

INITIAL SCREENING – STAGE 1 (See Guidance information)

As a public authority we need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity.

Please complete the following questions to determine whether a Full Equality Assessment is required.

Name of policy, strategy or function: School and Governor Support Service Review	Ref: CYPF-1212SC School & Governor Support (SGS)
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Chair Person: David Bridgman Responsible Officer: David Bridgman Directorate: CYPF	Role: Chairperson of Equality Assessment Task Group Assessment Date: 8 th January 2013
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Is this a: Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input type="checkbox"/> Service X
Is this: New or Proposed <input type="checkbox"/> Already exists and is being reviewed X Is Changing X

1. What are the main aims, objectives of the policy, strategy, function or service and the intended outcomes and who is likely to benefit from it

School and Governor Support (SGS) provide a range of professional support and advice to Headteachers, senior staff and governing bodies on all aspects of school management, governance and administration, including procedures, legal and technical issues, as well as training for governors and governing bodies. School and Governor Support is a fully-traded service from 1 April 2011 following the decision that 100% of its operating costs should be recovered via a subscription charged to schools and academies. The savings target for SGS for 2013/14 is £0.039m. A budget has been set based on forecast subscription levels in order that savings can be achieved. The proposed budget reduction will be absorbed by the service via an increase in the subscription charge to schools from £1,800 (2012/13) to £1,875 (2013/14) together with efficiency savings and increased income. The team comprises two complementary elements – School and Governor Support and Governor Training. Both elements are independently self-financing.

The current SGS structure consists of three school support locality teams, each led by a School Support Manager at GR6 and a Governor Services team led by the Governor Services Manager also at GR6. There are four Assistant Managers at GR5, three Governing Body Support Officers at GR3, one Governing Body Recruitment Officer at GR3, one Governor Training Officer at GR4, and three Administrative Support Officers at GR2. We are, therefore, a small team of 16 members of staff with a full-time equivalent of 14.84.

Aims/Objectives/Outcomes:

1. To support and promote effective school management and to contribute to school effectiveness and improved outcomes for pupils within the Birmingham Family of Schools through:

- School management support for all issues other than teaching and learning
- Providing efficient and effective systems and processes to support continuous improvement of customer service, service operation and business effectiveness
- Working with the other function areas and teams of the Education and Skills Division, in particular Schools and Settings Improvement and with other divisions and teams of *Children Young People and Families* and the City Council, including the Position of Trust team to promote safeguarding
- Contributing to the City Council, directorate and divisional aims and targets around prevention, integration, aspiration, safeguarding, participation and excellence through partnership via the “golden thread” and to tackle inequality and deprivation and promote social cohesion.

2. To support and promote effective governance through:

- Providing Authority representative governors for maintained schools and academies and promoting the appointment of governors from the wider community.
- Providing training, development and targeted support for individual governors, governing bodies and clerks to enable them to meet the strategic obligations of governing bodies.
- To contribute towards effective governance through advice, information and challenge regarding statutory duties and new initiatives and innovations with particular reference to school improvement.
- Provide and develop efficient and effective systems and processes to improve customer service within the Birmingham Family of Schools.

Benefits

Successful delivery of the service’s aims and objectives will enable schools to focus on the teaching and learning of their pupils while fully complying with their legal and procedural obligations. Headteachers and Governors will benefit from individual support and training and schools and parents will benefit from conflict resolution and assistance to resolve or mediate complaints. These improved outcomes will assist in enhancing the reputation for excellence of the Directorate and BCC and contribute to meeting the directorate’s priorities and fulfilling our statutory duties and the requirements of the improvement notice.

2. Explain how the main aims of the policy, strategy, function or service will demonstrate due regard to the aims of the General Duty?

1. Eliminate discrimination, harassment and victimisation?
2. Advance equality of opportunity?
3. Foster good relations?
4. Promote positive attitudes towards disabled people?
5. Encourage participation of disabled people?
6. Consider more favourable treatment of disabled people?

