

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: Projects, Programmes and Procurement Unit	Service area: Children's Services category team
Lead person: Stephen Grundy	Contact number: 07891 276132

1. Title: Phase 1 Roundhay Secondary School Learning Places Project

Is this a:

☐

Strategy / Policy

☒

Service / Function

☐

Other

This project forms part of Children's Services Learning places Programme

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

• Main aim

As a consequence of the increasing birth rate in Roundhay and surrounding areas, it is necessary to expand provision at Roundhay School to increase places from 250 to 300 throughout years 7 to 11 to be available from September 2017. This new scheme will be completed under the City Council's Learning Places Programme which aims to ensure its statutory duties are met with respect to ensuring a school place for every child within the city, and was approved by Executive Board in September 2015.

The scope of the holistic project to develop Roundhay secondary School incorporates a number of bespoke elements, and has subsequently been stratified into 2 distinct construction phases. Phase 1 of the scheme focusses on

the augmentation of car parking provision on site, and an extension to the dining facilities. Whilst phase 2 concentrates on the construction of a new teaching block and a synthetic turf pitch.

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"> 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 & involvement

The proposal to expand the school was subject to a statutory process; a stakeholder event was held on 26 February 2015 to discuss the demand for pupil places in the area and Roundhay Secondary School was identified as a possible solution. As part of the formal Statutory consultation process sessions were held with the Governing Body on 18 March, staff and student council on 23 March, and parents and members of the public on 14th, 23rd and 27th April. The proposal to expand the school was reported to Executive Board on the 22nd April 2015. The expansion of the school was subsequently approved by the Executive Board on 23rd September 2015.

The proposed scheme and associated work at Roundhay Secondary School has been the subject of consultation with key stakeholders including ward members and the Executive member for Children and Families. Consultation has also involved school staff and governors, local residents and other colleagues within the Council.

Pre-planning application meetings were held with officers from Planning, Highways and Building Control prior to the formal submission of the planning application. Substantial engagement has taken place with key stakeholders. The ward members have also been briefed at various stages during the design. All ward members are fully supportive of the project and the scheme generally.

Sport England has been consulted about the impact of the proposals on the playing fields along with other local interested parties such as residents. Sport England have confirmed they are content to support the scheme in alignment with exception policy E5; in that the key sporting benefit and community use generated by the all-weather pitch will outweigh the minimal loss of playing field land incurred as part of the development.

- **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 outcome of the consultation sessions and evidence of how it has been reflected within the design can be found in the section below.

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

The building was designed and will be constructed taking into account the Disability Discrimination Act and all current building regulations associated with it.

Access to the building

The building will have level access from all internal and external doors. The design has been reviewed by an Access Officer as part of the planning approval process and all comments/feedback incorporated into the design. All door widths will be sufficient to allow for wheelchair access. Where internal steps are unavoidable due to level changes and cannot be ramped due to design constraints, lifts or ramps have been provided as part of the project.

Car parking

The existing school car parks will be increased in size, and will provide additional accessible designated spaces.

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
Nigel Wilson	Built Environment Programme Manager	18/01/2016

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	18/01/2016
---------------------------------	------------

Date sent to Equality Team	18/01/2016
-----------------------------------	------------

Date published (To be completed by the Equality Team)	
---	--