

Supplementary Agenda



Educational Services Committee

Date: Wednesday, 5 June 2019

Time: 14:00

Venue: Civic Space,
Council Offices, 16 Church Street, Dumbarton

Contact: Scott Kelly, Committee Officer
Tel: 01389 737220 scott.kelly@west-dunbarton.gov.uk

Dear Member

ADDITIONAL APPENDICES AND ITEM TO FOLLOW

I refer to the agenda for the above Meeting of the Educational Services Committee which was issued on 23 May 2019 and now enclose for your attention a number of 'Equality Impact Screening and Assessment Forms' which form additional appendices to Items 9, 10, 11, 13 and 14, together with a copy of the report relating to Item 16, 'Procurement of Contracts', which was not available for issue at that time.

Yours faithfully

JOYCE WHITE

Chief Executive

Note referred to:-

Additional Appendices

9 REVISED WDC PARENTAL AND FAMILY ENGAGEMENT STRATEGY 197 – 204

Submit additional appendix (Appendix 3 'Equality Impact Screening and Assessment Form') in relation to the above report.

10 PUPIL EQUITY FUNDING IN WEST DUNBARTONSHIRE SCHOOLS 205 – 212

Submit additional appendix (Appendix 4 'Equality Impact Screening and Assessment Form') in relation to the above report.

11 SCOTTISH ATTAINMENT CHALLENGE CARE EXPERIENCED CHILDREN FUND IN WEST DUNBARTONSHIRE SCHOOLS 213 – 220

Submit additional appendix (Appendix 3 'Equality Impact Screening and Assessment Form') in relation to the above report.

13 SUPPORTING DISTRESSED AND CHALLENGING BEHAVIOUR IN EDUCATIONAL SETTINGS 221 – 228

Submit additional appendix (Appendix 2 'Equality Impact Screening and Assessment Form') in relation to the above report.

14 EDUCATION, LEARNING & ATTAINMENT (ELA) DELIVERY PLAN: AUGUST 2019 TO JULY 2020 229 – 236

Submit additional appendix (Appendix 2 'Equality Impact Screening and Assessment Form') in relation to the above report.

Item to Follow

16 PROCUREMENT OF CONTRACTS 237 – 240

Submit report by the Chief Education Officer providing an update on contracts that require to be procured and seeking approval:

- (a) to authorise the continuation of the existing contracts utilising the Scotland Excel framework agreements for Children's Residential Care, Secure Care, Special Day Education and Residential Short Breaks Placements;
- (b) to authorise the continuation of call off contracts utilising the Scotland Excel framework agreements for Education Supplies; and
- (c) to initiate the procurement processes for the procurements described in the report for other specialist services.

Distribution:

Councillor Karen Conaghan (Chair)	Councillor John Mooney
Councillor Jim Brown	Councillor Sally Page
Councillor Ian Dickson (Vice Chair)	Councillor Martin Rooney
Councillor Diane Docherty	Mrs Barbara Barnes
Councillor Jim Finn	Mr Gavin Corrigan
Provost William Hendrie	Miss Ellen McBride
Councillor Daniel Lennie	Ms Karen McKinlay
Councillor Caroline McAllister	Miss Sheila Rennie
Councillor Jonathan McColl	Ms Julia Strang
Councillor John Millar	Ms Michelle Stuart

All other Councillors for information

Strategic Director – Transformation & Public Service Reform
Chief Education Officer

Date of Issue: 31 May 2019

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*<http://www.west-dunbarton.gov.uk/privacy/privacy-notice/>

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Revised West Dunbartonshire Parental and Family Engagement Strategy
Lead Department & other departments/ partners involved:	Education, Learning and Attainment
Responsible Officer	Susan Gray – Education Officer
Impact Assessment Team	Susan Gray – Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 2 June 2019	End date: 2 June 2019
Who are the main target groups/ who will be affected by the PFD ?	Pupils across all sectors in West Dunbartonshire, their parents and carers, all school staff
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – The existing Strategy has been revised with a shift in emphasis to greater collaboration with parents and families. It is envisaged that this will provide parents with early involvement and a more collaborative role in the improvement activities of the service. Parents and families will also have a stronger influence in shaping plans and strategies for the service.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race	N/A		
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i>			
Section 5: Addressing impacts Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan			
1. No major change			
2. Continue the PFD			
3. Adjust the PFD			
4. Stop and remove the PFD			

