

Section 8 - Model Redundancy and Redeployment Procedure 2017 Management Guidance for Schools

This document refers to 'maintained Schools'. The definition of maintained schools is set out in the School Standards and framework Act 1998 section 20 which states:-

Schools maintained by local education authorities on or after the appointed day shall be divided into the following categories—

- (a) Community schools;
- (b) Foundation schools;
- (c) Voluntary schools, comprising—
 - (i) Voluntary aided schools, and
 - (ii) Voluntary controlled schools;
- (d) Community special schools; and
- (e) Foundation special schools.

For ease of reference throughout the document the term 'maintained schools' will be used.

Introduction

Governing Bodies should review the structure of a school at the beginning of a school year. Following this review, it may be necessary to look at reducing spending, generally within the maintained School. The proposal as set out in point 3 of the Procedure, (planning to avoid redundancies) should also be followed, prior to any formal consultation. If after these strategies have been put in place, there is still a major cause for concern, it may then be necessary to look at reducing staff (being the bulk of spending within any budget).

Governing Bodies should bear in mind, the notice periods for teaching and support staff prior to drawing up any proposal for restructure.

This guidance aims to provide a helpful reference document when applying each stage of the Redundancy and Redeployment Procedure. It should not be used instead of the Procedure.

When applying the procedure, the Headteacher, line managers and Governors must be aware of the provisions of the Equality Act 2010 regarding discrimination, victimisation and harassment on the grounds of sex, race, disability, age, sexual orientation, religion or belief, pregnancy and maternity, marriage or civil partnership, and gender reassignment and must take care at all times not to contravene this legislation. In considering such matters the Headteacher or line manager will find it helpful to consult the statutory Code of Practice on Employment published by the Equalities and Human Rights Commission and available from its web site.

Confidentiality

Any correspondence or related documents must be stored confidentially and parties must be reminded of their obligation to maintain confidentiality.

Planning for Reorganisation

If the Governing Body finds itself in a position, where the staff structure needs to be reviewed, which may include the deletion of posts, the following process should be followed:

1. The Governing Body will review staffing requirements of the school and will adopt relevant strategies aimed at achieving such changes in the desired timeframe whilst minimising the impact on staff
2. If the restructuring is still necessary due to financial constraints, the Headteacher of a maintained school should contact the Finance Team within the Local Authority to discuss the appropriate way forward. This may entail, for example, applying for a licensed deficit. The maintained School should also refer to the attached document at Appendix 1 which sets out the circumstances and criteria for the funding of Redundancy, Premature Retirement on grounds of efficiency and severance payments.
3. If it is evident that a reduction in staff is necessary and it is necessary to reorganise and restructure the establishment, the Headteacher should make contact with their HR provider for further detailed advice on the procedure should be followed.
4. At this point the Governing Body will also give an early warning to the relevant unions, in confidence, prior to informing staff generally.
5. In circumstances where the maintained School will be looking to the Council to fund redundancy, retirement or severance payments a business case (as outlined in Appendix 2) should be presented to the Restructure Scrutiny Panel to obtain their agreement to fund any relevant costs. The circumstances and criteria under which the Council may pay some or all of the costs are set out in Appendix 1. The Restructure Scrutiny Panel will sit monthly and dates for the whole of the School year will be published in advance. For details of the Restructure Scrutiny Panel please refer to Appendix 3. Maintained Schools are strongly advised to consult with their HR provider, for guidance before drafting the business case and prior to submitting this to the Restructure Scrutiny Panel and in turn the Governing Body. Maintained Schools should not start consultation until formal approval for payment of the costs has been agreed by the Restructure Scrutiny Panel, as failure to do so could mean that all or some of the costs may not be funded by the Council. If the Council should refuse to pay all or part of the cost there will be a route of appeal.
6. Once the business case has been agreed by the Council the Headteacher should also submit the business case to the full Governing Body for agreement.
7. The business case must be submitted to the Restructure Scrutiny Panel and agreement for funding obtained before the report is agreed by the Governing Body, to allow for any comments from the LA which will need to be brought to the attention of the Governing Body. The following attachments must be submitted with the report:
 - a. Background
 - b. What changes are proposed
 - c. Financial Implications Old Structure & New Structure
 - d. Breakdown of Potential Redundancy/Pension costs and funding arrangements (including School cost code)
 - e. Steps taken to minimise/mitigate redundancies
 - f. Ring Fence arrangements
 - g. Recruitment arrangements

