usually a weekly basis. We have held separate meeting with the PAs and the Key worker's to try to ensure we could engage our members fully on the separate proposals.

This response was formed on the views of our members directly affected by the proposals in relation to the impact of the departmental financial cuts.

Management Proposal

The proposal outlined scaling down the size of the teams to meet the statutory responsibilities and minimum requirements of the connexions service. By separating out the team's functions, the proposal also considers placing the teams into two separately managed areas, they will each maintain a direct line manager, but the proposal seeks to make redundant the Head of Service. The manager has not sought voluntary severance prior to this review, the unions are disappointed that the proposals seek to in essence 'carve up' the services and re distribute the senior managers overall responsibility.

Also detailed is to disestablish the Opportunity & Information Support Officer, but which is on the establishment as 'A Trainee Personal Advisor'

For the P.A function it sets out a net overall reduction of 19.10 FTE posts, leaving 14 FTE within the service.

The proposal does create 2 Senior Practitioner posts.

For the Key worker structure it sets out a total reduction of 13.48 FTE from the current 30.77 FTE.

The proposal does create 3 new Senior Key Worker posts.

Unison response

Unison sought management agreement from the commencement of consultation, for the authority to explore with the schools in Bolton, their commitment to enter into a Traded Model service for both service areas.

We felt the management team entered fully into the commitment to engage, consult and negotiate with schools in the aim to reach a positive outcome. Whilst we were disappointed about the proposal to disestablish the head of service role, the managers with whom the teams are to sit following the review, have demonstrated their commitment to the PA and Key worker teams in the discussions that have taken place during consultation.

One area which we still await a decision on is the Opportunity & Information Support Officer. We have provided information, which we feel, supports our argument that this work is still required; it will not cease and will not diminish. Furthermore, information has on request been shared with the unions regarding the funding allocated to the Bolton Lads and Girls Club from the Local Authority budget, which in essence they detail they provide young people with duplicate personal advisor services. The cost to budget is £25K per year, and does not fund a specific role, but goes into their 'pot' to provide services with. It is the union's position, this money should cease being provided to Bolton lads and Girls club, and funds redirected back into the connexions services, but which could also mitigate directly the redundancy of the Opportunity and Information officer.

The Consultation Log details the consultation meetings and includes where we have managed to reach agreement and on some of the areas where we feel, and management have agreed, need further discussion.

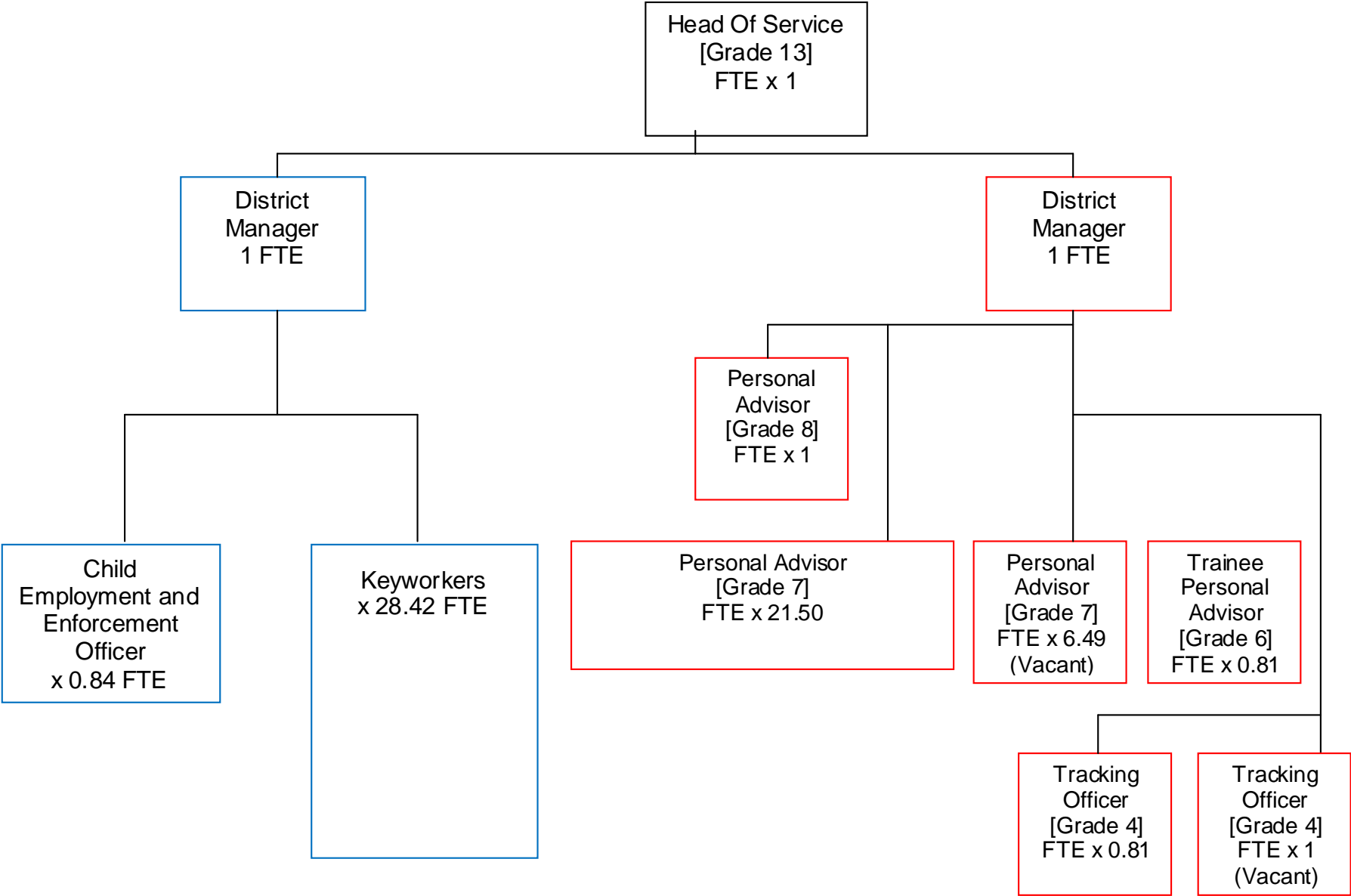
The subject areas are:- the traded Model. The 'management' of the traded model, job descriptions. Detail of how work will be delivered in relation to LDD, PEP's, September Guarantee, Activity Survey and work over the summer period.

Conclusion

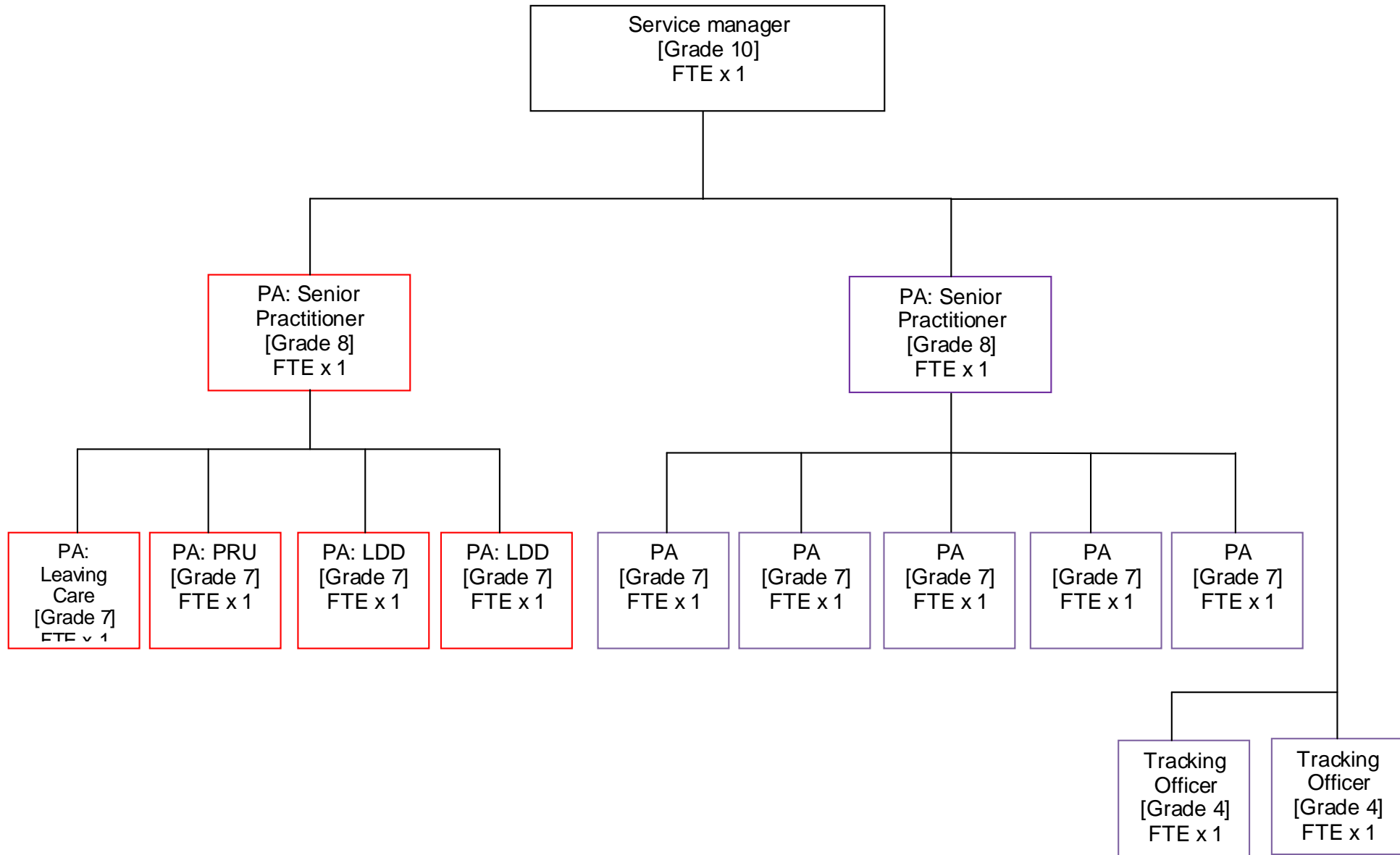
We await the final proposals and understand management need time, to pull together the school's responses. The figures for redundancy were initially very high in this section, and we wait in anticipation to see how the traded model will impact on these figures, alongside the arguments for the opportunity and Information officer post.

