

Education and Skills ADM

Equalities Impact Assessment of Cambridge Education Final Tender Employees, Service Users and Residents - October 2015

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Equalities Impacts Assessment (EIA) updates

- June 2014: EIA first completed
- August 2014: Updated EIA (appendix to draft OBC – CELS Committee September 2014)
- December 2014: Updated EIA (appendix to final OBC – CELS Committee January 2015)
- June – August 2015: Reviewed during the procurement process at Outline Solution and Detailed Solution stage
- October 2015: Updated after receiving the final tender (appendix to FBC – CELS Committee November and Full Council December 2015)

Names and roles of officers completing this assessment

Lead officer	Val White, Programme Director – Education and Learning
Representative from internal stakeholders	Ian Harrison, Education and Skills Director Alison Dawes, Head of Education Partnership and Commercial Services
Representative from external stakeholders	External stakeholders were not involved in the review of this EIA though their views have been captured throughout the project, including the evaluation of the final tender.
HR Representative	Liz Hammond, HR Lead
Legal Representative	Sarah Wilson, Principal Lawyer (HB Public Law)

Executive Summary

An Employees Equalities Impact Assessment and Service User/Resident Equalities Impact Assessment have been carried out in relation to the future delivery of education services in Barnet. The assessments cover potential impacts on employees and service users/residents. These documents were updated or reviewed at key milestones throughout the project, and consideration of equalities was embedded in the procurement process.

The overall impact on equalities was determined in the Final Tender stage, when the evaluation of Cambridge Education's final tender was undertaken and the full business case was being developed. The impact assessment for employees identifies a bigger impact on women than men. This is due to the fact that women make up 93% of the affected workforce. Whilst the impact on transfer is neutral, the long-term overall impact for employees is considered to be positive, due to the commitment to London Living Wage, the proposed arrangements for staff recruitment, retention, motivation and development, and the fact that there are no planned redundancies. For service users, the proposals could potentially have the largest effect on school-age children and those with a disability. However, the impact assessment for residents and service users identifies a neutral impact overall, as services will continue to be provided to the current level and quality.

It is also viewed that Cambridge Education will provide services which recognise and accommodate the diversity of Barnet children and young people and employees. This is particularly noted in the catering service where specialist provision is required for faith groups. There has also been a commitment to a range of Barnet human resources policies and practices, which include the Equalities Policy and Employment of People with Disabilities which seeks to eliminate discrimination and encourage diversity amongst its workforce.

Cambridge Education plan to conduct service reviews as part of their 100 day plan to mobilise the services. Any proposed changes to service level provision will require further consideration of the equalities impact on employees and service users/residents. The contract requires compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision.

1. Introduction

1.1. Project Overview

This project was established to implement a new way of delivering the Council's Education and Skills service in order to:

- Achieve the budget savings target set by the Council
- Maintain Barnet's excellent education offer
- Maintain an excellent relationship between the Council and schools

The services in scope for this project are:

- Strategic and financial management of the service
- School improvement
- Special educational needs (SEN) services (including management of SEN transport)
- Admissions and sufficiency of school places
- Vulnerable pupils
- Post 16 learning
- Traded services within the Education and Skills delivery unit:
 - Catering service
 - Governor clerking service
 - School improvement traded service (Barnet Partnership for School Improvement)
 - Newly Qualified Teachers support
 - Educational psychology (part-traded)
 - Education Welfare Service (part-traded)
 - North London Schools International Network (NLSIN)

A programme of consultation and engagement with key stakeholders was carried out initially to inform the development of the outline business case. This included schools; the market; employees and trades unions; and residents and service users. There has been ongoing engagement with schools through the procurement process. Various headteacher representatives have participated in both the dialogue process and the evaluation of submissions, as well as ongoing consultation with the Headteacher Reference Group on issues emerging from dialogue. Trades union representatives and employees were also kept informed through regular meetings. Local trades union representatives

and a regional officer of Unison participated in the dialogue process. A communication plan was also developed to keep all stakeholders informed about the project's progress at key stages. A further programme of consultation and engagement will take place with the recognised trades unions and affected employees, as contract mobilisation proceeds. This will include formal TUPE consultation in respect of transferring to a new employer.

The full business case will accompany a report to the CELS Committee on 18th November 2015, which will make recommendations on the future delivery model for education services. We then expect that Full Council will make a decision on whether or not to award the contract on 8th December 2015.

1.2. Equalities Impact Assessment process

The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services.

The Equality Act 2010 identifies the following protected characteristics:

- Age Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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In addition, Barnet's Policy and Resources Committee in June 2014 agreed that any additional impact of financial decisions on particular protected characteristics who may face extra disadvantage and other groups who may be considered disadvantaged and/or vulnerable would also be assessed. These groups include:

- People with learning disabilities (covered in 2010 Equality Act)
- People with mental health issues (covered in 2010 Equality Act)
- Carers (including young carers)
- Single parents
- People and families on low income, including people from areas of deprivation and unemployed people

For this project, equalities were considered throughout the life of the project. The key milestone and actions are noted in the table below.

Draft OBC	Sep 2014	Initial Employees and Service Users/Residents EIAs were completed and presented alongside the draft OBC to CELS Committee.
Final OBC	Jan 2015	Updated Initial Employees and Service Users/Residents EIAs were updated and presented alongside the final OBC to CELS Committee.
PQQ stage	Mar 2015	Applicants were asked to supply policies on employment and equal opportunity.
Outline Solution & Detailed Solution stage	Apr – Aug 2015	Bidders were provided with relevant information on Barnet policies and practices, which included the equalities policy. At Detailed Solution stage, evaluators were asked to record any potential equality impacts on staff, service users or residents identified as part of their evaluation.
Final Tender stage	Oct 2015	Evaluation templates incorporated a section on equalities impacts, along with relevant employees and service users/residents data to enable evaluators to record any impacts specific to the protected characteristics. At the final tender moderation meeting, impacts on equalities for employees and service users/residents were discussed and the overall position on the equalities impact was determined.
FBC stage	Oct – Dec 2015	Full Employees and Service Users/Residents EIAs were completed after receiving the final tender and will be presented alongside the FBC to CELS Committee in November and Full Council in December 2015.
Mobilisation	Jan – Mar 2016	EIAs to be kept under review and mitigating actions to be carried out. Changes to service level provision will require further consideration of the equalities impact, particularly following the proposed service reviews.
Contract implementation	From April 2016	Ongoing monitoring of the impact on equalities through the contract management, particularly if changes are proposed to service provision.

To supplement the overall equalities impact position of Cambridge Education's final tender, two assessments have been completed:

- Full Employees Equalities Impact Assessment (see section 2)
- Full Service Users/Residents Equalities Impact Assessment (see section 3)

1.3. Overview of the Equalities Impact Assessment of the Final Tender

Due regard has been given to equalities throughout the project, the key activities were:

- Equalities Impact Assessments have been reviewed and updated at key milestones
- Consultation and engagement with stakeholders has been undertaken and informed the process
- As part of the procurement process, the bidders were provided with relevant information on Barnet policies, which included the equalities policy, children and young people plan and various human resources policies and procedures
- Ensuring contractual compliance with the Council's established equality and diversity policies and procedures

Having considered the equalities impact of Cambridge Education's final tender, it is viewed that for employees the impact is positive and for service users/residents the impact is neutral. The overall position on the equalities impact was determined in the final tender stage, when the evaluation of Cambridge Education's final tender on the future delivery of education services in Barnet was undertaken and the full business case was being developed.

The impact assessment for employees identifies a bigger impact on women than men. This is due to the fact that women make up 93% of the affected workforce. Whilst the impact on transfer is neutral, the long-term overall impact for employees is considered to be positive, as:

- No redundancies are planned. Staff remain in employment, which may not have been the case under other delivery models.
- Staff would be moving into specialist organisations offering more development and progression opportunities. The new delivery model is based on a growth model which should provide employees with opportunities for progression that may not be available if the service stayed with the Council.
- The commitment to London Living Wage exceeds that currently offered by the Council.
- Cambridge Education operates as 'employee owned' giving opportunities for senior employees in terms of buying shares in the company and has a developed performance bonus system for general staff levels which is linked to business performance.

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For service users, the proposals could potentially have the largest effect on school-age children and those with a disability. The impact on service users/residents was considered to be a neutral impact overall, as:

- Services will continue to be provided to the current level.
- Services will continue to be provided to the current quality.
- Cambridge Education has demonstrated sound experience in delivering similar education services, including statutory services.
- ISS has demonstrated sound experience in delivering education catering, including school meals to children and young people and those with specialist requirements.

Cambridge Education plan to conduct service reviews as part of their 100 day plan to mobilise the services. Any proposed changes to service level provision will require further consideration of the equalities impact on employees and service users/residents. The contract will require compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision. This will be monitored during mobilisation and the contract period. All service change proposals from Cambridge Education will be reviewed to ensure that due regard has been given to the Equality Duty, prior to approval and implementation of any changes.

2. Full Employees Equalities Impact Assessment (Positive Impact)

2.1. Overview

The impact of on equalities has been considered, particularly at key milestones throughout the project. Following the evaluation of Cambridge Education's final tender, a full employees Equalities Impact Assessment was completed and the overall impact was assessed.

The impact assessment for employees identifies a bigger impact on women than men. This is due to the fact that women make up 93% of the affected workforce. Whilst the impact on transfer is neutral, the long-term overall impact for employees is considered to be positive, due to the commitment to London Living Wage, the proposed arrangements for staff recruitment, retention, motivation and development, and the fact that there are no planned redundancies.

It was also viewed that Cambridge Education will provide services which recognise and accommodate the diversity of employees. There has also been a commitment to a range of Barnet human resources policies and practices, which include the Equalities Policy and Employment of People with Disabilities which seeks to eliminate discrimination and encourage diversity amongst its workforce.

Cambridge Education plan to conduct service reviews as part of their 100 day plan. Any proposed changes to service level provision will require further consideration of the equalities impact on employees.

The full employees Equalities Impact Assessment will be presented alongside the full business case to CELS Committee in November and Full Council in December 2015.

2.2. Monitoring Summary

The data profile in Table 1 shows the number and proportion of employee groups against the nine protected characteristics. It is in accordance with the requirements of the Equality Act 2010 and the Council will collect this information so far as we hold it.

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All data below 10 individuals has been aggregated and replaced by an 'X' to protect personal identification. All agency and contract staff have been removed from the data.

Table 1: Employee profile as of October 2015

		Total LBB Data		Total of Education & Skills Data		Catering Staff Data		Non Catering Staff Data	
		No.	% of LBB	No.	% of Service	No.	% of Service	No.	% of Service
No of Employees		2066		476		341		135	
Gender	Female	1390	67%	444	93%	329	96%	115	85%
	Male	676	33%	32	7%	12	4%	20	15%
	Unknown	0	0%	0	0%	0	0%	0	0%
Date of Birth (age)	1994-1997 (18-21)	15	1%	0	0%	0	0%	0	0%
	1993-1986 (22-29)	187	9%	28	6%	10	3%	18	13%
	1985-1976 (30-39)	437	21%	82	17%	59	17%	23	17%
	1975-1966 (40-49)	550	27%	140	29%	106	31%	34	25%
	1965-1951 (50-64)	812	39%	206	43%	155	45%	51	38%
	1950-1941 (65-74)	62	3%	20	4%	11	3%	X	X
	1940 and earlier (75+)	X	X	0	0%	0	0%	0	0%
	Unknown		0%	0	0%	0	0%	0	0%
Ethnic Group	White	1170	57%	207	43%	115	34%	92	68%
	British	928	45%	158	33%	80	23%	78	58%
	Irish	58	3%	X	X	X	X	X	X
	Other White	184	9%	40	8%	27	8%	13	10%
	Mixed	50	2%	X	X	X	X	X	X
	White and Black		0%	X	X	X	X	X	X
	Caribbean	10	0%		0%		0%		0%

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	African	X	X		0%		0%		0%
	White and Asian	14	1%	X	0%	X	X	X	X
	Other mixed	17	1%	X	X		0%	X	X
	Asian and Asian British	191	9%	46	10%	34	10%	12	9%
	Indian	131	6%	30	6%	25	7%	X	X
	Pakistani	15	1%	X	X		0%	X	X
	Bangladeshi	20	1%	X	X	X	X	X	X
	Other Asian	25	1%	X	X	X	X	X	X
	Black or Black British	377	18%	127	27%	121	35%	X	X
	Caribbean	118	6%	16	3%	12	4%	X	X
	African	225	11%	108	23%	106	31%	X	X
	Other Black	34	2%	X	X	X	X		0%
	Chinese or Other Ethnic Group	31	2%	13	3%	12	4%	X	X
	Chinese	11	1%	X	X	X	X		0%
	Other Ethnic Group	20	1%	10	2%	X	X	X	X
	Prefer not to say/information refused	73	4%	X	X	X	X	X	X
	Unknown	174	8%	70	15%	55	16%	15	11%
Disability	Disability (inc Mobility, Mental illness, Hearing, Vision, Reduced Physical Capacity & Learning Disabilities)	38	2%	X	X	X	X	X	X

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	No Disability	1744	84%	411	86%	304	89%	107	79%
	Not stated	150	7%	20	4%	11	3%	X	X
	Unknown	134	6%	39	8%	24	7%	15	11%
Same gender as at birth	No	X	X	X	X	X	X	X	X
	Yes	1085	53%	120	25%	31	9%	89	66%
	Prefer not to say/information refused	54	3%	X	X	X	X	X	X
	Unknown	922	45%	349	73%	309	91%	40	30%
Pregnancy & Maternity	Pregnant	X	X	X	X	0	0%	X	X
	Maternity Leave (current)	29	1%	X	X	X	X	X	X
	Maternity Leave (in last 12 months)	48	2%	X	X	X	X	X	X
Religion or Belief	Christian	928	45%	221	46%	171	50%	50	37%
	Buddhist	11	1%	X	X	X	X		0%
	Hindu	106	5%	28	6%	25	7%	X	X
	Jain	X	X	X	X	X	X		0%
	Jewish	51	2%	12	3%	X	X	X	X
	Muslim	91	4%	28	6%	20	6%	X	X
	Sikh	X	X	X	X	X	X		0%
	Other Religions	66	3%	15	3%	12	4%	X	X
	No Religion	266	13%	40	8%	23	7%	17	13%
	Not Stated	240	12%	102	21%	82	24%	20	15%
	No form returned		0%		0%		0%		0%
	Atheist	70	3%	X	X		0%	X	X
	Agnostic	44	2%	X	X	X	X	X	X
	Humanist	X	X		0%		0%		0%
Prefer not to say	176	9%	15	3%	X	X	14	10%	

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	Not Assigned		0%		0%		0%		0%
Sexual Orientation	Hetrosexual	1321	64%	251	53%	171	50%	80	59%
	Bisexual	15	1%	X	X	X	X		0%
	Lesbian or Gay	34	2%	X	X		0%	X	X
	Prefer not to say	426	21%	120	25%	91	27%	29	21%
	Unknown	270	13%	97	20%	73	21%	24	18%
	Not Assigned		0%		0%		0%		0%
Marriage and Civil Partnership	Married	740	36%	181	38%	112	33%	69	51%
	Single	603	29%	126	26%	87	26%	38	28%
	Widowed	15	1%	X	X	X	X	X	X
	In Civil Partnership	16	1%	X	X	0	0%	X	X
	Cohabiting	131	6%	10	2%	X	X	X	X
	Divorced	84	4%	X	X	X	X	X	X
	Separated	25	1%	X	X	X	X		0%
	Unknown	346	17%	135	28%	130	38%	X	X
	Other	X	X	X	X		0%	X	X
	Prefer not to say	97	5%	X	X	X	X	X	X
	Not Assigned		0%		0%		0%		0%

2.3. Evidence

List below available data and research that will be used to determine impact on different equality groups

Employee data is maintained by Barnet's HR department and was last collated in October 2015. The employee data contained within this report remains relevant at this time. All agency and contract staff data have been removed.

