

Policy Organisational Change Policy	REF: ESD013 Employment & Staff Development	VERSION: 1
APPROVAL BODY: ALET Board	DATE: 11 th July 2017	REVIEW DATE:
LEAD PERSON: Group HR		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 11.07.17	ALET Board	New Policy

ORGANISATIONAL CHANGE POLICY

1. Introduction

1.1 We aim to deliver the highest quality learning experience to our students, to inspire and develop the change-makers of the future. To succeed, we expect our employees to lead by example and adhere to exemplary standards of behaviour, conduct and attendance at all times.

1.2 The Organisational Change Policy provides a framework for dealing with situations where the need for **significant** operational, organisational or structural change arises within Activate Learning Educational Trust. The Organisational Change Procedure (attached) sets out the way in which such issues are managed.

1.3 It is our policy to ensure that such situations are addressed in a consistent and fair manner. This policy and procedure fully embrace the key values of the Group:

Empowerment; the policies that we adopt and put in place (the what's), and the procedures that we follow (the how's), are fit for purpose, relevant, clear and appropriate for the needs of the business. Managers and staff alike are able to fully understand what is expected of them and can easily follow the necessary process/ procedure.

Enterprise; our policies represent, ensure and protect the correct behavioural attitudes, values and mind-set appropriate for the workplace. Every colleague is a role model in the eyes of our students as they prepare for the world of work.

Connectedness; the policies and procedures clearly reflect the way in which we operate together and support each other. Responsibilities are clearly defined and how we work with

one another to continually improve working relationships. Expertise across the Group is used to ensure matters are handled promptly, with professionalism and objective fairness.

Transformation; our policies reflect the progressive journey of continuous improvement in how and what we do every day, learning through our mistakes, reflecting on how to do things better and always delivering excellence.

2. What is the Difference between a Policy and a Procedure

- 2.1 Many sources of information are referred to as 'policies' and/ or 'procedures'. A policy usually describes the Group's approach to a certain issue. A procedure usually describes the process which the Group will follow in respect of a particular issue.
- 2.2 Some subjects will have both a policy and a procedure; in others, the policy may form part of the procedure. Regardless of whether the information on a particular subject is called a 'policy', a 'procedure' or both, the key factor is that they set out guidance on how you should act and how the Group will act towards you.
- 2.3 This document incorporates the areas relating to policy only. Process and procedures are set out in the Disciplinary Procedures and Guidelines, which should always be considered in conjunction with the policy.
- 2.4 This policy has been reviewed and revised in line with changes in legislation and incorporates all essential elements of the ACAS (Advisory, Conciliation and Arbitration Service) Code of Practice 2009. ACAS is the authoritative advisory and guidance body for both Government and employers. Every effort has been made to ensure that our policy reflects both the spirit of the code and best employment practice.

3. Policy Aim

- 3.1 Activate Learning Educational Trust aims to deliver the highest quality learning experience to our students. In order to do this we must use our resources to achieve maximum effectiveness. We are a dynamic organisation engaged in an ongoing, continuous process of seeking innovation and improvement. This will often result in organisational change including, on occasion, the need for some existing jobs to cease, diminish or change. It is essential that Activate Learning Educational Trust manages that change in an open, fair, consistent and effective manner and this Organisational Change Policy and Procedure sets out the ways in which we will achieve this.

4. Policy Scope

- 4.1 The policy applies to all staff other than 'senior post holders' as defined in the Instrument and Article of Governance.

5. General Principles

- Our commitment to deliver the highest quality learning experience to our students means that we are engaged in an ongoing, continuous process of seeking innovation and improvement. This will often result in operational, organisational or structural

changes and in devising and implementing such changes we will act in an open, fair and consistent manner.

- Where changes are proposed, employees and their representatives will be fully consulted on the proposals and their implementation.
- In planning and implementing proposed changes it is our policy to avoid redundancies where possible and where it is not possible to do so take steps to reduce the number of redundancies to a minimum.
- Where redundancies are needed, selection for redundancy will be based on clear criteria that will be objectively and fairly applied.
- Every effort will be made to redeploy or find alternative work for employees selected for redundancy.
- Support and advice will be provided to employees selected for redundancy to help them find suitable work when their employment has come to an end.

5.1 Activate Learning Educational Trust will give consideration to the appropriateness of the following measures on each occasion that a redundancy situation arises:

- Seeking to make savings in other areas
- Reduction of staff levels by natural wastage
- Reduction of the number of short term temporary or agency staff in areas where redundancies have been identified
- Seeking volunteers for redundancy including, where practicable, from areas of work where staff possess transferable experience and skills to enable possible redeployment
- Redeployment and, where appropriate, retraining to other parts of the organisation
- Reduction or elimination of overtime working, where applicable
- Restricting or freezing external recruitment, where appropriate
- Considering volunteers for part time working or job sharing

6. Policy Review Process

6.1 The Organisational Change Policy and Procedure will be reviewed each academic year, or more frequently if required by either legislation or best practice.

6.2 Any changes to the procedure will be notified to all staff through the Group's normal communication channels following consultation with workforce representatives.

ORGANISATIONAL CHANGE PROCEDURE

7. Application of the Procedure

7.1 The procedure will be followed on those occasions when a **significant organisational change** is being proposed. A significant organisational change is one which has a profound impact on a small number of staff or one which has a significant impact on a large number of staff. Relatively small changes which affect a large number of people would not require the use of this procedure.

8. Steps within the Procedure

- Development and initial approval of a proposed change
- Preparation and publication of a consultation proposal
- Consultation with staff representatives
- Consultation with affected members of staff including notification of risk of redundancy
- Redundancy selection process
- Appeal against selection for redundancy
- Seeking alternative employment within Activate Learning Educational Trust
- Offers of alternative employment
- Support in seeking alternative employment outside Activate Learning Educational Trust

9. Development and Initial Approval of a Proposed Change

9.1 When a significant organisational change is being considered a detailed proposal will be developed and submitted for consideration by the Group Executive Team (GET). When the GET has considered the proposal and made any necessary amendments to it, they will instruct the senior manager responsible for the area affected to develop a consultation proposal.

10. Preparation and Publication of a Consultation Proposal

10.1 When the GET has given initial approval to a proposed change, the senior manager responsible for the area will develop a consultation proposal. Where the proposed change may lead to redundancies, the proposal will include the following items:

- The reasons for redundancies
- The numbers and categories of employees involved
- The numbers of employees in each category
- The proposed method of selecting employees for redundancy
- The proposed method of implementing redundancies
- The method of calculating redundancy payments

11. Consultation with Staff Representatives

11.1 A meeting will be held with employee representatives (including the relevant recognised Trade Unions), to discuss the proposal and to respond to any initial questions. Where the proposed change may lead to redundancies, this meeting will mark the start of the formal collective consultation process. The duration of the consultation period will be that set out in s.188 (1A) of the Trade Union and Labour Relations (Consolidation) Act 1992. At the start of the collective consultation process the date on which the consultation period will expire (the expiry date) will be confirmed. In accordance with the requirements of the act, no redundancies will take effect before the expiry date.

11.2 The purpose of the consultation is to consider ways in which the need for redundancies can be reduced or eliminated. As a result, the consultation discussions will usually include the following:

- The reasons why redundancies may be needed, including the numbers and categories of employees involved and the numbers of employees in each category.
- Measures to reduce or eliminate the need for compulsory redundancies.
- Offer of a voluntary severance programme.
- Method of selection for redundancies.
- Calculation of redundancy payments.

11.3 The collective consultation discussions will continue until the points raised by employees and their representatives have been properly considered and responded to. At this point the proposal will be reviewed in light of the consultation discussions and, if appropriate, a revised version will be published. The collective consultation period may be brought to a conclusion before the expiry date by the agreement of the participants. However, as noted above, no redundancies will take effect before the expiry date.

12. Consultation with Affected Members of Staff Including Notification of Risk of Redundancy

12.1 At the same time that a meeting is held with employee representatives to discuss the proposal, meetings will also be held with the staff who may be affected by the proposal. Individual meetings will be held with staff who may be directly affected and group meetings will be held with all staff in the affected area.

12.2 The purpose of the initial meeting with staff who may be affected by the proposal is to give them detailed information about the proposal and to respond to any questions they may have. Further meetings will be held to respond to questions and provide information. Once the collective consultation process has been completed and the proposal is finalised, a process of individual consultation with staff who may be affected by the proposal will begin. As part of this process, the members of staff concerned will be notified that they are at risk of redundancy.

12.3 Further consultation meetings will be held with the members of staff concerned until their individual situation is resolved.

13. Redundancy Selection Process

13.1 As part of the collective consultation discussions the proposed redundancy selection process will be reviewed and may be amended, if appropriate. In previous redundancy policies it has been agreed that it is preferable to determine selection criteria appropriate to a particular situation rather than specify criteria to be applied in each and every situation. However, on each occasion Activate Learning Educational Trust will utilise criteria which are fair and objective.

