

# 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> Projects, Programmes and Procurement Unit	<b>Service area:</b> Children’s Services category team
<b>Lead person:</b> Amy Smith	<b>Contact number:</b> 07891 275 909

**1. Title:** Fieldhead Carr Primary School Expansion - Learning Places Project

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 Whinmoor and surrounding areas, it is necessary to expand provision at Fieldhead Carr Primary School from a 1 Form Entry with 210 pupil places, to a 2 Form Entry with 420 pupil places. This 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 22 June 2016.

### 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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

The proposal to expand the school was subject to a statutory process; an event was held on 21 October 2014 to discuss the options for increasing school places in Whinmoor. Subsequently an option emerged to expand Fieldhead Carr Primary school. Consultation on this preferred option was then conducted.

The Statutory Notice was published on 29 March 2016. The expansion of the school was subsequently approved by the Executive Board on 22 June 2016.

The proposed scheme at Fieldhead Carr Primary School has been the subject of consultation with key stakeholders including ward members and the Executive member for Children and Families. Consultation has also involved school staff and governors, local residents and other colleagues within the Council.

Pre-planning application meetings were held with officers from Planning, Highways and Building Control prior to the formal submission of the planning application. Substantial engagement has taken place with key stakeholders. The ward members have also been briefed at various stages during the design. All ward members are fully supportive of the project.

- **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 accommodation has been 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 building will have level access from all internal and external doors. The design has been reviewed by Building Control as part of the planning approval process and all comments/feedback incorporated into the design. All door widths will be sufficient to allow for wheelchair access. Where internal steps are unavoidable due to level changes and cannot be ramped due to design constraints, lifts or ramps have been provided as part of the project.

**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:

Date to complete your impact assessment		
Lead person for your impact assessment (Include name and job title)		
<b>6. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Jane Walne	Principal Regeneration Officer	xx/xx/2017
<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.		
Please send a copy to the Equality Team for publishing.		
<b>Date screening completed</b>	27/06/2017	
<b>Date sent to Equality Team</b>		
<b>Date published</b> (To be completed by the Equality Team)		