

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 Services	Service area: Learning Improvement
Lead person: Mary Brittle	Contact number: 247 5323

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

The decision to undertake a procurement exercise for new organisations to be awarded contracts as part of the 11-19 Offsite Learning Framework agreement.

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">• Eliminating unlawful discrimination, victimisation and harassment• Advancing equality of opportunity• Fostering good relations		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)

The service being procured is 11-19 Offsite learning. The service is for all children referred to offsite learning provision by their home school, aged 11-19. Educational programmes are in specific vocational areas or to support the skills required to re-engage with learning. One specific lot included in the tender specification is for young people with specific learning disabilities referred to offsite provision by the SILCs. This is the same as the current providers on the 11-19 Offsite Learning Framework Agreement. The decision to undertake a competitive tender exercise for new providers of Offsite learning will not change the framework agreement that exists for current providers. New contracts will be awarded following the same process as was used for existing contracts with providers.

- **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 tender specification is written to cover all cohorts of young people accessing offsite provision, as in current arrangements. Provision is based at approx 30 providers around the city of Leeds and its boundary authorities to enable access to all school referrals. One specific lot included in the tender specification is for young people with specific learning disabilities referred to offsite provision by the SILCs

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

The contract and it's delivery staff will be monitored to ensure that recruitment processes adhere to safe recruitment practices, 2012 Ofsted Inspection Framework requirements for safeguarding and meet Equal Opportunities legislation. Providers who are not able to meet the 2012 Ofsted inspection framework standards will not be considered for contract award

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
Jackie Roper	11-19 Quality Manager	19/09/14

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. For record keeping purposes it will be kept on file (but not published).

Date screening completed	19/09/14
---------------------------------	----------

If relates to a Key Decision - date sent to Corporate Governance	
---	--

Any other decision – date sent to Equality Team (equalityteam@leeds.gov.uk)	
--	--