14. Appeal Against Selection for Redundancy

14.1 All employees will have the right to appeal against dismissal for reasons of redundancy and to exercise this right must lodge an appeal to the Group Director of Human Resources & Organisational Development within five working days. Employees who appeal will have the right to be accompanied by a workforce representative (Trade

Union representative or a workplace colleague), who will have the right to speak on behalf of the employee.

14.2 The appeal will normally be heard by a senior manager who has not been involved in the detail of the redundancy decision. The outcome of an appeal against dismissal on the grounds of redundancy will be given in writing within five working days.

15. Redundancy Payments and Notice Periods

15.1 Employees who have been selected for redundancy will be given notice of termination in accordance with their contract of employment and may be expected to work during their notice period. They will receive a statutory redundancy payment, if they are eligible. Activate Learning Educational Trust may make redundancy payments in excess of statutory redundancy pay.

16. Seeking Alternative Employment Within Activate Learning Educational Trust

16.1 Where an employee has been given notice of redundancy support will be provided to them to find alternative employment within Activate Learning Educational Trust, where possible. This support will continue throughout the duration of the employee's notice period.

17. Offers of Alternative Employment

17.1 Where an employee who has been given notice of redundancy is offered an alternative post within Activate Learning Educational Trust, the offer will be made on the basis of a four week trial period, during which they can assess the suitability of the role. In addition, the manager of the new post can assess the employee's suitability for it. It should be noted that employees who unreasonably refuse an offer of suitable alternative employment will lose their right to a redundancy payment.

18. Support in Seeking Alternative Employment Outside Activate Learning Educational Trust

18.1 Employees under notice of redundancy will be given reasonable time off to seek alternative employment.

Equality Impact Assessment

We believe that people from a range of backgrounds and experiences can enhance the life and development of the institution and that all individuals should be treated on the basis of individual merit and without prejudice. Activate Learning Educational Trust will, therefore aim to provide an education service which actively promotes equality of opportunity and freedom from discrimination on grounds of protected characteristics, namely age, disability, sex, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and beliefs, sexual orientation and socio economic status in both education and employment. Activate Learning Educational Trust expects all employees, students, and associated partner organisations to adopt this policy.

Activate Learning Educational Trust is committed to carrying out Equality Impact Assessments (EIA) on its policies and procedures in order that some measurement is made of the contribution that the policy/procedure makes towards equality and diversity objectives.

Name and role of person(s) carrying out EIA	
Name of policy, procedure, practice, plan or process	
What is the main aim or purpose of the policy, procedure, practice, plan or process?	
Is this a new (N) or existing (E) policy, practice, plan or process? (Please tick relevant box)	<input type="checkbox"/> N <input type="checkbox"/> E
Person responsible for policy, practice, plan or process	
Date of equality impact assessment	

Evidence

What information has been gathered to inform the EIA? Consider, for	
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example, people's views from focus groups and surveys, and statistical information or other relevant evidence. Consider both quantitative and qualitative information	
What has this information revealed?	
Is further information required? If so, how will this information be gathered and used?	

Impact

Has the equality impact assessment identified potential or actual areas of concern, negative impact, or areas of inequality? If so, please tick the relevant boxes.	<input type="checkbox"/> Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender (including Gender reassignment) <input type="checkbox"/> Pregnancy / maternity <input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Age <input type="checkbox"/> Religion and belief <input type="checkbox"/> Marriage / civil partnership <input type="checkbox"/> Socio-economic <input type="checkbox"/> Other area of equality (please state)
Has the equality impact assessment identified areas that would further advance equality if changes were made, for example fostering good relations between different groups, meeting needs or encouraging participation? If so, please tick the relevant boxes.	<input type="checkbox"/> Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender (including Gender reassignment) <input type="checkbox"/> Pregnancy / maternity <input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Age <input type="checkbox"/> Religion and belief <input type="checkbox"/> Marriage / civil partnership <input type="checkbox"/> Socio-economic <input type="checkbox"/> Other area of equality (please state)
Please provide a brief summary of the outcomes of the EIA including <ul style="list-style-type: none"> • Issues identified in the EIA • Areas of potential inequality • Opportunities to further 		

advance equality • Opportunities to foster good relations	
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Action - Equality Action Plan

Issue	Planned Actions for Improvement	Expected Outcomes and Targets with Milestones & Target Dates	Person Responsible for Completion
<p>If the action proposed will not fully eliminate potential or actual negative impact, Please state:</p> <ul style="list-style-type: none"> • Why is this and how can it be justified? <p>Please discuss this issue with your senior manager</p>			