- h. Consultation Process/timeline
- i. Equalities impact implications & EQIA

The Business Case will also provide space for comments to be recorded by all parties:

- Haringey HR Comments
 - Haringey Restructure Scrutiny Panel
 - Employee side/TU Comments
 - Governing Body Comments
8. If the Governing Body agrees the report, a restructure committee made up of 3 Governors should then be appointed. The committee will work in conjunction with the Headteacher during the process of this consultation. They will also hear representations during the consultation process from any members of staff who are selected for redundancy.
9. In addition, at this stage, consideration should be given to the appointment of a second panel of 3 Governors, who will form an appeals committee, should it be necessary to dismiss staff due to redundancy. Members of this committee should have no detailed involvement in any decisions relating to any dismissals, prior to their confirmation.

Informing Staff

The Headteacher will need to inform staff of the proposals and the likely timescales for the formal consultation e.g. at a staff meeting, which should be preceded by informal discussions with the relevant trade union representatives. .

Staff and union representatives should be provided with a copy of the report (a.k.a. Section 188) which will include appendices with existing and proposed structure charts or existing and proposed establishment lists and also job descriptions for new posts or draft revised job descriptions for existing posts. The report will also include details of any scheme of selection intended and the method of calculation for redundancy pay. It should be noted that the LA may not agree any application for voluntary redundancy due to financial constraints. This does not prevent the Governing Body agreeing to such requests on the basis that the compensation would be paid from the maintained school funds.

Facilities should be made available at the end of the staff meeting for union representatives to meet with their members.

The Headteacher must make sure that **all** staff are informed at this stage including sending information to staff who may absent due to sickness, maternity leave, sabbatical, secondment or for any other reason.

Equalities Impact Assessment

In accordance with the Equalities Act 2010, in addition to the report (a.k.a. section 188), it will also be necessary to provide to staff and their union representatives with an Equalities Impact Assessment.

A model template is attached to this guidance.

Formal Consultation

The purpose of consultation is to allow discussions with unions and staff concerning ways of reducing or avoiding dismissals or to the impact of changes on staff.

Staff and union representatives will be given the opportunity to comment on the proposals during the consultation period prior to the changes being ratified by the Governing Body.

This can be in one to one meetings, in staff meetings and/or in writing, within the consultation period.

In law, there are requirements regarding the minimum length of the period between the start of formal consultation which must be undertaken depending upon the circumstances and the date of any dismissal:

- if 20 to 99 staff may be made redundant over a 90 day period, a minimum period of 30 days consultation is required
- if 100 or more staff may be made redundant over a 90 day period, a minimum of 90 days consultation is required.

Meaningful consultation must be undertaken with unions and staff before any final decisions is taken regarding redundancy.

In Haringey Schools, the minimum consultation period is 30 days, even where less than 20 staff are likely to be made redundant.

The communication plan within the report (a.k.a. Section 188) should outline how staff will be updated on the progress of the re-structure e.g.

- regular staff meetings
- workshops and or away days
- individual consultations held to answer any specific queries individuals may have.

There will also be an opportunity for the restructure committee to hear representations during the consultation process from any members of staff who are selected for redundancy and their union representatives.

Staff have the right to be accompanied by a trade union representative or workplace colleague at meetings which are held as part of the redundancy process.

At the end of the consultation period, should the application or consideration of other measures not have eliminated the need for compulsory redundancy, the headteacher will review the outcome of consultation and present the findings and any final options to the Governing Body for consideration and ratification.

The Headteacher should reaffirm with staff if they are still at risk of redundancy and also confirm the methods of selection that will apply to them.

The Headteacher should also seek redundancy estimates, if these have not been requested before this point, for those designated as at risk of redundancy. The Headteacher must consequently regularly update the LA regarding any potential changes to its financial liabilities.

Please refer to point 5.9 of the procedure, for further guidance on the consultation process.

Methods of Selection

There are several methods of selecting staff for posts in the new structure, in most restructures a combination of methods will probably need to be used.

The most commonly used methods include:

Assimilation “slotting in” - to be used:

- When the post(s) is (are) substantially unchanged **or**
- Where the number of post holders is the same or less than the number of posts

Ring Fences – where the number of postholders are more than the number of posts and the interviews are restricted to specific groups of staff before open competition

Interview “recruit to stay” Process - To be used when functions are changing or work is being organised in a different way and there are new posts which need to be filled.

