

DERBYSHIRE COUNTY COUNCIL

CABINET

17 May 2018

**Report of the Strategic Director – Commissioning, Communities and
Policy**

**DERBYSHIRE AND DERBY CITY SCHOOLS LIBRARY SERVICE
(Strategic Leadership, Culture and Tourism)**

(1) **Purpose of the Report** To seek Cabinet approval: to close the Derbyshire and Derby City Schools Library Service on 31 July 2018; to decommission the service by 31 March 2019; to use any income raised from the sale of materials to cover the costs associated with the closure of SLS; to divide any surplus funding between Derbyshire County Council and Derby City Council pro rata and for it to be used to develop children's services and activities within the library and museum services.

(2) **Information and Analysis** On 7 December Cabinet approved a proposal to consult on the possible closure of the Derbyshire and Derby City Schools Library Service (SLS). This was due to its declining use by schools and educational providers which, in turn, is impacting on its ability to generate sufficient income to remain financially viable.

SLS provides support and resources to schools and educational providers in Derbyshire and Derby City on the basis of full cost recovery through a small dedicated team of staff. However, the use of SLS by schools and educational providers has been declining over a number of years, with a further decline over the current financial year. From 01 April 2017 to 14 March 2018 136 Derbyshire schools and 33 Derby City schools have actively used this service compared to 2016/17 when 143 Derbyshire schools and 42 Derby City schools used this service.

The service is primarily resourced from subscriptions received from local authority maintained schools budgets funded from the Dedicated Schools Grant (DSG), additional income is generated from the loan of resources and other chargeable services. Declining use by schools has had a major impact on SLS's ability to generate additional income and over the past nine years its income has reduced by 43%. The predicated 2017/18 total loan income of £22,601 will be £5,572 less than 2016/17 total of £28,173.

For 2017-18 it is anticipated that SLS will fail to meet its income target by approximately £12,000. This shortfall will be met by drawing down from an

existing earmarked reserve. This would leave approximately £35,000 in the reserve.

In line with the Council's commitment to transparent decision making and to ensure that all those affected had the opportunity to comment on the proposed closure, the Council has undertaken a period of consultation to:

- Set out the financial context and challenges within which, decisions on the future of the SLS need to be made.
- Explore schools and service user's feedback to the proposed closure and its potential impact.
- Receive suggestions on how the resources could be used if the service was to close.

If any alternative proposals on the future of SLS arose as part of the consultation process, they would also be considered.

An Equality Impact Analysis has been undertaken in parallel with the above engagement process and the results from this are included in this report as **Appendix 2.**

Consultation Programme

School and service user's feedback in response to the Council's proposal to potentially close the SLS were sought via a questionnaire for a six week period from 01 January 2018 to 11 February 2018. The consultation was publicised on the Derbyshire County Council's (DCC) website, through DCC's and Derby City's weekly schools bulletins, the Services for Schools (S4S) and Sold Services websites and in the SLS eNewsletter and on Twitter.

A summary and a more detailed analysis of the results is included at **Appendix 1.**

Summary of consultation results

1. The respondents represented approximately 31% of schools across Derbyshire and Derby City.
2. The majority of respondents disagreed with the Council's proposals to close the Derbyshire and Derby City Schools Library Service. However, only 10% of respondents were prepared to pay the new increased costs required to make the service financially sustainable.
3. Many of the alternatives suggested by respondents had already been tried by the service to increase take up and income. There were no new, long term, financially viable alternatives suggested.

4. In the event of closure the majority of the respondents would like the resources shared amongst Derbyshire and Derby City schools or donated to other services such as museums and public libraries.
5. A small number of respondents suggested selling the resources on the open market.

Other feedback

Outside of the survey responses, four submissions were received from a Derby City Councillor, a member of the public and two out of county School Education Services.

The Derby City Councillor represented the School and constituency in which SLS is situated and expressed concern at the loss of the service for the local school and other Derby City schools.

The response from the member of the public expressed concern with the proposal and the impact the possible closure of the SLS would have on schools.

The two out of county School Education Services stated that they would be interested in working with schools in Derbyshire if SLS were to close. Leicestershire County Council would be willing to provide further information or meet with appropriate groups and representatives about their Creative Learning Service. Nottinghamshire's Inspire Education Library Service stated their services would be available to schools across Derbyshire and Derby City and would invite them to contact them to arrange access to the service.

As there are no alternative sources of funding for the SLS, the fact that the majority of respondents are unwilling to pay more for the service and take up of the service continues to decline, it is proposed that SLS closes on 31 July 2018.

The service will then undertake a decommissioning process until 31 March 2019. The SLS resources will be evaluated and sorted according to their condition, educational value and suitability for schools. All educational resources suitable for schools will be offered to schools across Derbyshire and Derby City. Resources not suitable for schools, which have a cultural value may be offered to museums or appropriate organisations, with priority given to local museums. After these processes have been completed, the remaining resources will be sold through specialist auction houses. In addition to this there may be a small number of resources that will need to be disposed of through waste management processes. A decommissioning plan can be found at **Appendix 3**.

It is also proposed that Derbyshire Libraries engages with Nottinghamshire's Education Library Service and Leicestershire County Council's Creative Learning Service and facilitates an introduction between them and the Schools Forums in Derbyshire and Derby City.

(3) **Legal Considerations** The Council has a specific duty in relation to the Equality Act 2010 which states the Council should give 'due regard' to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity and fostering good relations, in the exercising of its functions. This need for 'due regard' specifically applies to nine protected characteristics set out in the Act, including age and disability.

A single Equality Impact Analysis has been carried out for the proposed Closure of the SLS, and Members' attention is drawn to the analysis, attached as **Appendix 2** to this report. The Analysis identified the main potential area of adverse impact will be on children and steps to mitigate part of the impact of the proposal are set out in the analysis.