Andrea Egan
Assistant Branch Secretary
Bolton Unison.

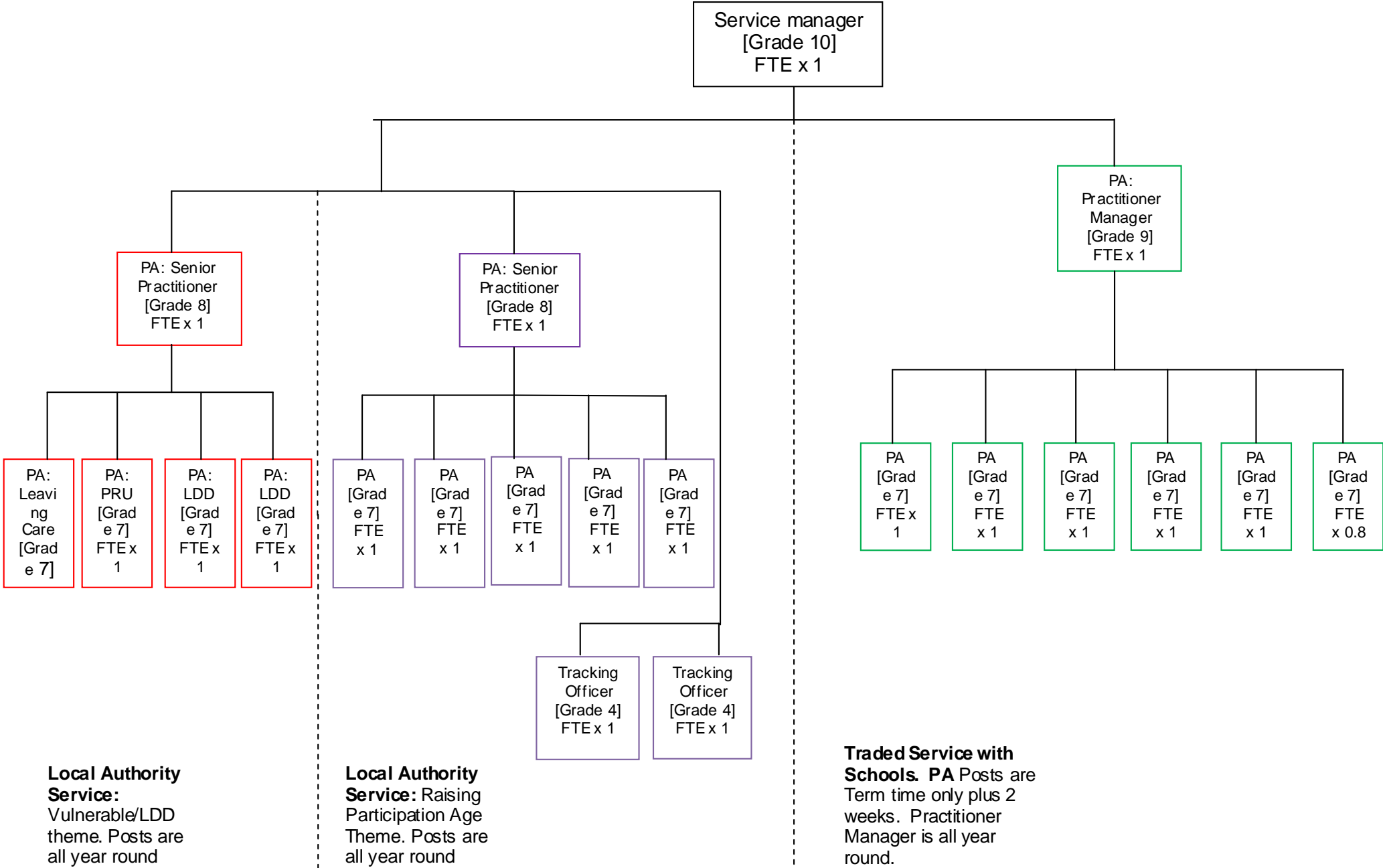
APPENDIX A3 Existing Structure Diagram – Combined team of Personal Advisors and Keyworkers



APPENDIX A4 Structure Diagram as proposed in Consultation Proposals – Personal Advisors



APPENDIX A5 Final Proposed Structure Diagram



APPENDIX A6 Revised Ringfenced Arrangements

Table A The following posts (currently held vacant) would be disestablished:

FTE	Existing Job Title
6.49	Personal Advisor (Grade 7)

Table B The following posts would be directly redundant from the current structure:

FTE	Existing Job Title
0.5	Head of Early Intervention and Connexions Service (Grade 13) <i>Deletion of the remaining 0.5 FTE of this post is included in the EIT review proposals (see Part 2).</i>
0.8	Trainee Personal Advisor (Grade 6)

Table C The following posts are directly comparable and will be slotted in:

FTE	Proposed Job Title	FTE	Existing Job Title
1*	Service Manager (Grade 10)	1*	District Manager (Grade 10) <i>*Please refer to EIT review proposals (part 2) for other district manager proposed slot in arrangements</i>
1**	Tracking Officer (Grade 4)** <i>Increase in capacity from 0.81 to 1 FTE.</i>	0.81	Tracking Officer (Grade 4)
1	PA Senior Practitioner (Grade 8)	1	Personal Advisor - Advanced Practitioner (LDD) (Grade 8)

Table D There are more people than comparable posts in the following roles. These individuals will be subject to a redundancy selection exercise for a post in the new structure :

FTE	Proposed Job Title	FTE	Ringfence of Existing Job Titles
9	Personal Advisor (Grade 7) (All year round)	21.5 (24 staff)	Personal Advisor (Grade 7) (See also Table E)
5.8	Personal Advisor (Grade 7) (Term time only plus 2 weeks)		

Table E

The following ringfenced positive selection arrangements are proposed to enable the Grade 7 PAs (see table D) to apply for the following Grade 8 role:

FTE	Proposed Job Title	Ringfence of Existing Job Titles
1	PA Senior Practitioner (Grade 8)	Personal Advisor (Grade 7)

Table F

There are no comparable posts within the current structure for the following new posts: It is proposed to fill these vacancies in line with HR policy.

FTE	Proposed Job Title
1	Tracking Officer (Grade 4)

1	Practitioner Manager (Grade 9)
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Equality Impact Assessment Part 1: Screening Form

Title of report or proposal:
Review of the Personal Advisors Function

Department:	Children's Services
Section/SIAP unit:	Education and Learning
EIA screening undertaken?	Yes
Date of screening	27 th September 2012
Location of completed screening records	In report to Executive Cabinet Member – Deputy Leader dated 15 th October 2012 located at http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11429/Committee/3035/Default.aspx

This report is for decision and is therefore subject to an Equality Impact Assessment. The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. Details of the outcome of the Equality Impact Assessment have also been included in the main body of the report.

Equality Impact Assessment Questions

- 1. Describe in summary the aims, objectives and purpose of the proposal, including desired outcomes:**

The proposal stems from a change in legislation and statutory responsibilities of the council and from Council- wide examination of discretionary spending to ensure that a legal budget can be set in the light of reduced central funding. Expenditure on the Personal Advisor function is one of the areas where potential savings need to be considered.

The service review undertaken has identified the reduced statutory duties of the local authority with regard to information, advice and guidance services and identified a staffing structure with the capacity to deliver these duties.

The original proposal involved a reduction of the total establishment of the Personal Advisors' Service by 19.10 FTE from the current 33.10 FTE however the revised proposal has limited the reduction in the establishment to 12.30 FTE, of which 7.49 FTE posts are vacant. These revised proposals will provide a LA statutory service to ensure that support services will be maintained for the most vulnerable young people in the borough. In addition, a full –cost traded service will be established comprising 6.8 FTE posts to provide support to schools with the delivery of their statutory responsibilities to provide careers guidance.

These changes will lead to a reduction in staffing which will, in turn, lead to a reduction in universal support and could potentially impact on a range of stakeholders including children & young people and their families. This potential impact is discussed in more detail below.

2. Who are the main stakeholders in relation to the proposal?

- Staff currently employed in the Early Interventions and Connexions Team and their Trades Unions,
- Schools,
- Young people who are service users or potential service users.

3. In summary, what are the anticipated (positive or negative) impacts of the proposal?

Positive impacts include a saving of £868,226 which will enable the council to set a balanced budget to provide high quality services to the most vulnerable in our community, for example to those young people with learning difficulties and/or disabilities, pregnant young women or teenage parents, young people receiving support from substance misuse services, young carers, those receiving education outside of mainstream schools or those involved with the criminal justice system.

It has been accepted that there may be an adverse impact on staff whose roles are at risk under these proposals. However plans will be in place to implement changes in line with HR policies and procedures and there will be redeployment and redundancy opportunities following any changes.

If the proposal is accepted, there is a potential for longer term negative impacts on the borough including the possibility that a reduction in Local Authority Personal Advisors could lead to a reduction in quality assured, and consistent careers advice although Government expectations are that this will not be the case. However, we do not believe that any possible negative impacts would be differential in that services will be allocated to children and young people in greatest need of the service, irrespective of their personal characteristics.

The establishment of a new traded service will enable schools to access quality assured external careers guidance for their pupils.

This equality impact assessment is set within the context of the council's duties under the Equality Act 2010. Under this act, the council is required to have due regard to:

- 1) Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- 2) Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Fostering good relations between people who share a protected characteristic and people who do not share it

It is not anticipated that these proposals will have an impact on the council's ability to meet this duty.

