

Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma

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| MTP Ref: | | Line title and description of change: | Education and Skills Strategy 2018 - 2022 |
| Officer contact name and telephone number for further information: | Maria Edmonds 01296 382549 | | |
| Date assessment completed: | May 2018 | | |
| Who else involved in the assessment: | | | |
| Signature and name of Cabinet Member signing off this impact assessment and any resulting actions. | Name: | Michael Appleyard | |
| | Signature: | | |
| | Portfolio: | Education – Learning, Skills and Prevention – Children’s Services | |

Section A: Our residents and service users (relates to screening questions 1 and 2)

You have identified that the proposal will or may have an impact on the public or services directly and/or that groups of people will or may be affected differently by the proposal, therefore, you should address the questions below insofar as they are appropriate and relevant to the proposal.

| Questions to consider/prompt your thinking | The Findings and your evidence base for these |
|---|---|
| <p>What do you know about the proposal will impact on different groups of people in Buckinghamshire, particularly, those with protected characteristics? How do you know this? For example, disaggregated data from any relevant consultations/focus groups, national or local published research reports, satisfaction surveys, service monitoring data, benchmarking with other providers, demographic data or other information. Please refer to the county council’s “Research” information on the website and the information provided by partners on the BSP website.</p> <p>What new research might you need to undertake to understand the impact of implementing this proposal on different groups of people (in</p> | <p>A fundamental principle of the Education and Skills strategy is to provide targeted support to schools and groups of children that are underperforming. The strategy aims to address the attainment gap that exists between the performance of disadvantaged pupils and their peers. The ambition of the strategy is to stem the tide of rising exclusions and increase attendance; these are key performance indicators which need to be closely monitored. Inclusion is a key element of the strategy and through the consultation events that have been held thus far it is been recognised that this is important. This will mean a change in culture within the educational community in that all partners recognise a collective responsibility for ensuring the best outcomes for all children and young people</p> |

Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma

| particular those with protected characteristics)? | regardless of their background and needs. | | | | | | | | | | | | | | | | | | | | |
|--|---|--------|--|------------------------|--|--|---------------------------------------|--------------|--|--|----------|--|---------------|--|--|---------------------------------------|-----|-------|--------------------------------------|------|--------|
| If your findings indicate actual or potential indirect discrimination ¹ you must demonstrate how the proposal is the least discriminatory way of achieving a stated legitimate business aim. | The aim of the strategy is maintain and build upon current service provision and is not intended to any adverse impact on any groups of children and young people. There are currently 84,294 children/young people attending one of the 235 schools that are currently in Buckinghamshire. The strategy wants to ensure that all children and young people are enabled and supported to fulfil their potential, and developed to address the persistent issues of under achievement of the disadvantaged compared to their peers. The table below highlights the profile of disadvantaged pupils within Buckinghamshire. | | | | | | | | | | | | | | | | | | | | |
| How will implementing the proposal impact on future service users? For example, what does data tell you about who is and who should be benefitting from the existing service? What do you know about the needs and barriers of people who should be accessing the service but aren't? What action, if any, should you take to address these issues? Will implementing the proposal prevent these issues from being addressed? | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: right;">Buckinghamshire</th> </tr> </thead> <tbody> <tr> <td style="width: 70%;">Number of Pupils on Roll (March 2018)</td> <td colspan="2" style="text-align: right;">84294</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: right;">%</td> </tr> <tr> <td>Pupils</td> <td></td> <td></td> </tr> <tr> <td>Pupils eligible for Free School Meals</td> <td style="text-align: center;">5.9</td> <td style="text-align: center;">4,973</td> </tr> <tr> <td>Disadvantaged pupils (pupil premium)</td> <td style="text-align: center;">12.1</td> <td style="text-align: center;">10,199</td> </tr> </tbody> </table> | | | Buckinghamshire | | | Number of Pupils on Roll (March 2018) | 84294 | | | % | | Pupils | | | Pupils eligible for Free School Meals | 5.9 | 4,973 | Disadvantaged pupils (pupil premium) | 12.1 | 10,199 |
| Buckinghamshire | | | | | | | | | | | | | | | | | | | | | |
| Number of Pupils on Roll (March 2018) | 84294 | | | | | | | | | | | | | | | | | | | | |
| | % | | | | | | | | | | | | | | | | | | | | |
| Pupils | | | | | | | | | | | | | | | | | | | | | |
| Pupils eligible for Free School Meals | 5.9 | 4,973 | | | | | | | | | | | | | | | | | | | |
| Disadvantaged pupils (pupil premium) | 12.1 | 10,199 | | | | | | | | | | | | | | | | | | | |
| Where the proposal is about removing/reducing a service, changing delivery methods or increasing charges, what are the implications for people with protected characteristics, our priority groups in the Joint Strategic Needs Assessment, geographical communities and different socio economic groups? Consider also any implications for people in terms of how this may change their mode of travel/travel time, as well as any other increases in time spent accessing the service, increased inconvenience and personal cost. How likely is increased dissatisfaction with the service or the county council? | | | | | | | | | | | | | | | | | | | | | |