Insofar as the Equality Act 2010 is concerned, Cabinet Members are reminded that they are under a personal duty, when considering a decision, to have due regard to the need to protect and promote the interests of persons with protected characteristics (e.g. people who are vulnerable on account of age, gender reassignment, pregnancy or maternity, race, disability, religion or belief, sex, sexual orientation). In order to discharge this duty, Cabinet Members will need to give careful consideration to what is said in the report and the analysis of the potential adverse impacts of the proposed changes. Members should also consider for themselves the types of adverse impacts that could result from the proposed closure of the SLS.

Members are under a duty to consider whether these potential adverse impacts are justifiable and/or whether they should be mitigated and how. Members should also be aware that one of the available options is to decide it is not possible, because of the severity of the impact, to proceed with the proposal. In that event, it would be necessary for the Council to consider alternative ways of making the SLS financially viable.

There is no statutory requirement for the County Council to provide a Schools Library Service.

(4) **Human Resources Considerations** The decommissioning of the Schools Library Service will require specific and specialist skills, knowledge and management in order to ensure that resources are suitably reassigned. Therefore it is proposed that the existing Schools Library Service team will support the decommissioning process until 31 March 2019.

The existing organisation structures is attached at **Appendix 4**. There is 1 fixed term position (0.50 FTE) due to cease on 31 July 2018 that is unaffected by the service decommissioning.

The staffing schedule at **Appendix 5** provides details and costs of the existing jobs and grades to be deleted as part of the decommissioning of the Schools Library Service.

Under the proposals, there will be a net reduction of 3.5 FTE jobs, with no direct saving for the Authority as the service operates on a full cost recovery basis. For further detail, see the Staffing Template and Financial Considerations section.

Informal consultation has already taken place with the trade unions and employees and formal consultation will begin should this report be approved.

Employee briefings and consultation, both group and individual, will be carried out and in order to facilitate this process it is proposed, subject to Cabinet approval, that the report be released to affected employees and the trade unions.

Formal consultation will be undertaken in accordance with section 188 of the Trade Union and Labour Relations (Consolidation) Act 1992 and will be covered by the Council's corporate notification to the Secretary of State of potential redundancies under Section 193 of the Act.

An Indicative Timetable of the implementation of the key stages of the organisational review is attached at **Appendix 6**.

The Council will make every effort to avoid compulsory redundancies and also seek alternative employment in line with the provisions set out in the Council's Redundancy, Redeployment, Buy Out of Hours and Protection of Earnings policies.

As the proposals necessitate an overall reduction in jobs, every effort will be made to achieve the reductions through voluntary means. Cabinet is requested to approve the use of voluntary release schemes, if necessary, for staff affected as a "pocket of difficulty".

(5) Financial Considerations As a traded service the proposed closure of the service would not generate any savings for Derbyshire or Derby City. The current reserves of approximately £35,000 will be required to pay for the costs associated with the closure and the decommissioning of the service. The income generated from the sale of any resources that are not suitable for use in schools and not taken up by museums or other partners, will be used to fund the costs of the decommissioning process not covered by the reserves.

If it is not possible to successfully redeploy staff, then redundancy and pensions costs will be met from the general reserves.

If there is any surplus income after all costs have been recovered it is proposed to split the money between Derbyshire and Derby City. It proposed to use the Derbyshire income to develop public library and museum services and activities for children.

Some of the money the SLS receives as annual subscriptions may need to be refunded to schools as services will only be offered for part of the year

(6) **Property Considerations** SLS occupies the premises on Kedleston Road, Derby under the terms of a User Rights Agreement between the City Council and County Council dated 29 September 1997. Under the terms of that agreement, the County Council is required to pay in the region of 50% of the total running costs, repairs and maintenance of the premises which amount to approximately £60,000 per year. There is currently also a maintenance backlog liability of £128,700 for the parts of the premises that the SLS occupies.

If Cabinet resolves to close the SLS, contact will be made with Derby City Council to advise them of the Council's intention to vacate the premises with effect from 31 March 2019. The Council can then manage its exit from the premises by agreement with Derby City and any final payments towards running costs, repairs and maintenance up to the date of vacation can be agreed. The Director of Legal Services will complete any necessary legal documentation required upon the instruction of the Director of Property.

In preparing this report the relevance of the following factors has been considered: prevention of crime and disorder, equality and diversity, environmental, health, social value and transport considerations

7) **Key Decision** No

(8) **Call-In** Is it required that the Call-in period be waived in respect of the decisions being proposed within this report?

No

(9) **Background Papers** Held on file within the Commissioning, Communities and Policy Department. Officer contact details – Don Gibbs, extension 36572

(10) **OFFICER'S RECOMMENDATIONS** That Cabinet approves:

- 10.1 The closure of the Derbyshire and Derby City Schools Library Service on 31 July 2018.
- 10.2 The decommissioning of the SLS service by 31 March 2019 (as outlined in Appendix 3).
- 10.3 That any income raised from the sale of materials is used to cover the costs associated with the closure of SLS
- 10.4 Any surplus funding to be divided between Derbyshire County Council and Derby City Council pro rata to be used to develop children's services and activities within the library and museum services.

Emma Alexander
Strategic Director – Commissioning, Communities and Policy

DERBYSHIRE AND DERBY CITY SCHOOLS LIBRARY SERVICE – SUMMARY OF CONSULTATION RESULTS

Schools and service users' feedback in response to the Council's proposal to potentially close the Derbyshire and Derby City Schools Library Service (SLS) was sought via a questionnaire for a 6 week period ending 11 February 2018. An online version of the same questionnaire was also hosted on the Council's website. In addition, paper questionnaires were available from the SLS office at Kedleston Road in Derby. Although it was expected that the majority of the responses would be via the standard questionnaires, separate written representations were also taken into account.

RESULTS OF CONSULTATION

Response breakdown

There were 244 responses to the consultation, of which 16% were parents. A breakdown of responses shows that 61% of respondents were from teaching staff.

Respondent	No.
Head Teacher/Assistant Head	68
Teacher	70
Teaching Assistant	10
Librarian	13
School Governor	5
School admin/Business Manager	20
Parent	39
Other	19
Total	244

The locations of the respondents are fairly well distributed across Derbyshire and Derby City, though there were slightly more respondents from Derbyshire but this was to be expected due to fact that there are more schools in Derbyshire.

Location	No.
Derbyshire	141
Derby	102
Nottinghamshire	1
Total	244

The consultation was aimed at all Derbyshire and Derby City schools and users of SLS who pay for or have previously paid for the service. In order to ascertain the future viability of the service, comments from the 39 parents

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cannot be taken into consideration for questions relating to the use of the service and the ability to pay the increase in charges. However, parent responses relating to alternative proposals and suggestions on how the resources could be used if SLS was to close were considered as part of the consultation.

A breakdown of educational establishments shows that the majority of the respondents (79%), were from schools the primary age range, which has traditionally been SLS's main customer base and that 81% of respondents were from Local Education Authority funded schools. The respondents represent approximately 31% of schools across Derbyshire and Derby City.

Type of educational establishment	No.
Infant School	11
Junior School	23
Primary School	128
Secondary School	20
Other	23
Total	205

School Funding	No.
Local Education Authority	167
Academy	22
Independent	0
Other	16
Total	205

Proposal to close the Schools Library Service

Q1. Do you agree with the proposal to close SLS?	No.
No	185
Yes	20
Total	205

When asked why they disagreed, the majority of respondents (74%), thought SLS was an excellent service that provided good value for money. Teachers felt they could access quality resources for a minimal cost which enabled pupils to have a better understanding of topics. Some said they relied on the service to support school projects and 17% of respondents said the service was an integral part of their curriculum. Many felt that the artefacts in particular, brought alive learning for children. Some were concerned where they would obtain resources should SLS close.

Appendix 1

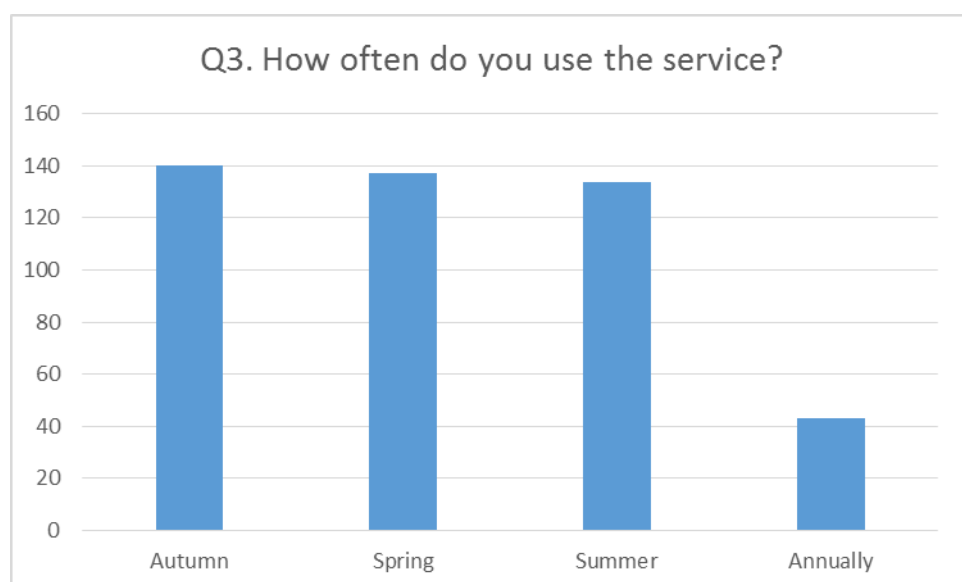
Of the 10% of respondents who agreed with the proposal when asked why, the majority of them (40%) explained that schools budgets were increasingly under pressure and funding was not available. Three respondents commented that their schools sourced their own materials and referenced the increased use of online resources, two respondents stated that the service was poor value and that the artefacts and books were uninspiring and another two said that they never used the service and that it was no longer needed.

Current Use of the Service

Q2. Have you used the SLS service in the last 12 months?	No.
No	36
Yes	169
Total	205

Of those that have not used SLS in the last 12 months, the majority of respondents (28%) felt SLS was too expensive and due to budget cuts within schools, some were no longer able to afford access to resources. 17% of respondents thought that the resources were uninspiring and not useful. Others thought that access to the service was limited and items were not available when required and some respondents had their own resources and did not require SLS. 3 people did not answer the question.

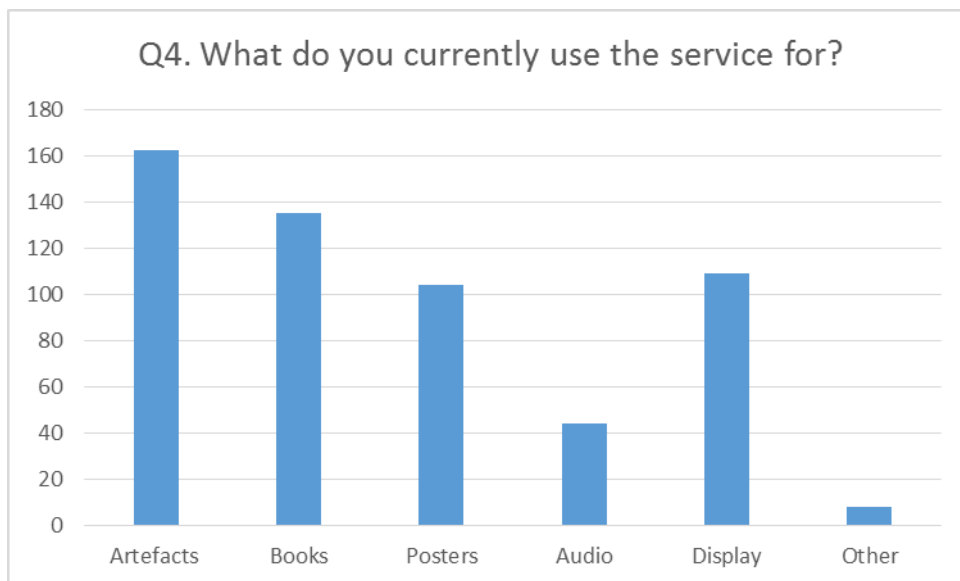
Of those who has used the service in the last 12 months 43 respondents used the service annually. Most schools used the service on a term by term basis, 140 respondents had used the service in the Autumn term, 137 in the Spring term and 134 in the previous summer term.



The main service used by the respondents was the artefacts loan service (162), followed by the book loan service (135), borrowing display items (109) and borrowing posters, pictures and prints (104). The least popular service

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was borrowing audio items (44) and 8 respondents had used the service in other, non-specified ways.



Recommending the service

Q5. Would you recommend the service?	No.
No	1
Yes	168
No answer	36
Total	205

The one respondent who would not recommend the services stated that the cost "... doesn't reflect what you receive".

Out of the 168 respondents who would recommend the service, 40% would recommend SLS because of the varied range of resources, particularly the artefacts that would be too expensive for schools to purchase or store. 19% of respondents thought SLS provided a unique, excellent efficient service, easy to use, with artefacts of exceptional quality. Some thought SLS staff were prompt and pleasant and communicated well, going out of their way to be helpful. 17% of respondents commented that SLS supports and enhances learning with artefacts and resources engaging children providing a greater depth to study. 14% of people would recommend SLS because they felt it was good value for money, cost effective and time efficient. 5 people did not answer the question.

When asked if they would recommend the service to others, 17% of people did not respond.

Future costs of the service

Q6. Would you be prepared to pay the above the subscription charge (£1,170) and loan charges (£33)?	No.
Yes	20
No	87
Don't know	97
No response	1
Total	205

Only 10% of the schools and service users who responded stated that they were prepared to pay increased subscription and loan charges with the majority of respondents (47%) not knowing if they were prepared to pay and 42% of respondents stating that they would not pay.

Q7. Alternative proposal for the SLS**Suggestions from schools and service users**

There were 134 comments from schools and service users, when asked if respondents could suggest any alternatives to the closure of SLS, 27% of people thought the service should be promoted and marketed better by approaching schools that don't currently use the service. Others suggested, emailing a list of resources to schools, better publicity, advertise more widely and possibly open the service up to others such as parents, private, homes etc. 22% of respondents suggested streamlining the service and diversifying. For example, providing an online catalogue, moving resources to a smaller cheaper location, implementing price bands so that smaller schools pay less and schools to collect and return their own resources. Others suggested, private investors, sponsorship from local companies and possibly charity run. A small number of respondents suggested rehousing the resources in schools or libraries and 20% of respondents were unsure.

Suggestions from parents

There were 29 comments from parents. Many of the suggestions were similar to the school and service users' suggestions including marketing and promoting the service more widely and engaging with schools and alternative methods of running the service including making it smaller, reducing opening hours, opening the service to the public and using volunteers. 3 parents suggested paying a small fee, others commented that the Government should create or extend the fund through the tax for the education and 1 parent suggested sourcing funding from the National Lottery.

Q8. Suggestions on how the resources could be used if the service closed

There were 150 comments from schools and service user respondents. Over half of the respondents (56%) thought that resources should be shared amongst schools, either all schools or distributed to schools that currently use the service and possibly the University. Some thought resources should be donated to schools and others thought they should be sold to schools, some suggested that certain schools host collections and then loan them to other schools for a small charge. Others proposed that resources were kept somewhere central such as the Winter Gardens, Derby University, County Hall or John Hadfield House. 16% of respondents suggested collections could reside with local museums or public libraries for loan. A small number of respondents (3%) suggested selling the resources on the open market. Other suggestions included offering them to a NHS based service or transferring resources to another local authority (3 people) and 22 people did not answer the question.

There were 23 comments from parents with suggestions on how SLS resources could be used should the service close. Again, the suggestions mirror the comments from the school and service users, with the majority of respondents (20%), suggested they be donated to schools or subscribing schools. Other suggestions included donating artefacts to the museum, donating to the public library service and selling the artefacts.

Other feedback

Outside of the survey responses, four of submissions were received from a Derby City Councillor, a member of the public and two out of County School Education Services.

The Derby City Councillor represented the School and constituency in which SLS is situated and expressed concern at the loss of the service for the local school and other Derby City schools.

The response from the member of the public expressed concern with the proposal.

The two out of county School Education Services stated that they would be interested in working with schools in Derbyshire if SLS were to close. Leicestershire County Council would be happy to provide further information or meet with appropriate groups and representatives about their Creative Learning Service. Nottinghamshire's Inspire Education Library Service stated they would be available to schools across Derbyshire and Derby City and would invite them to contact them to arrange access to the service.

SUMMARY OF CONCLUSIONS

- The respondents represented approximately 31% of schools across Derbyshire and Derby City
- The majority of respondents disagreed with the Council's proposals to close the Derbyshire and Derby City Schools Library Services. However, only 10% of respondents were prepared to pay the new increased costs required to keep the service financial sustainable.
- Many of the alternatives suggested by respondents had already been tried by the service to increase take up and income. There were no new long term financially viable alternatives suggested.
- The majority of the respondents would like the resources shared amongst the Derbyshire and Derby City schools or donated to other services such as museums and public libraries.
- A small number of respondents suggested selling the resources on the open market.

Derbyshire County Council

Equality Analysis



Department	Commissioning, Communities and Policy
Service Area	Libraries
Changes or proposals	Proposal to close the Derbyshire and Derby School Library Service
Chair of Analysis Team	Anna Cotsell
Date of Analysis	20.03.2018
Version	2

1 Prioritising what is being analysed

a Description of current service arrangements

The Derbyshire and Derby Schools Library Service (SLS) is a service provided as part of a long standing joint arrangement by the County Council and Derby City Council. SLS provides support and resources to schools and educational providers in Derbyshire and Derby City on the basis of full cost recovery. The SLS offers a range of loanable educational resources, including books, artefacts, framed paintings, prints and posters, DVDs, CDs, textiles and resource packs. Other services offered include a library advisory service, in-service training (INSET) sessions for teachers and facilitated interactive sessions for pupils.