4. With regard to the stakeholders identified above and the diversity groups set out below:

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
POTENTIAL IMPACT ON USERS OF THE PERSONAL ADVISORS SERVICE:				
<p><u>General comments:</u></p> <p>New provisions in the Education Act 2011 pass responsibility for careers education and guidance to schools. These provisions give schools greater freedom and flexibility to exercise their professional judgement in determining the most appropriate careers guidance for their pupils.</p> <p>The changes are in line with the Government belief that schools should be trusted to do what is right for their pupils and, knowing them, are best placed to determine their needs. There is an expectation that schools recognise the importance of good quality independent advice in raising aspirations and broadening horizons and will continue to provide access to it as part of their offer to pupils.</p> <p>In addition to the provision made by individual schools, young people will have access to web based and telephone advice provided by the new National Careers Service.</p> <p>Schools will be free to make arrangements for careers guidance that best suit the needs of their pupils, engaging, where appropriate, in partnership with independent providers (i.e. not directly employed by the school). In support of these measures, schools will be able to access support from providers who have achieved a national quality standard for careers guidance providers. This quality standard will assist schools in making informed decisions about which provider to use. The Careers Profession Alliance is also developing professional standards for careers advisors which will support the provision of high quality guidance. The revised proposal will enable schools to purchase just such a quality assured service from the LA.</p> <p>Schools will be held to account for provision of their new duty through the new destination measures (published by the Department for Education) and through Ofsted inspection. As such the LA has no responsibility to monitor schools' implementation of careers education to young people.</p> <p>To ensure that the most vulnerable young people in the Borough are supported to maximise their life chances through positive engagement in education, employment or training the LA will retain a smaller team of Advisors who will deliver support services on the basis of identified need.</p> <p>The impact of the legislative changes on the levels of NEET locally is currently unknown and difficult to predict at this stage. It will be partially dependent on the effectiveness of the careers guidance commissioned by schools. It will also depend on the continued successful delivery of the targeted service</p>				

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
<p>through the LA retained duty. This service will continue to focus on specific groups of vulnerable young people with higher level needs and those who require additional support at a lower level or at particular times in their life.</p> <p>The Council consulted fully with staff and appropriate stakeholders and sought views on any potential impacts – both positive and negative. These views will were used to conduct the full Equality Impact Assessment that follows.</p>				
Race	Impact on members of particular racial or ethnic groups is viewed as generally neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need. Race will not be a factor in determining provision or level of services.	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	<p>Schools have a duty to secure independent quality assured careers guidance for all pupils during the “relevant phase of their education”. In response to consultation feedback, schools will be able to purchase this from the traded service if they wish to do so. The LA service will give additional support to those in greatest need.</p> <p>Whilst the way in which careers advice is delivered in school will change, the Information, Advice and Guidance commissioned by schools will be quality assured using nationally recognised accreditation standards.</p> <p>Consultation was undertaken with the relevant stakeholders including staff and their</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
				<p>Trades Unions and schools.</p> <p>The consultation did not identify any adverse impact on this protected group.</p>
Religion	Impact on members of particular faith groups is viewed as generally neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need. Religion will not be a factor in determining provision or level of services.	No adverse is anticipated at this time - likely to be neutral	N/A - the impact is intended to be neutral	See comments under 'race' section above.
Disability	Impact is viewed as generally neutral as the Local Authority will maintain the provision of Learning Disability Assessments for young people with	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	<p>See comments under 'race' section above.</p> <p>The proposed remodelled LA service would continue to provide support to vulnerable young people and those with disabilities including those with</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	Learning Difficulties and/or Disabilities up to the age of 25 In addition the PRU service, whose cohort comprises a high proportion of pupils with SEN, will continue to be supported by Advisors.			special educational needs or learning disabilities.
Gender (including gender reassignment)	Impact is viewed as generally neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need. Gender will not be a factor in determining provision or level of services. Young Mums will be supported into education, training	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	Schools have a duty to secure independent quality assured careers guidance for all pupils during the "relevant phase of their education". In response to consultation feedback, schools will be able to purchase this from the traded service if they wish to do so. The LA service will give additional support to those in greatest need. Whilst the way in which careers advice is delivered in school will change, the Information, Advice and Guidance commissioned by schools will be quality assured using nationally

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	or employment via the PRU service			recognised accreditation standards. Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact.
Age	No -services will continue to be provided for young people between the ages of 14 and 18 (and up to 25 for those with LDD)	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	See comments under 'gender' section above.
Sexuality	Impact is viewed as neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need. Sexuality will not be a factor in determining provision or level of services.	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	See comments under 'gender' section above.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Caring status (including pregnancy & maternity)	<p>Young Mums will be supported into education, training or employment via the PRU service</p> <p>Parents/carers of young people may be concerned regarding changes to the delivery of careers advice in schools.</p>	No adverse is anticipated at this time - likely to be neutral	N/A - the impact is intended to be neutral	<p>The remodelled service proposed would continue to support pregnant teenagers, young mums and young carers.</p> <p>See also comments above under 'gender' section</p>
Marriage and civil partnership	<p>Impact is viewed as neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need. Marital status of the young people or their families will not be a factor in determining provision or level of services.</p>	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	See comments under 'gender' section above.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Socio-economic	Impact is viewed as neutral as services will be provided by schools to all pupils as their statutory duty and the new service proposed will deliver targeted services on the basis of need.	No adverse is anticipated - likely to be neutral	N/A - the impact is intended to be neutral	<p>Schools have a duty to secure independent quality assured careers guidance for all pupils during the "relevant phase of their education". In response to consultation feedback, schools will be able to purchase this from the traded service if they wish to do so. The LA service will give additional support to those in greatest need.</p> <p>Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected group as a result of the proposal.</p>

POTENTIAL IMPACT ON STAFF EMPLOYED AS PERSONAL ADVISORS:

We are aware of the adverse impact this proposal will have on Personal Advisors who are subject to these proposals.

Staff who are recruited to the traded service will be employed for term time only plus two weeks rather than a full year. This will result in a reduction in their annual income, although it is recognised this may benefit some staff with caring responsibilities for school age children who may be able to take advantage of a reduction in annual childcare costs and an improvement in work- life balance.

Any potential redundancies that may result from the proposal will comply with the Council's Human Resources procedures which are designed to treat all staff equally and do not discriminate against any group of people. If a redundancy situation is identified the Council endeavours to address this by

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
<p>workforce planning procedures, including staff redeployment, consideration of voluntary redundancy or VER and all other reasonably practical measures. In the event of compulsory redundancy, our policy is based on: - work performance; skills and competencies; disciplinary record; and attendance record. Any reduction in the workforce will lead to a potential reduction in its diversification, however this will be through following the appropriate procedures and not the discrimination of particular members of staff based on any other criteria except that stated in our redundancy policy.</p> <p>Staff who remain in the service may see a change in their day to day roles as a result of these proposals. Staff be supported in line with HR procedures.</p> <p>It is not appropriate to discuss the personal characteristics of the staff team in detail in this assessment as this risks identifying individuals, however, the demographics of the affected staff will be considered when the impact of all the Council's proposals is assessed corporately.</p>				
<p>Please provide a list of the evidence used to inform this EIA, such as the results of consultation, service take-up, service monitoring, surveys, stakeholder comments and complaints where appropriate.</p> <p>If you have undertaken consultation as part of the proposal, the consultation manager will upload it on to the corporate database.</p>				<p><i>Evidence used:</i></p> <p>Analysis of current service usage, staffing and caseloads</p> <p>Cohort analysis by risk factor at individual young person level.</p>

5.a Are there any gaps in your evidence or conclusions that make it difficult for you to quantify the potential adverse impact?

The Council consulted with appropriate stakeholders and further details of this consultation can be found in Part 2 of the Equality Impact Assessment. These views were used to inform this final Equality Impact Assessment.

5.b If so, please explain how you will explore the proposal in greater depth or please explain why no further action is required at this time.

See above

You may wish to consider undertaking secondary data analysis, further consultation or research or investigating best practice. If you are planning to undertake further consultation or research as a result of this EIA, please contact the Consultation Manager on ext. 1083.

Equality Impact Assessment

Part 2: Consultation Form

(To be completed where consultation has been undertaken)

This report is for decision and is therefore subject to an Equality Impact Assessment. The proposal was also subject to consultation and this Equality Impact Assessment (Consultation Form) provides details of the consultation results.

The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. This has been ensured by undertaking consultation. Details of the outcome of the consultation have also been included in the main body of the report.

This form asks you to provide details of all the consultation undertaken specific to the proposal you are making, either prior to the EIA or as part of it and the results of this.

1. Consultation with staff

a. Please summarise the consultation undertaken with staff and their Trades Unions regarding this proposal.

Details of consultation undertaken with staff and their Trades Unions can be found in paragraph 3.2 of the report.

These include:

Trades Unions

- Weekly Special DJCC meetings with a consultation log circulated each week;
- Responding to specific requests for information from the trades unions;
- Access to all draft job descriptions and person specifications;

Staff

- A formal briefing session and presentation for all staff on 16th October;
- A staff consultation pack containing in addition to some of the things listed below, the original report to Executive Cabinet Member – the Deputy Leader/the Leader; a draft timetable; details of support for staff; and a comments and questions form;
- Weekly updates to the log of FAQ);
- Weekly update on the availability of vacant posts outside of the review with support for staff who have taken up opportunities to apply for jobs as a result;
- Holding individual meetings with all members of staff attended by HR and/or trades unions representatives where required;
- Following up meetings with more specific support (for example around interview

technique, or enrolment onto OD provided sessions);

- Requesting expressions of interest (without prejudice at this stage) from staff for voluntary redundancy and for other forms of flexible working including reductions in hours;

b. **Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation**

Appendices A1 and A2 provide a comprehensive account of the feedback received from staff and their Trades Unions during the consultation period and the responses made.

Key issues arising from the consultation for the PA service were:

- Engagement with schools into the feasibility of a traded service with the Local Authority;
- Support for staff to achieve the levels of training needed for the service to achieve the Matrix standard
- The re-establishment of the Opportunity and Information Officer post;
- Monies currently going to Bolton Lads and Girls Club
- Training required to achieve Matrix accreditation

As a result, there has been extensive consultation with schools to ascertain the demand for a careers guidance service. There has been sufficient interest from schools to enable the development of this revised proposal that, in addition to the originally proposed LA service for vulnerable young people, a traded service will be established and marketed to schools. This will enable schools to buy quality assured careers advice from the local authority to fulfil their statutory duties.

Management have revisited the duties of the Opportunity and Information post and feel that these will still need to be undertaken but in a different way across the revised proposed structure.

2. Consultation with customers and other stakeholders

a. Please summarise the consultation undertaken with customers and other stakeholders regarding this proposal (refer back to the stakeholders identified in your screening form)

Details of consultation undertaken with stakeholders can be found in paragraph 3.2 of the report.

These include:

- an informal workshop with young people on 3rd December 2012;
- an informal workshop with parents on 11th December 2012;
- feedback from staff; young people and parents.

b. Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation

Overall feedback was generally positive. The following key point arose during the consultation period:-

- Parents and young people expressed the desire for a degree of continuity and the need for guidance and signposting for young people.
- Parents and young people emphasised the importance of transition and needing support in the key stage between education and employment.
- The young people explained that without the assistance of a personal advisor they theyv may make the uninformed choices
- Parents were concerned that the level of knowledge held by each personal advisor could be lost
- Parents felt that having someone independent to talk to was important – someone who wasn't a parent or a teacher
- Parents were concerned that the schools could under-buy resources from the council (without knowing. how much support is needed)
- Parents queried who would do the follow-ups (to check what the young person was doing post 16)

- While parents acknowledged that the most vulnerable children needed the most support, there was a concern that those pupils ‘in the middle’ (not in trouble, not known to the teacher) would be forgotten about.

The feedback given by all stakeholder including parents and young people has helped to inform these final proposals. Schools have a duty to secure independent quality assured careers guidance for all pupils during the “relevant phase of their education”. As a result of listening to consultation feedback the proposals have been shaped to ensure that schools will be able to purchase careers advice from a Council traded service if they wish to do so. The Local Authority service will give additional support to those in greatest need. The final proposals ensure that the service is maintained for the most vulnerable young people in the Borough supporting them to maximise their life chances through positive engagement in education, employment or training.

This EIA form and report has been checked and countersigned by the Departmental Equalities Officer before proceeding to Executive Member(s)

Please confirm the outcome of this EIA:

No major impact identified, therefore no major changes required – proceed

☐

Adjustments to remove barriers / promote equality (mitigate impact) have been identified – proceed

☒

Continue despite having identified potential for adverse impact/missed opportunities for promoting equality – this requires a strong justification

☐

Stop and rethink - the EIA identifies actual or potential unlawful discrimination

☐

Report Officer

Name: Dr Tony Birch

Signature:

Date and Contact No:

Departmental Equalities Lead Officer

Name: Alison Unsworth

Signature:

Date and Contact No: 22nd February 2013

Part 2

Proposed Savings and Efficiencies Review of the Early Intervention Team

4.0 Key issues raised through formal consultation – Early Intervention Team

- 4.1 The formal trades union, Unison, response to the proposals is set out in full at Appendix B2. In summary, the main issues raised in that response are:
- To engage schools into the feasibility of a traded service with the Local Authority and work on a cluster model;
 - Reassign the £25,700 currently paid to Bolton Lads and Girls club back to the Keyworker budget.
- 4.2 Appendix B1 sets out a comprehensive summary of each of the issues raised during consultation, including matters raised at the regular consultation meetings. Appendix B1 also incorporates, for the sake of setting out a comprehensive response to the consultation, the proposed response to what was said by individuals and teams during personal meetings, staff briefing sessions and on the proforma issued with the Staff Consultation Pack.

5.0 Proposed Changes arising

- 5.1 The final proposals include some changes. Appendix B1 sets out in detail the reasoning behind some key areas where management, having considered the points made, take the view that the proposed structure should be amended, namely:
- That the proposed Local Authority service, with an emphasis on a core service that meets the statutory functions of the team and reduces the size of the non-statutory elements of the service, be adopted as set out in the original proposals and again detailed within this report at Appendix B4.
 - In addition, this will be based on a cluster model working within the established North, South and West clusters of the borough. (See Appendix B7). Furthermore, it is recommended that a dedicated post be established for the Children Missing Education work, which was originally carried out as part of the generic Keyworker post. This post will be: Keyworker (Children Missing Education). The Child Employment and Enforcement Officer post has been re-graded from a Grade 6 to a Grade 7 during consultation through the Council's job evaluation processes.
 - Academies will not now be charged as originally proposed, as these duties are the responsibility of the local authority. The money currently funding the Bolton Lads and Girls Club will be brought back into the Early Intervention Team budget to offset the loss of Academy charging.
- 5.2 The new Service will be managed by a Service Manager who will be responsible for the Core Service. The Core Service will deliver work with the most vulnerable

children, young people and families and will deliver the priority programmes of the council e.g. Family First.

The Service Manager will be supported by 3 Senior Keyworkers who will manage the referrals into the service and performance manage a team of keyworkers.

A Child Employment and Enforcement Officer (Grade 7) will work in this central team, as will a Keyworker assigned to Children Missing Education.

Early Intervention Team – Core Service

The Core Service will be funded by Bolton Council and will be targeted at the most vulnerable children and families.

The Core Service would comprise 11.5 FTE keyworkers, and would be organised on a cluster model, with each cluster supported by a Senior Keyworker. (See Appendix B7 for school cluster groupings). The North cluster will be allocated 4 FTE Keyworkers, the South cluster 4.5 FTE and the West cluster 3 Keyworkers.

Referrals to the Core Service would be made using a single agency referral form or CAF and would be processed by a Senior Keyworker. The Keyworker would then assign the caseload across the cluster responding to the needs of the individual children, young people and families.

The Senior Keyworkers would have regular discussions with Pastoral Leads to identify those who are most vulnerable and in need of support.

Role of the Keyworker

The Keyworker will work with those most vulnerable children & young people from both the Primary and Secondary Schools who are disengaging from education and have additional needs or concerns.

Poor school attendance will be the trigger for EIT involvement, however it is expected that there will be other factors and risk indicators which are impacting on school attendance and outcomes for the child.

Cases will be allocated across the school groups through the Senior Keyworkers based on a prioritisation of need and level of vulnerability. **Priority will be given to children identified through the Family First programme.**

The Keyworker will take a whole family approach and maintain regular contact in order to provide encouragement and support. This support could be different for each young person as individually tailored support packages will be developed based on need.

In addition to the provision of direct support to the young people and families the Keyworker will ensure effective liaison and communication between a range of other agencies and professionals.

When necessary the Keyworker will contribute to Child Action Meetings and, where appropriate, and in agreement with the Senior Keyworker, may also take on the role of the Lead Professional carrying out formal reviews and monitoring progress using the CAF.

The Senior Keyworker will be responsible for the allocation of, and day-to-day direction and management of cases with the Keyworker.

The Keyworkers will also be responsible for supporting the Keyworker (Children Missing Education), schools and the local authority with their responsibilities around Children Missing from Education (CME).

The service will also continue to carry out the function of First Day safeguarding visits for children who are subject to child protection plans or interim care orders and living at home. This will be undertaken by all Core Service Keyworkers on a duty rota.

6.0 Implications of expressions of interest in voluntary redundancy and other flexible working

As a starting point it should be noted that, during the consultation period, a number of staff asked for their individual estimated figures for pension and redundancy. In line with current Council policy, each member of staff received a letter explaining the deferral of these decisions until the conclusion of the review.

- 6.1 As such the revised ringfence arrangements at Appendix B6 should be regarded as indicative only.

7.0 Equality Impact Assessment

- 7.1 Under the Equality Act 2010, the council must have due regard to:
- Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
 - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
 - Fostering good relations between people who share a protected characteristic and people who do not share it
- 7.2 It is therefore important to consider how the proposals contained within this report may positively or negatively affect this work. To support this analysis, an Equality Impact Assessment (EIA) has been carried out on the proposals outlined in this report, and is attached at Appendix B7.
- 7.3 The EIA looks at the anticipated (positive and/or negative) impacts of the proposal on people from Bolton's diverse communities, and whether any group (or groups) is likely to be directly or indirectly differentially affected. This Equality Impact Assessment builds on the equality screening which was completed on the initial

review options, and summarises the stakeholder consultation which has been completed as part of this review.

- 7.4 Due to the nature of the proposals, and the need to make significant savings, it is anticipated that there could be some adverse impact on some groups. Care has been taken to understand the issues arising, and to take action to mitigate the possible impacts as far as practicable.
- 7.5 The equality considerations are set out in more detail in the Equality Impact Assessment at appendix B7. Should the proposals be approved by the Cabinet, they will be kept under review as part of the overall budget process.

8 Recommendations

- 8.2 The Cabinet is recommended to:
 - (i) Approve the final proposals; and
 - (ii) Subject to the approval of the Head of Paid Service in consultation with the Leader, delegate implementation of the new structure, including details of voluntary redundancy arrangements and consequential redundancy selection, to the Chief Executive and the Director of Childrens Services Department.

APPENDIX B1 : Summary of Consultation Responses and Proposed Changes : Early Intervention Service

The table below provides a list of all of the key issues raised during consultation along with a proposed response to each. All issues specific to the circumstances of individuals have been discussed and resolved with those individuals and, where appropriate, their trade union representatives.

Ref* (U/S)	Issue / concern	Comment / response
* U = response and comments made as part of the formal consultation process by Unison S = comments made by service users or other stakeholders		
U	Consultation with Head Teachers about the feasibility of a traded EIT service	Primary Inclusion and Engagement Consultation Group met on 6/11/2012. Head Teachers will take the information back to their clusters. Agreed: to have 1 agenda meeting with Jane Hampson on 7/12/2012.
U	Will you be meeting with parents/young people regarding the EIT service? How are you going to select parents?	We will set up forums/workshops at Base. Head of Service and Managers will contact parents. Initial thoughts about doing a questionnaire but consultation team advised forums would be better.
U	Where will Keyworkers be based? (currently in schools) Senior Keyworkers – where will they be based?	The Keyworkers will hot desk from Council buildings in the areas/clusters that they are in. The Senior Keyworkers will use BASE and will hot desk in their areas.
U	Child employment/enforcement. Volume of work has increased over years. As we reduce Keyworkers. Worry would increase. Feedback part person deals with employment licence too. Who deals with bulk of work?	This is to remain as one post. Jane has the information needed and will be looking at capacity. However it is proposed that the Senior Keyworker post be developed to gain an overview and become familiarised with work of penalties to increase capacity in this area. Furthermore, the Child Employment and Enforcement officer is regraded to Grade 7 and will also have extra dedicated support from the Keyworker (Children Missing Education) Post.