Relevant employees will be invited to apply for a post by providing a Statement in Support of their application which addresses the candidate specification.

Interviews may be restricted to jobs and employees falling within a defined ring fence.

The interview panel should comprise of at least 2 people one of whom should be the manager who will line manage the new post(s).

Management Assessment – This approach may be considered when closed ring fences have been defined, there are fewer posts than current employees and the new roles are broadly similar to the existing roles. Managers will know the skills, abilities & experience of existing employees in relation to their current role and will be able to assess them in relation to the new role.

A management assessment will enable the line manager to determine, based on information provided by the employee and by the line manager’s knowledge of the employee, whether they have demonstrated the skills or knowledge to enable him/her to carry out the new job functions. At least 2 managers must be involved in the assessment, one of which should be the manager who will line manage the new post(s).

Before the assessment takes place, the managers must decide on the objective criteria that will be applied by reference to the criteria include in the person specification (or other equivalent document) for the post in question. The managers must then decide on the appropriate weighting for each criterion in the person specification and on the benchmark which must be met.

Employees will be asked to provide a Statement in Support of their application which addresses the candidate specification.

The final score (weighting x rating) will determine those who are successful in being offered a post in the new structure and those who will be referred to the redeployment register. All paperwork must be kept confidentially and securely by the line manager for a period of 6 months from the date of the implementation of the new structure.

Tests/Assessments - Testing may be used alongside an interview or management assessment process. Tests which are used must be relevant to the job and be fair to all those taking the test.

Tests which give additional information include in-tray exercises which can test the employee's ability to prioritise a range of work; they can also test the employee's written communication skills.

Tests which assess specific knowledge which may be required in the new posts can also be used; these may include multiple choice type questions or straight text answer questions. This type of format can be useful in assessing existing knowledge or to help determine future development needs.

Presentations can also be a useful format for candidates to share their views e.g. to show how they see a section or team developing in the new structure.

Outcome of the Selection Process

Once decisions have been made concerning selection, individuals must be notified of the decision. You should ensure that you engage directly with staff concerning the outcome of the selection process and that it is done in a timely and sympathetic manner, please note that employees can be accompanied at such meetings.

Any changes resulting from 'slotting in' or 'recruit to stay' or other methods must be confirmed to the employee, as a variation to the employee contract, by completing the appropriate form or by issuing a revised statement of particulars.

For Employees who have been unsuccessful a notice of redundancy (letter) will need to be drafted detailing the right of appeal against the decision, confirmation of their last day of service and an estimate of any redundancy compensation due.

They will also be informed of the redeployment process and the details of the support available from the School and LA. The redeployment process will continue during the notice period.

No redundancy notice should be issued until the conclusion of the period of consultation referred to above.

Your HR Provider will provide you with guidance on the issue of such letters and the issue of the formal notification of redundancy letters to affected employees. Please ensure that you seek their advice before issuing any letters.

Appeals

Any appeal against dismissal will be heard by the appeals committee of 3 governors, or 2 in exceptional cases.

The appeal hearing will consider the grounds of appeal lodged by the employee.

The Appeal Panel will consider whether the previous decision was reasonable in all the circumstances. The Appeal Panel will not substitute their own view but will determine whether or not the decision made is fair, given all the circumstances.

The Appeal Panel will then determine whether to confirm or overturn the previous decision or to modify it e.g. extend the notice period.

Schools with no delegation to a Governing Body

In circumstances where there is no Governing Body or where delegation has been removed, the following variations to the procedure shall apply.

1. Where there is no Headteacher, the role of the Headteacher or Governors Panel in the procedure will be taken by the Director of the Children and Young People's Service or an officer nominated by him/her.
2. Appeals will be heard by the Director of the Children and Young People's Service or an officer nominated by him/her. The officer will have no previous involvement in the case and will, where practicable, be senior to the officer who first heard the matter.

