

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: Youth Offer
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

Decision to award a new contract for the delivery of Targeted Information, Advice and Guidance services to young people. The new contract will maintain delivery to targeted groups of young people, age 16-19, that receive support from the current service.

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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

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 new contract will be with the current provider of these services. It is at a reduced value from the current level of funding.

There will be a reduction in the number of young people receiving support as delivery will no longer be undertaken with young people who are of statutory school age. The work carried out by the service with young people of school age is currently targeted at young people who are most at risk of becoming Not in Education, Employment or Training (NEET). The responsibility for delivery of careers guidance and support to young people of school age sits with the school.

In bringing together the plans for new service delivery at a reduced value there has been consideration of the options for delivery models, taking in to account the other services that are available to support priority groups of young people. It has been identified that the delivery will be to young people who are (NEET), age 16-19 (up to 25 for those with learning disabilities and/or difficulties) The service will work to respond to individual needs, so the level of support offered will depend on the level of need for an individual young person. As service will be differentiated according to need the approach will be to put in place a mixed approach to the delivery model used with young people.

- **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)

Certain groups are more likely to be NEET, so the reduction in service for school age young people will have a higher impact on some groups of young people, namely: looked after children; persistent absentees; those accessing offsite learning; those with special educational needs, in particular behavioural difficulties; teenage parents and young carers. This will inform discussion with schools on the removal of the current service delivery arrangement.

The young people currently receiving support who are age 16-19 (25) means that certain groups of young people are more likely to receive support at present. These groups include: teenage mothers; teenage fathers; young people under the supervision of the youth offending service and young people with an offending history; young people with SEND (special educational needs and/or disabilities); young people in the care of the local authority and those leaving authority care; young carers; young people who are

homeless or experiencing housing difficulties and young people who live independently of their family. The planned approach to the reduction in the size of the service is to ensure that young people who are NEET are still offered a service, but that the service is differentiated to ensure that those with the highest support needs are the young people who receive the highest level of support.

- **Actions**

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

- Work is planned with schools and targeted services to ensure young people who will no longer receive support from the service will be able to access other support mechanisms.
- New contract will include requirements to ensure that service delivery responds to young people's individual needs in determining the level of support that is provided.

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
Andrea Richardson	Head of Learning for Life	18/02/2015
Date screening completed 18/02/2015		

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: