

Equality Impact Assessment [version 2.9]



Title: Improve Home to School Transport commissioning arrangements	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input checked="" type="checkbox"/> Other [please state] <i>Change Programme / Budget Savings Proposal E8</i>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Already exists / review <input checked="" type="checkbox"/> Changing
Directorate: Children's Services	Lead Officer name: Gail Rogers
Service Area: Commissioning	Lead Officer role: Head of Children's Commissioning

Step 1: What do we want to do?

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use plain English, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The proposal is to decommission the current Home to School Travel framework agreement and run a competitive tender to establish a new Dynamic Purchasing System framework to deliver cost avoidance and respond to demand growth for the Service. For the purposes of 2022/23 budget setting this has an identified potential saving of £284,000 through drive five per cent efficiencies from third party supply contract within Home to School Transport.

We plan to review the support available for independent travel training and co-develop services with parent/carers that support greater independence for children in everyday travel to school, reducing the need for travel by taxi where appropriate.

1.2 Who will the proposal have the potential to affect?

<input type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input checked="" type="checkbox"/> Commissioned services	<input type="checkbox"/> City partners / Stakeholder organisations	
Additional comments: local suppliers		

1.3 Will the proposal have an equality impact?

Yes No [please select]

The equalities actions will be coordinated and overseen at project level and reported back as part of the progress updates to the Third Party Spend Programme, who is the sponsor for this project.

Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: <https://www.bristol.gov.uk/people-communities/measuring-equalities-success>.

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](#). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](#); [Joint Strategic Needs Assessment \(JSNA\)](#); [Ward Statistical Profiles](#).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](#) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](#) and [Stress Risk Assessment Form](#)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
<p>Referrals for and completion of SEN assessments - SEND demand pack Nov 2021</p> <p>Home to School Travel monthly dashboard Nov 2021</p>	<p>Education Health and Care Plans (EHCPs) have risen 16% in the last year against a 10% national increase and 6% for statistical neighbours.</p> <p>1073 children with Special Educational Needs and Disabilities (SEND) are currently eligible for and receive home to school travel – this is an increase of 34% from 2018/19.</p> <p>SEND Assessment requests have risen 25% compared with this time last year.</p> <p>268 children in low income or temporary accommodation or children in care (18) receive home to school travel through eligibility.</p> <p>The number of children who are living in low income households, temporary accommodation, and/or are children in care remains fairly static.</p>
<p>Additional comments: The current transport framework (list of approved providers who we can purchase from) is closed to new providers and the Covid period has seen strain on suppliers through supply chain issues with drivers to high fuel costs. Some providers are fragile and the framework and service to children is vulnerable. The proposal does primarily impact children with disabilities and an open dynamic purchasing system should increase numbers of contractors to give children a more robust service as well as providing more competitive rates.</p>	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input checked="" type="checkbox"/> Age	<input checked="" type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities. See <https://www.bristol.gov.uk/people-communities/equalities-groups>.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing change or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

We will seek approval from Cabinet in March with a more detailed decision paper to re-commission the framework and to go out to consultation with parents/carers around the independent travel proposals.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

A full consultation and communications plan will be completed with the Bristol Parent Carers Forum and SEND stakeholders.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above, and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories (different kinds of disability, ethnic background etc.) and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)	
PROTECTED CHARACTERISTICS	
Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	As the cohort of service users is children and young people we need to ensure that there is sufficient capacity and suppliers of vehicles for home to school travel to meet their needs.
Mitigations:	We anticipate that new commissioning arrangements will lead to an overall improvement to the service so that it can meet increasing demand via new framework.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Children with SEND will have more reliable service through the DPS; they will be supported to develop independent travel skills for life. This does mean that they would come out of taxis and into sustainable transport when they are ready.
Mitigations:	The proposed savings are proportionate to the savings we expect to achieve through increased efficiencies. Children and young people will not be placed under any pressure to adopt a cheaper form of home to school transport that does not fully meet their needs.
Sex	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Black Asian and minority ethnic groups are more likely to be self-employed than the Bristol average and over-represented in low income self-employment including the taxi trade.
Mitigations:	We will seek the views of existing providers including smaller businesses and taxi trade to ensure that new commissioning arrangements are inclusive and accessible and supports a diverse market of providers.
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	

Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Although we have not identified any negative impact on the basis of deprivation at this stage, we have a duty to provide home to school travel where eligibility is partially on the basis of low income, in consideration alongside other factors – so recommissioning is likely to disproportionately impact poorer children and families
Mitigations:	We will ensure that our consultation approach includes input from families living in socio-economic deprivation
Carers	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	We need to ensure that any change to current arrangements will support future life skills, and meet the needs of carers
Mitigations:	We will co-produce any independent travel arrangements with parents/carers
Other groups [Please add additional rows below to detail the impact for other relevant groups as appropriate e.g. Asylums and Refugees; Looked after Children / Care Leavers; Homelessness]	
Potential impacts:	
Mitigations:	

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our Public Sector Equality Duty to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

Bristol City Council has a duty to provide home to school travel where children are eligible through distance to nearest suitable school, low income, temporary housing or for those in receipt of an Education, Health and Care Plan (EHCP). The premise of the project is to ensure business continuity and to deliver best value, thereby assuring a quality service for children and young people into the future. The benefit is a model of transport that meets demand and is sustainable for the future. Our aspiration is to undertake this duty in the most enabling way possible for children and families to ensure they are safely supported to independence.

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:

We have not identified any significant negative impact at this stage. Overall, the project and associated potential savings seeks to minimise and manage any unintended consequences of procurement activities and improve capacity in the Service.

Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:

Opportunity to promote Public Sector Equality Duty through procurement activities and contractual changes.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
Data analysis of suppliers – flag where employers are BS1-16 so that can understand impact on local employers (and therefore Bristol citizens as their employees)	Service Lead / Procurement Officer	By April 2022
Consultation on travel policy to introduce independent travel training and route mapping that will optimise travel routes, so they are more efficient across the city	Service Lead	By August 2022
We will continue to update the equality impact assessment for Home to School recommissioning and the project develops	Service Lead	By August 2022

4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

<ul style="list-style-type: none"> • The project has its own plan, EQIA, cost plan and savings target. Lead Officers meet with the SRO and programme manager every 2 weeks, to provide an update on delivery. Impact analysis is brought together at the programme level as part of monthly project dashboard reporting. As this project has specific equalities actions, they will be reported as part of this delivery approach. • The overall success of the project will be measured against the achievement of the following objectives: <ol style="list-style-type: none"> 1. Re-commission framework that responds to demand growth for the Service 2. Increase capacity to deliver cost avoidance 3. Establish an independent travel programme 4. Fully understand the link between SEND and demand/travel and create usable metrics and dashboard

Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: <i>Reviewed by Equality and Inclusion Team</i>	Director Sign-Off: Ann James – Director, Children and Families
Date: 4/1/2022	Date: 4 January 2022

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.