Summary Checklist

1. Look at ways to avoid redundancies
2. Contact Finance
3. Contact HR
4. Discuss with Governors
5. Draw up draft (S188) report and provide to LA for comment
6. Present report to Governing Body
7. Informal consultation with unions
8. Informal consultation with staff
9. Equalities Impact Assessment
10. Formal consultation with staff and unions inc completion of steps 1 and 2 of the Equalities Impact Assessment
11. Start selection process for posts in the new structure inc completion of steps 3-6 of the Equalities Impact Assessment
12. Organise Appeals
13. Ensure decision are properly documented to the staff concerned

APPENDIX 1

Haringey Council: School redundancy funding criteria and process

This section sets out Haringey Council's approach to funding part or all of the costs arising from the maintained school Governing Body decisions relating to teaching and support staff redundancies, premature retirement costs and severance agreements in maintained schools.

The information set out in the following paragraphs **must** be read in conjunction with the Council's School Restructure Scrutiny Panel process.

Under the Education Act 2002 the Local Authority has to decide whether the costs of redundancy or of efficiency should be deducted from the school's budget share. This section sets out a clear process for schools and the Local Authority to follow in order to support consistency and fairness.

Decision making process

Schools considering reducing their staffing complement through redundancies, or through dismissal on the grounds of efficiency, or by entering into severance agreements on the grounds of redundancy or efficiency, should consult with their HR provider in the first instance. A "severance agreement" is an agreement under which the employee agrees that their employment will end and in which a sum of money is payable by the employer in consideration for that agreement.

With the support of their HR provider, the school is required to provide a written outline business case to the Local Authority setting out the possible need to reduce their staffing complement and the reasons for that possible reduction should there be a risk that the Local Authority will be all or part funding any termination costs. As part of this outline business case, alternatives to dismissal should be fully explored. If these are discounted then the reasons for this should be made very clear.

Decisions on whether or not to make funding available in principle and based on the outline business case will be made by the Assistant Director for Schools and Learning following consultation with the finance, legal and HR colleagues as appropriate.

The Local Authority will respond to the outline business case in writing within ten working days, setting out its position on funding or requesting a modification if required before a decision can be reached.

If the Local Authority accepts in principle the risk of potential costs resulting from the outline business case put forward by the Governing Body then the school should begin to formally work through the relevant procedures relating to redundancy, premature retirements and severance agreements in conjunction with their HR provider and in accordance with relevant statutory requirements.

If the Local Authority does not accept the outline business case put forward by the Governing Body, or requests modification which the Governing Body rejects, then the Head teacher or the Governing Body will have a period of ten working days in which it may appeal the decision to the Assistant Directors(s) for Schools and Learning.

Where the Local Authority decision is not to fund a proposed reduction, following either the original Governing Body request or any subsequent appeal, the Head teacher and Governing Body has the option to continue with their proposals and meet any funding requirement from their delegated budget.

Where the Local Authority decision is in principle to fund in part or in full, the school will submit a further detailed schedule of proposed costs relating to the individuals affected once the process of consultation and school decision making has been completed with all efforts to secure redeployment for those affected having been exhausted.

The schedule of costs will then be considered by the Assistant Director(s) for Schools & Learning to determine if the proposed level of payment was in line with the Council's policy. Payments above those set out in the Council's Reorganisation Policy will not be approved. The Governing Body would have the option to fund the difference from the school delegated budget.

The Local Authority will then notify the school within ten working days of receiving the schedule of proposed costs that it is in agreement, unless it has good grounds for not agreeing.

The school will progress the completion of the HR procedure, in conjunction with their HR provider, to a final decision to terminate employment/determination to cease to work at the school and/or the school will finalise the severance agreement.. The school or their HR provider will notify the Local Authority within ten working days of the decision and the date on which the decision will take effect and/or of the severance agreement.

The school should make any payment through their payroll provider and then reclaim the actual costs. This should be done through the Assistant Director of Schools & Learning.

On receipt of final confirmation of the determination to cease to work at the school/decision to terminate employment the Assistant Director will arrange for the payment to the maintained school.

The Assistant Director of Schools & Learning will arrange for the recovery of any agreed portion of any payment from the maintained school's delegated budget if appropriate.

Redundancy/dismissal on the grounds of efficiency

The primary legislation for the issues addressed by this policy is set out in Section 37 of the Education Act 2002 which makes clear that decision making responsibilities concerning whether any payment should be made by the Local Authority in respect of the dismissal of, of teaching and support staff in schools, and concerning the amount of any such payment lie with the Governing Body.

