



## 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: Children's Services</b>	<b>Service area: Strategy, performance and commissioning</b>
<b>Lead person: Sarah Sinclair</b>	<b>Contact number: 78720</b>

**1. Title:** Learning for Leeds – Setting our strategic direction for ensuring sufficient good quality learning places

Is this a:

**Strategy / Policy**

**Service / Function**

**Other**

**If other, please specify**

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

**In response to pressure on learning places resulting from increasing demographics and housing, the Executive Board is asked to approve the emerging strategy and key principles required to ensure sufficient good quality learning places for children and young people in Leeds.**

**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?		X
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	X	
Could the proposal affect our workforce or employment practices?		X
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>	X X	X

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**.

<p><b>4. Considering the impact on equality, diversity, cohesion and integration</b></p>
<p><b>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.</b>  <b>Please provide specific details for all three areas below (use the prompts for guidance).</b></p>
<ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion and integration?</b></li> </ul> <p>The emerging strategy to ensure the sufficiency of learning places will have a positive city-wide impact.</p> <p>The Basic Need Programme has continued to deliver new learning places since 2009. As the programme has continued we have developed a cross-directorate approach to ensuring that good quality learning places are delivered in the places they are needed, when they are needed for the communities that need them. All work has been delivered in line with our statutory duties, with individual projects undertaking risk and equality</p>

impact assessments. The views of key stakeholders likely to be affected by the strategy, such as the public, elected members, school leaders, private providers and others, are regularly sought through engagement and consultation to ensure we deliver learning places which meet the needs of the population, complement the existing learning provision across the city and supports children & young people to enjoy and achieve.

The good practice developed over the programme underpins the key principles as laid out in the emerging strategy.

- **Key findings**

The key principles outlined in the strategy are intended to ensure a co-ordinated approach to delivering good quality learning places across the city. The strategy will ensure the local authorities approach to learning place planning:

- Ensures children and young people can access good quality learning places across the city.
- Delivers places in areas of need, when they are needed, which complement existing learning provision across the city.
- Encourages co-operation and support amongst all schools and providers.
- Supports all providers to deliver good quality learning provision and be ambitious in their own aims.
- Places learning provision at the heart of every community.
- Operates an effective admissions service which offers good quality, local places for local children and promotes parental choice.
- Provides value for money through improved procurement efficiencies and joined-up working.
- Continues to improve engagement with key stakeholders
- Promotes Leeds as a city where families want their children to grow up and learn.

- **Actions**

We must ensure that all stakeholders understand both the pressures on learning places the city is facing and the strategy we intend to implement to meet needs arising from those pressures.

Regular consultation and engagement with stakeholders will ensure that 'everybody owns the issue' and contributes to finding creative solutions.

While there are similar factors affecting a number of local authorities, each local authority has its own unique set of local factors to take into account. Best practice would seem to be a local 'bespoke' analysis based on locally-determined planning areas, with a common approach to key factors such as birth rate, migration, and housing developments. The local authority should generally seek 'local solutions with local partners', working explicitly with elected members, other local agencies, including the health service, economic development services, housing services, benefits agencies, and schools, including academies and free schools, in order to ensure than learning place planning is based on the best possible information.

Any key local authority decision regarding the establishment of new provision across the

city will, where appropriate, continue to be subject to statutory and public consultation.

**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

<b>Name</b>	<b>Job title</b>	<b>Date</b>

**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)	