

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.

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| Directorate: Projects, Programmes and Procurement Unit | Service area: Children’s Services category team |
| Lead person: Jacqueline Robertson | Contact number: 0113 37 85915 |

1. Title: Shakespeare Primary School, Learning Places Programme scheme

Is this a:

Strategy / Policy

 Service / Function

 Other

This project forms part of Children’s Services Learning Places Programme

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

- **Main aim**
- As a consequence of the increasing birth rate in Burmantofts together with housing developments and families moving into the area, it is necessary to expand provision at Shakespeare Primary School from a 1.5 Form Entry with 315 pupil places, to a 3 Form Entry with 630 pupil places, by building a new school and relocating to the former Primrose High School site off Lincoln Road. This new 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 final determination for this expansion was approved by Executive Board on 21st September 2016.
- The expansion and provision at the new location for Shakespeare Primary School will be available from September 2018.

- **Purpose**

A screening exercise has been carried out to determine if the work undertaken to provide an additional 315 spaces, will impact on equality.

The accommodation will be designed to be fully DDA compliant.

The expansion and relocation is necessary to ensure that the Authority can fulfil its legal duty to provide a school place for every child and where possible, in the school of parental preference.

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? | | No |
| 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 | | No |

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)

Consultation & involvement

Full public consultation has taken place relating to the Statutory Notice proposal to increase the numbers of pupils at the school. Final Determination of the Statutory Notice was approved by Executive Board in September 2016.

In addition, the project team has consulted with the Headteacher, school staff, governors, and local ward members.

The following communication has taken place at this stage in the process.

- Consultation with the Head and Deputy Head teacher
- Consultation with Governing Body.
- Ward members have been consulted on the proposal on the issuing of a Statutory Notice to change admission numbers. Ward members have been briefed on the proposals for expansion and relocation.
- Report providing details of the extension issued to Executive Member
- Planning consultation to be held for parents, local residents and pupils prior to submission of planning application

As the scheme progresses further consultation will be undertaken:

- Ongoing consultation with the Head, Deputy Head and Governing Body
- Further briefings to ward members as the scheme progresses

- **Key findings**
(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

- **Actions**
(**think about** how you will promote positive impact and remove/ reduce negative impact)

The building will be designed constructed taking into account the Disability Discrimination Act and all current building regulations associated with it.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

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| Date to scope and plan your impact assessment: | |
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| Date to complete your impact assessment | |
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| Lead person for your impact assessment (Include name and job title) | |
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6. Governance, ownership and approval
Please state here who has approved the actions and outcomes of the screening

| Name | Job title | Date |
|------------|-------------------|------------|
| Jill Gough | Programme Manager | March 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

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| Date screening completed | 23 March 2018 |
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| Date sent to Equality Team | March 2018 |
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| Date published (To be completed by the Equality Team) | |
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