Ref* (U/S)	Issue / concern	Comment / response
U	Union believe that Bolton Lads and Girls Club (BLGC) view of funding is that it's in a pot rather than targeted at particular posts. Some overlap in duties. No mention of work with Connexions from BLGC. Union view is to pull the money back and fund.	The club provided an analysis of expenditure. The money will be brought back into the EIT budget to fund the service and bridge the budget gap that was originally proposed to come from charging Academies that we are no longer able to do.
U	EIT Keyworker allocation to primary schools	This will be based on a free schools meals model as originally proposed.
S	The young people felt it was of key importance to retain continuity with the same key worker due to the personal nature of their relationship.	Every effort will be made to ensure the new service retains consistency of Key workers working with the same young people.
S	Without the EIT the young people were concerned about their ability to remain at school / college and receiving help in the transition between education and employment.	In terms of EIT all schools will still have access to Keyworkers. PA service will provide support in transition between education and employment for vulnerable/LDD and for schools buying the traded service.
S	Parents also felt the personal relationship with the same key worker was important – explaining that support was given to the whole family.	Every effort will be made to ensure the new service retains consistency of Key workers working with the same young people.

APPENDIX B2: Formal Unison response to the proposals



Unisons response to Review of the Personal Advisor and Early Intervention Team services.

Consultation with Trade Unions on the review commenced on the 22nd October 2012 following the approval by the Deputy leader of the Cabinet of the report dated 15th October 2012

As detailed in the proposal the intention is to separate the teams' functions and have distinct teams.

We have meet with management on a usually a weekly basis. We have held separate meeting with the PAs and the Key worker's to try to ensure we could engage our members fully on the separate proposals.

This response was formed on the views of our members directly affected by the proposals in relation to the impact of the departmental financial cuts.

Management Proposal

The proposal outlined scaling down the size of the teams to meet the statutory responsibilities and minimum requirements of the connexions service. By separating out the team's functions, the proposal also considers placing the teams into two separately managed areas, they will each maintain a direct line manager, but the proposal seeks to make redundant the Head of Service. The manager has not sought voluntary severance prior to this review, the unions are disappointed that the proposals seek to in essence 'carve up' the services and re distribute the senior managers overall responsibility.

Also detailed is to disestablish the Opportunity & Information Support Officer, but which is on the establishment as 'A Trainee Personal Advisor'

For the P.A function it sets out a net overall reduction of 19.10 FTE posts, leaving 14 FTE within the service.

The proposal does create 2 Senior Practitioner posts.

For the Key worker structure it sets out a total reduction of 13.48 FTE from the current 30.77 FTE.

The proposal does create 3 new Senior Key Worker posts.

Unison response

Unison sought management agreement from the commencement of consultation, for the authority to explore with the schools in Bolton, their commitment to enter into a Traded Model service for both service areas.

We felt the management team entered fully into the commitment to engage, consult and negotiate with schools in the aim to reach a positive outcome. Whilst we were disappointed about the proposal to disestablish the head of service role, the managers with whom the teams are to sit following the review, have demonstrated their commitment to the PA and Key worker teams in the discussions that have taken place during consultation.

One area which we still await a decision on is the Opportunity & Information Support Officer. We have provided information, which we feel, supports our argument that this work is still required; it will not cease and will not diminish. Furthermore, information has on request been shared with the unions regarding the funding allocated to the Bolton Lads and Girls Club from the Local Authority budget, which in essence they detail they provide young people with duplicate personal advisor services. The cost to budget is £25K per year, and does not fund a specific role, but goes into their 'pot' to provide services with. It is the union's position, this money should cease being provided to Bolton lads and Girls club, and funds redirected back into the connexions services, but which could also mitigate directly the redundancy of the Opportunity and Information officer.

The Consultation Log details the consultation meetings and includes where we have managed to reach agreement and on some of the areas where we feel, and management have agreed, need further discussion.

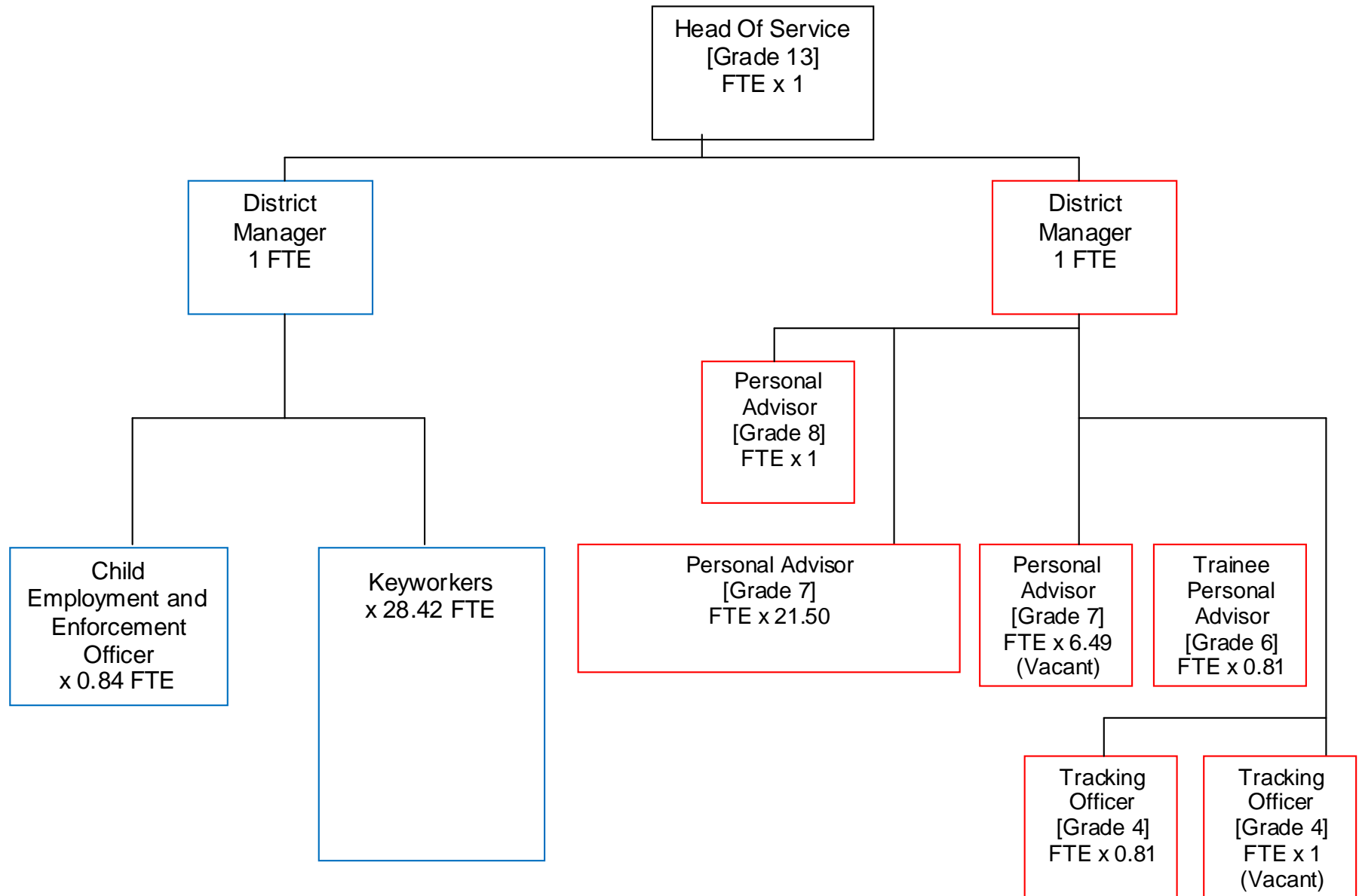
The subject areas are:- the traded Model. The 'management' of the traded model, job descriptions. Detail of how work will be delivered in relation to LDD, PEP's, September Guarantee, Activity Survey and work over the summer period.