The evaluation panel for the final tender, which included The Education and Skills Director and Head of Education Partnership and Commercial

Services, specialist advisors and school representatives, were also given the opportunity to comment on whether they observed any impacts on equalities for employees as part of the evaluation and moderation process. Their views helped determine the overall impact position on employees.

The Education and Skills Director and Head of Education Partnership and Commercial Services are best placed to make any further comments on the impact of employees given their management responsibilities and knowledge of the services. Their comments upon review of this Equalities Impact Assessment have been incorporated.

Evidence gaps

None in relation to mandatory reporting requirements.

Solution, please explain how you will fill any evidence gaps?

Not applicable.

2.4. Project Milestone Outcomes, Analysis and Actions

Summary of the outcomes at each milestone

Milestone 1: Draft OBC (September 2014)

This is an initial analysis of the Equalities Impact Assessment for the Education and Skills ADM project and provides baseline figures. As the project develops the Equalities Impact Assessment will need to be re-assessed.

The equality data is the information available which details the protected characteristics of staff within the Education and Skills cohort, including Barnet staff who are employed in the schools meals service.

As the proposals include the Barnet schools meals service and Special Educational Needs, additional consideration needs to be made as to how these services will operate and whether this will impact on, for example, the take-up of free school meals.

Children's, Education, Libraries and Safeguarding Committee will determine which options the council should explore and at this stage a

detailed EIA will be undertaken on the staffing implications of the following services; School improvement, Special educational needs, Admissions and sufficiency of school places, Vulnerable pupils, Post 16 learning and Traded services within Education and Skills.

The councils overall workforce is;

- 66.17% female
- 42.64% of both female and male are over 50 years of age
- 74.43% of the workforce are white, black and black British

Initial analysis of the Education and Skills equality data indicates;

- 93% of the workforce is female
- 55% of females only are over 50 years of age
- 75% of the workforce is white, black and black British

Given the current make-up of the workforce, whichever option is chosen, the change will have a bigger impact on women than men. The statistics show that 93% of the workforce is female and due regard will be paid to the requirements of the Public Sector Equality Duty. It cannot though be avoided that any changes will affect the female workforce whether this be a positive or negative impact. Mitigation for such effects will be drawn up at a later stage when more detail on the proposals are known and a decision is made to progress from the OBC.

There is no data available on maternity or sexual orientation transgender at this stage.

It is essential that the Managing Change Policy is followed and in a legally compliant manner, including with consideration of all aspects of the Equality Act 2010 and other relevant legislation.

For the current stage of project scoping and democratic process, the new Delivery Model is not known and therefore it is not possible to fully assess the impact. At this stage there is no known detriment to any group. A full EIA will be produced at Full Business Case stage (in line with the LBB processes). Staff will be consulted as part of the process and equality issues/risks will be considered as part of this. As the proposals develop any impact will become clear and mitigating actions will be put in place.

Milestone 2: Final OBC (January 2015)

As noted in Milestone 1 above, given the current make-up of the workforce, whichever option is chosen, the change will have a bigger impact

on women than men, whether positive or negative. The statistics show that 93% of the Education and Skills Delivery Unit workforce is female and due regard will be paid to the requirements of the Public Sector Equality Duty. Mitigation includes the continued involvement of staff and TUs during the next stage. Further mitigation will be drawn up at a later stage when more detail on the proposals are known and a decision is made to progress from the OBC to FBC.

In order to assist decision making, a summary of the expected high level employee outcomes / impacts of the four models can be seen in the table below.

Consultation and Engagement has taken place with the four key stakeholder groups: schools; the market; employees and trades unions; and residents and service users.

It is recognised that all four of the options under consideration constitute a significant change that will have an impact on employees. There have been a number of briefing meetings with employees as the outline business case has developed. During November 2014, a further series of meetings were held to allow employees to explore the implications of the four remaining options and also to suggest potential opportunities for improvement. Additional meetings have also taken place with the recognised trades union representatives. Whilst representatives have been keen to support the retention of services in-house, they have also engaged positively in discussions about other models to ensure that issues that may affect their members' interests have been given proper consideration.

Overall it can be seen that there are potential impacts from all four models. The project board are recommending to the CELS Committee that a joint venture model is the model that is likely to meet the project objectives and has attracted a reasonable degree of support from schools. As can be seen in the table below, the joint venture model focuses on the growth of services which would limit the possibility of staffing reductions, staff will be protected by TUPE and is likely to have a positive impact with regards to increase in training opportunities and employee development alongside the development of services. However, it is clear that any workforce changes could have both a positive or negative impact, especially on the female workforce.

Overall, the impact is expected to be positive however it cannot be known with any certainty at this stage. There will be greater clarity on the actual impacts on employees through the procurement process at the stage of contract award, following competitive dialogue. The development of a full business case will enable a full assessment of the impact and identification of any mitigating actions required.

This Equalities Impact Assessment will be updated in the next project phase (at Full Business Case stage). Staff will be kept informed as the

project progresses, with equality issues/risks considered as part of this. As the proposals develop any impact will become clear and mitigating actions will be put in place.

MODEL	SUMMARY OF POTENTIAL KEY OUTCOMES / IMPACTS
Model A: In house	<ul style="list-style-type: none"> • Staff would remain as local authority employees and be subject to the council's terms and conditions. • Staff would go through a major transformation programme including cultural step-change, performance management and business improvement. • Potential reduction in staffing requirement through the transformation process, either through efficiencies or service reductions. There is also the potential for an increase in staffing in some service areas as the service would aim to grow services and increase income.
Model B: Schools-led social enterprise	<ul style="list-style-type: none"> • Staff would be transferred to the 'new' company', employees would transfer on their terms and conditions under the TUPE. • Opportunity for investment in upskilling, employee development, asset and systems update. • Potential reduction in staffing requirement through the transformation process however there is also the potential for an increase in staffing in some service areas as the enterprise would aim to grow services and increase income.
Model C: Joint venture with schools having a commissioning role	<ul style="list-style-type: none"> • Staff would be transferred to the 'new' company', employees would transfer on their terms and conditions under the TUPE. • Opportunity for investment in upskilling, employee development, asset and systems update. • It is envisaged that there would be no reduction to overall staffing levels and there could be a potential for an increase in staffing as the aim of the model would be to grow services and increase income. However there could be a potential change in service structure and jobs through the transformation process.
Model D: Joint venture with schools having an ownership role	<ul style="list-style-type: none"> • Staff would be transferred to the 'new' company', employees would transfer on their terms and conditions under the TUPE. • Opportunity for investment in upskilling, employee development, asset and systems update. • It is envisaged that there would be no reduction to overall staffing levels and there could be a potential for an increase in staffing as the aim of the model would be to grow services and increase income. However there could be a potential change in service structure and jobs through the transformation process.

Milestone 3: PQQ stage (March 2015)

The section on Employment and Equal Opportunity in the pre-qualification questionnaire (PQQ) requested information to be provided on equality and diversity policies and monitoring in respect of delivering education services and/or catering services. All three applicant submissions to this question scored a satisfactory response, which meant an acceptable submission with no major concerns that represents an acceptable risk solution for the Council.

