

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: Resources and Housing	Service area: City Development
Lead person: Imtiaz Hasan	Contact number: 07891 277 112

1. Title: Design & Cost Report for Hawksworth Wood Primary School Expansion Phase 2 Works		
Is this a:		
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function	<input checked="" type="checkbox"/> Other

2. Please provide a brief description of what you are screening
<p>Main aim</p> <ol style="list-style-type: none"> 1. The rapidly increasing birth rate in Leeds has required the Council to create new school places in order to fulfil its statutory duty to ensure sufficiency of school places. The Learning Places Programme represents the Council's response to the demographic pressures on the school provision in the city. 2. As part of this programme, it is proposed that Hawksworth Wood Primary School expands from a 1 Form Entry with 210 pupil places, to a 2 Form Entry with 420 pupil places from September 2017. This scheme will be completed under the City Council's Learning Places Programme which aims to ensure its statutory duties are met with respect to ensuring a school place for every child within the city, and was approved by Executive Board in September 2016. 3. The scheme will be completed under the City Council's Learning Places Programme which aims to ensure its statutory duties are met with respect to ensuring a school places for every child within the city.

4. The proposal for the extension to this school forms part of the on-going work to address capacity and sufficiency across all of Children's Services, which includes provision for primary and secondary school places, early years, as well as specialist provision. These proposals form part of the Council's Learning Places Programme that embeds the 'one council' approach that has achieved shared ownership of proposed solutions.

- **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 the development of the project:

- **Public consultation session**
A public consultation event was held prior to the submission of the planning proposal, the detailed plans were presented. Local residents and parents were targeted as part of this process.
- **Consultation with Planning & Highways Officers**
Periodic discussions have taken place with colleagues at key junctures within the project development and all comments have been incorporated into the final proposals submitted for planning.
- **Staff Briefing Sessions – Hawksworth Wood Primary School**
The core school management team have been involved in the development of the proposals and key considerations regarding accessibility have been included within the design.
- **Staff Briefing Sessions – Childrens Centre**
The management team of the centre have been involved in the development of the proposals and key considerations regarding accessibility have been included within the design.
- **Councillor Briefing Sessions**
Local ward members have been and will continue to be kept abreast of the design proposals and their subsequent development as the scheme progresses.
- **School Governing Body**
The school governing body has been regularly updated on progress and

allowed to feedback with comments on an ad hoc basis.
<ul style="list-style-type: none"> Key findings <p>The scheme has been 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 reasonable steps have been taken to improve level access within and outside of the building.</p>
<ul style="list-style-type: none"> Actions <p>The 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.</p>

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
Jill Gough	Head of Programme, Resources & Housing	23/02/2018

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	23/02/2018
---------------------------------	------------

Date sent to Equality Team	13/03/2018
-----------------------------------	------------

Date published (To be completed by the Equality Team)	
---	--