Consequently the Local Authority role in consideration of any matter of possible staff redundancy/dismissal on the ground of efficiency should be met from the school's budget share. In this Section "dismissal" includes the non-renewal of a fixed term contract.

Section 37 of the Act makes it clear that the costs incurred in respect of securing the dismissal of staff through redundancy/efficiency, shall not come from the school's delegated budget unless the Local Authority has good reason for deducting all or part of the costs from the school's budget share. 'Good reason' is not defined but a good reason might be that the Local Authority:

- Believes the proposed redundancy was unnecessary;
- Efforts to secure redeployment were not adequately explored;
- Where payments are too high; or
- If the maintained school holds a surplus revenue balance which could reasonably be used to fund the additional costs.

In considering any proposal which might require the Local Authority to fund redundancy payments the following criteria will be applied to a school's outline business case by the Local Authority in reaching a decision:

- a) Is there a clear and detailed rationale for the proposed staffing reduction?
- b) Is the proposed reduction in staffing based on an accurate assessment of the school's current financial position?
- c) Is the proposed reduction in staffing based on a reasonable and accurate prediction of the school's future financial position?
- d) Is the proposed reduction in staffing necessary to either set a balanced budget or meet the conditions of a licensed deficit?
- e) Does the school have excess surplus balances and no agreed plan to use these?
- f) Has the school provided sufficient advance warning (a minimum of four weeks) of any possible redundancy to the Local Authority?
- g) Has the school carried out a thorough investigation of ways to avoid any redundancy?
- h) Does the school have a clear plan in place to try and avoid any redundancy through re-deployment of staff affected, including possible redeployment to other schools within the Local Authority pending the relevant recruitment process of that school?
- i) Does the school have an agreed procedure and policy in place, which will be followed to make any reduction to staffing?

Where the criteria set out above are met, the Local Authority will normally agree in principle to fund the redundancy lump sum compensation payment, including any enhancement in line with Haringey's policy for redundancy payments. The Local Authority will normally not meet any liability of the employer to make payment to

Haringey Council's Pension Fund in respect of a support staff member aged between 55 and their normal pension age at the date of termination, or to make payment to the Teachers' Pension Fund in respect of a teacher aged between 55 and their normal pension age at the date of termination.

In considering any proposal which might require the Local Authority to fund the costs of a dismissal on the grounds of efficiency, the following criteria will be applied to a school's outline business case by the Local Authority in reaching a decision:

- a) Has the school set out a compelling and consistent case which establishes the need to make the proposed reduction on the grounds of efficiency?
- b) Has the school clearly demonstrated the efficiencies which will be delivered from the proposed dismissal?
- c) Is the proposed dismissal on efficiency grounds linked to the need to secure educational standards?
- d) Has the maintained school provided sufficient advance warning of any possible premature retirement on the grounds of efficiency to the Local Authority?

In the exceptional circumstances where the criteria set out above are met, the Local Authority may agree in principle to fund the premature retirement payment. However, the Local Authority will not normally fund the costs of any premature retirement to secure a resignation, unless this is a dismissal on the grounds of redundancy.

Therefore the maintained school will normally fund the employer's cost of premature retirement of a teacher or support employee aged between 55 and 64 (59 for teachers) who is dismissed on the grounds of redundancy.

Severance

The primary legislation for the issues addressed by this policy is set out in Section 37 of the Education Act 2002 which makes it clear that decision making responsibilities in securing the resignation of teaching and support staff, through severance agreements on the grounds of efficiency in maintained schools, lies with the Governing Body.

Consequently the Local Authority role in the consideration of any matter of possible resignations on the grounds of efficiency would be only on making decisions about funding any such proposal, in accordance with relevant statutory requirements.

Section 37 of the Act makes it clear that the costs incurred in respect of securing the resignation of staff through severance agreements on the grounds of efficiency, shall not come from the maintained school's delegated budget unless the Local Authority has good reason for refusing to fund all or part of the costs.

In order to consider any proposal which might require the Local Authority to fund severance payments the maintained school will be required to submit an outline business case to enable the Local Authority to reach a decision. The following criteria would then be used to assess:

- a) Has the maintained school set out a compelling and consistent case which establishes the need to make the proposed reduction on the grounds of efficiency?
- b) Has the maintained school clearly demonstrated the efficiencies which will be delivered from the proposed reduction?
- c) Is the proposed severance agreement on efficiency grounds linked to the need to secure educational standards?
- d) Has the maintained school provided sufficient advance warning of any possible severance agreement on the grounds of efficiency to the Local Authority?