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
N/A				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

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Section 7: Monitoring and review

Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	
When will the PFD be reviewed?	
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Susan Gray – Education Officer	Date: 30/5/19
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 30/5/19

Section 9: Follow up action

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:

Give details, insert name and number of covalent action and or related PI:

Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Implementation of Pupil Equity Fund (PEF)
Lead Department & other departments/ partners involved:	Education, learning and Attainment
Responsible Officer	Claire Cusick Senior Education Officer
Impact Assessment Team	Claire Cusick Senior Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 2 June 2019	End date: 2 June 2019
Who are the main target groups/ who will be affected by the PFD ?	Pupils across all sectors in West Dunbartonshire who are in receipt of a free school meal, their parents and carers, all school staff
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – PEF is designed to ensure equity for those most affected by poverty. It allows HTs to lead their school communities in planning for effective interventions to close the poverty related attainment gap between children in the lowest deciles and their peers. National operating models ensure HTs and LA' s are clear of their roles and the expectations of spending and are using data consistently to identify and target support at those who need it most. It recognises that schools are best placed to close the gap when working with partners and in the development of positive relationships.
Yes:	If yes, complete all sections, 2-9

No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance
Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	There has been consultation with HT's, practitioner forums, Education central staff and Trade Union Colleagues. Schools must consult with partners in their community and ensure their views are reflected in the decisions made about spend and interventions for equity.
Research and relevant information	Scottish Government Documentation – National Operating Guidance Scottish Attainment Challenge, Pupil Equity Funding, GIRFEC, Children and Young People (Scotland) Act2014
Officer knowledge	Feedback from professional learning visits and dialogue at professional forums, PEF panel feedback and monitoring , school reporting on plans
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	Participants at professional forums such as/HT PT/DHT/ASN and Curriculum leaders' have indicated they welcome PEF , guidance and advice and value the positive impact on the raising attainment agenda for those most at risk of missing out.
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	

Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation

			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race	N/A		
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:
<i>Note: Link to Section 6 below Action Plan</i>

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
N/A				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

No

Section 7: Monitoring and review

Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	Yes, we will monitor impact of PEF to determine positive impact on those it is intended for.
When will the PFD be reviewed?	termly
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	Yes, I have read the guidance

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Claire Cusick Senior Education Officer	Date: 2/5/19
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 2/5/19

Section 9: Follow up action

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:CCusick	Date:2/5/19

Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature: CCusick	Date:5/6/19
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:27/5/19

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Implementation of Care Experienced Children's Fund
Lead Department & other departments/ partners involved:	Education, learning and Attainment
Responsible Officer	Claire Cusick Senior Education Officer
Impact Assessment Team	Claire Cusick Senior Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 2 June 2019	End date: 2 June 2019
Who are the main target groups/ who will be affected by the PFD ?	Care Experienced Children and Young People from birth to 25 across all sectors in West Dunbartonshire.
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – Care experienced Children's fund is designed to ensure equity and positive outcomes for those most affected by being in the care system. It allows schools and partner organisations to plan together to lead their school and wider communities in planning for effective interventions to close the attainment gap between children who have experienced care and their peers. National operating models ensure LA' s is clear of the roles and the expectations of spending and are using data consistently to identify and target support at those who need it most. It recognises that schools are best placed to close the gap when working with partners and in the development of positive relationships.

Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance
Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	There has been consultation with HT's, Nurtured DIG colleagues and Education central staff. Partners plan taking cognisance of the strategic needs analysis for WDC and ensure the views of young care experienced people and their carers are reflected in the decisions made about spend and interventions for equity.
Research and relevant information	Scottish Government Documentation – National Operating Guidance Scottish Attainment Challenge, Care Experienced Children's Fund, GIRFEC, Children and Young People (Scotland) Act2014
Officer knowledge	Feedback from professional learning visits and dialogue at professional forums, Funding Governance Panel feedback and monitoring , Service reporting on individual plans
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	Participants at professional forums such as Nurtured DIG and Joint Children's Services Review Group have indicated they welcome the fund , guidance and advice and value the positive impact on the raising attainment agenda for those most at risk of missing out due to care experiences.

Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief

			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity
			Cross cutting

Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race	N/A		
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			

Sexual Orientation			
Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
<i>Note: Link to Section 6 below Action Plan in terms of addressing impacts</i>			
Section 5: Addressing impacts			
Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan			
1. No major change			
2. Continue the PFD			
3. Adjust the PFD			
4. Stop and remove the PFD			

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
N/A				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity

				Cross cutting
Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD				
No				
Section 7: Monitoring and review				
Please detail the arrangements for review and monitoring of the policy				
How will the PFD be monitored? What equalities monitoring will be put in place?		Yes, we will monitor impact of Care Experienced Children Fund to determine positive impact on those it is intended for.		
When will the PFD be reviewed?		termly		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		Yes, I have read the guidance		
Section 8: Signatures				
The following signatures are required:				
Lead/ Responsible Officer:		Signature: Claire Cusick Senior Education Officer		Date: 2/5/19
EIA Trained Officer:		Signature: Alan Munro – Quality & Performance Officer		Date: 2/5/19
Section 9: Follow up action				
Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages		Signature:		Date:

Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:CCusick	Date:2/5/19
Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature: CCusick	Date:5/6/19
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:27/5/19

EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact community.planning@west-dunbarton.gov.uk

Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Supporting Distressed and Challenging Behaviour Policy
Lead Department & other departments/ partners involved:	Education, learning and Attainment
Responsible Officer	Claire Cusick Senior Education Officer
Impact Assessment Team	Claire Cusick Senior Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 2 June 2019	End date: 2 June 2019
Who are the main target groups/ who will be affected by the PFD ?	Pupils across all sectors in West Dunbartonshire, their parents and carers, all school staff
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – The existing policy has been revised with a shift in emphasis to ensure greater consistency in approaches to supporting children and young people and reflect on latest National Expectations; in line with the UNCRC . It is envisaged that this will provide staff with strategies to support early and effective intervention and be clearer in in their individual and collective responsibilities and roles. It also ensures the voice of parents and young people are integral to the planning processes.
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	There has been consultation with HT's, practitioner forums, Education central staff and Trade Union Colleagues.
Research and relevant information	Scottish Government Documentation – Included , Engaged and Involved, GIRFEC, Children and Young People (Scotland) Act2014 Children's Commissioner's Report – No Safe Place
Officer knowledge	Feedback from professional learning visits and dialogue at professional forums
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	Participants at professional forums such as PT/DHT/ASN and pupil support curriculum leaders' have indicated they welcome revised and updated support and guidance in terms of supporting distressed and challenging behaviour .
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
N/A			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race	N/A		
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:
<i>Note: Link to Section 6 below Action Plan</i>

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
N/A				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

No

Section 7: Monitoring and review

Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	Yes, we will monitor impact of policy to determine trends emerging including those with protected characteristics.
When will the PFD be reviewed?	termly
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	Yes, I have read the guidance

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Claire Cusick Senior Education Officer	Date: 2/5/19
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 2/5/19

Section 9: Follow up action

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:CCusick	Date:2/5/19

Give details, insert name and number of covalent action and or related PI:		
Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature: CCusick	Date:5/6/19
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:27/5/19

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Section 1: Policy/Function/Decision (PFD) Details	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	EIA - Education, Learning & Attainment (ELA) Delivery Plan August 2019 to July 2020 - June 2019
Lead Department & other departments/ partners involved:	Education, Learning & Attainment
Responsible Officer	Laura Mason – Chief Education Officer
Impact Assessment Team	Laura Mason – Chief Education Officer Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	New
Start date: 5 June 2019	End date: 5 June 2019
Who are the main target groups/ who will be affected by the PFD ?	All school pupils and their families
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	Yes – The Delivery Plan sets out the objectives and actions for the forthcoming year to educate young people in West Dunbartonshire
Yes:	If yes, complete all sections, 2-9
No:	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

