

## 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.

<b>Directorate:</b> Strategy and Resources	<b>Service area:</b> PPPU
<b>Lead person:</b> Edwige Moutault	<b>Contact number:</b> 07891 270329

<b>1. Title:</b> Procurement Strategy for Temporary Modular Accommodation for Bulge Cohort.			
Is this a:			
<input type="checkbox"/>	<b>Strategy / Policy</b>	<input type="checkbox"/>	<b>Service / Function</b>
		<input checked="" type="checkbox"/>	<b>Other</b>

<b>2. Please provide a brief description of what you are screening</b>
<ul style="list-style-type: none"> <li>• <b>Main aim</b> <ol style="list-style-type: none"> <li>1. As a consequence of the increasing birth rate in Leeds, it is necessary to provide temporary modular accommodation to support the 2017 Bulge programme at various Schools in Leeds. The accommodation will be available for the start of the September 2017 term.</li> <li>2. These schemes will be delivered under the City Council's Learning Places 2017 Bulge Programme which aims to ensure its statutory duties are met with respect to ensuring a school place for every child within the city.</li> <li>3. The proposal for the installation of temporary accommodation to support the 2017 bulge cohorts forms part of the on-going work to address capacity and sufficiency across all of Children's Services. These proposals form part of the Council's Learning Places Programme that embeds the 'one council' approach that has achieved shared ownership of proposed solutions.</li> </ol> </li> </ul>

<p>4. The total number of school sites requiring additional modular accommodation is to be confirmed. Current data identifies 5 schools may require additional temporary modular accommodation to ensure sufficient pupil places for the start of the September term 2017. This information is based on current pupil numbers and demographic predictions.</p> <ul style="list-style-type: none"> <li> <b>Purpose</b>                      A screening exercise has been carried out to determine whether future building projects associated with this report have the potential to impact on equality, diversion, cohesion and integration.                 </li> </ul>
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<h3>3. Relevance to equality, diversity, cohesion and integration</h3>		
<p>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.</p> <p>The following questions will help you to identify how relevant your proposals are.</p> <p>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).</p>		
<p><b>Questions</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p>Is there an existing or likely differential impact for the different equality characteristics?</p>	<p>Yes</p>	
<p>Have there been or likely to be any public concerns about the policy or proposal?</p>	<p>Yes</p>	
<p>Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?</p>		<p>No</p>
<p>Could the proposal affect our workforce or employment practices?</p>		<p>No</p>
<p>Does the proposal involve or will it have an impact on</p> <ul style="list-style-type: none"> <li>Eliminating unlawful discrimination, victimisation and harassment</li> <li>Advancing equality of opportunity</li> <li>Fostering good relations</li> </ul>	<p>Yes</p>	

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 equality, diversity, cohesion and integration will be considered during each Basic Need project**

##### **Consultation and Involvement**

Consultation will take place with the following key stakeholders throughout the development of each 2017 Bulge Scheme.

- **Public information**  
These will be held from the outset of the expansion proposal and also prior to the submission of the planning proposal when detailed plans will be presented. Local residents and parents will be targeted as part of this process.
- **Consultation with Planning & Highways Officers**  
Periodic discussions will take place with colleagues at key junctures within the project development and all comments will be incorporated into the final proposals submitted for planning.
- **School Briefing**  
Senior staff will be involved in the development of the proposals and key considerations regarding accessibility will be included within the design.
- **Councillor Briefing Sessions**  
Local ward members will be kept abreast of the proposed sites requiring a temporary bulge cohort and their subsequent development as the schemes progress.
- **School Governing Body**  
The school governing body will be informed of the proposal and encouraged to feedback with comments.

- **Key findings**

Each 2017 Bulge Scheme will be designed to comply with British building regulations, a requirement of which is the adherence to the Disability

<p>Discrimination Act (DDA) and the associated building regulations linked to this legislation. As such all aspects of the building and associated development will be designed with accessibility and inclusion in mind as a core requirement.</p>
<p><b>• Actions</b></p> <p>Each 2017 Bulge Scheme will be assessed on an individual basis to ensure compliance with current DDA regulations. Existing access issues and other DDA related issues will be addressed where possible within the overall scope of works.</p>

<p><b>5. If you are <b>not</b> already considering the impact on equality, diversity, cohesion and integration you <b>will need to carry out an impact assessment.</b></b></p>	
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)	

<p><b>6. Governance, ownership and approval</b> Please state here who has approved the actions and outcomes of the screening</p>		
<b>Name</b>	<b>Job title</b>	<b>Date</b>

<p><b>7. Publishing</b> 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.</p> <p>Please send a copy to the Equality Team for publishing</p>	
<b>Date screening completed</b>	
<b>Date sent to Equality Team</b>	
<b>Date published</b> (To be completed by the Equality Team)	