All schools are expected to comply with the Equality Act 2010 and to ensure that they meet the above duties. SGS will assist schools in this by supporting school improvement inline with the LA's statutory responsibility to secure a good standard of education for all and providing direct assistance to ensure compliance with all policies and procedures relating to pupils, staff, parents and other stakeholders - including grievance, disciplinary, bullying and anti-harassment, complaints, whistle blowing, safeguarding and special needs.

SGS plays a particularly important role within CYPF in meeting the first five aims of the general duty through:

- supporting schools in ensuring compliance with grievance, bullying and anti-harassment, whistle blowing, safeguarding and special needs procedures.
- assisting schools to eliminate discrimination and contributing to the City Council, directorate and divisional aims and targets around prevention, integration, aspiration, safeguarding, participation and excellence through partnership via the "golden thread" in order to tackle inequality of educational opportunity and promote social cohesion.
- supporting schools in providing enhanced equality of educational opportunity and improving lifelong learning and employment opportunities for young people. This contributes to priority outcomes around improved education and skills, increased employment and wealth and the ability to succeed economically.
- fostering good relations via experienced facilitation and liaison on schools' behalf with all BCC services and external agencies including police, health, and charitable organisations. Our team includes trained investigators and those trained in mediation skills to provide professional support and advice to resolve conflict and seek solution-focused outcomes.
- working to ensure that BCC operates in partnership with schools to commission and deliver services for the good of all pupils.
- providing opportunities within the wider community, including those from under-represented groups to become governors through facilitating recruitment and delivering a comprehensive governor training programme to give governors the skills, knowledge and confidence to excel in their roles.
- organising and maintaining Governor Networks

A key priority is strengthening integration across children's services and particularly with schools. SGS plays an important role in developing and sustaining effective partnerships that will promote better outcomes for children and young people in Birmingham and promoting the tackling of inequality. We support schools, academies and their governors to deliver excellent outcomes for children and young people through facilitation of 'right first time' decision-making. The Cooperative Trust will be designed to ensure that the school system provides a good school for all children and allows strong schools to support those who need it.

3. What does your current data tell you about who your policy, strategy, function or service may affect:

Service users	Yes	No <input checked="" type="checkbox"/>
Employees	Yes	No <input checked="" type="checkbox"/>
Wider community	Yes	No <input checked="" type="checkbox"/>

Please provide an explanation for your 'Yes' or 'No' answer

(a) Service users

SGS is a fully-traded service available to all schools on a subscription basis. The savings target for SGS for 2013/14 is £0.039m. A budget has been set based on forecast subscription levels in order that these savings can be achieved. The proposed budget reduction will be absorbed by the service via an increase in the subscription charge to schools from £1,800 to £1,875 together with efficiency savings and increased income-generation.

There is existing evidence that SGS achieves its aims via annual customer satisfaction surveys. SGS currently delivers services to 412 of the 427 schools within the Birmingham Family of Schools which equates to a 96% buy-back despite the rise in academy conversions. SGS will continue to provide a central source of information within BCC for, and on behalf of, schools in relation to data capture around school closures, industrial action, adverse weather, communicable diseases, child deaths, emergency building issues, insurance, Freedom of Information and Data Protection, setting of term dates, copyright and licensing. SGS will continue to support BCC and its schools in dealing with unforeseen and exceptional circumstances and will provide protection against reputational risk through liaison with internal partners and external agencies such as the Police and Health Protection Agency and by dealing with media interest. BCC and other stakeholders will, therefore, see no reduction in service.

(b) Employees

The SGS savings target for 2013/14, therefore, has no implications for staff in relation to potential redundancies or changes to terms and conditions. No reduction in staffing levels will be made at the current time.

SGS is included in the ongoing city-wide review of council services and our administrative staff will continue to be consulted in relation to the Professional Support Services proposals that are designed to deliver efficiencies by bringing business support and administrative activities under a single management structure.