Appendix 2

The service is primarily resourced from subscriptions received from local authority maintained schools budgets funded from the Dedicated Schools Grant (DSG), additional income is generated from the loan of resources and other chargeable services. So far this year (2017/18) the total number of schools who have used the service is 169 schools; 33 from Derby City and 136 in Derbyshire which is estimated to be approximately 31% of eligible schools.

The SLS is not a statutory service and there is no requirement for local authorities to provide such a service.

b Details of proposals or changes

It is proposed to close and decommission the SLS due to its declining use by schools and educational providers which, in turn, is impacting on its ability to generate income to remain financially viable.

c Rationale for proposed changes

The SLS is a traded service and relies on income generated from schools to exist. The use of the service by schools and other educational providers has been declining over a number of years. The percentage of schools using the service has dropped from 47% in 2009/10 to 31% in 2017/18. In spite of efforts to raise its profile, develop new services and widen its customer base income from loans has also reduced by 43% from £49,958 in 2008/09 to £28,173 in 2016/17. The predicated 2017/18 total loan income of £22,601 will be £5,572 less than 2016/17. For 2017-18 it is anticipated that SLS will fail to meet its income target by approximately £12,000. This shortfall will be met by drawing down from an existing earmarked reserve. This would leave approximately £35,000 in the reserve.

The SLS's primary source of funding, which is top sliced from the Dedicated Schools Grant, is also decreasing as more schools become academies, who then do not always choose to buy into the service. Changes in the way schools are funded, with the introduction of the National Funding formula, also means this source of funding is under threat.

Although there are a number of schools that value the SLS, the income and the number of schools currently using it are not enough to sustain it as a traded service. From 1 January until 11 February a 6 week consultation was carried out to gather views from current, past and potential users about a proposal to potentially close SLS.

Appendix 2

The results of consultation showed that while the majority of respondents disagreed with the proposal to close the service only 10% of respondents were prepared to pay increased charges to keep the service financially sustainable. Many of the alternative suggestions respondents put forward had already been tried by the service but had failed to increase take up and income by sufficient amounts to ensure its viability. There were no new long term financially viable alternatives suggested.

2 The team carrying out the analysis

Name	Area of expertise/ role
<i>Anna Cotsell</i>	<i>Children's Services Manager</i>
<i>Catherine Mills</i>	<i>Library Services Development Manager</i>
<i>Michelle Parker</i>	<i>Project Manager</i>
<i>Ros Westwood</i>	<i>Derbyshire Museums Manager</i>

3. Existing information and consultation based feedback

Sources of data and reason for using

Source	Reason for using
Heritage – SLS's Library Management System	Borrower and circulation records which provide insight into the take up and usage of the SLS
Consultation questionnaire	Feedback was requested from customers on the potential impact of the closure of SLS.
Index of Multiple Deprivation (IMD) 2015	To assess the impact the possible closure would have upon children, schools and communities in areas of high deprivation.
Income Deprivation Affecting Children Index (IDACI)	The Income Deprivation Affecting Children Index (IDACI) to provide some insight to the impact of the closure would have on children from income deprived families.

4 Known impact on different protected characteristic groups and any mitigation Statutory

<p><i>Protected Group</i></p> <p>Age including children and families, older people</p>	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>There could potentially be an impact upon children who attend schools that use SLS. The size of the impact however and the number of children affected by the closure of the SLS is diminishing as the number of schools using the service declines.</p> <p>In 2009/10 251 schools estimated to be approximately 47% of the eligible schools used the service. So far this year 2017/18 169 estimated to be approximately 31% of eligible schools have used the service.</p> <p>Some children may benefit from the closure of the service as resources would be distributed to schools meaning the children have more access to them than at present. Money raised from the sale of items could also be used to fund the development of activities and services for children in libraries and museums.</p> <p>In an attempt to broaden its customer base SLS was offering care homes for the elderly reminiscence sessions using some of its artefacts. The closure of the SLS would not have a significant impact on the elderly as only one care home has used the service.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>The consultation shows there could be a potential impact upon children whose schools use SLS.</p>

Appendix 2

	<p>Feedback from the majority of respondents showed 90% disagreed with the proposal to close the SLS. Of those that disagreed, 74% suggested the loss of access to quality resources for a minimal cost which enabled children to have a better understanding of topics would have an adverse impact. Some said they relied on the service to support school projects and 17% said the service was an integral part of the curriculum. Some were concerned where they would get resources from should the SLS close and 7% stated with increasing pressure on school budgets they wouldn't have the funding to access a wide range of resources without the SLS's support.</p> <p>Feedback from parents during the consultation showed that 51% of them felt the closure of the SLS would have a detrimental impact upon their child's learning and 35% felt there would be significant consequences for the curriculum.</p> <p>Another concern that was raised was that schools benefit from the fiction and non-fiction books SLS provided because it broadened the range of reading material children had access to. Although the SLS does provide books it is primarily an artefact based service so the impact would be limited and mitigating factors can be put in place to reduce the effect.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Signpost schools to neighbouring School Library Services.</p> <p>Distribute suitable books and resources from SLS to schools to ensure continued access.</p> <p>Promote links with local libraries and publicise class visits and the School Reading Group ticket.</p> <p>To use any surplus income raised from the sale of resources to develop children's activities services in DCC public libraries and museum service.</p>

Appendix 2

	Although the impact upon older people would be minimal it could be mitigated through SLS donating appropriate resources to the Library Services' reminiscence collection for use in Care Homes.
<i>Protected Group</i> Disabled people including mobility, sensory, learning, mental health, HIV, and also include carers and relatives	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available there could potentially be a slight risk of an adverse impact on disabled people. Currently 4 out of 10 special schools in Derbyshire and 3 out of 8 special schools in Derby use SLS.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on disabled people.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Signpost schools to neighbouring School Library Services.</p> <p>Distribute suitable books and resources from SLS to schools to ensure continued access.</p> <p>Promote links with local libraries and publicise class visits and the School Reading Group ticket.</p> <p>To use any surplus income raised from the sale of resources to develop children's activities services in DCC public libraries and museum service.</p>