Milestone 4: Outline Solution and Detailed Solution stage (April – August 2015)

Throughout the procurement process engagement has continued to take place with school and trades union representatives via participation in dialogue sessions and regular meetings. This provided an opportunity for priorities, key issues and areas of concern to be raised.

The Equalities Impact Assessments was reviewed during the Outline Solution and Detailed Solution stage. As previously noted, any changes affecting employees will continue to have a bigger impact on women than men as 93% of the Education and Skills Delivery Unit workforce is female.

In their Outline Solution, Cambridge Education submitted proposals for a joint venture company model, as well as a variant bid which proposed a strategic partnering model. The details of both models were developed in their Detailed Solution. Under the joint venture company model, there would be a new company owned by the Council and the bidder that would be responsible for the services to schools as well as to the Council. Under the strategic partnering model, the Council would enter into the services contract directly with the bidder. The bidder and its catering sub-contractor would enter into contracts directly with the schools for traded services. Under both models, employees would transfer directly to the providers, Cambridge Education or ISS as appropriate, enabling them to benefit from being employed by established organisations that specialise in their area of expertise.

Having reviewed the bidders Outline Solution and the Detailed Solution, it is anticipated that through growth in services and attracting income, it would limit the possibility of staffing reductions and staff will be protected by TUPE. The two solutions and dialogue to date have expressed that staff will remain in their current place of work and we are not expecting for any staff to need to relocate. Any growth is likely to be relatively local and it would be at the employee's choice to go for promotion which may involve a wider geographical spread. The bidder presents an organisation with strong values and employment offering which is positive, for example increase in training opportunities and employee development alongside the development of services.

Overall at this stage the impact is expected to be positive and any growth can only have a positive effect in terms of opportunities for staff that would not be likely to be present if they remained with the Council, irrespective of the delivery model. The impact cannot be known with any certainty at this stage but there will be clarity on the actual impacts on employees when the dialogue process concludes and the final tender is evaluated. This will enable a full assessment of the impact to be undertaken and identification of any further mitigating actions required.

Milestone 5: Final Tender stage & FBC stage (October – December 2015)

HR provided the updated employees data for consideration at the Final Tender stage. The data showed a:

- much lower percentage of male workers compared to LBB as a whole – 93% female workforce
- higher percentage (5% more) of workers in the 40+ age group compared to LBB
- lower percentage of white workers in catering compared to LBB and a much higher percentage of white workers in non-catering compared to LBB
- higher percentage of Black British and African within the catering service than in LBB and a much higher percentage of Black and African workers in catering compared to the non-catering workforce.
- lower percentage of staff within catering describe themselves as heterosexual and there is a higher percentage in the prefer not to say and unknown categories
- higher percentage of females in non-catering are married compared to LBB – 51% compared to 36%

The most significant difference for this group of staff who may TUPE out to Cambridge Education and ISS as a result of the Education and Skills ADM is the percentage of female workers compared to Barnet as a whole; 93% compared to 63% in LBB. This workforce is also a relatively ageing workforce with 5% more employees in the 40+ categories compared to LBB.

Whilst the impact on transfer is neutral, the long-term overall impact for employees is considered to be positive. The commitments to enhanced TUPE provisions and the London Living Wage were welcomed, which is a positive for lower paid predominantly female workforce. The proposal also set out a good approach to staff recruitment, retention, motivation and development and there are no planned redundancies.

Cambridge Education also have a shared culture which takes pride in belonging to a successful team and developing high quality products. They have low turnover rates and staff sickness which are both indicators of staff engagement and motivation. They have a robust performance management system in place and a policy of recruiting and promoting internally wherever possible. There is a structured learning and development programme consisting of a blend of face to face and e-learning which is available 24/7 and with learning pathways in the catering business. Most importantly Cambridge Education's bid is based on a growth model which should provide Education and Skills employees with opportunities for progression that may not be available if the service stayed with the Council. Cambridge Education operates as 'employee owned' giving opportunities for senior employees in terms of buying shares in the company and has a developed performance bonus system for general staff levels which is linked to business performance.

The contract also requires compliance with the Council's established equality and diversity policies and procedures.

These impacts are applicable in both a joint venture company model and a strategic partnering model, It is worth noting that under the strategic

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partnering model, employees would transfer directly to either Cambridge Education or ISS, as appropriate, enabling them to benefit from being employed by established organisations that specialise in their area of expertise, rather than a newly formed company.

On the basis of the dialogue that has taken place, the final tender submission and the views of evaluators involved in the final tender evaluation process, the potential transfer of these employees to Cambridge Education and ISS was considered to be a positive impact on eligible staff. No negative impacts were identified as redundancies are not planned.

The project team will continue to monitor activity during the next stage and where required mitigation will be put in place, particularly as Cambridge Education conduct service reviews as part of their 100 day plan. Any proposed changes to service level provision will require further consideration of the equalities impact on employees.

Actions proposed

Milestone 1: Draft OBC (September 2014)

Equalities should form a key component of any specifications for the alternative delivery model and will form a component of any evaluation process. Post OBC a more detailed equalities analysis will be produced.

Milestone 2: Final OBC (January 2015)

Post the final OBC to CELS committee in January 2015, a more detailed equalities analysis will be produced and will be used to inform project decisions and the procurement process.

Milestone 3: PQQ stage (March 2015)

The impact on equalities could not be determined as this will emerge later in the procurement process when information is received on proposals. Mitigating action was not required at this stage.

Milestone 4: Outline Solution and Detailed Solution stage (April – August 2015)

The Employees EIA was reviewed following the review of the Outline Solution and Detailed Solution stage of the procurement. A more detailed equalities analysis will be produced and will be used to inform project decisions and the recommendation to CELS Committee in November 2015.

Milestone 5: Final Tender stage & FBC stage (October – December 2015)

The following actions and mitigation activity are proposed and will be monitored throughout the next stage.

Characteristic	Impact	Mitigation
Gender	93% of the service is women – any change would have a bigger impact on this group.	This group is not expected to be impacted negatively. Due to the gender make up of employees, managers and Cambridge Education will be made aware to ensure that consultation with employees focuses on any potential impact on this group, should changes be implemented following reviews of the service.

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Date of Birth (Age)	Higher percentage (5% more) of workers in the 40+ age group compared to LBB	This group is not expected to be impacted negatively. Due to the age make up of employees, managers and Cambridge Education will be made aware to ensure that consultation with staff focuses on any potential impact on this group, should changes be implemented following reviews of the service.
Ethnic Group	No bias is expected, though a lower percentage of white workers in catering compared to LBB and a much higher percentage of white workers in non-catering compared to LBB Higher percentage of Black British and African within the catering service than in LBB and a much higher percentage of Black and African workers in catering compared to the non-catering workforce.	This group is not expected to be impacted negatively. Keep under review, particularly if any changes are proposed following service reviews.
Disability	There are a number of staff who have a disability.	Managers are aware of this and it will be handled appropriately as per the equalities legislation.
Same gender as at birth	No bias is expected.	This group is not expected to be impacted negatively. Keep under review, particularly if any changes are proposed following service reviews.
Pregnancy & Maternity	There are a small number of staff members who are either on maternity leave or who will be on maternity leave during the period of consultation and potential transfer to a new employer.	These individuals will retain their right to return to a similar role as they would if they remained employed by the council. Managers are aware and employees will be kept updated and included in any relevant communications. This will be handled appropriately as per the equalities legislation.
Religion or Belief	No bias is expected.	This group is not expected to be impacted negatively. Keep under review, particularly if any changes are proposed following service reviews.

