

## Equality Impact Assessment Screening Tool

Equality Impact Assessments help the Council to comply with its public sector duty under the Equality Act 2010 to have due regard to equality implications. EIAs also help services to be customer focussed, leading to improved service delivery and customer satisfaction.

The Council understands that whilst its equalities duty applies to all services, it is going to be more relevant to some decisions than others. We need to ensure that the detail of Equality Impact Assessments (EIAs) are proportionate to the impact of decisions on the equality duty, and that in some cases a full EIA is not necessary.

This tool assists services in determining whether plans and decisions will require a full EIA. It should be used on all new policies, projects, functions, staff restructuring, major development or planning applications, or when revising them.

Full guidance on the Council's duties and EIAs and the full EIA template is available at [Equality Impact Assessments](#).

<b>Proposal/Project/Policy Title</b>	Contract with Barking & Dagenham School Improvement Partnership (BDSIP) 2023/24 – 2025/26
<b>Service Area</b>	Education Commissioning and Children's Commissioning
<b>Officer completing the EIA Screening Tool</b>	Natasha Cock, Education Lead for Strategy, Commissioning and Intelligence
<b>Head of Service</b>	Jane Hargreaves, Director Education Commissioning
<b>Date</b>	25/01/2023
<b>Brief Summary of the Proposal/Project/Policy</b> Include main aims, proposed outcomes, recommendations/decisions sought.	Launched in April 2018, BDSIP Ltd. is a company limited by guarantee whose members comprise the Council and local schools. Uniquely, BDSIP is majority (81%) owned by schools while the Council owns the remaining 19% stake. The vast majority of the borough's 60 schools are members. The company was created to provide high quality support to the schools to raise education standards further through sharing proven best practice and enabling schools to design and purchase services with the greatest impact. To-date, BDSIP has delivered a range of Council-commissioned services, particularly in the areas of School Improvement and Special Educational Needs and/or Disabilities (SEND) and Inclusion support for schools. BDSIP school improvement activity has contributed to the borough's strongest performance to-date in the proportion of schools judged 'Good' or 'Outstanding' by Ofsted. The LA's current contract with BDSIP ends on 31 March 2023. Approval from Cabinet is sought for a new, initial three-year contract commencing 1

	April 2023, with the option of a two-year extension, between the Council and BDSIP for Council-commissioned services. These will continue to provide support for schools in the areas of School Improvement, SEND and Inclusion, and education data services to the Council which enable the Council to fulfil its statutory functions.	
<b>Protected characteristic</b>	<b>Impact</b>	<b>Description</b>
<b>Age</b>	Positive impact (L)	Through this contract, BDSIP are commissioned to work with schools in Barking and Dagenham to further support improved education and participation outcomes for all school-age children, for example, in the Early Years, in Primary Maths and English, at GCSE (Key Stage 4) and at A level (Key Stage 5). Further, BDSIP will support schools with SEND and Inclusion practices, aiming to further strengthen outcomes for school-age children and young people with SEND and other vulnerable children, including those at risk of exclusion.
<b>Disability</b>	Positive impact (L)	Through this contract, BDSIP are commissioned to work with schools in Barking and Dagenham to further support improved education outcomes for children and young people with SEND. This will include through supporting school networks of SEND and Inclusion Leads, supporting targeted schools in further developing a whole school-effectiveness approach to Inclusion and SEND, providing specialist support to Additional Resourced Provisions (ARPs) which provide specialist education to children and young people with SEND, and through annual SEND and Inclusion quality assurance visits to schools.
<b>Gender re-assignment</b>	Not applicable (N/A)	Describe the impact.
<b>Marriage and civil partnership</b>	Not applicable (N/A)	Describe the impact.
<b>Pregnancy and maternity</b>	Not applicable (N/A)	Describe the impact.

