

Equality and Human Rights Screening Template

PART 1 - POLICY INFORMATION

1.1. Policy Title

OPERATIONS AND ESTATES: TRANSPORT

Proposed 4th and 5th Tier Structure

1.2. Description of policy or decision

The Education Authority employs almost 40,000 staff with annual budget of almost £1.5 billion providing a range of educational services for nearly 340,000 children and young people.

The division impacted by the proposed changes is: Home to School Transport

Function of Transport Service

The Education Authority has a statutory responsibility for the provision of transport assistance to facilitate attendance at a grant-aided school for whom fees are not paid and who are resident in Northern Ireland.

Transport assistance is provided for approximately 90,000 pupils and students on a daily basis at a cost of nearly £75 million per year.

Whilst the primary responsibility for getting children to and from school rests with Parents; transport assistance is available for some children to facilitate their attendance at school. Children with disabilities or special educational needs may get additional help.

Eligibility for transport assistance is set out in the Department of Education Circular 1996, (updated September 2009); and the Authority will determine what method of transport assistance is offered which includes Authority Bus, Private Operator Bus, Translink and taxi.

The principles underpinning the development of the proposed structure are designed to:

- deliver a regional management structure to support the delivery of the home to school transport service;
- support the Authority's strategic plan and transformation of education;
- support the different requirements needed for the delivery of effective home to school operations and the statutory and professional requirements associated with operating a large fleet of heavy vehicles;
- reflect the Authority's commitment to Digital by default;
- deliver local responsive management and administrative support in line with

single functional areas;

- encourage career progression and development to attract and retain a skilled, competent and committed workforce;
- maximise economies of scale and demonstrate value for money; and
- maximise employment security of any employee who may be affected in line with established HR practices and protocols.

In order to achieve these principles, the proposed structure has been developed to reflect the need to deliver a regional transport service which is both reactive and responsive at a local level; but ensures consistency and quality across all EA transport services.

Description of the Legacy Structure

The 4th and 5th tier management structures for Home to School Transport that transferred to the Education Authority in April 2015 were broadly similar across each of the Education and Library Boards

Home to School Transport was managed by a 4th tier officer (Transport Officer) each of whom reported to a designated senior officer with the legacy senior management structures. Operationally each Transport Officer was supported by differing numbers of 5th tier officers (Deputy, District, Divisional) determined by the scale of Home to School operations within each ELB.

Home to School Transport has a key role to play in providing children and young people access to education; and it is essential that the Authority has appropriate management arrangements in place to deliver the home to school transport service and is fit for purpose.

The legacy arrangements were derived at a time to support administrative and governance structures associated with 5 independently managed Education and Library Boards. Further to the establishment of the Education Authority it is essential that arrangements for the management of the home to school transport service reflect the prominence and scale of the new organisation's service requirements

In particular there are a number of key drivers which require the Authority to develop and implement a new Home to School Transport management structure; these are reflected in the proposed new 4th and 5th tier structure.

- **Consistent service delivery**

The legacy arrangements continue to support varying degrees of inconsistent management and administrative functions.

- **Educational Transformation**

The current arrangements are wedded to the legacy ELBs functions and do not reflect or adequately support the organisation's strategic priorities.

- **Programme for Governance - NICS Digital Citizen Strategy**

The NICS Digital Citizen Strategy requires a number of key public services to

develop and deliver online accessibility and functionality. School Transport is one of those services.

• **Transport Service Transformation**

A new structure is required to reflect organisational and statutory requirements associated with the implementation of Capita ONE, Integrated Passenger Transport Project and Passenger Transport Operator requirements.

• **Equity**

The current management and administrative structures reflect degrees of inequity within grading and levels of responsibility across various posts.

Description of the Proposed Structure

The proposed new structure has been developed to reflect the case for change and in particular is underpinned by the following principles:

- strategic oversight;
- efficiency and effectiveness;
- consistency in operational delivery;
- technical excellence for fleet operations;
- focus on pupils with Special Transport Needs; and
- empowered and responsive local area management arrangements.

All new 4th and 5th tier posts are subject to job evaluation. It is anticipated, that should job evaluation identify roles at higher grades, this will create opportunities for those officers that meet the criteria.

Combined with the role of Assistant Director of Transport the proposed new structure will retain similar levels of 4th and 5th tier officers within the Transport service and is therefore not considered to represent an increase on individual workloads.

The planned changes are outlined in Table 1:

Table 1:

Position	Grade	Legacy Structure	Proposed Structure	Change +/-
Transport Business & Performance Manager	TBC	-	1	+1
Head of Fleet	Education Officer	-	1	+1
Operations Manager	TBC	5	2	-3
SEN Co-ordinator	TBC	-	1	+1
Local Area Transport Officer	TBC	13	8	-5

4th Tier Arrangements

The following 4th tier job roles are proposed.

Transport Business and Performance Manager

- Responsibility for all Business and Performance Operations within Transport.
- Strategic lead for Translink Contract.
- Strategic lead for Integrated Passenger Transport collaboration and Digital Transformation programmes.
- Strategic lead for supporting the EA transformation agenda to achieve better outcomes for children and young people.

Head of Fleet

- Overall responsibility for the leadership and management of strategic planning.
- Responsibility for ensuring compliance with all relevant Road Transport and Driver regulations.
- Leading and developing the successful delivery of the strategic fleet capital replacement programme.

Operations Managers x 2

- Operational management of all Home to School Transport Operations across designated geographical areas for approximately 44,000 pupils.
- Geographical areas will be aligned with local council boundary areas
- Regional management responsibilities for discrete functional areas.
- Line Management responsibility for 5th tier local area management.
- Budget management for multi million pounds revenue budgets.
- School Crossing Patrol Service.
- Management responsibility for Transport delivery staff.
- Contractor management.

SEN Co-ordinator

- Operational responsibility to ensure SEN provision across all areas is consistent, high quality and safe.
- Support Operational Managers in the planning and delivery of CYPSS pupil outcomes
- Work closely with Special Schools, Parents and other stakeholders to ensure quality service for SEN pupils

5th Tier Arrangements

It is proposed to have 8 Local Area Transport Officers (LATO's) that will each manage home to school transport operations in a defined geographical area supporting approximately 11,000 pupils each.

Operational areas will be defined in line with local council boundaries and/or scale of operation

LATO's supported by local supervisory arrangements will line manage drivers,

escorts and school crossing patrols.

LATO's will be schools' main contact point for all home to school transport queries.

The LATO's will support the 2 Operations Managers in the management of their functional areas.

Benefits of the Proposed Structure

Benefits of this revised structure include the following.

- The separation of Fleet services and driver requirements from the delivery of home to school transport operations will allow for new geographical areas of responsibility and the development of single functional management lines.
- A streamlined structure integral to supporting the Authority's decision making processes and supporting the performance management framework. The proposed structure will enable current challenges in relation to knowledge and skills development, and opportunities for shared learning and provision of cross cover to be addressed. It will also provide opportunities for career progression.
- The proposed structure will provide a skilled team at the right level to deliver services in a consistent manner across Northern Ireland.
- The revised structure will enable the team to focus on certain key areas creating a culture of continuous improvement.
- The proposed structure will effectively support the long term vision for the Authority.
- At a local level the proposed structure will deliver a highly responsive specialist service across constantly changing and demanding environments.

It is proposed to implement the structure in 2 phases.

Phase 1: Tier 4

- | | |
|------------------|------------------------------------|
| • September 2018 | staff and trade union consultation |
| • October 2018 | recruitment and selection |
| • November 2018 | successful candidates take up post |

Phase 2: Tier 5

- | | |
|-----------------|------------------------------------|
| • December 2018 | recruitment and selection |
| • January 2019 | successful candidates take up post |

1.3. Who are the main stakeholders impacted? (Internal and external as well as actual and potential)

Staff in the Transport Division

1.4. Is the policy likely to impact people living in rural areas?

Yes	
No	X

If yes, please complete the rural sections of the template

1.5. Other policies or decisions with a bearing on this policy or decision?

Education Act (Northern Ireland) 2014

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening? E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data?

