

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: Leanne Walsh	Contact number: 07891 272697

1. Title: Hollybush Primary School, Learning Places Programme scheme

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 Bramley and surrounding areas, it is necessary to expand provision at Hollybush Primary School from a 2 Form Entry with 420 pupil places, to a 3 Form Entry with 630 pupil places. 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 on 17 December 2014.

The full expansion of the school will commence Autumn 16. Prior to this, a small amount of internal reconfiguration of classrooms is required over the Summer holidays. This involved removing two partition walls and making good.
- **Purpose**

A screening exercise has been carried out to determine if the work undertaken to provide an additional 30 spaces in September 16, will impact on equality.

The accommodation will continue to be fully DDA compliant.
The expansion is necessary to ensure that the Authority can fulfil its legal duty to provide a school place for every child and where possible, in 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?** (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

Full public consultation has taken place relating to the Statutory Notice proposal to increase the numbers of pupils at the school. Final Determination of the Statutory Notice was approved by Executive Board in December 2014.

In addition, the project team has consulted with the Headteacher, school staff and governors.

The following communication has taken place at this stage in the process.

- Consultation with the Head and Deputy head teacher
- Consultation with Governing Body.
- Ward members have been consulted on the proposal to consult on the issuing of a Statutory Notice to change admission numbers. Ward members have been briefed throughout the design process.

• **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)

Parents and school Governors did not want the there reception classes to be separated and as such, a year one classroom is being remodelled to create triple reception unit, ready for use from September 16. This will allow al reception children free movements and further interactions with other children.

The library/ICT suit is being remodelled inti a classroom to house the displaced class, as a result of a triple reception unit being created. At present a dividing wall is in place which impacts upon teaching. This will be removed as part of the summer works, to create a functional teaching space.

• **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

This project is concerned with a small amount of internal remodelling. Access will remain the same as it is.

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	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	July 2016
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Date sent to Equality Team	July 2016
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Date published (To be completed by the Equality Team)	
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