¹ Indirect discrimination can occur when a provision, criterion or practice is applied equally to everyone **and** as a result, people who share the service user's protected characteristic are put, or would be put, at a particular disadvantage when compared with people who don't share that protected characteristic **and** the service user is put, or would be put at that disadvantage **and** the service provider cannot justify this as a proportionate means of achieving a legitimate business aim

*Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma*

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| <p>Could implementation of the proposal lead to groups of people perceiving preferential treatment of another group, or that the needs of their own group have been ignored in favour of another group? If yes, how will you address these fears/concerns? Consider the role, or potential role, of the media, advocacy groups and extremist groups to misrepresent the county council's actions or intent.</p> | Pupils with a SEN Statement or EHCP | 3.4 | 2,866 |
| | Pupils with SEN Support | 8.4 | 7,080 |
| | Pupils from a BME background (not WBRI) | 34.3 | 28,913 |
| | Pupils with a first language other than English | 17.4 | 14,667 |
| | Pupils with a social care plan (CLA, CIN & CP) | 2.1 | 1,770 |
| | | | |
| <p>Whilst the focus will be on the vulnerable, the principles and priorities underpinning the strategy clearly demonstrate that all children and young people regardless of their background and needs will be supported in order to be safe and successful.</p> <p>At present the proposals put forward in the Education and Skills strategy do not impact on current service provision but as a new service delivery model is developed, trialled and implemented, service delivery teams could be affected.</p> | | | |
| <p>Section B: Our internal and external partners (relates to screening question 3)</p> <p>You have identified that the proposal will or may have an impact on how other services are delivered by the county council, external suppliers or other statutory agencies, you should answer the questions below insofar as they are appropriate and relevant to the proposal. (Please note that VCS organisations are dealt with separately in Section D.)</p> | | | |
| Questions to consider/prompt your thinking | The Findings | | |
| <p>Could implementation of the proposal lead to increased service demands or costs for other county council services, external providers or statutory agencies? If yes, what is being done mitigate the impact or prepare those services/organisations for the increased demand/costs?</p> | <p>The purpose of the Education and Skills strategy is to sustain an ongoing dialogue with all schools, regardless of status across the County so that we realise our vision for all children and young people in Bucks to fulfil their potential. Without an ongoing dialogue with schools, we risk losing important intelligence on issues that our</p> | | |

*Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma*

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| <p>Where the proposal relates to an external contractor, what is the impact on:</p> <ul style="list-style-type: none"> – The contractor e.g. staffing, capacity, business continuity management capability? – the future of the service (especially if several other authorities are also contracting services from this provider i.e. domino effect) – Beneficiaries, service users and carers (if not answered in Section A above)? – The wider local community? – Further down the supply chain, especially where locally sourced? <p>What steps have you taken to reduce the council’s potential liability for breaches under the Equality Act where services are being delivered on our behalf? How will compliance monitored?</p> | <p>impacting on children and young people that leads to poor outcomes and sometimes costly interventions funded by the Council. There are persistent issues which the Education and Skills strategy will need to address through the implementation of a new delivery model (Side by Side) based on local commissioning/collective responsibility. A local commissioning/collective responsibility model has the advantage of promoting a school led system of school improvement and targeting support at underperforming schools and groups of children within Buckinghamshire. Whilst BCC will be a lead partner, schools and settings will be very much involved in developing strategies and local solutions to raise aspiration and achievement. The Side by Side model allows BCC to invest in strong partnerships in order to shape the quality of educational provision and improve standards. This model will support the growth of outstanding practice and offer innovative solutions that will provide the best outcomes for children and young people</p> <p>The Side by Side methodology will fully utilise available insight to appropriately secure support between schools for schools, using a combination of soft and hard intelligence gathered at a macro level using information from the “Team Around the School” model which is internal to BCC and at the micro level from the schools in their liaison groups and areas. This will support the infrastructure needed to facilitate school to school support and build capacity within the system. The Team around the School model will be developed from its current form as reacting to schools in difficulties to looking at schools more holistically and identifying potential problems earlier, and feed this intelligence into the Side by Side delivery mechanism.</p> <p>Staff are being transferred from the BLT to BCC under TUPE arrangements with expertise and knowledge to ensure that statutory duties are delivered alongside the transformational work within Side by Side. Where external support is required or new systems are needed appropriate procurement procedures will be followed as per corporate</p> |
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*Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma*

| | guidelines. |
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| <p>Section C: Our employees (relates to screening question 4)</p> <p>You have identified that the proposal will or may have an impact on our employees, therefore, you should address the questions below insofar as they are appropriate and relevant to the proposal.</p> | |
| Questions to consider/prompt your thinking | The Findings |
| <p>How have you ensured that employees affected by the proposal but who are absent because of long term sickness, being on secondment or a career break, being on maternity/paternity, adoption or carer's leave are not disadvantaged by their absence?</p> <p>How have you ensured that any employee selection processes do not directly or indirectly discriminate against employees because of a protected characteristic? Have you ensured that, where relevant, reasonable adjustments have been made to ensure that a person who is disabled is able to fully participate in the process?</p> <p>If the proposal is about delivering a service differently, how have you ensured that employees are properly equipped with the relevant tools, skills and knowledge to do so?</p> <p>How will you be able to demonstrate that you have implemented the council's policies and procedures fairly? For example, what employee monitoring data do you need to gather, analyse and compare pre and post implementation of the proposal?</p> | <p>At present the proposals put forward in the Education and Skills Strategy do not impact on current service provision but as the new service delivery model through Side by Side is developed, trialled and implemented, service delivery teams could be affected. Another full EIA would need to be completed once the specific details of the new delivery model have been identified and agreed, with any services having to be reconfigured or restructured as a result.</p> <p>Where staff are transferring from the BLT to BCC, due process has been followed as in line with TUPE guidelines. Any reconfiguration/realignment of services that may result subsequently will follow a consultation process, involving all staff affected within the relevant service.</p> |

Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma

Section D: The Voluntary and Community Sector (relates to screening question 5)

You have identified that the proposal has a direct impact on voluntary and community sector organisations either as a result of a reduction in, or cessation of, grant funding, or where contracts are coming to an end and will not be renewed, or where new contracts are at a reduced level of funding than was previously the case. Therefore, you should address the questions below insofar as they are appropriate and relevant to the proposal.