Where the criteria set out above are met, the Local Authority may agree in principle to fund any lump sum payment to a member of staff to secure their resignation on the grounds of efficiency.

Having agreed in principle to fund the costs of securing a resignation on the grounds of efficiency by accepting the outline business case put forward by a maintained school the Local Authority will then consider the schedule of proposed costs for any severance agreement for every individual affected. At this stage the Local Authority will only reverse its earlier decision to agree in principle if it has good grounds for doing so. The definition of 'good grounds' will be where the severance agreement payment costs are reasonable.

Therefore the Local Authority will normally fund the cost of a lump sum payment to a member of staff to secure their resignation on the grounds of efficiency, provided this does not exceed what would be reasonable from a reserve drawn from the maintained schools budget as agreed with the Schools Forum. In circumstances where a severance payment remains necessary but a financial efficiency is not being achieved, these costs should not come from the maintained schools budget or maintained schools delegated budget but Local Authority general funds.

APPENDIX 2

Business Case (a.k.a. Section 188) Template

BACKGROUND

Provide some background outlining the reasons for the change, including what measures have been taken to minimise/mitigate the impact of the proposed changes.

PROPOSED CHANGES TO STAFFING STRUCTURE

Set out the reasons for the Restructure, for example: Finance driven or Efficiency driven etc and include structure charts of the current staffing structure and the proposed

| Current Staffing Structure | | |
|----------------------------|-------|-------------------|
| Role | Scale | Hours/Time worked |
| Headteacher | | |
| Deputy Headteacher | | |
| SENCO | | |
| Teacher | | |
| Learning Mentor | | |
| LSA | | |
| Administrative Officer | | |
| Clerical Officer | | |

| Proposed Staffing Structure | | |
|-----------------------------|-------|-------------------|
| Role | Scale | Hours/Time worked |
| Headteacher | | |
| Deputy Headteacher | | |
| SENCO | | |
| LSA | | |
| Administrative Officer | | |

FINANCIAL IMPLICATIONS

Outline the financial implications of the changes and the reduction in budget both in year and for the next financial year.

BREAKDOWN OF POTENTIAL REDUNDANCY COSTS

Please provide a breakdown of the redundancy costs. Where it is not possible to provide accurate figures because it is unclear who will be selected for redundancy then please provide average redundancy costs for each post. If however there are staff with long lengths of service then please work out the redundancy costs based on a worse-case scenario.

RECRUITMENT AND RINGFENCING ARRANGEMENTS

Please outline any ringfenced posts, and the recruitment process to be followed.

PROPOSED TIMETABLE (including the consultation process to be followed)

| | |
|---|---------------------|
| Informal consultation with unions | date |
| Formal consultation | from: date to: date |
| Meetings with unions: | dates |
| Meetings with staff: | dates |
| End of Consultation: | date |
| Selection process inc Interviews and timescales : | dates |
| Meeting with Governors: | date |

EQUALITIES IMPACT ASSESSMENT (EIA)

| |
|---|
| Date: |
| School: |
| Contact details: Headteacher ????? Chair of Governors ?????? |
| Summary of Assessment (completed at conclusion of assessment) |

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

The assessment is to be completed by the Headteacher (or nominated senior manager) with advice from their HR adviser

The Headteacher will need to analyse the basic employment profile data of the school's staff and then answering a number of questions as outlined below.

Steps 1 and 2

To be completed during the early stage of the formal consultation process

Steps 3 to 6

To be completed at the end of the consultation process

Step 1 – Aims and Objective

1. Purpose – What is the main aim of the proposed/new or change to the existing service?
2. What are the main benefits and outcomes you hope to achieve?
3. How will you ensure that the benefits/ outcomes are achieved?

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

Note – For SLA Schools - there is a staff profile data report which can be obtained from Schools HR.

Race

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

| Grade Group | Total Staff in School | No. of Staff Race Not Declared | % of School Total | White Staff | % of School Total | White Other staff | % of School Total | BME Staff | % of School Total |
|--------------|-----------------------|--------------------------------|-------------------|-------------|-------------------|-------------------|-------------------|-----------|-------------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| TOTAL | | | | | | | | | |

Highlight any grade groups that are very under represented (10% or more difference) compared with the whole school profile.

