

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: Ed Staveley	Contact number: 0113 24 75351

1. Title: Learning Places 2017 Bulge Cohort – Talbot Primary School

Is this a:

Strategy / Policy
 Service / Function
 Other

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

- **Main aim**
The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of places for reception age children across the city. In order to provide temporary pupil places a programme of works was developed to deliver accommodation for the 2016 ‘bulge’ year. A number of schools were identified as being able to support a temporary increase in pupil numbers and the appropriate works delivered for the start of the 2016 September term. This report relates to the delivery of essential phase 2 building works to support the 2016 Bulge cohort accommodation, delivered for the start of the September term 2017.
- **Purpose**
A screening exercise has been carried out to determine if the proposed works will impact upon equality. The utilisation of the existing Strategic Partnering Agreement, Leeds City Council has agreed with the LLEP, would facilitate the delivery of the required phase 2 building works and greatly reduce the risk of none delivery for the start of the September term 2017. Providing the accommodation on the school site supports the Authority’s 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?	Yes	
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 and Involvement

Consultation took place with key stakeholders throughout the development of the 2016 bulge cohort requirement. During this process a number of schemes were identified that could not be delivered via the Internal Service Provider or tendered through an existing Framework Agreement in time for the start of the September term 2016. These specific schemes could however be delivered by the LLEP (Leeds Local Education Partnership) via the existing Strategic Partnering Agreement identified under the Additional Services Agreement. A waiver report has subsequently been signed by the Director of Children & Families supporting the proposed procurement route.

Having liaised with LCC Projects, Programmes & Procurement Unit (PP&PU) regarding the above matters, it was identified that whilst the existing YORbuild 2 framework is the preferred tender process, the existing Strategic Partnering Agreement between LCC and the LLEP would (in this instance) support the delivery of the required work at the specific schools. The delivery of the 2017 phase 2 works follows the same principal and ensures the existing warranties remain valid.

- **Consultation with Planning & Highways Officers**
Periodic discussions have taken place with colleagues at key junctures within the development of the 2016 Bulge Cohort scheme. All comments were incorporated into the 2017 proposal.
- **School Briefing Sessions**
The core school management team have been intrinsically involved in the early development of the proposals and key considerations regarding accessibility of the design will be included by the appropriate design consultant.
- **Councillor Briefing Sessions**
Local ward members have been informed of the proposal via a briefing note and will be kept informed of progress.
- **School Governing Body**
The school governing body have been periodically updated on progress and allowed to feedback with comments as required.

- **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 Strategic Partnering Agreement with the LLEP has been active since its inception in 2007. Significant building works has been delivered during this period, all of which have been designed with compliance to British building regulations, a requirement of which is the adherence to the Disability Discrimination Act and the associated building regulations linked to this legislation.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

Access to the Building

The specific school site currently has good level access throughout the building. The proposed works to the existing accommodation will support this principal and not impact on the existing accessibility.

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)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Jane Walne	Principal Regeneration Officer	21 st July 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	21 st July 2017
Date sent to Equality Team	21 st July 2017

Date published (To be completed by the Equality Team)	