| Questions to consider | The Findings |
|--|---|
| Which VCS organisation(s) is / are involved? | <p>A reduction in DSG/ESG will have a significant impact on the Council's alternative delivery vehicles (ADV) strategy which led to the establishment of BLT. Following the Cabinet decision taken in January 2018 to vary the current agreement with the BLT by transferring the grant funded statutory activities to BCC, work has been undertaken to ensure the effective transition of these services. The BLT will have the opportunity to trade and continue to offer a range of discretionary services to schools following the expiration of the current funding agreement with BCC on 31 July 2018, and will continue to hold NQT appropriate body status on behalf of the Council for a minimum of one year.</p> <p>The School Improvement Monitoring and Brokerage Grant is the transition funding that is in place for a period of two years, and. this will be used to support the "Side by Side approach which can be used to not only support schools to becoming good but also to promote inclusion, support SEND provision and improve the transition process between early years and primary schools, which are among the key priorities within the Strategy (indicative funds are outlined in the table overleaf).</p> |
| What is the source of the current funding (i.e. BCC budget, national funding stream)? | |
| What will the financial impact of the proposal be on the organisation(s) involved? <ul style="list-style-type: none"> • % reduction in BCC contribution • % reduction in the organisation's total income (based on current year income) | |
| What funding does the organisation receive from other Buckinghamshire bodies or organisations (e.g. District Councils, Bucks Community Foundation)? Please provide a breakdown. | |
| What are the reasons for reducing or ending the funding? | |
| How will the proposal impact on: <ul style="list-style-type: none"> • the organisation(s) e.g. staffing, capacity)? • the future of the service* • beneficiaries, service users and carers (if not answered in Section A above)? • volunteers currently providing the service? • any assets used to provide the service*? • the wider local community*? • the supply chain, especially where locally sourced? | |

*Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma*

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| Is alternative provision of the services available to existing clients? If yes, from which organisations? | | | | |
| Could implementation of the proposal lead to increase demand on other voluntary sector organisations? If yes, what is being done to prepare for this increased demand? | School Improvement, monitoring and brokerage transition Grant (DfE) | | | |
| Is there a particular geographical impact? | | Year 1: | Year 2: | Year 3: |
| Will this reduction have a positive, negative or neutral impact on our efforts to encourage people and communities to become more self-reliant? | | 2017/1 (£,000) | 2018/19 (£,000) | 2019/20 (£,000) |
| | | 373 | 529 | 210 |
| Section E: Consultation and Engagement (relates to any screening question where the answer was “yes” or “maybe”) | | | | |
| Please answer the questions insofar as they are relevant to the proposal. If they are not relevant, please indicate this in “The Findings” box below. | | | | |
| Questions to consider/prompt your thinking | The Findings | | | |
| <p>Equalities Perspective:</p> <p>Does the proposal require targeted engagement to ensure that people directly affected are aware of the proposal and/or consulted with about how to mitigate an adverse impact or to eliminate any identified discrimination? If yes, how will this be achieved? How will you ensure that communication is appropriate to meet the different communication needs of different groups of people? For which groups will face to face communication be preferable/the most effective method?</p> | <p>Consultation events held in July 2017 informed partners of the necessity to change approach and have an education strategy. The consultation events in July 2017 allowed face to face discussion with key stakeholders such as schools, other educational providers and associated agencies Online consultation allowed wider participation of views which were collated with feedback already gained from consultation events to further form the strategy. Feedback from the events and the online survey has been shared with the wider school community through School Liaison groups, Area Headteacher meetings and at Leadership Briefings and the Local Consultative Group. The views of children and young people were also taken into account through the Youth Council and also through a survey that went to a sample of schools in November/December 2017. By</p> | | | |

*Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma*

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| | <p>incorporating feedback into the strategy should mean that any potential adverse effects of the proposed changes should be mitigated.</p> |
| <p>VCS Perspective: How will you discuss the potential implications of your proposal with the VCS organisation(s) involved?*</p> <p><i>*The Bucks Compact states “Where there are restrictions or changes to future resources, discuss with VCOs the potential implications as early as possible, give organisations the opportunity to respond, and consider the response fully, respecting sector expertise, before making a final decision.”</i></p> | <p>Changes in school funding, and grant funding to BLT and general de-delegation of funding have been discussed and agreed at Schools Forum for 2017-18. This process will need to be repeated for subsequent years where relevant.</p> |
| <p>Section F: Monitoring implementation and impact (relates to any screening question where the answer was “yes” or “maybe”)</p> <p>Please answer the questions below insofar as they are relevant to the proposal. If they are not relevant, please indicate this in “The Findings” box below.</p> | |
| <p>Questions to consider/prompt your thinking</p> | <p style="text-align: center;">The Findings</p> |
| <p>How will you monitor the implementation of the proposal to assess its impact on the county council’s Equality Duty and its commitment to a strong and vibrant voluntary and community sector?</p> <p>You will need to consider what information you already have that will enable you to analyse and interpret information in relation to:</p> <ul style="list-style-type: none"> • Show the numbers of particular groups using the services and | <p>Once the Education and Skills strategy has been finalised following the feedback obtained through the consultation process and it has been ratified by Cabinet, the Side by Side delivery model will need further analysis. A robust system of quality assurance will need to be in place in order to monitor the effectiveness of the new delivery model as it is trialled and this will require that the correct governance processes are established.</p> |

Buckinghamshire County Council
MTP Equalities & VCS Impact Assessment Proforma

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| <p>what outcomes they experience</p> <ul style="list-style-type: none">• Show under-use of a service by an equalities group• Show over-use by an equalities group• Reveal discrimination• Demonstrate that services are not discriminatory• Measure the effectiveness of service changes• Identify the need for new or changed services | |
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Assessment - Actions Arising

Please list all the actions that result from this Impact Assessment (continue on separate sheets as necessary). You must ensure that these are integrated into the relevant service or implementation plan for this proposal and are carried out. Please note that actions arising may also be highlighted in any covering report to Cabinet/Council. Please also note that you will be asked for a monitoring update in 12 months time.

| Action | Officer responsible | By when |
|---------------------------------------|---------------------|---|
| Devise draft strategy - February 2017 | Maria Edmonds | Draft strategy completed by March 2017 submitted to CMT and LAG agreement secured to go to consultation |
| Consultation – Summer/Autumn 2017 | Maria Edmonds | Education Reference Group set up in June 2017 to help steer BCC with consultation and support. Dedicated consultation events held with educational community in Summer 2017. Online consultation to commence 5 September running to 23 October 2017, with feedback shared through network meetings for schools, early years settings and governors. Views of children and young people to be |

| Action | Officer responsible | By when |
|---|---------------------|---|
| | | gained late Autumn Term 2017 |
| Develop new delivery model Autumn 2018 onwards | Maria Edmonds | Preliminary notion of delivery model developed and refined based on feedback from events and online consultation. Side by Side model developed and piloted with the non-selective secondary schools that are not yet good. Deployments commencing in Spring Term with review in Summer Term 2018. Further Side by Side programmes to be developed and set up for September 2018 onwards |
| Final version of Education and Skills Strategy needs to be signed off | Maria Edmonds | Education Strategy needs to be endorsed by all and signed off by Cabinet by July 2018 |
| Implement new model September 2018 onwards | Maria Edmonds | Side by Side programmes now deployed with regular review processes established. Statutory |

| Action | Officer responsible | By when |
|--------|---------------------|---|
| | | services within School Improvement and Governor Services transferred from BLT to BCC by 1 August and the delivery of these services will continue along with Side by Side as part of the overall offer to support schools |
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Please return this completed equality impact assessment to Angie Sarchet, Manager, Community Engagement and Development Team, 6th floor, New County Offices. If you have any questions relating to the assessment, please feel free to telephone her on 01296 382756 to discuss or contact her by email asarchet@buckscc.gov.uk.