

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 Systems
Lead person: Imtiaz Hasan	Contact number: 07891 277 112

1. Title: Learning Places Programme - Request for approval to Inject Basic Need Funding to expand The Co-operative Academy of 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 rapidly increasing birth rate as well as migration into the city due to an economy which is extremely dynamic and growing makes Leeds an attractive proposition for families and businesses to move to. This 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.

As part of this programme it is proposed that The Co-operative (Co-op) Academy of Leeds expands from a Pupil Admissions Number (PAN) of 180 to 240 from September 2019 creating an additional 300 places across years 7 – 11.

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, diversity, 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 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 processes for school expansions which have been followed are in accordance with the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. The Education and Inspections Act aims to ensure that all children in all schools get the education they need to enable them to fulfil their potential.

Consultation has been managed in accordance with all relevant legislation and local good practice. Following approval from June 2016 Executive Board, a statutory notice was published in the Yorkshire Evening Post on the 5th July 2016 with copies displayed at each entrance to the school.

Consultation on the proposal to expand The Co-operative Academy of Leeds took place between 29th February 2016 and 25th March 2016. This included use of the WordPress on-line forum and the Council's Talking Point survey system as well as through use of leaflet drops near the vicinity of the school. A number of drop in sessions were held which provided an opportunity for stakeholders to discuss the proposals with officers from Leeds City Council in attendance. Consultation meetings were held with the Trust, governors, staff and school council.

Ward members were formally consulted during the public consultation stage to both ensure awareness of all proposals city wide and to improve understanding of the impact of proposals in neighbouring areas; no concerns were raised.

Further Consultation and Involvement

Consultation will take place with the following key stakeholders throughout this project:

- **Public consultation sessions**
These have been held from the outset of the expansion proposal and will continue including 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 continue to be involved in the development of the proposals and key considerations regarding accessibility will have and will continue to 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**

(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)

The scheme has and will continue to 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.

During the next stage of the development of the scheme, the proposals will continue to consider how they can support the Trust to meet its responsibility under the Equality Act 2010.

○ **Actions**

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

The scheme will be assessed 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.

The scheme will continue to have due regard about the Equality Act 2010.

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:	
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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
Viv Buckland	Head of Service Learning Systems	June 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	May 2018
Date sent to Equality Team	June 2018
Date published (To be completed by the Equality Team)	