<p>Sexual Orientation</p>	<p>No bias is expected, though a lower percentage of staff within catering describe themselves as heterosexual and there is a higher percentage in the prefer not to say and unknown categories.</p>	<p>This group is not expected to be impacted negatively.</p> <p>Keep under review, particularly if any changes are proposed following service reviews.</p>
<p>Marriage and Civil Partnership</p>	<p>No bias is expected, though a higher percentage of females in non-catering are married compared to LBB – 51% compared to 36%.</p>	<p>This group is not expected to be impacted negatively.</p> <p>Keep under review, particularly if any changes are proposed following service reviews.</p>

Milestone 6: Mobilisation (January – December 2016)

EIAs to be kept under review and mitigating actions stated in Milestone 5, above, to be carried out by the Council.

Changes to service level provision will require further consideration of the equalities impact, particularly following the proposed service reviews. The contract requires compliance with the Council’s established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision by Cambridge Education.

Milestone 7: Contract period (from April 2016)

Ongoing monitoring of the impact on equalities through the contract management by the Council’s contract monitoring officer, particularly if changes are proposed to service provision.

Changes to service level provision will require further consideration of the equalities impact, particularly following the proposed service reviews. The contract requires compliance with the Council’s established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision by Cambridge Education.

3. Full Service Users/Residents Equalities Impact Assessment (Neutral Impact)

Equalities Impact Assessment Overview

The impact on equalities has been considered, particularly at key milestones throughout the project. Following the evaluation of Cambridge Education's final tender, a full service users/ residents Equalities Impact Assessment was completed and the overall impact was assessed as neutral.

Consultation and engagement has taken place with key stakeholders, including schools, residents and service users. Taking account of the services included within the scope of the project, some residents and service users are potentially more likely to be affected by the project and therefore these groups (and their parents) were targeted for consultation – this included specific focus groups for parents of children with special educational needs and/or disability. Additionally, headteachers have been involved throughout the procurement process and were part of the evaluation panel.

For service users, the proposals could potentially have the largest effect on school-age children and those with a disability. However, the impact assessment for residents and service users identifies a neutral impact overall, as services will continue to be provided to the current level and quality. It is also viewed that Cambridge Education will recognise and accommodate the diversity of Barnet children and young people. This is particularly noted in the catering service where specialist provision is required for faith groups.

Cambridge Education plan to conduct service reviews as part of their 100 day plan. Any proposed changes to service level provision will require further consideration of the equalities impact on service users/residents.

The full service users/residents Equalities Impact Assessment will be presented alongside the full business case to CELS Committee in November and Full Council in December 2015.

How are the following equality strands affected?			
<i>Please detail the effects on each equality strand, and any mitigating action you have taken / required. Please include any relevant data. If you do not have relevant data please explain why / plans to capture data</i>			
Equality Strand	Affected?	Explain how affected (Data reviewed and updated October 2015)	What action has been taken / or is planned to mitigate impact?
Age	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Data</p> <p>Projected data for children and young people shows in 2015:</p> <ul style="list-style-type: none"> • Age group 5 -10 years 29,539 young people • Age group 11- 16 years 25,464 young people <p>It can be seen that there are more primary school aged children in Barnet than secondary school age children.</p> <p>The total number of 5 – 16 year old children and young people, both male and female, is 55,004.</p> <p>(Source: GLA 2013 Round Demographic Projections, 2014)</p> <p>Impact</p> <p>The services provided by the Education and Skills services are primarily for children and young people, particularly school children aged 4 – 18 years old and therefore any change to the service could affect this age group. The catering service also provides a service to other age groups – employees who work at NLBP, civic catering and catering for external organisations. Therefore although the primary age group who will be affected are school children, there are other age groups who use the service.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service</p>	<p>The key mitigation is the involvement of headteachers in the procurement process to ensure that needs of all pupils are addressed and consultation with schools, governors and parents to ensure that key concerns are identified and considered.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p> <p>It is proposed that during contract delivery, periodic Stakeholder Group meetings will be set up (2-3 times per year) with wide representation from service users. This will give service users the chance to feedback any issues and potential negative equalities impacts.</p> <p>Cambridge Education is to adhere to Barnet’s policy on equalities and if</p>

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		<p>provision continue as is, with no adverse impacts anticipated on this group. As such, the impact is considered to be neutral.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Service improvements are likely to have a positive impact on service users/residents though these will be baselined and measured as part of the reviews. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>any issues arise an action plan will be put in place.</p>
Disability	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Data Data for children and young people shows:</p> <p>Disability:</p> <ul style="list-style-type: none"> •The national averages indicate that in Barnet the 5 to 9 and 10 to 14 age cohorts have the highest number of disabled children, followed by the 15 to 19 age cohort. Whilst the 0 to 4 age cohort has the least number of disabled children. •This corresponds with Barnet’s Disabled Children’s Register where 48% are aged 5-9, 26% are aged 10-14, 18% are aged 15-19 and only 6% are aged 4 and under. •There are approximately three times more males than females on Barnet Disabled Children’s Register. •The most frequently occurring needs on the Disabled Children’s Register are speech, language and communication needs affecting 33% of all registered children. The other most frequently occurring disabilities are autistic spectrum disorders (affecting 23%), moderate learning difficulties (affecting 18%) and severe learning difficulties (affecting 17%). <p>SEN: In January 2015 a total of 62,052 pupils were on Barnet’s school rolls. Of these, 9,276 children were classed as have Special Educational Needs (SEN). This represents 14.9% of the total school roll population. Disabled pupils are</p>	<p>The key mitigation is;</p> <ul style="list-style-type: none"> • Involvement of head teachers in procurement process to ensure that needs of all pupils are addressed. • Rigorous approach to development of service specifications and KPIs to ensure that the needs of pupils with SEN are addressed • Consultation with parents of children with SEN to understand their concerns. • Consultation with schools throughout the procurement to understand their concerns for children with SEN. <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders. Consultation is</p>

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	<p>most likely classified as SEN within schools (Special Educational Needs and Disability).</p> <p>Source: SFR 25/2015: Special educational needs in England, January 2015</p> <ul style="list-style-type: none"> •There are more boys than girls with SEN across all age cohorts and SEN type. Overall, 63.7% of children with SEN are male. •There are more children aged 5-9 and 10-14 with SEN in comparison to the younger and older age cohorts. Of all children with SEN on the schools roll, 44.7% are aged 5-9 and 35.9% are aged 10-14. •Girls are less likely to have statements of SEN and more likely to receive School Action support. Of the 4,499 girls with SEN, 14.1% are statemented and 85.8% have SEN support needs. In comparison, 20.8% of boys with SEN are statemented/have an EHCP and 79.2% have SEN support needs. •Children with statements of SEN attending out of borough schools tend to be in the older age cohorts. •Within Barnet, the highest numbers of children on the school rolls with SEN are concentrated within the Burnt Oak, Colindale and Underhill wards <p>Source: School Census (Barnet), January 2015</p> <p>The Children and Families Act 2014 introduces a new requirement for councils to develop a coordinated assessment process to develop Education, Health and Care plans for eligible children with special educational needs aged 0-25. Developing an alternative delivery model for education services including SEN services may add to the complexity of assessing and delivering services to support eligible children across social care, local authority education services, schools, health and other organisations.</p> <p><u>Impact</u></p> <p>The services provided by the Education and Skills service are primarily for all school children, however there are also a number of services specifically for those with a disability – for example the SEND and Inclusion Service, and the management for SEN transport. Therefore any change to the service will affect</p>	<p>particularly important for any changes as a result of service improvements, with particular regard to SEN services and transport.</p> <p>It is proposed that during contract delivery, periodic Stakeholder Group meetings will be set up (2-3 times per year) with wide representation from service users. It has been suggested that a specific SEND group (parents and children) would be set up. This will give service users the chance to feedback any issues and potential negative equalities impacts.</p> <p>Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.</p>
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		<p>service users with a disability and/or parents of these service users.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group. As such, the impact is considered to be neutral.</p> <p>Specifically for the SEND and Inclusion Service and the management of SEN transport, Cambridge Education is aware of the challenges in Barnet and the current service. We not expecting a negative impact on this group as the service is transferring as is, however there is awareness that this is a key group of individuals that requires consideration. Service improvements to the SEN transport, such as altering routes to achieve efficiencies, are likely to have an impact on the service user but this will require consideration on a case by case basis.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	
Gender	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Data</p> <p>Data for children and young people shows in 2015 there are:</p> <p>Female:</p> <ul style="list-style-type: none"> •Age group 5 -10 years 14,382 •Age group 11- 16 years 12,384 <p>Male:</p> <ul style="list-style-type: none"> •Age group 5 -10 years 15,158 	<p>There is no evidence to suggest that one gender group will be more affected than the other, however there is a differential in pupils with SEN based on gender.</p> <p>The views of parents with children with SEN were sought and considered as part of the decision</p>

