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 2475351

1. Title: Learning Places Programme – Beecroft Primary Expansion

Is this a:

	Strategy / Policy		**Service / Function**	x	**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 pupil places for reception age children across the city. Beecroft Primary School was identified as one of the schools required to meet pupil placement needs in the local area via the Learning Places Programme. This project is to be delivered as part of a wider scheme across the city of Leeds.

- **Purpose**
  A screening exercise has been carried out to determine if the proposals at Beecroft Primary School will impact upon equality. The 'early works' are required to facilitate an expansion of the school including an extension. The proposals for the final scheme have been designed to meet building regulations and have address all accessibility and equality concerns as a consequence.

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 • 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 accommodation proposals for Bramley Primary School.

  - **Consultation with Planning & Highways Officers**
    Periodic discussions have taken place with colleagues at key junctures. All comments have been incorporated into the final proposals for projects requiring planning submissions.

  - **School Briefing Sessions**
    The core school management team have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design have been included in the proposals by the design consultant. 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 and through programme board. Any appropriate alterations or recommendations required have been included in the project.

  - **School Governing Body**
    The school governing body have been periodically updated on progress and allowed to feedback with comments as required.

- **Key findings**

  The proposed expansion at Beecroft Primary School has been designed with compliance to British building regulations and design requirements as a key deliverable. A requirement of which is the adherence to the Disability Discrimination Act and the associated building regulations linked to this legislation. In addition to this, please see Actions noted below. The new classroom provision which is to be provided has been designed in accordance with these requirements and procured via LLEP, this ensures all of the Authority's policies and objectives are accounted for.

- **Actions**

Access to the Building
Access to the building is unchanged as a consequence of these works.

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	Executive Asset management Officer	02th February 2018

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	02th February 2018
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	