

Appendix 2

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: Andrew Eastwood	Contact number: 0113 3783604

1. Title: The Best City for Learning Education Strategy 2016-2020

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify.

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

This learning strategy aims to show where Leeds currently is as a city, where it aims to be, and how it is going to get there. This document is born of the ideas and experience of stakeholders across the city, following the Leeds: The Big Education Debate events that were held in a variety of schools, colleges and settings across Leeds. The content of the strategy is being screened to ensure that there are no negative impacts on equality, diversity, cohesion or integration.

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)

Over the last decade, whilst overall attainment has risen in schools, the performance gap

between pupils from more and less advantaged backgrounds in the UK has remained prevalent.

A specific chapter in the strategy focuses on High Expectations for All in performance between disadvantaged groups and their peers. The key priority of the chapter is as follows: "**Creative and innovative approaches need to be used to address the gaps which prevent children from achieving their potential**"

The following are the two main aims of what we hope to achieve by closing the gap:

- Circumstances of birth or upbringing will not impact on the educational achievement of children in Leeds.
- Children from more disadvantaged backgrounds in Leeds will achieve & attain the same standard as their non-disadvantaged peers nationally.

- **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)

Reducing the performance gap will have a positive impact on raising the equity of outcomes between disadvantaged groups and their peers. Equity of education acknowledges that not every child starts at the same point, so extra support is provided to ensure children who are disadvantaged have the same outcomes as their peers.

There will be variations in the type, complexity and breadth of the gap in different circumstances and instances, for all schools and settings in Leeds. We want to address the performance gap in all its forms, to ensure that rather than lowering standards, each child reaches a good level of attainment, regardless of predetermination.

The aim is to raise the attainment of pupils from disadvantaged backgrounds, SEND pupils and different ethnic groups, and does not favour one of these groups over another.

- **Actions**

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

- Extra support will put in to 0-19 education providers to ensure equity of outcomes.
- Leeds will continue to work in partnership with schools, settings and partner head teachers to promote and progress bespoke projects to close the gap in Leeds.
- Partnership work with third sector groups, teaching schools and research partners will direct and support the needs of less advantaged individuals or groups within schools.
- Continue to monitor and record data on the performance gap to ensure focus on improvement and to target further action.
- Maintain and develop the work that is already being done to reduce the gap.

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
Andrew Eastwood	Head of Learning Improvement	26.01.16
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	22.01.16	
Date sent to Equality Team	27.01.16	
Date published (To be completed by the Equality Team)		