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		<p>•Age group 11- 16 years 13,081</p> <p>Source GLA 2013 Round Demographic Projections, 2014</p> <p>There are more boys than girls with SEN across all age cohorts and SEN type. Overall, 63.7% of children with SEN are male. Girls are less likely to have statements of SEN. Source: School Census (Barnet), January 2015</p> <p><u>Impact</u></p> <p>There is no evidence to show that the proposal will adversely impact on a particular gender – thus there is not expected to be any specific adverse impact on this characteristic.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group. As such, the impact is considered to be neutral.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>making process.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p> <p>It is proposed that during contract delivery, periodic Stakeholder Group meetings will be set up (2-3 times per year) with wide representation from service users. This will give service users the chance to feedback any issues and potential negative equalities impacts.</p> <p>Cambridge Education is to adhere to Barnet’s policy on equalities and if any issues arise an action plan will be put in place.</p>
Religion	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p><u>Data</u></p> <p>For Barnet’s population Christianity is the most common religion in Barnet at 48.8%, although this is proportionately lower than London at 49.4%. The second highest group are those who have no religion at 16.4% which is comparatively less than London and Great Britain. Barnet has a large Muslim population 12.5% and the largest Jewish population in London (11.5%</p>	<p>Where appropriate, service specifications and KPIs take into account the needs of religion, for example the dietary requirements of faith groups.</p>

compared to 1.8% in London).

Source: ONS Annual Population Survey 2014

The proportion of Barnet's schools' broken down by religious affiliations (all schools, including independent and academy schools):

Denomination	% of Schools
Church of England	10.6%
Jewish	18.1%
Muslim	0.6%
No religious character	60.0%
Other	0.6%
Other Christian Faith	0.6%
Roman Catholic	9.4%
Grand Total	100.0%

Source: SFR 16/2015 Schools, Pupils and their Characteristics, January 2015

The breakdown of religion in school does not accord with the breakdown of religion in the wider Barnet population, however, the religion individuals practice does not necessarily correlate directly with the educational provision they prefer.

Impact

There is no evidence to show that the proposal will adversely impact on a particular religious group more than any other or those without a stated religion.

Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and

Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.

It is proposed that during contract delivery, periodic Stakeholder Group meetings will be set up (2-3 times per year) with wide representation from service users. It has been suggested that a specific Catering group would be set up and thus any impact on dietary requirements could be raised. This will give service users the chance to feedback any issues and potential negative equalities impacts.

Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.

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		<p>service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group. As such, the impact is considered to be neutral.</p> <p>Specifically for the catering service, Cambridge Education is aware of the diversity in Barnet and the current service requirements. We not expecting a negative impact on religious groups as service provision for faith groups (e.g. of Kosher and halal foods) will continue.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>																																																																						
Race / Ethnicity	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Data</p> <p>The Borough will become increasingly diverse, driven predominantly by natural change in the existing population. Over 50% of all 0-14 year olds in Barnet are from a BAME background in 2015 and this is forecast to continue to increase.</p> <table border="1" data-bbox="506 895 1491 1367"> <thead> <tr> <th rowspan="2">Ethnic Groups</th> <th colspan="3">% of Barnet population (Age 0-90+)</th> <th colspan="3">% of Barnet population (Age 0-14)</th> </tr> <tr> <th>2015</th> <th>2020</th> <th>2025</th> <th>2015</th> <th>2020</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>All Ethnicities</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>61%</td> <td>59%</td> <td>57%</td> <td>47%</td> <td>44%</td> <td>43%</td> </tr> <tr> <td>Black Caribbean</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Black African</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>9%</td> <td>9%</td> <td>9%</td> </tr> <tr> <td>Black Other</td> <td>3%</td> <td>4%</td> <td>4%</td> <td>7%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Indian</td> <td>7%</td> <td>7%</td> <td>7%</td> <td>6%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Pakistani</td> <td>2%</td> <td>2%</td> <td>2%</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Bangladeshi</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> </tbody> </table>	Ethnic Groups	% of Barnet population (Age 0-90+)			% of Barnet population (Age 0-14)			2015	2020	2025	2015	2020	2025	All Ethnicities	100%	100%	100%	100%	100%	100%	White	61%	59%	57%	47%	44%	43%	Black Caribbean	1%	1%	1%	1%	1%	1%	Black African	6%	6%	6%	9%	9%	9%	Black Other	3%	4%	4%	7%	7%	7%	Indian	7%	7%	7%	6%	6%	6%	Pakistani	2%	2%	2%	2%	2%	2%	Bangladeshi	1%	1%	1%	1%	1%	1%	<p>Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.</p> <p>Where appropriate, service specifications and KPIs take into account the needs of race and ethnicity.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p>
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Chinese	2%	3%	3%	2%	2%	2%																									
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BAME	39%	41%	43%	53%	56%	57%																									
Pregnancy and Maternity	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Data In 2015 the projected number of births in the borough is 5,659. Between 2015 and 2026 the number of births per year is projected to rise from 5,659 in 2015 to 5,710 in 2026. There is expected to be a peak in 2023.</p> <p>The child population (0 to 15 year-old) is projected to grow by up to 11,500 people (15.4%) by 2026 after which it is projected to gradually decline.</p> <p>Source: GLA 2013 Round Demographic Projections, 2014</p>	<p>Cambridge Education is to adhere to Barnet’s policy on equalities and if any issues arise an action plan will be put in place.</p> <p>Where appropriate, service specifications and KPIs take into account the needs of pregnancy and maternity.</p>																												

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		<p>The high rates of population growth for children and young people (CYP) will occur in wards with planned development works and are predominantly in the west of the Borough. Source: Barnet's JSNA 2015 – 2020</p> <p><u>Impact</u> There is no evidence to show that the proposal will adversely impact on pregnancy or maternity.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p>
Sexual orientation	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<p>Data is unavailable at this point.</p> <p><u>Impact</u> There is no evidence to show that the proposals will adversely impact on people based on their sexual orientation.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group.</p>	<p>Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.</p> <p>Where appropriate, service specifications and KPIs take into account the needs of sexual orientation.</p> <p>Service reviews are to be</p>

Appendix C

		<p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>undertaken as part of their 100 day plan and will include consultation with stakeholders.</p>
<p>Gender reassignment</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>At present, there is no official estimate of the transgender population. GIRES, the Gender Identify Research and Education Society, estimate the number of transgender people in the UK to be between 300,000 and 500,000. Additionally, GIRES estimate that 0.6-1% of the population may experience gender dysphoria (a medical term used to describe the negative feelings associated with the sense that a person's gender identity doesn't match up with the body they were born in).</p> <p>Source: GIRES, 2014</p> <p>There is no data available on Gender Reassignment for Barnet's population and this data is not available from the 2011 Census.</p> <p>Impact There is no evidence to show that the proposals will adversely impact on people based on gender reassignment.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.</p> <p>Where appropriate, service specifications and KPIs take into account the needs of transgender people.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p>

