

Equalities Screening Record Form

Date of Screening: July 2012	Directorate: CYP&L	Section: South East Grid for Learning
1. Activity to be assessed	Please give full details of the activity Procurement of Phase 4 Broadband and Related Services	
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change	
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	
4. Officer responsible for the screening	Greg Hill	
5. Who are the members of the EIA team?	Greg Hill, Director SEGfL Rosemary Munkenbeck, PA to the Director, SEGfL	
6. What is the purpose of the activity?	<p>Please describe briefly its aims, objectives and main activities as relevant.</p> <p><u>Stage One: Goods / Services being procured:</u></p> <p>The South East Grid for Learning (SEGfL) is a Regional Broadband Consortium (RBC). Bracknell Forest Council is the lead authority and acts as the legal entity and contracting authority on behalf of SEGfL.</p> <p>SEGfL Members (as defined in Appendix 1) entered into a joint agreement dated 20 November 2000 ("Joint Agreement") to establish and record the constitution of SEGfL.</p> <p>Pursuant to the Joint Agreement, the Council on behalf of SEGfL entered into certain agreements with suppliers for the provision of broadband telecommunications networks and related services. These agreements were superseded by Framework Agreements entered into in 2009 between the Council on behalf of SEGfL and suppliers for the provision of the Phase 3 Services (the "Phase 3 Agreements").</p> <p>SEGfL Members require further similar services including services after expiry of the Phase 3 Agreements and SEGfL, through the Council, plans to enter into Framework Agreements for Phase 4 Services for and on behalf of the SEGfL Members.</p> <p><u>Stage Two: Procurement Process:</u></p> <p>Advertising the opportunity is key to ensuring any organisation has the ability to know when the Council is tendering for a particular product or service.</p> <p>This contract opportunity will be advertised in the Official Journal of the European Union and on the South East Business Portal. Documents will be made available electronically or in paper version.</p> <p><u>Stage Three: Tendering and Contracting Process:</u></p> <p>In their tender responses, potential suppliers shall be required to meet our standards of equality of employment</p>	

	<p>and service delivery. The tender process will be free from discrimination or perceived discrimination in accordance with the Council's Equality Policy.</p> <p>Upon contracting, suppliers will be required to agree to (currently) clauses 58 'Human Rights', which says Supplier that it shall perform its obligations pursuant to each Call-off Contract in all respects in conformance with the Human Rights Act 1998 and 59 'Discrimination', which says the Supplier shall not unlawfully discriminate within the meaning and scope of the provisions of the Race Relations Act 1976 and the Disability Discrimination Act 1996 or any statutory modification or re-enactment thereof relating to discrimination in employment, cover this aspect.</p>		
7. Who is the activity designed to benefit/target?	Schools, learners and teachers in the Southeast Region's schools and other sites.		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g. equality monitoring data, consultation results, customer satisfaction information etc The South East Grid for Learning (SEGfL) and through it, the wider Education Network (NEN) publishes education resources online. Where these are relevant to protected characteristics, their url is quoted.
8. Disability Equality	Y <input type="checkbox"/>	N	Positive Broadband services can potentially bring educational opportunities to disabled groups. For example, by enabling them to participate remotely in outdoor activities. http://microsites2.segfl.org.uk/view_page.php?id=3132
9. Racial equality	Y <input type="checkbox"/>	N	Positive Materials sourced online can educate people to cultural diversities that might not otherwise be apparent in their local communities. http://www.segfl.org.uk/learning/filter/GG/ http://www.segfl.org.uk/spot/post/digital_storytelling/
10. Gender equality	Y <input type="checkbox"/>	N <input type="checkbox"/>	Neutral Suppliers are required to have HR and equal opportunities policies
11. Sexual orientation equality	Y <input type="checkbox"/>	N <input type="checkbox"/>	Neutral Suppliers are required to have HR and equal opportunities policies
12. Gender re-assignment	Y <input type="checkbox"/>	N <input type="checkbox"/>	Neutral Suppliers are required to have HR and equal opportunities policies

13. Age equality	Y <input type="checkbox"/>	N	Positive	Through appropriate filtering technologies, educational broadband services can protect younger, more vulnerable children, from the undesirable elements of online materials.
14. Religion and belief equality	Y <input type="checkbox"/>	N	Positive	Materials sourced online can educate people to understand the religions and beliefs of others that might not otherwise be apparent in their local communities. http://www.cleo.net.uk/resources/displayframe.php?src=937/consultants_resources/re/jhrt/jhrt.html
15. Pregnancy and maternity equality	Y	N <input type="checkbox"/>	Neutral	Suppliers are required to have HR and equal opportunities policies.
16. Marriage and civil partnership equality	Y	N <input type="checkbox"/>	Neutral	Suppliers are required to have HR and equal opportunities policies.
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	<p>New Arrivals</p> <p>The SEGfL New Arrivals Tool supports the induction and early profiling of newly arrived pupils/students from minority ethnic backgrounds. The tool is most suitable for use with learners who have:</p> <ul style="list-style-type: none"> • recently arrived in the UK from abroad; • transferred within the UK from another school. <p>http://www.segfl.org.uk/newsevents/news/segfl_launch_a_new_arrivals_tool/</p>			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	None			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	None			
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?				
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	None			

22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	The procurement is broadly neutral in its impact on the protected characteristics. Where there is a slight impact, it is positive.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Contract Monitoring	Ongoing	Greg Hill	Throughout the term of the contracts, regular monitoring sessions will ensure contract compliance.
24. Which service, business or work plan will these actions be included in?	South East Grid for Learning annual projects plan.		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	<ol style="list-style-type: none"> 1. Requirement for compliance in tender documents 2. Requirement for compliance in contract documents 		
26. Chief Officers signature.	Signature:	Greg Hill	Date: Aug 2012