

**Report of Commissioning Team**

**Report to Deputy Director of Learning, Skills and Universal**

**Date: 13<sup>th</sup> January 2015**

**Subject: Waiver of Contract procedure Rules to award a contract for delivery of Mind Management Foundation Programme for School Leaders by Chimp Management Ltd.**



Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**Summary of main issues**

1. This report seeks to waive contract procedure rule 8 to award a contract without competition to Chimp Management Ltd for the delivery of The Mind Management Foundation Programme for School Leaders over 4 x One Day Workshops.
2. The contract will be for 6 months with the option to extend for a further two periods of 6 months.
3. The contract value is dependent on the number of delegates. Chimp Management Ltd charge LCC Children's Services £600 per First Delegate. Each First Delegate can opt to bring other people at a rate of £200.
4. Travel expenses are worked out as 25p/mile.
5. The maximum cost for the initial 6 months is £15,000. There are two options to extend for 6 months at a maximum cost of £15,000 each. This equates to a maximum contract value of £45,000.
6. The cost of this commission plus LCC administrative expenses are recouped from the schools.

7. Children's Services will be signing up to the terms and conditions offered by FFT Education Limited, these will be reviewed by the procurement unit before an arrangement is signed with FFT Education Limited.

### **Recommendations**

8. The Deputy Director - Learning, Skills & Universal Services is recommended to waive contract procedure rule 8.1 and 8.2 to award a contract to Chimp Management for the provision of the Psychological Skills Mentors to deliver 4 x One Day Workshops to Headteachers. The contract shall commence on the 27<sup>th</sup> January 2014 and expire on the 9<sup>th</sup> June 2015, with an option to extend for up to 12 months.
9. The Deputy Director - Learning, Skills & Universal Services is recommended to waive contract procedure rule 3.1.15 to sign-up to the terms and conditions offered by Chimp Management Ltd - these will be reviewed by the procurement unit before an arrangement is signed with Chimp Management Ltd.

## **1 Purpose of this report**

- 1.1 To seek approval for the award of a contract to Chimp Management for the provision of the Psychological Skills Mentors to deliver 4 x One Day Workshops to Head teachers. The contract shall commence on the 27th January 2014 and expire on the 9th June 2015.

## **2 Background information**

- 2.1 As a result of partner relation building between LCC and Chimp Management Ltd (CM), CM offered to provide workshops to Headteachers at a discounted rate. Interest of the Mind Management Foundation programme was initially generated at a Headteacher conference in 2014. There are now 26 confirmed Headteachers, from 13 Leeds schools.
- 2.2 One of the priorities of LSUS is to strengthen leadership in schools, and Chimp Management's Mind Management workshops offer a unique service. They are the only organisation that provides this particular type of programme. The intention of this programme is to provide school leaders with a solid foundation for the development of insight and emotional skill through 4 interactive whole-day workshops. Within the programme participants are encouraged to audit current knowledge and skill levels across the 4 key areas, and continually measure and reassess progress made during workshops and through 'Development Time' activities between workshops
- 2.3 The Leadership programme, for Senior, Middle and Aspiring Leaders, encompasses:
- Supporting school leadership by providing insight into how people think, decision make and communicate optimally;
  - Developing emotional robustness, quality of life and well-being;
  - Creating cohesive teams and environments that optimise performance;
- 2.4 Chimp Management have experience in medicine, business, education and Olympic sport, and they have created a bespoke package by putting neuroscience into action. They aim to put in place the foundations for success by helping people to develop insight and emotional skills. Emotionally skilled people are more successful and relaxed within themselves, and are able to get the best out of others. Successful outcomes from working with this approach include:
- Emotional robustness
  - Solution based thinking
  - Understanding how others think and how to get the best out of them
  - Reduced conflict and resolution focused
  - Harmonious, creative and powerful team work
  - Clearer thinking and direction
  - Effective communication
  - Creating environments that optimise team and individual performance
  - Improved quality of life and well-being
  - Contentment and feeling rewarded at work
  - Increased confidence with higher self-esteem

## **3 Main issues**

### **3.1 Reason for Contracts Procedure Rules Waiver**

- 3.1.1 One of the priorities of LSUS is to strengthen leadership in schools, and Chimp Management's Mind Management workshops offer a service that is unique. The intention of this programme is to provide school leaders with a solid foundation for the development of

insight and emotional skill through 4 interactive whole-day workshops. Within the programme participants are encouraged to audit current knowledge and skill levels across the 4 key areas, and continually measure and reassess progress made during workshops and through 'Development Time' activities between workshops. Please see Appendix 2.

