

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: Tony O’Connell	Contact number: 0113 378 5895

1. Title: Hawksworth Wood 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 Kirkstall and surrounding areas, it is necessary to expand provision at Hawksworth Wood Primary School from a 1 Form Entry with 210 pupil places, to a 2 Form Entry with 420 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 2016. The expansion will be delivered through a combination of new build extensions and internal remodelling.

• Purpose

A screening exercise has been carried out to determine if the additional spaces required plus essential additional facilities to bring the school’s accommodation in

line with 2 FE Primary School requirements, will impact on equality. The new accommodation will be fully DDA compliant. There will be additional accessible toilets and improved access around the development. A series of external ramps and footpaths will also ensure that all external areas are fully accessible and pupil flow is maximised across the play areas.

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 September 2016.

In addition, the Project Team has consulted with the Headteacher, school staff, governors, parents and pupils, and local residents on the possible features and facilities of any extension.

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

- Consultation with Highways officers;
- Consultation with Governing Body.
- Staff consultation on the proposal (through regular design meetings with Leeds City Council, the design team and the head teacher).
- Ward members have been consulted on the proposal to consult on the issuing of a Statutory Notice to change admission numbers.

• **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)

The outcome of the consultation sessions and evidence of how it has been reflected within the design can be found in the section below.

• **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

The main school entrance provide ramped access with the other access is at ground level without steps.

Car parking

The existing vehicular entrance will be retained with the addition of 15no new car parking spaces, which includes the provision of 2no disabled parking bays.

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
		March 2017

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	March 2017
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Date sent to Equality Team	March 2017
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Date published	
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(To be completed by the Equality Team)