Conclusion

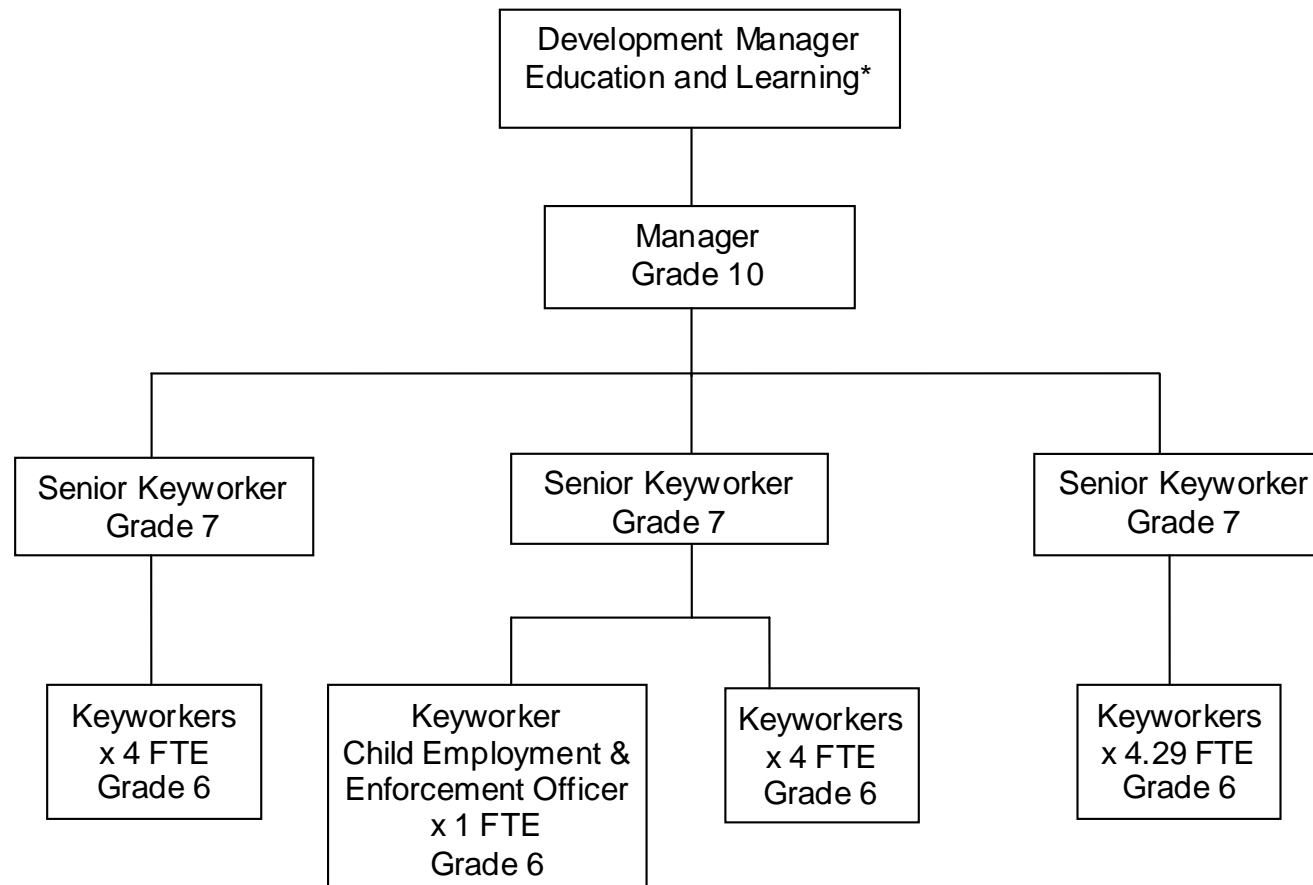
We await the final proposals and understand management need time, to pull together the school's responses. The figures for redundancy were initially very high in this section, and we wait in anticipation to see how the traded model will impact on these figures, alongside the arguments for the opportunity and Information officer post.

Andrea Egan
Assistant Branch Secretary
Bolton Unison.

APPENDIX B3 Existing Structure Diagram – Combined team of Personal Advisors and Keyworkers

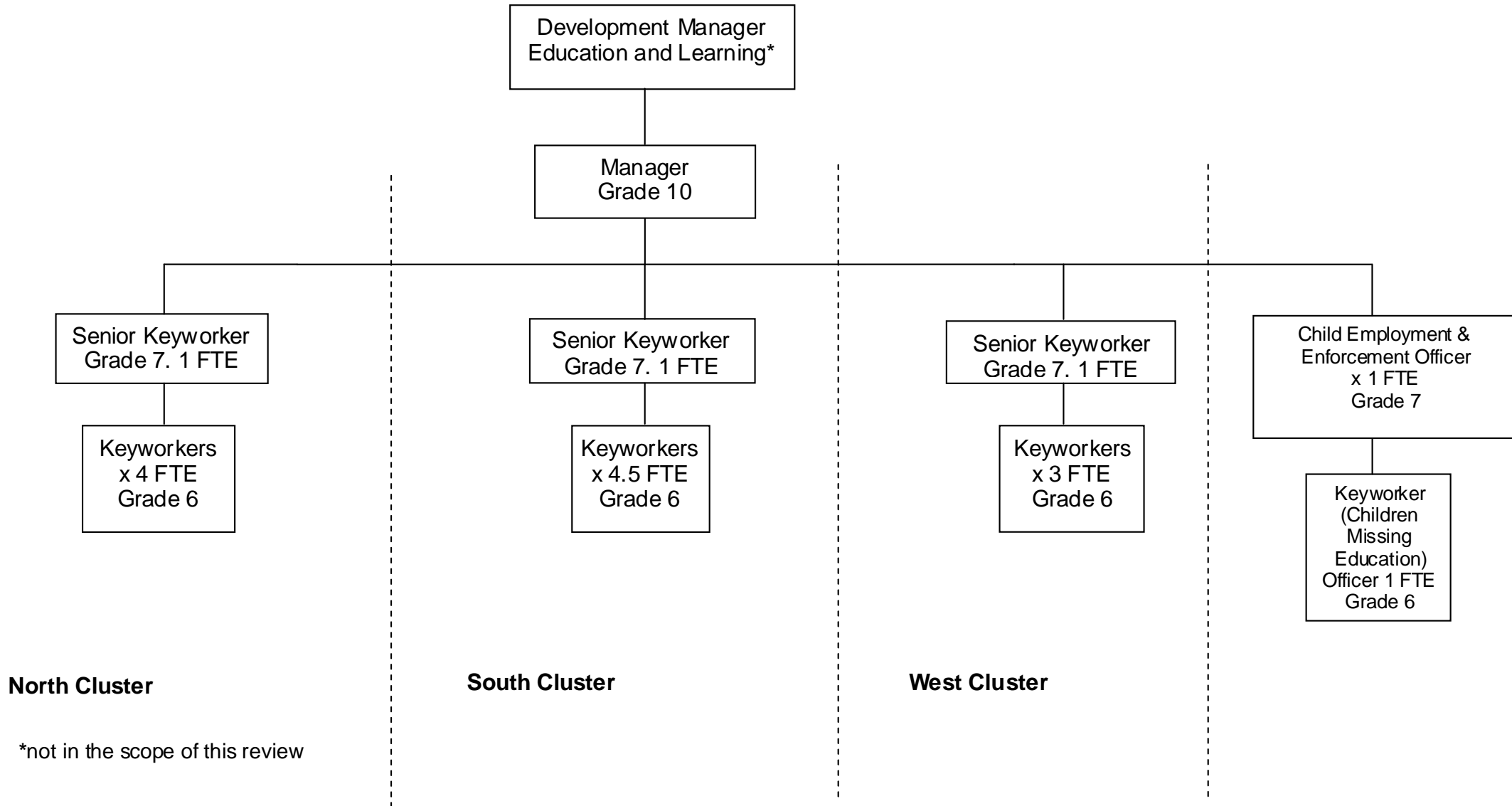


APPENDIX B4 Structure Diagram as proposed in Consultation Proposals – Early Intervention Team



*not in the scope of this review

APPENDIX B5 Final Proposed Structure Diagram



Appendix B6 Revised Ringfenced arrangements

Table A The following posts (currently held vacant) would be disestablished:

FTE	Existing Job Title
3.90	Keyworker (Grade 6)

Table B The following posts would be directly redundant from the current structure:

FTE	Existing Job Title
0.5	Head of Service (Grade 13) <i>(remaining 0.5 FTE of post is included in PA and Connexions Review (part 1))</i>

Table C The following posts are directly comparable and will be slotted in:

FTE	Proposed Job Title	Existing Job Title
1.00	Manager Early Intervention Team (Grade 10)	District Manager (1FTE) (Grade 10) <i>Please refer to PA and Connexions review proposals report (part 1) for other District Manager proposed slot in arrangements</i>
1.00	Child Employment and Enforcement Officer (Grade 7)	Child Employment and Enforcement Officer (0.84FTE) (Grade 7)

Table D There are more people than comparable posts in the following roles. These individuals will be subject to a redundancy selection exercise for a post in the new structure:

FTE	Proposed Job Title	Ringfence of Existing Job Title
11.5	Keyworker (Grade 6)	24.52 FTE Keyworker (26 staff) (Grade 6) (See also Table E below)
1	Keyworker (Children Missing Education) (Grade 6)	

Table E It is proposed to fill the vacant posts below first by positive selection, ring fencing the opportunity to the Grade 6 Keyworkers within the service:

FTE	Existing Job Title
3	Senior Keyworker (Grade 7)

Appendix B7

EARLY INTERVENTION TEAM CORE SERVICE

The local authority will continue to provide the following statutory services to schools.

- First Day visits;
- Child employment and performance licensing;
- Fixed Penalty notices for persistent absence;
- Tracking and monitoring children who go missing from education.

The Service will work with schools to :-

- Assist schools' efforts to raise and maintain high levels of pupil attendance and provide family support with a focus on a timely intervention to prevent further escalation of non-attendance or disengagement at school.
- Offer support, guidance and advice to schools on all matters regarding attendance and related issues;
- Licence all children of school age who are employed or who work in the entertainment and modelling industries.

Keyworker support for individual pupils and families will be targeted at the most vulnerable. Referrals to the Core Service would be made using a single agency referral form or CAF and would be processed by a Senior Keyworker. The Senior Keyworker would then assign the case load across the school groups (detailed below), responding to the needs of the individual children, young people and families. The Senior Keyworkers would have regular discussions with Pastoral leads to identify those who are most vulnerable and in need of support.

The capacity of the service has been almost halved following the Savings and Efficiencies review and consequently the number of keyworkers available to schools will now be organised using a locality model as follows.