- HMRC Accounting Services Programme 2006
- Workplace 2010 / Accounting Services Programme 2006
- Workplace 2010

2.2. Quantitative Data

What is the profile of the people that are impacted by this policy or decision?

Please provide a statistic breakdown of the people impacted by this policy or decision. Note, if the policy or decision impacts both staff and service users, please provide data on both.

Section 75 Group	Make up of affected groups?
Age	This is the first stage in screening the potential impacts of the procurement restructuring. Information is currently being collected by HR to get a sense of individual staff needs as they relate to section 75. This will be shared when the information is available.
Dependants	
Disability	
Religious Belief	
Gender	

Marital Status	
Political Opinion	
Ethnicity	
Sexual Orientation	
Rural Impacts	

2.3. Qualitative Data

What are the needs and experiences of the groups that are impacted by this policy or decision?

Are there different needs and experiences for any of the equality groups and what equality issues emerge from this?

Section 75 Group	What are the needs and experiences of the groups as they relate to the policy or decision?
Age	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> if changes in work activity take place younger people may be disadvantaged if specific experience is required;
Dependants	<p>From other equality exercises, EA understands the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> negative impacts if needs are not taken on board if re-training is necessary negative impacts if changes in work patterns are needed
Disability	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Attitudes of new colleagues:</p> <ul style="list-style-type: none"> stress/worries/anxieties in relation to changes if change in work activity requires re-training potential disadvantages
Religious Belief	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <ul style="list-style-type: none"> if changes in work activity take place some may be unable to undertake certain roles due to their beliefs

	(eg. some Muslims re. payment/receipt of interest)
Gender	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Part-time workers (primarily female) experience adverse impacts due to</p> <ul style="list-style-type: none"> • if business needs dictates change in working patterns • if re-training is required (travel and residentials) <p>negative impacts on part-time workers (mostly female w/dependants) who hold two jobs</p> <p>some men feel disadvantaged vis-à-vis women when decisions are taken</p> <p>Transgender people:</p> <p>anxiety/stress re. potential attitudes of new colleagues & line manager</p> <ul style="list-style-type: none"> • feeling comfortable to advise new colleagues/line manager of trans* status <p>or those in the process of transitioning, anxiety/stress as to stability of support arrangements agreed with the current employer especially if moved to a less diverse office/location</p> <ul style="list-style-type: none"> • may not provide the same networks/support/facilities <p>or those in the process of transitioning, anxiety/stress as to stability of support arrangements agreed with the current employer</p>
Marital Status	<p>If 92,000 families in NI are lone parents families and they incorporate around 150,000 children. <i>Source: Gingerbread 2017/18</i></p> <p>Then any change in workplace circumstance will have a negative impact on lone parents the majority of which are women.</p>
Political Opinion	<p>There is no evidence to suggest different needs, experiences or priorities.</p>
Ethnicity	<p>From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be:</p> <p>Particular consideration might need to be given to staff Whose First language is not English if capability issues relate</p>

	to language.
Sexual Orientation	From other equality exercises, EA understand the potential impacts for any staff in a restructuring process to be: anxiety/stress re. potential attitudes of new colleagues & line manager
Rural Impacts	

What are the social and economic impacts of the policy of people living in rural areas?

Please consider positive and negative impacts around issues such as access to education or youth provision, transport, broadband accessibility and employment impacts

Rural Impacts	Rural impacts have been considered and there are no social and economic impacts from this 4 th & 5 th tier structure to people living in rural areas.
----------------------	---

2.4. Policy / Decision changes

Based on the equality issues that have been identified, what changes (mitigation) can you make to the policy in order to better promote equality of opportunity?