(c) The wider community

There are currently 276,300 children and young people in Birmingham aged 2yrs to 19 yrs. Parents and the wider communities that our schools serve will continue to benefit from the same level of support. The current model of intervention ensures that governing bodies are central to school improvement by supporting them in holding head teachers to account for standards in schools. The statutory responsibilities of the LA to address underperformance will only be brought into play once the governing body had been supported through this process.

4. Are there any aspects of the policy, strategy, function or service, including how it is delivered, or accessed, that could contribute to inequality? (including direct or indirect discrimination to service users or employees)

Yes

No

Please provide an explanation for your 'Yes' or 'No' answer

In shaping the budget reduction proposals we will need to consider:

- Eliminate discrimination, harassment and victimisation – ensuring that any service redesign will not diminish the quality of service that is presently provided when supporting school leadership, management and governance within schools and BCC.
- Advance equality of opportunity – ensuring that SGS support for schools is maintained to support vulnerable schools to promote their pupils' attainment, skills and future employability.
- Fostering good relationships – ensuring that SGS continues to play a key role in providing an accessible interface between schools, families, the Local Authority and external services to support school improvement.

The performance of SGS and its contribution to the General Duty will not be affected by the current proposals. SGS will continue to offer the full-range of services as it does currently and will recover 100% of its operating costs while meeting the identified saving.

5. Will the policy, strategy, function or service, have an adverse (negative) impact upon the lives of people, including employees and service users?

Yes

No

Please provide an explanation for your 'Yes' or 'No' answer

For the reasons outlined above, the proposed budget reduction for SGS will not result in any adverse impact on employees, service users, or the wider community.

The corporate consultation plan has been made available to colleagues, including a web-based survey via Birmingham.gov.uk. A Number of meetings have been held within Education and Skills to discuss the budget reductions and their implications for services and individuals. Future meetings are planned to include representation from HR. Consultation has also been delivered through SGS team meetings and an away-day.

6. Is an Equality Assessment required?

If your answer to question 2 has identified potential adverse impact and you have answered 'yes' to any of the following questions 3, 4, or 5, then you should carry out a Full Equality Assessment.

Does the Policy, Strategy, Function or Service require a Full Equality Assessment? **Yes Nox**

If a Full Equality Assessment is required, before proceeding you should discuss the scope of the assessment with service managers in your service area as well as the Directorate Contact Officer.

If a Full Equality Assessment is **Not** required, please sign the declaration and complete the Summary statement below, then forward a copy of the Initial Screening to your Directorate Contact Officer

If a Full Equality Assessment **is** required, you will need to sign the declaration and complete the Summary statement below, detailing why the Policy, Strategy, Function or Service is moving to a Full Equality Assessment. Then continue with your Assessment

DECLARATION

A Full Equality Assessment not required, the Initial Screening has demonstrated that the Policy, Strategy, Function or Service is robust; there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken.

Chairperson: David Bridgman

Summary statement: There are no known or potential adverse impacts of the budget reduction proposed for SGS on service users or employees.

Sign-off Date: 9 January 2013

Quality check: The screening document has been checked using the agreed audit arrangements in the Directorate:

<p>Name: (Officer/Group carrying out the Quality Check) Veronika Quintyne</p> <p>Directorate:CYPFDirectorate</p> <p>Contact number:0121 4643073</p>	<p>Date undertaken: 17.1.2013</p>	<p>Screening review statement:</p> <p>There is to be no reduction in the current service to schools. No adverse impacts have been identified in relation to service users, staff or the wider community. On this basis I agree a full equality analysis is not required.</p>
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Equality Assessment Task Group Members

	<u>Name</u>	<u>Role on Task Group</u> (e.g. service user, manager or service specialist)	<u>Contact Number</u>
1.	Chairperson David Bridgman	School Support Manager, SGS	0121 303 8394
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