

# 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> Children’s Service	<b>Service area:</b> Built Environment
<b>Lead person:</b> Chris Gosling	<b>Contact number:</b> 0113 2475351

<b>1. Title:</b> 2024-03-05 - Pudsey Grammar - Tender Strategy EDCI Screening - Construction contract (Final)
Is this a:
<input type="checkbox"/> <b>Strategy / Policy</b> <input checked="" type="checkbox"/> <b>Service / Function</b> <input 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>                  In May 2023 the Department for Education (DfE) awarded a grant of £3,997,942 for the design and build of a ‘post-16’ block at Pudsey Grammar School. The estimate construction costs are subject to review but are anticipated to be circa £3.3m, and wholly funded from the DfE grant allowance. Inclusive of all supporting costs, staffing resource and associated PFI fees. Officers from Projects &amp; Programmes are supporting the school to develop and deliver the project, which is currently awaiting determination of planning permission.</li> </ul> <p>Following completion of the project, the ‘post-16’ block will provide a new two storey block comprised of eight new dedicated ‘post-16’ classrooms, ancillary study space, associated welfare, office provision and a new double height social / open-plan learning area. With the new building to be located on redundant sports pitch area adjacent to the existing modular buildings on the school field. It will be connected to the existing school via a secure footpath and will be separated from the main curriculum building via a public right of way. The new block will allow for</p>

release of over-subscribed space within the main building and create a dedicated base for the 'post-16' cohort.

- **Purpose**

Completion of a procurement exercise to award a construction contract for the delivery of a new 'post-16' block at Pudsey Grammar School.

### 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>		No

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 proposed accommodation for Pudsey Grammar School.

- **Consultation with Planning & Highways Officers**  
Periodic discussions have taken place with colleagues at key junctures within the wider Learning Places Programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.
- **School Briefing Sessions**  
The school's senior 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.
- **Councillor Briefing Sessions**  
Local ward members have been informed briefed throughout the development process by the school.

- **Key findings**

The proposal detailed within this report is the completion of a tender exercise and has no impact on equality, diversity, cohesion and integration.

- **Actions**

##### **Access to the Building**

The new building has been designed to adhere to the Disability and Discrimination act; as such the building will be fully accessible and conform to building regulations.

**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
Adele Robinson	Senior Project Manager	12 <sup>th</sup> March 2024

**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

<b>Date screening completed</b>	
<b>Date sent to Equality Team</b>	
<b>Date published</b> (To be completed by the Equality Team)	