

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: Chris Gosling	Contact number: 0113 39 51403

1. Title: Design & Cost Report for Package Two of the ‘Early Works’ required to facilitate the SEMH construction programme

Is this a:

Strategy / Policy
 Service / Function
 Other

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

- **Main aim**
 In July 2016 the Executive Board endorsed the case for change and approved the investment into Children’s Services ‘Social, Emotional & Mental Health’ (SEMH) programme. This programme aims to improve education and support for children and young people with complex SEMH needs and is part of a citywide strategy supported by both the Council and NHS to invest and improve services for children’s emotional and mental health. The SEMH programme seeks to replace the outdated provision with specially designed facilities that are managed and led by an Academy partner, the Wellspring Academy Trust, whose provision is rated as ‘outstanding’ by OfSTED. The aim is to combine the existing BESD SILC and Pupil Referral Unit (PRU) into one multi-site, innovative SEMH Academy catering for ages four to nineteen and all aspects of the SEMH spectrum. Delivery of these proposals will be managed as part of a co-ordinated, city-wide, multi-agency programme covering all aspects of this transition. Three new school buildings are to be constructed as part of this programme, designed specifically as SEMH facilities.

- **Purpose**

A screening exercise has been carried out to determine if 'early works' required at the East Leeds SEMH development will impact upon equality. The works identified within this report are purely preparatory work design to ready the site for future development. This does not impact upon equality. For reference, the SEMH programme has been the subject of a holistic equality impact assessment which deals directly with the institutional changes. This report is purely for building work which has no impact.

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 has taken place with key stakeholders throughout the development of the proposed accommodation for Hovingham Primary School.

- **Consultation with Planning & Highways Officers**
Periodic discussions have taken place with colleagues at key junctures within the wider SEMH programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.
- **School Briefing Sessions**
Our Academy partner have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the new accommodation. 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 briefing notes at programme wide level and through periodic updates to the programme board. Any appropriate alterations or recommendations required have been included in the project.

- **Key findings**

The works identified within the accompanying DCR are for site preparation and ground works only. They do not impact on the equality impact assessment. Future reports will deal directly with the new developments wherein this consideration will be reviewed once again.

- **Actions**

Not applicable

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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	12 th August 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	12 th August 2016
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Date sent to Equality Team	12 th August 2016
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Date published (To be completed by the Equality Team)	
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