

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: Governor Support service
Lead person: Kathryn Wilkinson	Contact number: 86774

1. Title: Procurement of The Key for School Governors for all governing boards that buy into the local authority governor support service SLA

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

Governor Support Service (GSS) wishes to procure The Key for School Governors, a national on-line information service that provides governors with guidance and instant answers to questions on all aspects of school governance, for all governing boards subscribing to a GSS SLA. The screening is to confirm that equality, diversity, cohesion and integration has been considered, and to help determine whether or not it is necessary to carry out an impact assessment.

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

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?** (**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)
The proposal is likely to advance equality of opportunity for those with the protected

characteristic pregnancy and maternity because they will be able to use the service for guidance and instant access to their governance questions from their own home 24 hours a day 7 days a week. Currently GSS is only able to provide a service during office hours.

- **Key findings**

The Key for School Governors will ensure that more governors from a variety of different groups will be able to access advice and support at times when it is convenient to them. GSS staff will be freed up to be able to provide more bespoke training and consultancy work to governing boards which are most in need in line with the council strategy.

There will be no significant effect on how other functions are delivered.

There will be a commitment of £50,000 for the year for all governing boards which buy into a GSS SLA to have access to The Key. This amounts to 200 governing boards approximately 2,4000 governors. The expenditure will be recuperated through additional income generated from a greater uptake of the SLA and from additional training and consultancy opportunities.

There will be a positive impact for governors who need to access information outside of normal office hours for example those with young babies on maternity leave. It will also advantage those disabled people who have difficulty accessing public transport as they will be able to obtain a good deal of their development opportunities on-line from their own home.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact) Positive impact will be promoted through information in the Governor Bulletin and through the Key having an information stall at the Governor Conference. The negative impact of an increased cost for schools is negated by the much reduced cost of the Key for the LA to buy into for all schools as opposed to individual schools buying in. Currently a number of schools already buy in at a much higher cost, therefore they will be making a saving.

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
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	4 April 2018	
Date sent to Equality Team	4 April 2018	
Date published (To be completed by the Equality Team)		