<b>Race</b>	Positive impact (L)	Supported by Council commissioning funds, BDSIP has worked in partnership with schools to develop and deliver a dedicated 'Race and Social Justice' project since 2021. This ultimately aims to promote equity and further address disparities for all children, young people and school staff in specific areas of Social Justice, and will continue in 2023/24 onwards. Participating schools are incorporating developments and learning from this into their school plans and practice.
<b>Religion</b>	Positive impact (L)	One of the Council-commissioned BDSIP services in the contract is to continue to support SACRE – the Standing Advisory Council on Religious Education. This includes through: supporting a vibrant SACRE which reflects the diversity of the local community and makes a sustained contribution to matters of faith and ethics in education, producing an annual SACRE report and disseminating it to all school governing bodies, as well as developing guidance on collective worship
<b>Sex</b>	Positive impact (L)	All Council-commissioned BDSIP School Improvement, SEND and Inclusion services aim to support schools in strengthening outcomes for all children and young people. As part of this, BDSIP's partnership work with schools necessarily takes account of the demographics of individual schools and the needs of their children, young people and wider school community. This includes in relation to protected characteristics such as sex. Further, Council commissioned BDSIP services around education data include the collection and submission of specific school data for statutory returns to the government, including for the Census. This data will often include the sex or gender of pupils. This data is then utilised by the LA, schools and other public bodies to better support the needs of pupils.

<b>Sexual orientation</b>	Positive impact (L)	As above, all Council-commissioned BDSIP School Improvement, SEND and Inclusion services aim to support schools in strengthening education outcomes for all children and young people. As part of this, BDSIP's partnership work with schools necessarily takes account of the demographics of individual schools and the needs of their children, young people and wider school community. This includes in relation to protected characteristics such as sexual orientation.
<b>Socio-Economic Disadvantage<sup>1</sup></b>	Positive impact (L)	All Council-commissioned BDSIP School Improvement, SEND and Inclusion services aim to support schools in strengthening education and participation outcomes for all children and young people. As above, as part of this, BDSIP's partnership work with schools necessarily takes account of the demographics of individual schools and the needs of their children, young people and wider school community. This includes in relation to social-economic disadvantage, given the high levels of deprivation faced by many of the borough's families, children and young people. Council commissioned BDSIP services also include supporting targeted schools in further developing a whole school-effectiveness approach to Inclusion, and annual quality assurance visits on Inclusion to schools, helping to keep a strong focus on supporting vulnerable children and young people and those at risk of exclusion. Further, Council commissioned BDSIP services around education data include the collection and submission of specific school data for statutory returns to the government, including for the Census. This data will include pupils eligible and receiving Free School Meals and specific definitions of 'disadvantaged pupils' in

---

<sup>1</sup> Socio-Economic Disadvantage is not a protected characteristic under the Equality Act. London Borough of Barking and Dagenham has chosen to include Socio-Economic Disadvantage as best practice.

		education. This data is utilised by the LA, schools and other public bodies to better support the needs of pupils.
<b>How visible is this service/policy/project/proposal to the general public?</b>		<b>High visibility to the general public (H)</b>
<b>What is the potential risk to the Council's reputation?</b> Consider the following impacts – legal, financial, political, media, public perception etc		<b>Medium risk to reputation (M)</b>

If your answers are mostly H and/or M = **Full EIA to be completed**

If after completing the EIA screening process you determine that a full EIA is not relevant for this service/function/policy/project you must provide explanation and evidence below.

A full EIA is not deemed relevant because, where this contract impacts on protected characteristics, the impacts are positive. BDSIP is a not-for-profit social enterprise, whose focus is on supporting schools to help build the best possible future for the borough's children and young people. The company does this through strategic support provided to school leadership, as well as by working directly with young people through some of its wider services.

Please submit the form to [CE-strategy@lbbd.gov.uk](mailto:CE-strategy@lbbd.gov.uk) and include the above explanation as part of the equalities comments on any subsequent related report.