3.1.2 There is no internal facility to provide this service and Chimp Management Ltd is the only provider of the programme in the region, and therefore provides accessible provision for Leeds' schools.

3.1.3 Chimp Management Ltd has the relevant qualifications experience and accolade to facilitate assess and support students through the programme.

3.1.4 The cost of this commission plus LCC administrative expenses are recouped from the schools.

### **3.2 Consequences if the proposed action is not approved**

3.2.1 The programme will not be available, therefore, the development need highlighted by headteachers and LSUS priority to strengthen leadership in schools will not be met, subsequently weakening the local authority's reputation with schools.

### **3.3 Advertising**

3.3.1 This contract opportunity has not been advertised. The contract value is below current EU threshold so there is no requirement for the contract to be tendered in accordance with the Public Contracts Regulations, but there is a requirement to comply with the Council's Contract Procedure Rules.

3.3.2 Chimp Management Ltd is the only provider in the region delivering the Mind Management Foundation programme.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

4.1.1 As a result of partner relation building between LCC and Chimp Management Ltd (CM), CM offered to provide workshops to Headteachers at a discounted rate. Interest of the Mind Management Foundation programme was initially generated at a Headteacher conference in 2014.

4.1.2 Initial consultation has taken place with Chimp Management Ltd to identify that they are able to deliver the service required.

4.1.3 No wider consultation has taken place with other potential service providers. Given the limited number of providers of this type of programme, there would be limited interest in delivery.

### **4.2 Equality and Diversity / Cohesion and Integration**

4.2.1. The equality, diversity, cohesion and integration screening form is attached as Appendix 1. This form identifies that an impact assessment is not required in this case.

### **4.3 Council Policies and City Priorities**

4.3.1 Through supporting schools, the programme impacts on the following Children & Young People's Plan priorities:

- Improve behaviour, attendance & achievement
- Support children to be ready for learning

#### **4.4 Resources and Value for Money**

- 4.4.1 The contract value is dependent on the number of delegates. Chimp Management Ltd charge LCC Children's Services £600 per First Delegate. Each First Delegate can opt to bring other people at a rate of £200.
- 4.4.2 Travel expenses are worked out as 25p/mile.
- 4.4.3 The maximum cost for the initial 6 months is £15,000. There are two options to extend for 6 months at a maximum cost of £15,000 each. This equates to a maximum contract value of £45,000.
- 4.4.4 The cost of this commission plus LCC administrative expenses are recouped from the schools.
- 4.4.5 This report seeks to have the option to extend the contract for two further periods of 6 months. Should the charge from Chimp Management Ltd increase; this cost will be passed on to the schools with the overall delegate cost increasing.

#### **4.5 Legal Implications, Access to Information and Call In**

- 4.5.1 The decision is not subject to call in.
- 4.5.2 The decision to waive contract procedure rule 8 is a significant operational decision in line with contract procedure rule 27.
- 4.5.3 The decision to waive contract procedure rule 3.1.15 to sign-up to the terms and conditions offered by Chimp Management Ltd is also a significant operational decision in line with contract procedure rule 27.
- 4.5.3 In making their final decision, the Deputy Director – Learning, Skills & Universal Services, should be satisfied that the course of action chosen represents Best Value for the council given that this contract opportunity has not been exposed to competition.

#### **4.6 Risk Management**

- 4.6.1 There is a very low risk of the programme resulting in a net cost to LCC. All delegates are charged to attend the programme.
- 4.6.2 There is a low risk of challenge from other training providers as Chimp Management Ltd is the only providers of this programme in the region.

