

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 Services	Service area: Commissioning and Market Management
Lead person: Cat Henderson	Contact number: 0113 37 84530

1. Title: Provision of the services of the School Games Organiser		
Is this a:		
<input type="checkbox"/> Strategy / Policy	<input checked="" type="checkbox"/> Service / Function	<input type="checkbox"/> Other
If other, please specify		

2. Please provide a brief description of what you are screening
<p>Decision to award contracts without competition, to Rodillian Academy and St Mary's Menston Catholic Voluntary Academy. The contracts will be for the provision of the services of the School Games Organiser (SGO) for 2 days per week to work on city wide projects as part of the Active Schools Programme - Leeds PE and Sport Offer</p> <p>SGOs support the Youth Sport Trust in delivering the School Games. The School Games started in 2006 as a single annual multi-sport competition - what is today known as the School Games National Finals. In 2010, the School Games was expanded to include more localised competitions, from major county level events to smaller competitions within the same school. As part of this work, the Youth Sport Trust were funded by Sport England to work alongside the National Governing Bodies of Sport, assisting in the creation of a series of sport formats to help guide the future of school sport competitions. Over the years, the list of NGBs involved with the School Games has grown to over 40, with everything from American Football to Wheelchair Basketball events currently taking</p>

place around the country.

There are more than 450 SGOs who work across the country to support schools in their local area. SGOs have several key roles: to coordinate appropriate competitive opportunities for all young people from Key Stage 2-4, to recruit, train and deploy a suitable workforce, and to support the development of club opportunities for all young people. SGOs are employed by schools and funded three days a week by Sport England.

For a number of years, Leeds Children and Families has paid schools in Leeds to release their SGOs for two days a week to support the Active Schools + Programme PE and Sport Offer by developing projects relating to PE, sport or physical activity. Currently, these schools are Rodillian Academy, St Mary's Menston Catholic Voluntary Academy and Carr Manor Community School. This is a traded service and is working towards being full cost recovery.

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?		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"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		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).	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/ reduce negative impact) 	

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

Andrea Richardson	Head of Service Learning for Life	
<p>7. Publishing</p> <p>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.</p> <p>Please send a copy to the Equality Team for publishing</p>		
Date screening completed		05/07/2019
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		