Section 2: Evidence	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
Available evidence:	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	
Research and relevant information	
Officer knowledge	
Equality Monitoring information – including service and employee monitoring	
Feedback from service users, partner or other organisation as relevant	
Other	
Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these	

Note: Link to Section 6 below Action Plan to address any gaps in evidence

Section 3: Involvement and Consultation

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

Details of consultations	Dates	Findings	Characteristics
			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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Note: Link to Section 6 below Action Plan

Section 4: Analysis of positive and Negative Impacts

Protected Characteristic	Positive Impact	Negative Impact	No impact
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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Note: Link to Section 6 below Action Plan in terms of addressing impacts

Section 5: Addressing impacts
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

Section 6: Action Plan describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
Action	Responsible person	Intended outcome	Date	Protected Characteristic
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity
				Cross cutting

Are there any negative impacts which cannot be reduced or removed? please outline the reasons for continuing the PFD

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Section 7: Monitoring and review

Please detail the arrangements for review and monitoring of the policy

How will the PFD be monitored? What equalities monitoring will be put in place?	
When will the PFD be reviewed?	
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement	

Section 8: Signatures

The following signatures are required:

Lead/ Responsible Officer:	Signature: Laura Mason - CEO	Date: 30/5/19
EIA Trained Officer:	Signature: Alan Munro – Quality & Performance Officer	Date: 30/5/19

Section 9: Follow up action

Publishing: Forward to community Planning and Policy for inclusion on intranet/internet pages	Signature:	Date:
Service planning: Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:

Give details, insert name and number of covalent action and or related PI:

Committee Reporting: complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
Completed form: completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date:

WEST DUNBARTONSHIRE COUNCIL
Report by Chief Education Officer
Educational Services Committee: 5 June 2019

Subject: Procurement of Contracts

1. Purpose

1.1 This report provides Committee with an update on contracts that require to be procured and seeks authorisation from Committee to:

- authorise the continuation of the existing contracts utilising the Scotland Excel framework agreements for Children's Residential Care, Secure Care, Special Day Education and Residential Short Breaks Placements;
- authorise the continuation of call off contracts utilising the following Scotland Excel framework agreements for Education Supplies; and
- initiate the procurement processes for the procurements described in the report for other specialist services.

2. Recommendations

2.1 It is recommended that Committee:

- a) Authorises the continuation of the existing contracts utilising the Scotland Excel framework agreements for Children's Homes and Secure Care and Specialist Services identified at paragraph 4.1 of this report for the next four financial years when the position will be reviewed and reported to a future meeting of this Committee;
- b) Authorise the continuation of call-off contracts utilising the following Scotland Excel framework agreements for Educational Supplies identified at paragraph 4.2 of this report for the next four financial years when the position will be reviewed and reported to a future meeting of this Committee; and
- c) Authorises the initiation of the procurement processes, for the procurements set-out in paragraph 4.3 of this report, noting that the outcome of these process will be reported to a future Tendering Committee.

3. Background

3.1 The level of compliant spend within Education, Learning and Attainment (ELA) in financial year 2018/2019 was approximately 82.4%. A corporate target of 90% has been set for financial year 2019/2020). ELA is working with the Corporate Procurement Unit and have developed a plan to increase levels of

compliance with the procurement legislation and the Council's Standing Orders and Financial Regulations.

4. Main Issues

4.1 Children's Residential Care, Secure Care, Special Day Education and Residential Short Breaks Placements

4.1.1 The Council requires to purchase care placements on an ongoing basis to meet the needs of looked after children and young people as and when this is required. The Council, through ELA, currently uses Scotland Excel FAs for this service need. Due to the nature of this spend the contract strategy for this type of procurement has identified that these FAs continue to be the most appropriate means of procuring this type of service as they provide the Council with clear and transparent pricing information which confirms services within the agreed fee and the cost.

4.1.2 It is therefore proposed that the ELA continues to use these FAs for this purpose. Continuation of the existing contracts utilising the Scotland Excel FAs for Children's Residential Care and Education including Short Breaks (Scotland Excel contract reference 0517) and Secure Care (Scotland Excel contract reference 0716) ensures compliance with the Council's Standing Orders and Financial Regulations. The indicative annual costs from 2019/20 onwards is £3.745m based on the 2019/20 ELA revenue budget, though actual spend will vary dependant on need.