### **5 Conclusions**

- 5.1 A waiver of Contract Procedure Rules 3.1.5 & 8 in order to enter into a contract with Chimp Management Ltd for the delivery of the Mind Management Foundation Programme for School Leaders. The cost of this commission plus LCC administrative expenses are recouped from the schools.

### **6 Recommendations**

6.1 The Deputy Director – Learning, Skills & Universal Services is recommended to approve the waiver of the following Contracts Procedure Rule(s):

*Contracts Procedure Rule No 3.1.15 – Requirement to use the Council’s standard tender documents\**

*Contracts Procedure Rules No 8.1 and 8.2 – Intermediate value procurements\**

and award a contract to **Chimp Management** to a maximum contract value of **£15,000 (upto £45,000 with extensions)**. The contract shall commence on the **27<sup>th</sup> January 2015** and expire on the **9<sup>th</sup> June 2015** with the option to extend for a period of **Six Months** such option not to be taken up more than **Twice**.

## **7 Background documents<sup>1</sup>**

7.1 None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

# Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> Children's Services	<b>Service area:</b> Learning Improvement
<b>Lead person:</b> Gail Webb	<b>Contact number:</b> 0113 24 75613

## 1. Title:

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

## 2. Please provide a brief description of what you are screening

New contract award to Chimp Management Ltd for the delivery of Mind Management Foundation Programme to Headteachers.

### 3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the policy or proposal?		x
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		x

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

### 4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**  
(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)



<ul style="list-style-type: none"> <li>• <b>Key findings</b>  <b>(think about</b> any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Actions</b>  <b>(think about</b> how you will promote positive impact and remove/ reduce negative impact)</li> </ul>

<b>5. If you are <b>not</b> already considering the impact on equality, diversity, cohesion and integration you <b>will need to carry out an impact assessment.</b></b>	
Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

<b>6. Governance, ownership and approval</b> Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>

Gail Webb	Head of Service Learning Improvement Children's Services	14/01/2015
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### 7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk). For record keeping purposes it will be kept on file (but not published).

<b>Date screening completed</b>	14/01/2015
If relates to a Key Decision - <b>date sent to Corporate Governance</b>	
Any other decision – <b>date sent to Equality Team (equalityteam@leeds.gov.uk)</b>	

## **7.1 Appendix 2: Equality, Diversity, Cohesion & Integration Screening**

The intention of this programme is to provide school leaders with a solid foundation for the development of insight and emotional skill through 4 interactive whole-day workshops. Within the programme participants are encouraged to audit current knowledge and skill levels across the 4 key areas, and continually measure and reassess progress made during workshops and through 'Development Time' activities between workshops

### Workshop 1: Understanding Self and Emotions

How is our brain structured and how does it function? Introduction to their powerful approach, The Chimp Model, in a very practical way. Key learning objectives include:

- Understanding how we make decisions
- Learning how to recognise and manage unwanted emotions and evoked responses
- Differentiating between emotional and logical thinking
- Establishing and living by chosen values

### Workshop 2: Understanding and Relating to Others

How can we help others to operate at their best? This workshop explores the effects that we have on others and how to maximise the positive aspects of these effects. Key learning objectives include:

- Understanding how other people think
- Learning to get the best out of others
- Developing cohesive teams and productive leadership
- Managing expectations and understanding your own impact on others#

### Workshop 3: Communicating Effectively

How can we get more from our relationships through communicating effectively and establishing constructive interactions? Key learning objectives include:

- Understanding and implementing the basis for effective communication
- Managing difficult conversations
- Preparing for significant conversations and meetings
- Mediating, negotiating and managing conflict

### Workshop 4: Living in the Real World

How do we optimise the environment in which the individual is living and working? We will look at values, philosophies, protocols and settings that can enhance performance. Key learning objectives include:

- Recognising and reducing potential stress points, and when stress is occurring
- Creating the right environment for you and others
- Dealing effectively with the demands of an ever changing landscape in education
- Managing change and dealing with uncertainty