

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: Strategy and Resources	Service area: PPPU
Lead person: Jill Gough	Contact number: 07891 278 063

1. Title: Executive Board Report – Learning Places Programme - Capital Programme Update

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 required the Council to approve over 1600 new reception places since 2009 in order to fulfil its statutory duty to ensure sufficiency of school places. This report provides an update on the scale of the future programme and key achievements to date. The programme will continue as there are ongoing pressures on school places. This report provides an update on the scale of the future programme and seeks authority to revise the sum allocated in the Programme Capital Risk Fund.
- **Purpose**
A screening exercise has been carried out to determine whether future building projects associated with this report have the potential to impact on equality, diversion, cohesion and integration.

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?	Yes	
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"> • 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 equality, diversity, cohesion and integration will be considered during each Basic Need project**

Consultation and Involvement

Consultation will take place with the following key stakeholders throughout each Learning Places project.

- **Public consultation sessions**
These will be held from the outset of the expansion proposal and also prior to the submission of the planning proposal when detailed plans will be presented. Local residents and parents will be targeted as part of this process.
- **Consultation with Planning & Highways Officers**
Periodic discussions will take place with colleagues at key junctures within the project development and all comments will be incorporated into the final proposals submitted for planning.
- **Staff Briefing Sessions**
The core school management team will be involved in the development of the proposals and key considerations regarding accessibility will be included within the design.
- **Councillor Briefing Sessions**
Local ward members will be kept abreast of the design proposals and their subsequent development as the scheme progresses.
- **School Governing Body**
The school governing body will be regularly updated on progress and allowed to feedback with comments on an ad hoc, upon request basis.

- **Key findings**

Each Learning Places project will be designed to comply with British building regulations, a requirement of which is the adherence to the Disability Discrimination Act (DDA) and the associated building regulations linked to this legislation. As such all aspects of the building and associated development will be designed with accessibility and inclusion in mind as a core facet.

- **Actions**

Each scheme will be assessed on an individual basis to ensure compliance with

current DDA regulations. Existing access issues and other DDA related issues will be addressed where possible within the overall scope of 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
Viv Buckland	Head of Learning Systems	December 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	December 2017
Date sent to Equality Team	December 2017
Date published (To be completed by the Equality Team)	