Appendix C

<p>Marital Status</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>Data is unavailable at this point.</p> <p><u>Impact</u></p> <p>As the services mainly support children and young people, marital status is less likely to be of relevance.</p> <p>The services include education welfare services, which support and take enforcement action against parents whose children are not attending school. Information on the family background, including lone parents, is taken into account when making decisions on appropriate action. Decisions to prosecute parents will remain the responsibility of the local authority.</p> <p>There is no evidence to suggest that one marital status group will be more affected than any other.</p> <p>Overall, the proposal from Cambridge Education maintains service levels by investing in resources to drive growth through business development and service improvement. This means services users/residents will see service provision continue as is, with no adverse impacts anticipated on this group.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and reports produced with clear recommendations for services. Any recommendations that are to be implemented will require consideration of the equalities impact.</p>	<p>There is no evidence to suggest that one marital status group will be more affected than any other. However, a rigorous approach to development of service specifications and KPIs has been undertaken to ensure that the needs of parents are taken into account when determining any enforcement action.</p> <p>Service reviews are to be undertaken as part of their 100 day plan and will include consultation with stakeholders.</p> <p>Cambridge Education is to adhere to Barnet's policy on equalities and if any issues arise an action plan will be put in place.</p>
<p>Other key groups?</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>No other groups were considered to be impacted.</p>	

<p><i>What will be the impact of delivery of any proposals on satisfaction ratings amongst different groups of residents?</i></p>
<p>Due to the sensitive nature of some of the services in scope and the nature of the decision to be made, satisfaction ratings may initially drop among service users and the public. However, it is proposed that service provision will continue as is, so satisfaction amongst specific group should not decline. Cambridge Education’s final tender demonstrates that the aims of the alternative delivery model can be met by investing in resources to drive growth through business development and service improvement. The service improvements to grow the service may impact positively on satisfaction ratings. The reputation of Cambridge Education as a specialist educational organisation may also impact positively on satisfaction ratings.</p>
<p><i>How does the proposal enhance Barnet’s reputation as a good place to work and live?</i></p>
<p>Services will continue to be provided to the current level and quality. The final tender proposes two models based on growth, which demonstrates Cambridge Education’s ability to achieve the budget savings target set by the Council, maintenance of Barnet’s excellent education offer and maintenance of an excellent relationship between the Council and schools. A seamless transition is proposed to minimise reputational risks to both the Council and Cambridge Education, therefore minimising disruption in service delivery to users. Cambridge Education is also a specialist education organisation that holds its reputation as paramount to its success.</p> <p>It is through the partnership working of the Council, Cambridge Education, ISS and Barnet schools the shared values and outcomes for the benefit of children and young people in Barnet will be achieved. Keeping children and young people at the centre of the service, together with the existing reputations of Barnet schools and Cambridge Education, is what may to continue to attract people to live and work in Barnet.</p>
<p><i>How will members of Barnet’s diverse communities feel more confident about the council and the manner in which it conducts its business?</i></p>
<p>The project process has been transparent and all residents were able to complete the consultation and provide their views. Additionally, the council appointed OPM, an independent market research organisation, to carry out the detailed analysis of responses. This information was used to develop the outline business case and the findings were presented to CELS Committee in January 2015. This was a robust process which looked to assure people of the validity of the findings.</p> <p>The Council also commissioned Local Partnerships to undertake a one day health check of the project to review the project’s processes and provide assurance. The outcome of the review was very positive and reassuring – a few recommendations were provided and these have been put in place where possible or planned for the next stage of the project.</p> <p>In their final tender, Cambridge Education and ISS have noted that a key focus for them is to engage with key stakeholders schools, employees</p>

and service users during mobilisation and the duration of the contract. This is in order to ensure they are providing the right services to schools which suit the individual school and service user needs, and ensure that they are meeting all responsibilities and statutory duties. Consultation with stakeholders will also take place as part of their service reviews. The process will also identify areas where improvements should take place or whether there are any potential areas for growth.

Please outline what measures and methods have been designed to monitor the application of the policy or service, the achievement of intended outcomes and the identification of any unintended or adverse impact? *Include information about the groups of people affected by this proposal. Include how frequently the monitoring will be conducted and who will be made aware of the analysis and outcomes? This should include key decision makers.*

The service specifications will be delivered as per our requirements, which take into account Barnet policy and procedures. In addition, a clear set of measurable outcomes and key performance indicators have been developed to ensure outcomes are achieved and service level and quality is maintained. These will be monitored regularly throughout to the contract.

Any proposed changes to service level provision will require consideration of the equalities impact on employees, service users and residents. The contract requires compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision. Any unintended or adverse impacts on equalities that are identified through contract monitoring or other arrangements will require mitigation and an action plan put in place.

How will the new proposals enable the council to promote good relations between different communities? Include whether proposals bring different groups of people together, does the proposal have the potential to lead to resentment between different groups of people and how might you be able to compensate for perceptions of differential treatment or whether implications are explained.

Service provision will be maintained, with the service to be delivered to our specifications. The current service is already suitable for all and has not led to resentment between different groups of people.

Throughout this process the Council has engaged with service users, residents and most prominently schools in order to ensure that the needs of all stakeholders and specific groups are considered.

How have employees and residents with different needs been consulted on the anticipated impact of this proposal? How have any comments influenced the final proposal? Please include information about any prior consultation on the proposal been undertaken, and any dissatisfaction with it from a particular section of the community. Please refer to Table with data

Alongside consultation with schools, a resident consultation and three focus groups (including a group of parents of children with SEN) were undertaken in order to gain the views of residents and service users. Their views were taken into consideration in the analysis and options appraisal which can be seen in the updated OBC which was approved by CELS Committee in January 2015. As part of the decision making process the council fully considered and gave due regard to the responses to the consultations and this Equalities Impact Assessment. The consultation noted that there is an appetite to improve services however there are some concerns all of the models (excluding the in-house option) could put more pressure on schools and possible impact on quality, alongside the worry around the motivation of a third party provider and the possible impact on service provision. In addition there were queries raised on the appropriateness of services for SEN and vulnerable pupils being offered by an organisation other than the council, since these are core services requiring knowledge and accountability.

These concerns have been considered particularly as part of dialogue session with the bidders, involving service leads and headteachers when appropriate. It allowed for issues and concerns to be raised and impacts considered. Cambridge Education has demonstrated sound understanding and experience in delivering similar education services, including statutory services for SEN. ISS has also demonstrated understanding and experience in delivering education catering, including school meals to children and young people and those with specialist requirements.

The evaluation panel for the final tender, which included The Education and Skills Director and Head of Education Partnership and Commercial Services, specialist advisors and school representatives, were also given the opportunity to comment on whether they observed any impacts on equalities for service users/residents as part of the evaluation and moderation process. No negative impacts on specific groups were identified and the overall impact was considered as neutral.