Appendix 2

Protected Group Gender (Sex) including men and women, boys and girls	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will pose a disproportionately adverse impact on people because of their gender.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will pose a disproportionately adverse impact on people because of their gender.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>

Protected Group Gender reassignment – including impact, if any, on transgender people	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of their gender reassignment.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on people because of their gender reassignment.</p>

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	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>
<p>Protected Group</p> <p>Race – including all racial groups, including impact, if any, on Gypsies and Travellers</p>	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of their race.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on people because of their race.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>
<p>Protected Group</p> <p>Religion and belief including non-belief, including religious minority</p>	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of their religion and belief.</p>

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communities, Humanists	
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on people because of their religion and belief.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>
Protected Group	
Sexual orientation – including the impact, if any, on any lesbian, gay and bisexual people	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of their sexual orientation.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on people because of their sexual orientation.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>

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Protected Group Pregnancy and maternity – including new mothers/ parents	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of pregnancy and maternity.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the information available and from consultation it is not believed the proposal will pose a disproportionately adverse impact on people pregnancy and maternity.</p>
	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>

Protected Group Marriage and civil partnership – also include impacts on lone parents and unmarried couples	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>From the information available it is not believed the proposal will have a disproportionately adverse impact on people because of marriage or civil partnerships.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on people because of marriage or civil partnerships.</p>

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	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Not applicable – no adverse impact identified.</p>
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Non statutory

<p>Poorer and disadvantaged communities and groups, including people who experience financial exclusion</p>	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>Some of the schools who currently use SLS and that may be adversely affected by its closure are based in areas of high deprivation or cater for children from areas of high deprivation.</p> <p>According to the Index of Multiple Deprivation 5 of the 169 schools are in the top 10% of the most deprived neighbourhoods in the country or cater for children from areas of high deprivation. A further 17 are in neighbourhoods that are in the top 20%; 15 in top 30% and 15 (%) in the top 40% most deprived neighbourhoods.</p> <p>There are also 43 schools which are not in areas of high deprivation, but have children from adjacent areas which are, attending.</p> <p>According to the Income Deprivation Affecting Children Index (IDACI) 8 schools fall in the top 10% of the most affected areas. A further 16 fall in the top 20%, 14 in the top 30% and a further 17 in the top 40%.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on poorer and disadvantaged communities and groups.</p>

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	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Signpost schools to neighbouring School Library Services</p> <p>Distribute suitable books and resources from SLS to schools to ensure continued access.</p> <p>Promote links with local libraries and publicise class visits and the School Reading Group ticket.</p> <p>To use any surplus income raised from the sale of resources to develop children's activities services in DCC public libraries and museum service.</p>
Rural communities	<p>a From existing data and information – who is likely to be adversely affected, how, and to what degree? Will anyone gain or benefit from the proposals?</p> <p>The closure of the SLS may have an impact on small rural schools which can face greater financial and logistical challenges than their counterparts. They benefit from access to a wider range of resources than they could otherwise not afford and from the fact that resources are delivered to them.</p> <p>Currently 25% of the schools using the service are in rural areas.</p>
	<p>b From existing customer and other feedback including consultation feedback– who is likely to be adversely affected, how and to what degree? Will anyone gain or benefit?</p> <p>From the consultation it is not believed the proposal will have a disproportionately adverse impact on rural communities.</p>

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	<p>c Are there any ways of avoiding or reducing likely possible adverse impact, what are those actions, and how will they assist</p> <p>Signpost schools to neighbouring School Library Services</p> <p>Distribute suitable books and resources from SLS to schools to ensure continued access.</p> <p>Promote links with local libraries and publicise class visits and the School Reading Group ticket.</p> <p>To use any surplus income raised from the sale of resources to develop children's activities services in DCC public libraries and museum service.</p>
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5. Are there any *other* groups of people who may experience an adverse impact because of the proposals?

None Identified

6. Impact on employees of Derbyshire County Council or prospective employees

There will be an impact on staff due to the proposed closure of the service. There are currently 4 members of staff equivalent to 2.5 fte.

All staff at risk would be supported in accordance with the Council's Recruitment and Selection Policy and Procedure and the Redundancy, Redeployment and Protection of Earnings Policies. There will also be a formal consultation with the Trade Unions.

7. Gaps in data

What are your main gaps in information and understanding of the impact of your policy and services? Please indicate whether you have identified ways of filling these gaps.

<i>Gaps in data</i>	<i>Action to deal with this(if any)</i>
None identified	

8 Main Conclusions and Recommendations

Conclusions

Based on the analysis the following is believed to be of importance and should be noted by decision makers.

There could be an impact on the children, whose schools currently use SLS and who will no longer be able to access the services it currently provides. The proposals outlined below will address some of the adverse impact of the closure and decommissioning of SLS.

Recommendations (if any)

- Suitable educational resources should be offered to schools to ensure children continue to benefit from them.
- Care needs to be taken to ensure special schools, rurally isolated schools and schools located in areas of high deprivation have the opportunity to obtain some of these resources.
- Any funds raised from the sale of items, after covering the costs of decommissioning the service, should be reinvested in developing children's services and activities in DCC public libraries and museum service.
- Schools should be directed to alternative School Library Services.