Do any ring fences disproportionately impact on staff from one ethnic minority group (white, white other or BME)?

By how much does the restructure change the % (percentages) in the whole structure? (Show start and end %)

Gender

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

| Grade Group | Total Staff in Service | No. Male Staff | % of School Total | No. Female Staff | % of School Total |
|-------------|------------------------|----------------|-------------------|------------------|-------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | | | |

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

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

- If yes, how many female / male staff might be displaced?

By how much does the restructure change the % (percentages) in the whole structure? (Show start and end %)

Age

Provide a breakdown of the current structure by Grade Group and Age breakdown following the format below

| | | 16 - 24 | | 25 - 34 | | 35 - 44 | | 45 - 54 | | 55 - 64 | | 65+ | |
|-------------|-------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|
| Grade Group | Total Staff | No. Staff | % of Grade Group | No. Staff | % of Grade Group | No. Staff | % of Grade Group | No. Staff | % of Grade Group | No. Staff | % of Grade Group | No. Staff | % of Grade Group |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | |

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

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

- If No, go to question 18.
- If yes, how many of these staff might be displaced?

By how much does the restructure change the % (percentages) in the whole structure?
(Show start and end %)

Disability

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

| Grade Group | Total staff | No. of Disabled Staff | % of Grade Group |
|-------------|-------------|-----------------------|------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL | | | |

Do any ring fences disproportionately impact on disabled staff?

- If yes, how many of these staff might be displaced? Show start and end numbers and %.

By how much does the restructure change the % (percentages) in the whole structure?
(Show start and end %)

Other Groups

In addition to the above analysis of race, sex, age and disability you will need to consider the impact on groups with the following characteristics: gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, if this information is available.

Step 3 – Consultation

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

Step 4 – Address the Impact

1. Are you in a position to make changes to the proposals to reduce the impact on the protected groups e.g. consideration of flexible working or reduced hours including flexible retirement, voluntary reduction of grades, etc. - please specify?
2. What changes or benefits for staff have been proposed as a result of your consultation?
3. If you are not able to make changes – why not and what actions can you take?
4. Do the ring fence and selection methods you have chosen to implement your restructure follow personnel policy, procedure and guidance?

Step 5 – Implementation and Review

1. Following the selection processes and appointment to your new structure are there any adverse impacts on any of the protected groups (the eight equalities characteristics). Please identify these.
2. If there are adverse impacts how will you aim to address these in the future?
3. If you are not in a position to go ahead on elements of your action plan – why not and what actions are you going to take?
4. Identify the timescale and actions for review of the restructure to ensure it achieved the expected benefits/outcomes.

Step 6 – Sign off and publication

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

| |
|--|
| <p>NAME: DESIGNATION: OFFICER RESPONSIBLE FOR UNDERTAKING EIA SIGNATURE: DATE: COMMENTS:</p> |
| <p>NAME: DESIGNATION: HARINGEY HR SIGNATURE: DATE: COMMENTS:</p> |

NAME:
DESIGNATION: CHAIR OF RESTRUCTURE SCRUTINY PANEL
SIGNATURE:
DATE:
COMMENTS:

NAME:
DESIGNATION: EMPLOYEE SIDE/TU
SIGNATURE:
DATE:
COMMENTS

NAME:
DESIGNATION: GOVERNING BODY
SIGNATURE:
DATE:
COMMENTS

APPENDIX 3

RESTRUCTURE SCRUTINY PANEL

MEMBERSHIP

- One of the Joint ADs, Schools and Learning
- Senior Business Partner, Transformation and Resources
- Head of Schools HR
- A primary HT as applicable
- A secondary HT as applicable
- Schools Finance officer

RESPONSIBILITIES

To review and approve as appropriate business cases provided by Schools on their organisation structure and their need to make redundancies.

DATES OF PANEL MEETINGS

| | | |
|---------------------------------|--------------------------------|----------------------------|
| 27 th September 2017 | 17 th January 2018 | 16 th May 2018 |
| 18 th October 2017 | 21 st February 2018 | 20 th June 2018 |
| 15 th November 2017 | 21 st March 2018 | 11 th July 2018 |
| 6 th December 2017 | 18 th April 2018 | |

PROCESS FLOW CHART