School	Keyworker time
North Cluster Secondary Schools and the Primary Schools in this group (see table below)	4.00 FTE
South Cluster Secondary Schools and the Primary Schools in this group (see table below)	4.50 FTE
West Cluster Secondary Schools and the Primary Schools in this group (see table below)	3.00 FTE
Total	11.50 FTE

Local Authority Core Service - School groupings

Secondary Schools	Grouped Primary Schools
NORTH	6 Secondaries, 1 Secondary special school, 36 Primaries, 1 Primary Special School
Turton	Eagley Infant School Eagley Junior School Egerton Primary School Hardy Mill Primary School

	Harwood Meadows Academy St. Maxentius CE Primary School Walmsley CE Primary School
Canon Slade	St. Peter's Smithills Dean CE Primary School Markland Hill Primary School
Firwood	
Bolton St. Catherine's Academy	Blackshaw Primary School Castle Hill Primary School Leverhulme Primary School Moorgate Primary School Red Lane Primary School Tong Moor Primary School Bolton St. Catherine's Academy (Primary)
Sharples	High Lawn Primary School Sharples Primary School The Oaks Primary School St. Paul's Academy Primary School The Valley Community Primary School
Thornleigh	St. Brendan's RC Primary School St. John the Evangelist RC Primary School SS Osmund and Andrew RC Primary School St. Columba's RC Primary School Holy Infant and St. Anthony RC Primary School St. Joseph's RC Primary School, Halliwell St. Thomas of Canterbury RC Primary School
Smithills	Church Road Primary School Johnson Fold Primary School Brownlow Fold Primary School Gaskell Primary School Oxford Grove Primary School St. Matthew's (Bolton) CE Primary School St. Thomas CE Primary School (Halliwell) Gilnow Primary School
	Thomasson Memorial School
SOUTH	7 Secondaries, 33 Primaries, 2 Primary Special Schools.
Little Lever	Bolton Parish Church CE Primary School St. Stephen and All Martyrs CE Primary School Bowness Primary School Masfield Primary School Mytham Primary School St. Matthew's CE Primary School, Little Lever St. Teresa's RC Primary School Ladywood
Kearsley Academy	Kearsley West Primary School Prestolee Primary School St. Saviour Ringley CE Primary School St. Stephen CE Primary School

Mt. St. Josephs	Our Lady of Lourdes RC Primary School St. Gregory's RC Primary School SS Peter and Paul RC Primary School St. Ethelbert's RC Primary School St. William of York RC Primary School
Harper Green	All Saints CE Primary School Cherry Tree Primary School Highfield Primary School The Ferns Academy Queensbridge Primary School St. James (Farnworth) CE Primary School St. John's CE Primary School St. Peters CE Primary School SS Simon and Jude CE Primary School St. Michael's CE Primary School Greenfold
St. James	St. Bede CE Academy St. Andrew's CE Primary School Spindle Point Primary School
Bolton Muslim Girls	
ESSA	Lever Edge Primary School Bishop Bridgeman CE Primary School Clarendon Primary School Sunning Hill Primary School
WEST	4 Secondaries, 2 Secondary Special, 26 Primary,
Westhoughton	Eatock Primary School St. George's CE Primary School St. James (Daisy Hill)CE Primary School St. Thomas CE Primary School (Chequerbent) The Gates Primary School Washacre Primary School St Bartholomew CE Primary School
Rivington & Blackrod	Blackrod Church School Blackrod Primary School Chorley New Road Primary School Claypool Primary School Horwich Parish CE Primary School Lord Street Primary School St. Catherine's CE Primary School

	Devonshire Road Primary School Lostock Primary School
Lever Park	
St. Josephs	Sacred Heart RC Primary School St. Mary's RC Primary School, Horwich St. Bernard's RC Primary School
Ladybridge	Brandwood Primary School Heathfield Primary School Haslam Park Primary School Pikes Lane Primary School Beaumont Primary School Ladybridge Primary School St. Mary's (Deane) CE Primary School
Rumworth	

Early Intervention Team: Local Authority Core Service Keyworker Role

The Keyworker will work with those most vulnerable Children & Young People from both the Primary and Secondary Schools who are disengaging from Education and have additional needs or concerns.

Poor School attendance will be the trigger for EIT involvement, however it is expected that there will be other factors and risk indicators which are impacting on School attendance and outcomes for the child.

Cases will be allocated across the School groups through the Senior Keyworkers based on a prioritisation of need and level of vulnerability. **Priority will be given to children identified through the Family First programme.**

The Keyworker will take a whole family approach and maintain regular contact in order to provide encouragement and support. This support could be different for each young person as individually tailored support packages will be developed based on need.

In addition to the provision of direct support to the young people and families the Keyworker will ensure effective liaison and communication between a range of other agencies and professionals.

When necessary the Keyworker will contribute to Child Action Meetings and where appropriate and in agreement with the Senior Keyworker, may also take on the role of the Lead Professional carrying out formal reviews and monitoring progress using the CAF.

The Senior Keyworker will be responsible for the allocation of and day to day direction and management of cases with the Keyworker.

The Keyworkers will also be responsible for supporting Schools and the Local Authority with their responsibilities around Children who are missing from Education (CME).

The Service will also continue to carry out the function of 1st Day safeguarding visits for children who are subject to Child Protection plans or interim care orders and living at home. This will be undertaken by all Core Service Keyworkers on a duty rota.

Title of report or proposal:
Early Intervention Team Review

Department:	Children's Services
Section/SIAP unit:	Education & Learning
EIA screening undertaken?	Yes
Date of screening	27 th September 2012
Location of completed screening records	In report to Executive Cabinet Member – Deputy Leader dated 15 th October 2012 located at http://www.democracy.bolton.gov.uk/cm5/Meetings/tabid/73/ctl/ViewMeetingPublic/mid/410/Meeting/11429/Committee/3035/Default.aspx

This report is for decision and is therefore subject to an Equality Impact Assessment. The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. Details of the outcome of the Equality Impact Assessment have also been included in the main body of the report.

Equality Impact Assessment Questions

1. Describe in summary the aims, objectives and purpose of the proposal, including desired outcomes:

The proposal stems from a Council- wide examination of discretionary spending to ensure that a legal budget can be set in the light of reduced central funding. Expenditure on early intervention is one of the areas where potential savings need to be considered.

The service review undertaken has identified the statutory duties of the LA with regard to early intervention services and identified a staffing structure with the capacity to deliver these duties.

The proposal involves a reduction of the total establishment of the Early Intervention Team by 13.48 FTE from the current 30.77 FTE although 4 of these posts are currently vacant. These revised proposals will provide a LA statutory service to ensure that support services will be maintained for the most vulnerable young people in the borough.

2. Who are the main stakeholders in relation to the proposal?

- Staff currently employed in the Early Intervention Team and their Trades Unions
- Schools
- Young people and their families who are service users or potential service users

3. In summary, what are the anticipated (positive or negative) impacts of the proposal?

Positive impacts include a saving of £524,926 which will enable the council to set a balanced budget to provide high quality services to the most vulnerable in our community.

It has been accepted that there may be adverse impact on staff whose roles are at risk under these proposals, however plans will be in place to implement changes in line with HR policies and procedures and there will be redeployment and redundancy opportunities following any changes.

If the proposal is ultimately accepted, there is a potential for longer term negative impacts on the borough including the possibility that a reduction in the amount of early intervention could lead to increased demand for more costly targeted and specialist services in the future. It is not believed, however, that these negative impacts would be differential in that services will be accessible to children and young people irrespective of their personal characteristics. Those young people assessed to be in greatest need of the service will be given targeted support.

This equality impact assessment is set within the context of the council's duties under the Equality Act 2010. Under this act, the council is required to have due regard to:

- 1) Eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- 2) Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- 3) Fostering good relations between people who share a protected characteristic and people who do not share it

It is not anticipated that these proposals will have an impact on the council's ability to meet this duty.

4. With regard to the stakeholders identified above and the diversity groups set out below:

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
IMPACT ON USERS OF SERVICES PROVIDED BY EARLY INTERVENTION KEYWORKERS:				
Race	<p>Impact on members of particular racial or ethnic groups is viewed as generally neutral as services will be delivered on the basis of need and race will not be a factor in determining level of services.</p> <p>Analysis of national attendance data in recent years shows that some ethnic groups have higher levels of school absence than the average – particularly Gypsy/ Roma and Irish traveller communities, Pakistani and Mixed Race groups. Conversely, Black, Chinese and Indian groups have lower levels of absence than the average. White British pupils are in line with average attendance.</p>	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of race as services will be targeted to those most in need regardless of any personal characteristic.	<p>Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected group.</p> <p>Whilst these changes will see a reduction in free support to schools they will continue to have access to the Early Intervention Team's core services. The service will work with schools to identify those pupils and families in greatest need of support.</p> <p>Consultation has shown that some schools are choosing to purchase additional support from alternative service providers and others may choose to do this in future.</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Religion	Impact on members of particular faith groups is viewed as neutral. Services will be delivered on the basis of need and faith will not be a factor in determining level of services.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of faith or religion as services will be targeted to those most in need regardless of any personal characteristic.	See comments under 'race' section above.
Disability	Impact is viewed as generally neutral as services will be delivered on the basis of need. Analysis shows, however, that children with a statement of SEN and those designated at School Action Plus are more likely to have attendance issues than those with no recorded SEN and are therefore more likely to receive a service on the basis of need.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of disability or SEN as services will be targeted to those most in need regardless of any personal characteristic.	See comments under 'race' section above.
Gender (including gender reassignment)	Impact is viewed as generally neutral as services will be delivered on the basis of need and gender will not be a factor in determining level of services.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of gender as services will be targeted to those most in need regardless of any personal characteristic.	See comments under 'race' section above
Age	The proposed remodelled service will continue to be offered to children of primary and secondary school age ranges.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	In drawing up the proposals, the Council has focused upon: <ul style="list-style-type: none"> - Protecting the most vulnerable children and young people - Targeting those children, young people and families most in need, - Targeting areas of greatest 	Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected group.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
	It is possible that some primary schools could see a reduction in the level of support available as Keyworker workloads are being allocated via secondary schools on the basis of levels of FSM eligibility. Secondary schools will work with keyworkers to identify the needs of pupils in the locality.	This could potentially lead to a reduction of identification of problems and intervention at an early age.	deprivation. - Keeping children, young people and the organisation safe. Research shows that persistent absence at secondary level has a high level of correlation with poorer attainment, employment and social mobility outcomes for young people.	Consultation has shown that some schools are choosing to purchase additional support from alternative service providers and others may choose to do this in future.
Sexuality	Impact is viewed as neutral. Services will be delivered on the basis of need and sexuality will not be a factor in determining level of services.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of sexuality as services will be targeted to those most in need regardless of any personal characteristic.	See comments under 'age' section above.
Caring status (including pregnancy & maternity)	Although the majority of service provision will be allocated according to need, special attention will be devoted to looked after children and teenage parents by the local authority and all statutory duties will continue to be met.	No adverse is anticipated at this time - likely to be neutral as provision will be maintained for looked after children and teenage parents.	N/A - the impact is intended to be neutral	In recognition of its Corporate Parenting Role. Looked After Children will receive dedicated support to ensure that school attendance is prioritised so that children in the care of the local authority and those leaving care are provided with every opportunity to maximise their potential. Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
				group. Schools will continue to have access to the Early Intervention Team's services. The service will work with schools to identify those pupils and families in greatest need of support.
Marriage and civil partnership	Impact is viewed as generally neutral as services will be delivered on the basis of need and marital status of families will not be a factor in determining level of services.	Under the proposal some pupils and families who would previously have received services will no longer have access to that support.	We do not consider that there will be a differential impact on the basis of marital status as services will be targeted to those most in need regardless of any personal characteristic.	Whilst these changes will see a reduction in free support to schools they will continue to have access to the Early Intervention Team's core services. The service will work with schools to identify those pupils and families in greatest need of support. Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected group.