9. Action planning in response to the completed analysis

<i>Objective</i>	<i>Planned action</i>	<i>Who</i>	<i>When</i>	<i>How will this be monitored?</i>
<i>What you want to achieve</i>	<i>What you intend to do</i>	<i>Responsible person or department</i>	<i>Timing of action</i>	<i>Monitoring and review arrangements</i>
Reduce the impact on schools/children	Schools using the service informed of closure dates and signposted to neighbouring School Library Services	Children's Services Manager, (Libraries) School Library Service Manager	May/June 2018	All schools notified via SLS e-newsletter, Schoolnet and Weekly schools bulletin.
	Distribute suitable books and resources to all schools to ensure continued access.	School Library Service manager and staff	July, Sept, Oct 2018	Open days held for schools to select resources
	Promote links with local libraries and publicise class visits and the School Reading Group ticket.	Children's Services Manager, (Libraries) Children's Team and libraries	June 2018 – March 2019	Publicity sent out to schools and class visits offered
	To use the surplus income raised from the sale of resources, (after covering the costs of decommissioning the service) to develop	Children's Service Manager, (Libraries) and Derbyshire Museums Manager,	Jan – March 2019	Programme of events in libraries and museums planned

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	children's activities services in DCC public libraries and museum service.			
Support the SLS workforce	<p>Consult with staff and Trade Unions.</p> <p>Seek advice from HR and ensure the Council's Recruitment and Selection Policy and Procedure and the Redundancy, Redeployment and Protection of Earnings Policies are complied with.</p>	<p>Library Services Development Manager</p> <p>Children's Services Manager (Libraries)</p>	May - July 2018	Group and individual consultation meetings held

10 Monitoring and review arrangements

Please outline what steps will be taken to monitor and review the implementation of proposals if they are agreed here:

Monthly monitoring of the action plan by Children's Services Manager and Library Service Development Manager.

Derbyshire and Derby School Library Service Decommissioning Plan

Introduction

This document provides an overview of how the decommissioning of the School Library Service resources will be undertaken.

Stock

The SLS currently supplies schools with

- Artefacts
- Costumes
- Posters
- Books
- Information packs
- DVDs
- Health resources

It also houses a large and varied collection of artefacts and artworks which do not go out on loan.

1. Educational resources

Resources suitable for use in classrooms will be offered to all Derbyshire and Derby City school on an unconditional basis. The schools will be offered the resources through open days at SLS. Details of what is available will be sent to schools and open days held at the SLS so teachers can select the items they want. Items offered will include artefact boxes, models, books, information packs, posters, reproduction artworks and DVDs. Notification of when the open days are being held will be sent to schools using Schoolnet (Derbyshire) and the Weekly Schools bulletin (Derby) to ensure all schools receive the information.

Prior to the open day the handling artefacts (including costumes and posters) will be checked to ensure they are in suitable condition and safe. Any items in poor condition will be disposed of.

The book stock, information packs and DVDS will be edited using the Library Service Stock Management guidelines. All items which are suitable and in good condition will be offered to schools. Any items that are in poor condition or contain out of date information will be disposed through Derbyshire Libraries normal stock management procedures.

2. Health resources

The health resources which are suitable for use in classrooms will be offered to local schools and health professionals. The resources will be checked to ensure they are in suitable condition and safe. Any items in poor condition will be disposed of.

Artefacts and artworks

The artefacts and the original artworks will be separated from the handling artefacts that are suitable for schools. They will be offered to local museums / galleries in the first instance to ensure where ever possible Derbyshire and Derby residents will still be able to enjoy and benefit from them.

Some of the resources which not taken by local museums, will be offered to other museums / galleries on a long loan basis. This is to ensure that even though the items may be physically located elsewhere their value rests with Derbyshire and Derby. This is common practice in museum services and items will be audited and a paper trail kept to ensure items can be tracked and traced.

Any items not taken by any museum or art gallery will be sold at specialist auctions, after having been appraised by experts.

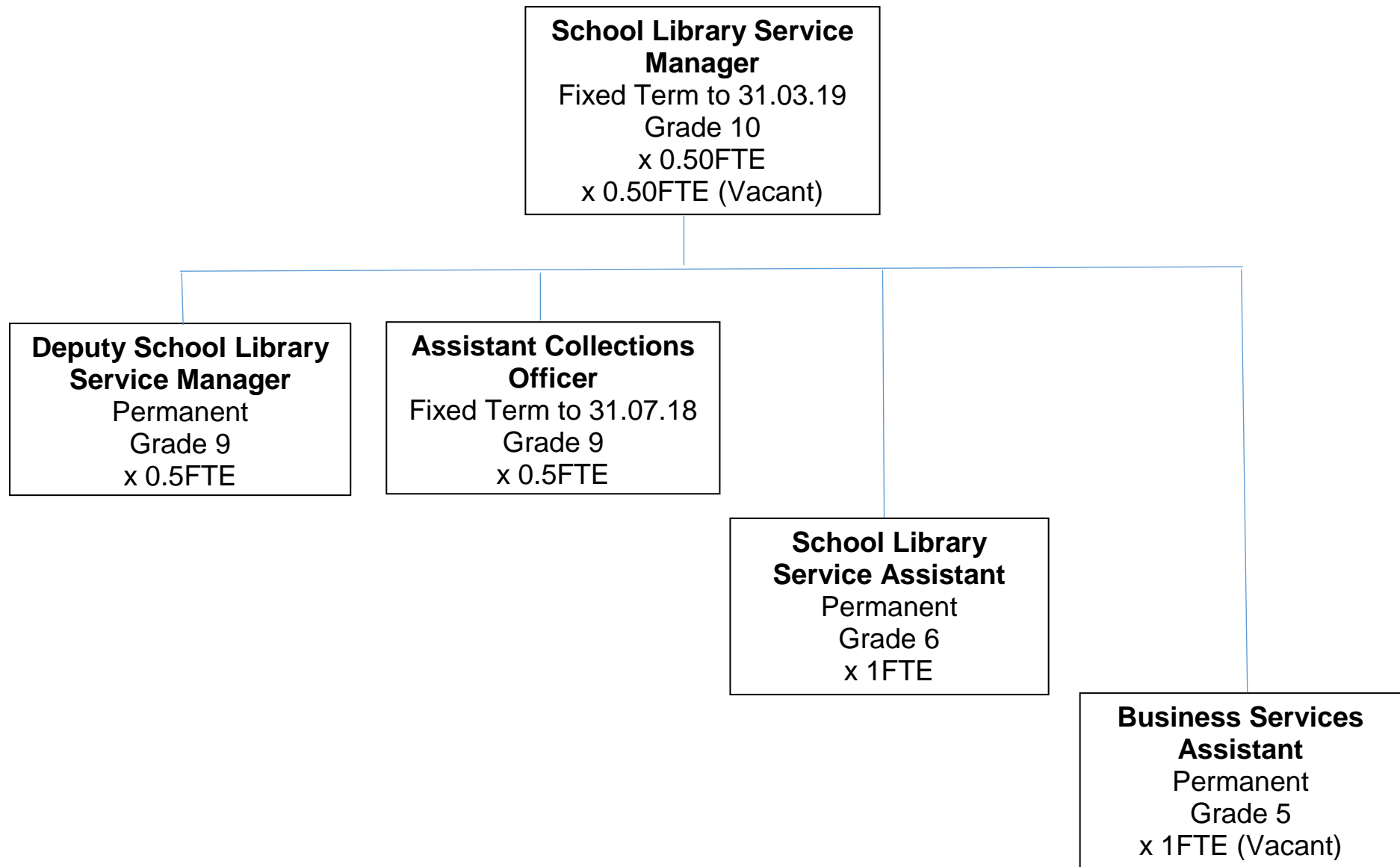
Any items that are not in any condition to be put on display, loaned or sold will be disposed of.