In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?

As the Transport division is being restructured the following principles will be applied:

- No member of staff is at risk of compulsory redundancy as part of this restructuring as there are enough posts within the new structure to accommodate all existing staff however staff roles will change.
- Posts will be trawled within EA in the first instance but transport experience will be an essential criteria.
- The service in terms of geographical spread will remain the same; it will become a functional structure with responsibilities still remaining spread across the Authority.
- Any training needs will be met.
- Staff who need additional time/support will be accommodated or experience anxiety will be assisted.

Based on the rural impacts that you have identified, what changes (mitigation) can you make to the policy?

PART 3 – GOOD RELATIONS

3.1. Are there any changes to the policy or decision that you would make to better promote good relations?

GROUP	Impact on Good Relations	Policy / Decision Changes
Religion	As the Transport division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	
Ethnicity	As the Transport division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	
Political Opinion	As the Transport division is being restructured and is largely a functional restructuring, there is no evidence of an impact on good relations.	

PART 4 – SCREENING DECISION

4.1. How would you categorise the impacts of the policy or decision?

Please refer to guidance notes on categorising impacts

Please select:

Major Impact	
Minor Impact	X
No Impact	

4.2. Does the policy or decision require a full Equality Impact Assessment?

Please select:

Yes	
No	x

Please provide reasons for your decision

This is the first stage of the screening process, concerned with the functional restructuring. An individual staff engagement exercise will be undertaken with staff, which will gather data on the background and needs of staff and explore any potential impacts so they can be mitigated.

This will be kept under review and if required, a decision to EQIA the restructuring can be taken.

PART 5 – DISABILITY DUTIES

5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?

<i>How does the policy encourage the</i>	<i>Is there anything further you can do</i>
--	---

<i>participation of disabled people in public life?</i>	<i>to encourage the participation of disabled people in public life?</i>
N/a	N/a

5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?

<i>How does the policy promote positive attitudes towards disabled people?</i>	<i>Is there anything further you can do promote positive attitudes towards disabled?</i>
N/a	N/a

PART 6 – HUMAN RIGHTS

6.1. Are Human Rights Relevant?

Article		Relevant Yes/No
Article 2:	Right to Life	No
Article 3:	Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4:	Right to freedom from slavery, servitude & forced compulsory labour.	No
Article 5:	Right to liberty and security of person.	No
Article 6:	Right to a fair & public trial in a reasonable time	No
Article 7:	Right to freedom from retrospective criminal law & no punishment without law	No
Article 8:	Right to respect for private & family life, home & correspondence.	No
Article 9:	Right to freedom of thought, conscience & religion.	No
Article 10:	Right to freedom of expression.	No
Article 11:	Right to freedom of assembly & association	No
Article 12:	Right to marry & found a family.	No
Article 14:	Prohibition of discrimination in the enjoyment of the convention rights	No

Protocol 1, Article 1	Right to a peaceful enjoyment of possessions & protection of property	No
Protocol 1, Article 2	Right of access to education	No

If you answered 'no' to all human rights considerations, please go to section 7 – monitoring

6.2. If you have answered yes to any of the Articles, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?

Article number	Positive impact or potential interference?	How?	Any legal issues arise?

PART 7 – MONITORING

7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

Section 75	Disability Duties	Human Rights
<p>We will engage staff and gather information and understand their needs that related to section 75 characteristics as part of an engagement exercise.</p> <p>We will monitor any adverse impacts that are unknown at this stage.</p> <p>We will monitor any section 75 related staff complaints throughout the staff engagement and relocation process</p>		

SIGN OFF

Approved Lead Officer: 

Dale Hanna - Assistant Director for Transport

Policy Screened by: Suzanne Rea – Business Support officer

Date 10 October 2018

Please note that the template **must be published** as part of the screening process. Please forward the completed template to equality.unit@eani.org.uk for publication