

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 Inclusion
Lead person: Jancis Andrew	Contact number: 07891272298

1. Title:

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify

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

The decision by the Virtual School Head to use some of the retained Pupil Premium Plus for the development of capacity around information gathering, benchmarking and personal education planning at the point children become looked after which is an area for development noted by the most recent Ofsted inspection that cuts across a range of strategies (family led decision making, review of residential provision, quality of personal education plans). These roles will ensure that whatever the outcome of their care journey, children, carers, families and social workers are supported by the best possible information to enable them to achieve their learning potential. The activity of the postholders would reduce social worker workload, increase rates of compliance around statutory timeframes, raise the quality of planning and provision for learners and support stability of care placements by ensuring carers had the most appropriate advice and guidance to support the child's progress, whatever their age and stage in their learning. The roles will ensure that access to support services for learning are accessed in a time appropriate manner so that children do not miss out and that schools and settings are maximising the range of support to accelerate progress, helping children attend, attain and achieve. The posts will provide direct support to the "Breathing Space" residential provision and the first important months of a child's

care journey ensuring the development of their care plan is supported by a robust PEP.

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).

- **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)

This new role has been developed, in part, as a response to consultation with the Have a Voice Council who have given lots of feedback about how they want to be engaged in plans that affect their education. A key delivery aspect of the roles will be ensuring that children and young people have a say in their plans, specifically around their learning, and will ensure that where children might not return to birth families, the ambitions and aspirations for their children are captured and not lost.

The roles will be crucial in supporting care planning decisions that could impact on where a child might go to school, seeking to preserve relationships and connectedness to their school and community wherever that is safe to do so and ensuring that when children may not be able to remain at their current school, there are opportunities to maintain connections to key adults and peers.

- **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)

These new roles do not cause any displacement, risk or detriment to existing staff. Working in the statutory functions around the educational achievement of children looked after is a significant priority for the city and supports us to fulfil our corporate parenting duty. The proposals represent an opportunity to build on the strength of the Virtual School team, providing a meaningful, challenging and rewarding working context where strong and positive relationships within the team and across a range of children's services, including schools, will be nurtured and promoted.

Leeds is an outstanding authority that delivers innovative practice such as family led decision making, restorative behaviours, the Leeds Practice Model and Child Friendly Leeds. These approaches help us continue to be ambitious to safely reduce the need for children to become looked after. Family group conferencing, kinship care, work with the regional adoption agency, proposals to develop a very short-stay "breathing space" residential provision and developments with support for special guardianship also offer a diverse response to the care needs of our children.

These new posts will support children who come into care, regardless of their care plan i.e. return to parents, be placed for adoption, remain in long term foster care, move to a kinship or special guardian arrangement and ensure that each child begins their care journey with a robust plan for how they will be supported to attend, attain and achieve so promotes equality of opportunity regardless of the child's circumstances.

- **Actions**

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

We will ensure that kinship and/or special guardian families can experience a similar level of support to the child's early care plan that a foster carer might.

We will ensure the postholders have an holistic induction where they ensure that they understand how key services and partners work together and keep our corporate parenting Promise to the children in our care, regardless for the length of time they remain looked after.

This work should help to reduce the educational inequalities within the population of care experienced children and young people in Leeds in partnership with their parents, carers, schools, settings and social workers.

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
Jancis Andrew	Head of the Virtual School for Children Looked After	4 th December 2019

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 th December 2019
Date sent to Equality Team	4 th December 2019
Date published (To be completed by the Equality Team)	