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Socio-economic	<p>Analysis of national data shows a close correlation between deprivation levels and non-attendance using the Income Deprivation Affecting Children Indices (IDACI). It is likely, therefore, that although services will be delivered on the basis of need this will have a positive impact on those children and young people experiencing higher levels of deprivation.</p> <p>Priority to core services will be given to children identified through the Family First programme where, again, there is often a close correlation between families identified for inclusion in the programme and high levels of multiple deprivation.</p>	<p>Pupils and families experiencing low income and other deprivation are less likely to be affected by the proposals than those not. This is because services will be targeted at those most in need using a free school meals based formula. It remains, however, that some pupils and families who would previously have received services will no longer have access to that support.</p>	<p>In drawing up the proposals to move from a non-statutory universal service, to a reduced targeted service, the Council has focused upon:</p> <ul style="list-style-type: none"> - Protecting the most vulnerable children and young people - Targeting those children, young people and families most in need, - Targeting areas of greatest deprivation. - Keeping children, young people and the organisation safe. 	<p>It is intended that targeted support will be allocated using a free school meals based formula to ensure that those most vulnerable to attendance issues are prioritised for receiving a service.</p> <p>Schools will continue to have access to the Early Intervention Team's services. The service will work with schools to identify those pupils and families in greatest need of support.</p> <p>Consultation was undertaken with the relevant stakeholders including staff and their Trades Unions and schools. The consultation did not identify any adverse impact on this protected group.</p> <p>Consultation has shown that some schools are choosing to purchase additional support from alternative service providers and others may choose to do this in future.</p>

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
Other comments or issues	<p>Partners:-</p> <p>Currently this is a universal service delivered to any pupils identified as being at risk of poor attendance at school. Under this proposal there will be an overall reduction in the level of free local authority support to schools. Some schools will see an increase in levels of support whereas others will see a reduction. Levels of eligibility for free school meals has been used as the basis for the proposed support allocations to schools as research indicates a close correlation between income deprivation and risk of pupil absence. These proposals will target provision at those deemed at a high level of risk of persistent absence and disengagement with the education system.</p> <p>Consequently, some pupils and families who would have previously received free services from the local authority will no longer have access to this support. Schools may choose, however, to purchase additional support for these pupils and families from alternative service providers.</p> <p>As a result of these proposals, changes to Bolton Lads and Girls Club funding will take place. Consequently, this may have an impact on the activities they provide. These funds will be used to fund targeted activity within the Early Intervention Service.</p>			
Please provide a list of the evidence used to inform this EIA, such as the results of consultation, service take-up, service monitoring, surveys, stakeholder comments and complaints where appropriate.			Evidence used: Analysis of local and national school attendance data. National research into impact of attendance on attainment and correlation between attendance and levels of multiple deprivation	
If you have undertaken consultation as part of the proposal, the consultation manager will upload it on to the corporate database.				
IMPACT ON EARLY INTERVENTION STAFF:				
<p>We are aware of the adverse impact this proposal will have on Early Intervention Team members who are be subject to these proposals.</p> <p>Any potential redundancies that may result from the proposal will comply with the Council's Human Resources procedures which are designed to treat all staff equally and do not discriminate against any group of people. If a redundancy situation is identified the Council endeavours to address this by workforce planning procedures, including staff redeployment, consideration of voluntary redundancy or VER and all other reasonably practical measures.</p> <p>In the event of compulsory redundancy, our policy is based on: - work performance; skills and competencies; disciplinary record; and attendance record. Any reduction in the workforce will lead to a potential reduction in its diversification, however this will be through following the appropriate procedures and not the discrimination of particular members of staff based on any other criterion except that stated in our redundancy policy.</p> <p>It is not appropriate to discuss the personal characteristics of the staff team in detail in this assessment as this risks identifying individuals, however, the demographics of the affected staff will be considered when the impact of all the Council's proposals is assessed corporately.</p>				

	Is there any potential for (positive or negative) differential impact?	Could this lead to adverse impact and if so what?	Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or for any other reason?	Please detail what measures or changes you will put in place to remedy any identified adverse impact
<p>Keyworkers are currently based in schools but will be required to work more flexibly and, under the new proposals, will be based in Castle Hill with hot desking facilities being provided in schools. Staff will still have a base location, and will be reimbursed for any additional travel costs they face as a result of working away from their base location in accordance with existing Council policies. Any difficulties identified with the hot desking arrangements during implementation will be resolved via supervision.</p>				

5.a Are there any gaps in your evidence or conclusions that make it difficult for you to quantify the potential adverse impact?

The Council consulted with appropriate stakeholders and further details of this consultation can be found in Part 2 of the Equality Impact Assessment. These views were used to inform this final Equality Impact Assessment.

5.b If so, please explain how you will explore the proposal in greater depth or please explain why no further action is required at this time.

See above

You may wish to consider undertaking secondary data analysis, further consultation or research or investigating best practice. If you are planning to undertake further consultation or research as a result of this EIA, please contact the Consultation Manager on ext. 1083.

Equality Impact Assessment

Part 2: Consultation Form

(To be completed where consultation has been undertaken)

This report is for decision and is therefore subject to an Equality Impact Assessment. The proposal was also subject to consultation and this Equality Impact Assessment (Consultation Form) provides details of the consultation results.

The following questions have been completed to ensure that this proposal, procedure or working practice does not discriminate against any particular social group. This has been ensured by undertaking consultation. Details of the outcome of the consultation have also been included in the main body of the report.

This form asks you to provide details of all the consultation undertaken specific to the proposal you are making, either prior to the EIA or as part of it and the results of this.

1. Consultation with staff

a. **Please summarise the consultation undertaken with staff and their Trades Unions regarding this proposal.**

Details of consultation undertaken with staff and their Trades Unions can be found in Para 3.32 and at Appendix 1.

These include:

Trades Unions

- Weekly Special DJCC meetings with a consultation log circulated each week;
- Responding to specific requests for information from the trades unions;
- Access to all draft job descriptions and person specifications;

Staff

- A formal briefing session and presentation for all staff on 16th October;
- A staff consultation pack containing in addition to some of the things listed below, the original report to Executive Cabinet Member – the Deputy Leader/the Leader; a draft timetable; details of support for staff; and a comments and questions form;
- Weekly updates to the log of FAQ (See Appendix A1);
- Weekly update on the availability of vacant posts outside of the review with support for staff who have taken up opportunities to apply for jobs as a result;
- Holding individual meetings with all members of staff attended by HR and/or trades unions representatives where required;
- Following up meetings with more specific support (for example around interview technique, or enrolment onto OD provided sessions);
- Requesting expressions of interest (without prejudice at this stage) from staff for voluntary redundancy and for other forms of flexible working including reductions in hours;

b. **Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation**

Appendices B1 and B2 provide a comprehensive account of the feedback received from staff and their Trades Unions during the consultation period.

Key issues arising from the consultation for the EIT service were:

- Engagement with schools into the feasibility of a traded service with the Local Authority;
- Consideration of a revised grade for one of the proposed posts
- Monies paid to an external agency for the delivery of services
- The need for continued positive dialogue during the implementation phase

As a result, there has been extensive consultation with schools. During the consultation, schools initially indicated interest in purchasing additional support from the local authority if a suitable model and pricing structure could be developed. Later feedback indicated, however, that schools were not prepared to commit to the purchase of services under a full-cost recovery service level agreement.

In addition, the revised proposals include a re-grade of the Child Employment and Enforcement Officer post from grade 6 to grade 7.

It has also been agreed that the monies currently paid to Bolton Lads and Girls Club will be withdrawn and used to fulfil the LA's statutory responsibilities to support vulnerable pupils on roll in academies in the Borough.

Staff and their Trades Unions have been assured that effective communication will be maintained throughout the implementation phase.

2. Consultation with customers and other stakeholders

a. **Please summarise the consultation undertaken with customers and other stakeholders regarding this proposal (refer back to the stakeholders identified in your screening form)**

Details of consultation undertaken with stakeholders can be found in paragraph 3.2 of the report.

These include:

- an informal workshop with young people on 3rd December 2012;
- an informal workshop with parents on 11th December 2012;
- feedback from staff; young people and parents.

b. **Please summarise the results of this consultation, including key issues arising and any changes being made to the proposal as a result of the consultation**

Feedback was generally positive. Parents expressed the desire for a degree of continuity of support.

This EIA form and report has been checked and countersigned by the Departmental Equalities Officer before proceeding to Executive Member(s)

Please confirm the outcome of this EIA:

No major impact identified, therefore no major changes required – proceed	<input type="checkbox"/>
Adjustments to remove barriers / promote equality (mitigate impact) have been identified – proceed	<input checked="" type="checkbox"/>
Continue despite having identified potential for adverse impact/missed opportunities for promoting equality – this requires a strong justification	<input type="checkbox"/>
Stop and rethink - the EIA identifies actual or potential unlawful discrimination	<input type="checkbox"/>

Report Officer

Name: Dr. Tony Birch

Signature: _____

Date and Contact No: _____

Departmental Equalities Lead Officer

Name: Alison Unsworth

Signature: _____

Date and Contact No: 22nd February 2013