

# 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 Skills & Universal Services
<b>Lead person:</b> Paul Brennan	<b>Contact number:</b> 01132475329

**1. Title:** Annual Standards Report Early Years Foundation Stage, Primary & Secondary Schools

Is this a:

**Strategy / Policy**
                         
  **Service / Function**
                         
  **Other**

**If other, please specify-** The report is largely a factual account of standards of educational achievement by school, pupil characteristics and phase of education. These issues are set briefly in the wider context of school improvement strategy. However, other documents and processes deal with the detail of improvement strategies, and are therefore more appropriate places for a full consideration of EDCI issues.

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

See above. The Leeds Learning Improvement Strategy is being refreshed as part of the work to update the Leeds Education Challenge agenda. This current report focuses on factual descriptions of the latest levels of educational achievement and outlines of the Council’s responses. It does not ask members to make decisions on specific proposals. Specific proposals will be set out in the LLIS refresh. Consideration of the LILS is the appropriate place to fully explore EDCI issues.

### 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).

**The questions below have been answered from the wider standpoint of school improvement strategy. The current report under consideration is essentially a factual, descriptive update highlighting key trends, including different levels of educational achievement by different pupil groups and in different schools. These have EDCI implications which will be explored fully as part of the LLIS refresh process.**

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)

See next section

- **Key findings** (think about 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)

The relationship between relatively poor educational outcomes, poor life chances and exposure to multiple poor outcomes is well known. As are the patterns of under achievement for particular groups of children and young people, including under achievement related to gender, ethnic origin, SEN status, child poverty and children looked after. The purpose of the annual standards report is to update members on key trends.

- **Actions** (think about how you will promote positive impact and remove/ reduce negative impact)

Agreement of Leeds Learning Improvement Strategy and the strategies and actions it will contain to narrow the educational achievement gap for vulnerable groups of children and young people. The Strategy will build on the progress made by the Leeds Education Challenge and the wider strategies for improving outcomes for children and young people set out in the Children and Young People's Plan and Best Council Plan.

**5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.**

Date to scope and plan your impact assessment:	The initial draft of the refresh of Leeds Learning Improvement Strategy is currently being developed. Governance processes will include further work on impact assessment, particularly in relation to narrowing the gap for groups of children and young people with relatively low levels of achievement.
Date to complete your impact assessment	May 2014
Lead person for your impact assessment (Include name and job title)	Pal Brennan

**6. Governance, ownership and approval**

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Paul Brennan	Deputy Director Learning Skills & Universal Services	22/01/14

**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>	22/01/14
If relates to a Key Decision - <b>date sent to Corporate Governance</b>	Attached to Executive Board report
Any other decision – <b>date sent to Equality Team (equalityteam@leeds.gov.uk)</b>	NA