Fixtures and fittings

These will be offered to local museums, libraries and schools.

Timeline

Action	Timeframe
Book stock, posters, information packs edited	June/July 2018
Disposal of out of date books and those in poor condition	June/July 2018
Last deliveries to schools completed	June 2018
Last collections from schools completed	End of July 2018
Dismantle shelving in main room to create working / storage space	July/August 2018
Notify schools of Open Day dates	September 2018
Open day - books, posters, DVDs and information packs and reproductions of artworks	September/October 2018
Museum quality artefacts audited and appraised	Summer/Autumn
Approach museums / galleries re: artefacts and artworks	Autumn
Transfer of resources to museums / galleries	Autumn
Work with specialist auction houses	Autumn/Winter
Fixtures and fittings distributed	Winter 2019
Last working day	31 March 2019



Decommissioning of The Derbyshire & Derby City Schools Library Service

Post Title	Proposed Changes (see Note 1)	Changed Job details	Proposed approach	Structure Adjustments								Current Annual Costs (see Note 2)		Proposed Annual Costs (see Note 2)		
	Current Salaries					Proposed Salaries										
	no change; deleted; changed job; changed title; fte increase/decrease; new job		eg Selection Out; Appointment In; Slot; Variation to Contract	Min Point	Max Point	Grade	No of employees	FTE	Min Point	Max Point	Grade	FTE	Min Point	Max Point	Min Point	Max Point
School Library Service Manager	delete		Unaffected 0.50fte secondment to cease 31st March 2019 & deletion of 0.50fte vacancy	£26,830	£29,777	10	1	1.00	£0	£0	0	0.0	£0	£0	£0	£0
Deputy School Library Service Manager	delete		Delete	£24,091	£25,846	9	1	0.50	£0	£0	0	0.0	£0	£0	£0	£0
Assistant Collections Officer	delete		Unaffected - FTC due to expire 31st July 2018	£24,091	£25,846	9	1	0.50	£0	£0	0	0.0	£0	£0	£0	£0
School Library Service Assistant	delete		Delete	£17,523	£18,822	6	1	1.00	£0	£0	0	0.0	£0	£0	£0	£0
Business Services Assistant	delete		Vacant position for deletion	£16,264	£17,080	5	0	1.00	£0	£0	0	0.0	£0	£0	£0	£0
		Total						3.50	£0	£0	0	0.0	£0	£0	£0	£0
		Totals including on costs (Note 3)							£0	£0	0	0.0	£0	£0	£0	£0
		Totals							£0	£0	0	0.0	£0	£0	£0	£0

GUIDANCE NOTES

- 1) This provides details of the impact on each current job in the structure, and will inform the approach to selection, whether job evaluation is required and of the changes that are needed on SAP re JE data.
Use two categories eg changed job title and fte reduction where appropriate. Job Evaluation is required for new and changed jobs. A changed job is one which currently exists but the content is changing.
- 2) Use minimum and maximum salaries
- 3) On costs - confirm current rate

Decommissioning of Derbyshire & Derby City Schools Library Service 2018 / 2019 Indicative Timetable

Activity	Timescale
Cabinet Report	17 May 2018
Commence formal consultation; Sec. 188 letter issued to Trade Unions Letter issued to trade unions and affected employees (30 days)	24 May 2018
Initial Consultation meeting with TUs	25 May 2018
Initial Formal consultation meetings <i>Group and individual employee meetings, and trade unions (go through report/new proposed structure/ways of mitigating losses; advise of voluntary schemes)</i>	30 May 2018
Completion of formal consultation with employees and trade unions, any changes implemented where necessary.	30 June 2018
Consideration of formal consultation feedback	2 to 6 July 2018
Write to affected individuals with outcome of consultation. Also invitation to express an interest in VR/VER. <i>(as it's a closure of the service there is no recruitment to new posts)</i>	6 July 2018
Redeployment and individual consultation meetings; <ul style="list-style-type: none"> • <i>Voluntary Buy Out Of Hours and new contract process</i> • <i>VR/VER process</i> • <i>Redeployment support/meetings – ongoing throughout process</i> 	Week Commencing 9 July 2018
<i>Confirm to individuals the closure of the service, completion of decommissioning project. and that notice will be given</i>	December 2018
Issue 12 weeks Compulsory Redundancy notices to staff not released under VR/VER schemes, and right of appeal (to elected members)	4 January 2019 <i>(12 weeks notice to end Sunday 31 March 2019)</i>
Elected member appeals hearings take place	January 2019
Final date of dismissal	Sunday 31 March 2019
Implementation date for decommissioning	1 April 2019