

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.

Directorate: Children’s Service	Service area: Built Environment
Lead person: Chris Gosling	Contact number: 0113 39 51403

1. Title: Robin Hood Primary School Basic Need (three classroom traditional build extension, landscaping alterations & internal remodelling)

Is this a:

Strategy / Policy

 Service / Function

 Other

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

- **Main aim**
The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of places for reception age children in this area of the city. Robin Hood Primary School was identified as one of the schools for expansion in order to meet pupil place need in the local area. This project is to be delivered by a multifaceted project to be delivered under one phase of work.
- **Purpose**
A screening exercise has been carried out to determine if the one classroom extension will impact upon equality. This additional classrooms are necessary to fulfil the Authorities legal duty to provide a school place for every child and, where possible, in the school of parental preference. The additional accommodation will take the form of a three classroom traditional build extension, internal remodelling and two smaller extensions in order to reorganise the school layout to provide the fourth and final classrooms and the necessary landscaping works in the vicinity.

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

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)

Consultation and Involvement

Consultation has taken place with key stakeholders throughout the development of the expansion proposals for Robin Hood Primary School. These

- **Public consultation sessions.**
These have been held at both the outset of the expansion proposal but also prior to the submission of the planning proposal when the detailed plans were presented. Local residents and parents were specifically targeted as part of this process. Comments have been incorporated into the design where applicable.
- **Consultation with Planning & Highways Officers**
Periodic discussions have taken place with colleagues at key junctures within the project development and all comments have been incorporated into the final proposals submitted for planning.
- **Staff Briefing Sessions**
The core school management team have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design have been included for in the proposals by the design consultant. Further to this periodic update sessions have been held with staff as the designs have evolved to their final version prior to planning.
- **Councillor Briefing Sessions**
Local ward members have been kept abreast of the design proposals and their subsequent development as the scheme advanced. A specific briefing session was held on the 6th November to go through the plans in detail in order to allow Councillors to pass final comment prior to the final drawings being produced. Any appropriate alterations required were subsequently included within the scope of works, for example this resulted in a platform lift to the play-deck being added to the scheme.
- **School Governing Body**
The school governing body have been periodically updated on progress and allowed to feedback with comments on an ad hoc, upon request basis.

- **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 proposed expansion project at Robin Hood has been designed with compliance to British building regulations and design requirements as key deliverable. A requirement of which is the adherence to the Disability Discrimination Act and the associated building regulations linked to this legislation. As such all aspect of the building and associated development have been designed with accessibility and inclusion in mind as a core facet. Beyond this the consultation process has derived a number of areas which required inclusion within the scope of works, as a consequence of this action has been take to comply with these areas (see actions noted below)

- **Actions**

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

Access to the Building

Presently all areas of the building are accessible to all parties entering the site. Endeavours have been made to ensure this good practice continues within the development. As such the layout of the new car park areas and footpaths have been developed to continue this requirement. No negative impact has since been made on accessibility of the main façade where the development lies.

Play-Deck

Following consultation with Local Ward Members it became apparent that the original proposals did not adhere to the access and equality requirements in relation to the proposed first floor play-deck. The design has since been modified to provide a platform lift, thus allowing this area to be freely available to all parties.

Car Parking

Enhancements have been made to the parking provision to provide two dedicated, on-site disabled parking bays. At present disabled parking is provided for on-street, as such this represents a stepped improvement in regards to the accessibility of the site.

Disabled W/C

Due to the careful placement of the three classroom extension block no additional travel distance requirement to current disabled w/c provision has been created. Therefore the existing provision was deemed sufficient.

Field Access

Level access to the school playing field has been maintained via the routes currently in use, this provision is being enhanced with the construction of new steps. Construction of a dedicated ramp was deemed impractical due to the site

restrictions, as such existing access channels will remain with the field still being available to all.

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:

Date to complete your impact assessment:

Lead person for your impact assessment:
(Include name and job title)

6. Governance, ownership and approval

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

Name	Job title	Date
James Saunders	Basic Need Programme Manager	21 st January 2014

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.

Please send a copy to the Equality Team for publishing

Date screening completed 21st January 2014

Date sent to Equality Team 21st January 2014

Date published
(To be completed by the Equality Team)