4.2 Educational Supplies

The Council has a procurement requirement to purchase "educational supplies" and currently does this through four Scotland Excel FAs. In considering options for future procurement of such supplies the contract strategy has concluded that these should continue to be used. Continuation of call-off contracts utilising the following Scotland Excel FAs: Education Materials (Scotland Excel contract reference 0916), Education and Office Furniture (Scotland Excel contract reference 0216), Library Books and Text Books (Scotland Excel contract reference 0617) and Audio Visual Equipment (Scotland Excel contract reference 0618) ensures compliance with the Council's Standing Orders and Financial Regulations. Based on 2019/20 budget levels and 2018/19 actual costs the indicative costs per year from 2019/20 onwards is £0.461m.

4.3 Other Specialist Services

ELA has a requirement to utilise specialist educational support services where such services are not provided in-house in areas such as: further education, outdoor education services, specialist educational support services and counselling services. ELA has been using suppliers for these services for a number of years and these arrangements require to be formalised through a procurement process. This process will involve the Corporate Procurement Unit and ELA agreeing an appropriate approach following the agreement of a contract strategy. The estimated annual spend on these services is around £0.525m and the procurement process will cover

the next four years. The outcome of these processes will be reported to future Tendering Committees.

4.4 Urgent Requirement to place Children and Young People in Residential Care and Secure Care Services

There may be instances where ELA requires to place children and young people urgently in Residential Care or Secure Care outwith the Scotland Excel FA due to specific individual needs. In such instances there is generally no time to develop a contract strategy. These requirements are budgeted for in a budget based on expected levels of need, however given the volatile nature of demand for these services pressure is often placed on the budget for these services. Information on such placements will be reported to future Tendering Committees.

5. People Implications

5.1 There are no people implications associated with this report.

6. Financial and Procurement Implications

6.1 Note the 2019/20 annual estimated value of the procurements detailed in this report is estimated at £5.659m. The ELA revenue for financial year 2019/20 onwards is expected to be sufficient to cover the costs of all services and supplies identified in this report.

6.2 These requirements are budgeted for in a budget based on expected levels of need, however given the volatile nature of demand for these services pressure is often placed on the budget for these services. Having said that ELA will always attempt to contain spend within budget. Any variation on budget is reported regularly within the financial performance reports together with mitigating actions.

6.3 Contract strategies for the services described at 4.1 and 4.2 have been developed and agreed and for the other services described above they will be developed by the Corporate Procurement Unit in close consultation with ELA. The contract strategies shall include but may not be limited to:

- contract scope;
- service forward plans;
- market research;
- understanding demand; and
- procurement route options.

6.4 The procurement approaches recommended in this report will increase compliance with the procurement legislation and the Council's Standing Orders and Financial Regulations.

7. Risk Analysis

- 7.1 The Corporate Procurement Unit will check if any provider has known links to Serious and Organised Crime which would have significant political and reputational ramifications for the Council.
- 7.2 Should the Educational Services Committee decide not to proceed as recommended then this will delay procurements, may have a reputational risk, financial implications and may result in legal challenges.

8. Equalities Impact Assessment (EIA)

- 8.1 An equalities screening was undertaken to determine if there is any equality impact. The results were that there is no equalities impact.

9. Consultation

- 9.1 The Council's Corporate Procurement Unit, Finance Service and Legal Service have been consulted in relation to this report.

10. Strategic Assessment

- 10.1 Procurement compliance and sound financial practice are cornerstones of good governance and support ELA to pursue the strategic priorities of the Strategic Plan.

Name: Laura Mason

Designation: Chief Officer

Date: 31 May 2019

Person to Contact: Joyce Campbell, Strategic Procurement Business Partner (People), 16 Church Street, Dumbarton, G82 1QL, mobile: 07816 539904, Joyce.Campbell@west-dunbarton.gov.uk

Appendices: None

Background Papers: None

Wards Affected: All Wards