

# 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 and Families	Service area: Learning
Lead person: Phil Mellen	Contact number: 0113 3783629

1. Title: The 3As strategy: Improving the attendance, attainment and achievement of children & young people in Leeds

Is this a:

Strategy / Policy       Service / Function       Other

If other, please specify

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

The development of the 3As strategy (Attendance, Attainment and Achievement) is driven by our ambition to support all children and young people, especially those who are vulnerable and/or disadvantaged, to reach their full potential. The strategy aims to close the gaps between more and less advantaged children and young people through collaborating with internal and external partners. Children and young people will be supported to engage positively with education and offered opportunities that lead to positive, lifelong pathways. Through this, we will give all Leeds children and young people, particularly those who are vulnerable, an empowering start in life and enable them to thrive in a vibrant and compassionate city.

Equality considerations are an integral part of the approach to addressing the 3As in Leeds and further equality considerations will be given to all aspects of work within this strategy as they are developed further.

The content of the strategy is being screened to ensure that there are no negative impacts on equality, diversity, cohesion or 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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

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	

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?

The strategy has been developed placing prominence on equality, diversity, cohesion and integration, as it aims to improve the lives of vulnerable groups including Looked After Children, Children in Need, BAME (Black, Asian and Minority Ethnic) children, children with English as an additional language and children with Special Educational Needs and Disabilities.

Children are a key stakeholder in our work and we have ensured that the voices and experiences of children living in Leeds are at the forefront of our strategy.

There is a focus on Equality and Diversity and Cohesion and Integration throughout all aspects of developing and implementing this strategy. This includes: understanding those people potentially impacted; our partnership arrangements are reflective of communities affected; tying in intelligence, resources and work that is being done across the city to develop new knowledge and assess what makes the best difference and why.

We are working with partners, including third sector organisations, across the city and beyond, to develop our collective understanding of what actions make the most impact and to share best practice. We want to improve the opportunities and enable better outcomes for children and young people by collectively combatting the challenges that they face. The work will be overseen by the 3As Action Group, who will analyse key findings and promote these across the city.

Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity. The council's equality improvement priorities have taken into account the protected characteristics as required under the Equality Act 2010.

- *Key findings*

The Three As Strategy tries to learn from what works to keep things simple. Strategies for children's services can often be long and complicated but in Leeds our Children and Young People's Plan is a plan on a page. What has made a difference is using our plans to build shared understanding, shared priorities and collective action. What has worked particularly well are the 'three obsessions' in the plan – a shared focus on the biggest issues that could make the most difference. Therefore, the Three As has adopted this and has three obsessions of its own:

- *All children make the best start to school:*
- *All Children In Need are safe, supported and successful in school:*
- *All children in Leeds read for learning and fun*

This strategy is a great opportunity for Leeds, but making this strategy work will need the efforts of the entire city. We look forward to working with Executive Board in the years ahead and together we can make sure all children and young attend, attain and achieve.

- *Actions*

*The 3As strategy focuses on the 3 obsessions and also 8 priorities/actions:*

1. Improve opportunities for children in Leeds in sports, arts and positive activities [Achieve]
2. Increase the number of children and young people who attend schools and settings judged by OfSTED to be 'Good' or 'Outstanding' [Attend and Attain]
3. Increase parental and community involvement and empowerment in schools and settings [Attend, Attain and Achieve]
4. Reduce the number of children excluded from school [Attend, Attain]
5. Improve support and outcomes for children educated outside mainstream schools and settings [Attend, Attain and Achieve]
6. Improve learning outcomes for learners with Special Educational Needs and Disabilities [Attend, Attain and Achieve]
7. Increase the proportion of learners with Special Educational Needs and Disabilities who make a successful transition to further learning, qualifications and work after school [Attend, Attain and Achieve]
8. Improve learning outcomes for children with English as an Additional Language [Attend, Attain and Achieve]

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:

-NA- integrated within the development and implementation of the strategy

Date to complete your impact assessment

-NA-

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
Phil Mellen	Deputy Director – Learning	18/06/2019
Date screening completed		18/06/2019

### 7. Publishing

Though all key decisions are required to give due regard to equality the council only publishes those related to Executive Board, Full Council, Key Delegated Decisions or a Significant Operational Decision.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent: 21/06/2019
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: