

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 Service	Service area: Built Environment
Lead person: Ed Staveley	Contact number: 0113 2475351

1. Title: Design & Cost Report for the Learning Places 2016 Bulge Cohort – Hunslet St Mary’s C of E Primary School

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. Modular accommodation will be required for the 2016 intake to meet the need.
- **Purpose**
A screening exercise has been carried out to determine if the above proposal will impact upon equality. The installation of modular accommodation will support the Authority’s legal duty to provide a school place for every child and, where possible, within the school of parental preference.

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?**

Consultation and Involvement

Consultation will continue to take place with key stakeholders throughout the development of the accommodation proposals.

- **Consultation with Planning & Highways Officers**

Periodic discussions have taken place with colleagues at key junctures within the wider 2016 Bulge Cohort programme. All comments will be incorporated into the final proposals for projects requiring planning submissions.

- **School Briefing Sessions**

The core school management team have been involved in the early development of the proposals and key considerations regarding accessibility of the design will be included in the proposals by the design consultant.

- **Councillor Briefing Sessions**

Local ward members have been informed of the proposal via briefing notes and through programme board. Any appropriate alterations or recommendations required will be 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**

The proposed installation of modular accommodation will be designed with compliance to British building regulations and design requirements as a key deliverable. A requirement of which is the adherence to the Disability Discrimination Act and the associated building regulations linked to this legislation.

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:	
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Date to complete your impact assessment:	
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Lead person for your impact assessment: (Include name and job title)	
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6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Nigel Wilson	Basic Need Programme Manager	4 th July 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	4 th July 2016
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Date sent to Equality Team	4 th July 2016
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Date published (To be completed by the Equality Team)	
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