

# EQUALITY ANALYSIS

This Equality Analysis considers the effect of Bury Council/ Bury CCG activity on different groups protected from discrimination under the Equality Act 2010. This is to consider if there are any unintended consequences for some groups from key changes made by a public body and their contractor partners organisations and to consider if the activity will be fully effective for all protected groups. It involves using equality information and the results of engagement with protected groups and others, to manage risk and to understand the actual or potential effect of activity, including any adverse impacts on those affected by the change under consideration.

For support with completing this Equality Analysis please contact [corporate.core@bury.gov.uk](mailto:corporate.core@bury.gov.uk) / 0161 253 6592

<b>SECTION 1 – RESPONSIBILITY AND ACCOUNTABILITY</b>	
Refer to Equality Analysis guidance page 4	
1.1 Name of policy/ project/ decision	<b>Children’s Services Restructure – Phase 2</b>
1.2 Lead for policy/ project/ decision	<b>Lead Member, Children and Young People</b>
1.3 Committee/Board signing off policy/ project/ decision	<b>Cabinet</b>
1.4 Author of Equality Analysis	<i>Name: Jeanette Richards Role: DCS Contact details: j.richards@bury.gov.uk</i>
1.5 Date EA completed	
1.6 Quality Assurance	<i>Name: Role: Contact details: Comments:</i>
1.7 Date QA completed	
1.8 Departmental recording	<i>Reference: Date:</i>
1.9 Next review date	

<b>SECTION 2 – AIMS AND OUTCOMES OF POLICY / PROJECT</b>	
Refer to Equality Analysis guidance page 5	
2.1 Detail of policy/ decision being sought	<p>This proposed restructure is phase 2 of the transformational changes to the Children’s Services Department, focusing on the Education Directorate and those activities in the Early Help Service responsible for the delivery of education statutory functions.</p> <p>The proposed restructure establishes clear organisational accountability for the delivery of the Council’s statutory duties in relation to education. In doing so, it consolidates the available resources to enable effective delivery of this activity, but by necessity, critically reviews the discretionary and trade services currently provided to schools.</p>

	<p>The proposals are designed to provide a system wide focus on driving improved service delivery and transformation.</p> <p>The proposed team structures reflect the wider corporate strategic intention of flatter organisational tiers and spans of control of 1 – 6, where possible, but recognises that as a universal, outward facing Directorate, the relatively small number of teams have a very broad responsibility which includes working with, and holding to account over 80 schools, and the direct relationships with school leaders, governing bodies and Trust CEO's, each of who has a responsibility for the outcomes the Council is striving to achieve.</p> <p>The strategic approach is aligned to our Let's Do It Strategy, and is a phased approach of initially doing the basics well focusing upon the statutory responsibilities and functions of Children's Services to evolving into more ambitious transformation, reflecting the public services reform agenda.</p>
<p><b>2.2</b> What are the intended outcomes of this?</p>	<p>This proposed restructure aims to provide a restructured service which can deliver on statutory requirements and provide a service which delivers sustainable outcomes for our children; better safeguards our children in the school system and supports improved education outcomes for all</p> <p>This proposal strengthens management lines of accountability and promotes stronger staff relationships, and support improved practice in line with expectations from Ofsted</p>

### SECTION 3 – ESTABLISHING RELEVANCE TO EQUALITY & HUMAN RIGHTS

Refer to Equality Analysis guidance pages 5-8 and 11

Please outline the relevance of the activity/ policy to the Public Sector Equality Duty

General Public Sector Equality Duties	Relevance (Yes/No)	Rationale behind relevance decision
3.1 To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010	Yes	As with any restructure of services, we need to ensure that staff are treated fairly and are not discriminated against; considering our equal opportunities policy and equal pay policy.
3.2 To advance equality of opportunity between people who share a protected characteristic and those who do not.	Yes	It is vital that we retain strong and experienced staff within Children's Services, and support the continued development of those staff.
3.3 To foster good relations between people who share a protected characteristic and those who do not	Yes	This proposed restructure responds to the recently published SEND green paper, and is designed to deliver a more effective and accountable service, for the benefit of all children and young people across the borough, but with an emphasis on those more vulnerable.  A communications plan has been developed with regular communication activity having commenced in order to ensure regular communication with staff
3.4 Please outline the considerations taken, including any mitigations, to ensure activity is not detrimental to the Human Rights of any individual affected by the decision being sought.		
Human Rights Flow Chart has been followed with a response to no at all areas, however formal consultations will be carried out to ensure there is no unlawful discrimination in the appointment / slotting in of individuals to new roles		

### SECTION 4 – EQUALITIES DATA

Refer to Equality Analysis guidance page 8

Protected characteristic	Outcome sought	Base data	Data gaps (to include in Section 8 log)
4.1 Age	A workforce of experienced staff with allows for progression	The Recruitment and retention policy will assist with this	
4.2 Disability	No discrimination in recruitment process	Fair Recruitment Policy in place	
4.3 Gender	No discrimination in recruitment process	Fair Recruitment Policy in place	
4.4 Pregnancy or Maternity	No discrimination	Council Policy in place	
4.5 Race	No discrimination	Council Policy in place	
4.6 Religion and belief	No discrimination	Council Policy in place	
4.7 Sexual Orientation	No discrimination	Council Policy in place	

<b>4.8</b> Marriage or Civil Partnership	No discrimination	Council Policy in place	
<b>4.9</b> Gender Reassignment	No discrimination	Council Policy in place	
<b>4.10</b> Carers	No discrimination	Council Policy in place	
<b>4.11</b> Looked After Children and Care Leavers	To support our looked after children and Care Leavers	Council Policy in place	
<b>4.12</b> Armed Forces personnel including veterans	No discrimination	Council Policy in place	
<b>4.13</b> Socio-economically vulnerable	No discrimination	Council Policy in place	

## SECTION 5 – STAKEHOLDERS AND ENGAGEMENT

Refer to Equality Analysis guidance page 8 and 9

	Internal Stakeholders	External Stakeholders
<b>5.1</b> Identify stakeholders	Children's Services Staff	Wider council staff, School Staff, Partner Agencies, Service Users
<b>5.2</b> Engagement undertaken	The proposals have been developed by the DCS and Director of Education & Skills, supported by the Assistant Director of Early Help, HR Business Partner and the Finance Business Partner Initial proposal taken to Council Executive. Not undertaken any further consultation until agreement to progress is received	Not undertaken until agreement to progress is received
<b>5.3</b> Outcomes of engagement	Initial proposals have been agreed in principle by Executive and progress to Cabinet	n/a
<b>5.4</b> Outstanding actions following engagement (include in Section 8 log)	Full staff consultation	Final proposals to be shared with Wider council staff, School Staff, Partner Agencies, Service Users

## SECTION 6 – CONCLUSION OF IMPACT

Refer to Equality Analysis guidance page 9

Please outline whether the activity/ policy has a positive or negative effect on any groups of people with protected inclusion characteristics

Protected Characteristic	Positive/ Neutral Negative/	Impact (include reference to data/ engagement)
<b>6.1</b> Age	Positive	This proposal will improve the well being of all young children
<b>6.2</b> Disability	Positive	This proposal will improve the well being of all young children
<b>6.3</b> Gender	Positive	This proposal will improve the well being of all young children

<b>6.4</b> Pregnancy or Maternity	Positive	This proposal expands on our early help approach and PSR and will provide help and support to the parents of unborn children
<b>6.5</b> Race	Positive	This proposal will improve the well being of all young children
<b>6.6</b> Religion and belief	Positive	This proposal will improve the well being of all young children
<b>6.7</b> Sexual Orientation	Positive	This proposal will improve the well being of all young children
<b>6.8</b> Marriage or Civil Partnership	Positive	This proposal will improve the well being of all young children
<b>6.9</b> Gender Reassignment	Positive	This proposal will improve the well being of all young children
<b>6.10</b> Carers	Positive	This proposal will improve the well being of all young children; it also provides additional support to our foster carers
<b>6.11</b> Looked After Children and Care Leavers	Positive	This proposal expands our support to children in care and care leavers, and seeks to reduce the numbers of children coming into local authority care
<b>6.12</b> Armed Forces personnel including veterans	Positive	This proposal will improve the well being of all young children and their families,
<b>6.13</b> Socio-economically vulnerable	Positive	This proposal will improve the well being of all young children and their families
<b>6.14 Overall impact -</b> What will the likely overall effect of your activity be on equality, including consideration on intersectionality?	Positive	

<b>SECTION 7 – ACTION LOG</b>			
Refer to Equality Analysis guidance page 10			
Action Identified	Lead	Due Date	Comments and Sign off (when complete)
<b>7.1</b> Actions to address gaps identified in section 4			
n/a			
<b>7.2</b> Actions to address gaps identified in section 5			
Full Staff Consultation	DCS/ HR Busine ss Partner		
<b>7.3</b> Mitigations to address negative impacts identified in section 6			
n/a			
<b>7.4</b> Opportunities to further inclusion (equality, diversity and human rights ) including to advance opportunities and engagements across protected characteristics			
n/a			

**SECTION 8 - REVIEW**

Refer to Equality Analysis guidance page 10

Review Milestone	Lead	Due Date	Comments (and sign off when complete)
Agreement by Cabinet	Lead Member Children's Services	November 2022	
Consultation documents to be drawn up	DCS & HR Business Partner	January 2023	
Communication & Consultation with staff	DCS & HR Business Partner	TBC	
Communicate the outcome of the consultation	DCS & HR Business Partner	TBC	
Implementation	DCS & HR Business Partner	TBC	

**Please make sure that every section of the Equality Analysis has been fully completed. The author of the EA should then seek Quality Assurance sign off and departmental recording.**

**SECTION 9 – QUALITY ASSURANCE**

Refer to Equality Analysis guidance page x

Consideration	Yes/No	Rationale and details of further actions required
Have all section been completed fully?		
Has the duty to eliminate unlawful discrimination, harassment, victimization and other conducted prohibited by the PSED and Equalities Act been considered and acted upon?		
Has the duty to advance equality of opportunity between people who share a protected characteristic and those who do not been considered and acted upon		
Has the duty to foster good relations between people who share a protected characteristic and those who do not, been consider and acted upon		
Has the action log fully detailed any required activity to address gaps in data, insight and/or engagement in relation to inclusion impact?		

Have clear and robust reviewing arrangements been set out?		
Are there any further comments to be made in relation to this EA		