Overall Assessment

Overall impact		
Positive Impact <input type="checkbox"/>	Negative Impact or Impact Not Known ¹ <input type="checkbox"/>	No Impact <input checked="" type="checkbox"/>
Scale of Impact		
Positive impact: Minimal <input type="checkbox"/> Significant <input type="checkbox"/>	Negative Impact or Impact Not Known Minimal <input type="checkbox"/> Significant <input type="checkbox"/>	

Outcome			
No change to decision <input checked="" type="checkbox"/>	Adjustment needed to decision <input type="checkbox"/>	Continue with decision <i>(despite adverse impact / missed opportunity)</i> <input type="checkbox"/>	If significant negative impact - Stop / rethink <input type="checkbox"/>

3.10 Please give a full explanation for how the assessment and outcome was decided

Milestone 1: Draft OBC (September 2014)
 At this stage of the project (early Assessment phase) the new Delivery Model is not known and therefore it is not possible to fully assess the impact (in line with the LBB processes this cannot be completed until the new model is known). Given what is known at the moment and the objectives of the project any impact is anticipated to be positive due to the desire to improve the performance of services, which given the

¹ 'Impact Not Known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands.

nature of these services such as Special Educational Needs would have a positive impact on those with Disabilities (and due to the over representation in the cohort males).

There is anticipated to be no negative impact on any protected characteristics due to there being no anticipated reduction in service nor any anticipated fundamental change in the mechanism of service delivery and therefore it is anticipated that all those who currently access/receive services will still do so under the alternative delivery model.

Milestone 2: Final OBC (January 2015)

CELS committee in September 2014 decided to further develop the options appraisal on four potential delivery models - In-house, Schools-led social enterprise, joint venture with schools having a commissioning role and joint venture with schools having an ownership role.

Alongside consultation with schools, a resident consultation and three focus groups (including a group of parents of children with SEN) have been undertaken in order to gain the views of residents and service users. Their views have been taken into consideration in the analysis and options appraisal which can be seen in the updated OBC. As part of the decision making process the council will fully consider and give due regard to the responses to the consultations and this Equalities Impact Assessment. The consultation noted that there is an appetite to improve services however there are some concerns all of the models (excluding the in-house option) could put more pressure on schools and possible impact on quality, alongside the worry around the motivation of a third party provider and the possible impact on service provision. In addition there were queries raised on the appropriateness of services for SEN and vulnerable pupils being offered by an organisation other than the council, since these are core services requiring knowledge and accountability. These concerns have been taken into consideration during the decision making for the preferred option.

The Initial Residents and Service Users Equality Impact Assessment has been reviewed and updated to take into account the further analysis and development of the potential models which has taken place. A summary of the potential impact for all four models is noted below.

MODEL	SUMMARY OF POTENTIAL KEY OUTCOMES / IMPACTS
Model A: In house	It is anticipated that although there would be some potential growth and changes in services, it is highly likely that there will need to be service reductions in order to deliver the required service savings.
Model B: Schools-led social enterprise	It is anticipated that there would be some growth and changes in services however depending on the ability of the business to grow its income sufficiently or quickly enough to offset any of the savings required by the council, it is likely that there would need to be some service reduction.
Model C: Joint venture	It is anticipated that through growth in services and attracting income, this model would maintain and improve

<p>with schools having a commissioning role</p>	<p>service delivery. It is not anticipated that service reductions would be required.</p>
<p>Model D: Joint venture with schools having an ownership role</p>	<p>It is anticipated that through growth in services and attracting income, this model would maintain and improve service delivery. It is not anticipated that service reductions would be required</p>

It is anticipated that for the joint venture model any impact would be positive due to the desire to improve the performance of services. There is anticipated to be no negative impact on any protected characteristics due to there being no anticipated reduction in service and therefore it is anticipated that those who currently access/receive services will still do so under the alternative delivery model. However until the next stage when the Business Case is produced, the procurement process is underway and the detailed service specifications are agreed, the impact is not certain.

Milestone 3: PQQ stage (March 2015)

The impact on equalities could not be determined as this will emerge later in the procurement process when information is received on proposals. Mitigating action was not required at this stage.

Milestone 4: Outline Solution and Detailed Solution stage (April – August 2015)

Following the decision by CELS committee to proceed with the development of a full business case, the procurement phase was initiated with a view to establishing a joint venture company.

During the procurement process we have taken due regard to equalities. The concerns raised by the consultation have been taken into consideration during the procurement process through the dialogue. There has been ongoing engagement with schools through the procurement process. Various headteacher representatives have participated in both the dialogue process and the evaluation of submissions, as well as ongoing consultation with the Headteacher Reference Group on issues emerging from dialogue.

As part of the procurement process, the bidders were provided with relevant information on Barnet policies, which included the equalities policy and the children and young people plan.

In their Outline Solution, Cambridge Education proposed a joint venture company model and a variant bid which proposed a strategic partnering model. The details of both models were developed in their Detailed Solution. A key difference between the two models was

regarding the governance arrangements. Under the joint venture company model, there would be a new company owned by the Council and the bidder that would deliver the services to schools as well to the Council. The company would contract directly with schools and would sub-contract the task of delivery to the bidder and its sub-contractor. Under the strategic partnering model, the Council would enter into the services contract directly with the bidder. The bidder and its catering sub-contractor would enter into contracts directly with the schools. At this stage, Either model is likely to have a natural impact on equalities for service users and residents.

Having reviewed the bidders Outline Solution and the Detailed Solution, it is anticipated that through growth in services and attracting income, this model would maintain and improve service delivery and therefore any potential impact would be positive rather than negative due to the ambition to improve the outcomes for children and young people, thus performance of services. There is anticipated to be no negative impact on any protected characteristics due to there being no anticipated reduction in service. Therefore it is anticipated that those who currently access/receive services will still do so under the either alternative delivery model. It is felt that at this stage any proposed changes to the way in which a service will be delivered will either have a neutral or positive impact. However, until the procurement process ends and the final tender is received the impact on residents and service users is not certain.

A Full Equalities Impact Assessment will be produced when the procurement process concludes and a final tender is received. This will enable a full assessment of the impact to be undertaken and identification of any further mitigating actions required. Mitigating action to address any resident concern in relation to the level and quality of services will form part of the procurement and contractual negotiations.

Milestone 5: Final Tender stage & FBC stage (October – December 2015)

The evaluation panel for the final tender, which included The Education and Skills Director and Head of Education Partnership and Commercial Services, specialist advisors and school representatives, were also given the opportunity to comment on whether they observed any impacts on equalities for service users/residents as part of the evaluation and moderation process. No negative impacts on specific groups were identified and the overall impact was considered as neutral, irrespective of the delivery model.

The final tender has clarified that if Cambridge Education will deliver services to our specifications. Their proposal has not raised any concerns regarding any negative equality impacts to service users or residents. The impact assessment for service users/residents identifies a neutral impact overall, as services will continue to be provided to the current level and quality.

The Initial Equalities Impact Assessments (completed at Outline Business Case stage) noted that there were likely to be no negative impacts and some positive impacts were expected and the overall impact was likely to be seen as positive. This was an optimistic assessment and

having reviewed the final tender, it is viewed that overall there would be a neutral impact, most significantly as there should be no difference in the service received by service users/residents as all services would be maintained through this contract.

Cambridge Education plan to conduct service reviews as part of their 100 day plan to mobilise the services. Any proposed changes to service level provision will require further consideration of the equalities impact on service users/residents. The contract requires compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision.

Milestone 6: Mobilisation (January – December 2016)

EIAs to be kept under review. Mitigating actions stated in the data table above (How are the following equality strands affected?) are to be carried out by the Council.

Changes to service level provision will require further consideration of the equalities impact, particularly following the proposed service reviews. The contract requires compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision by Cambridge Education.

Milestone 7: Contract period (from April 2016)

Ongoing monitoring of the impact on equalities through the contract management by the Council's contract monitoring officer, particularly if changes are proposed to service provision.

Changes to service level provision will require further consideration of the equalities impact, particularly following the proposed service reviews. The contract requires compliance with the Council's established equality and diversity policies and procedures, including the provisions of Equality Impact Assessments for any proposed changes in service provision by Cambridge Education.