

# 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 Service	<b>Service area:</b> Built Environment
<b>Lead person:</b> Chris Gosling	<b>Contact number:</b> 0113 39 51403

**1. Title:** Raynville Primary School - Basic Need (2015 Bulge Cohort)

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 pupil places for reception age children across the city. Raynville Primary School was identified as one of the schools required to meet pupil placement needs in the local area via the 2015 Bulge Cohort programme. This project is to be delivered as part of a wider scheme across the city of Leeds.
- **Purpose**  
A screening exercise has been carried out to determine if the internal remodelling will impact upon equality. The internal remodelling is 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 internal remodelling will take the form of the creation of renovating an existing modular unit and fully upgrading it in line with the requirements for a permanent, dedicated teaching space.

### 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?		No
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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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 remodelling proposals for Raynville Primary School.

- **Consultation with Planning & Highways Officers**  
Periodic discussions have taken place with colleagues at key junctures within the wider 2015 Bulge Cohort scheme. All comments have been incorporated into the final proposals for projects requiring planning submissions.
- **School 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 the final version.
- **Councillor Briefing Sessions**  
Local ward members have been informed of the proposal via a briefing note and will be kept informed as the works progress. Any appropriate alterations or recommendations required have been included in the project.
- **School Governing Body**  
The school governing body have been periodically updated on progress and allowed to feedback with comments as required.

- **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 alterations to Raynville Primary School have been designed with compliance to British building regulations, a requirement of which is the adherence to the Disability Discrimination Act and the associated building regulations linked to this legislation. In addition to this, please see Actions noted below.

<ul style="list-style-type: none"> <li>• <b>Actions</b> (think about how you will promote positive impact and remove/ reduce negative impact)</li> </ul> <p><b>Access to the Building</b> The school currently has good level access throughout the building. The minor works required at the school will not impact on the existing access provision.</p>
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<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>
Nigel Wilson	Basic Need Programme Manager	16 <sup>th</sup> June 2016

<b>7. Publishing</b> 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	
<b>Date screening completed</b>	16 <sup>th</sup> June 2016
<b>Date sent to Equality Team</b>	16 <sup>th</sup> June 2016
<b>Date published</b> (To be completed by the Equality Team)	