

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: Resources and Housing	Service area: Intelligence and Policy Service
Lead person: Elizabeth Wilson	Contact number: 0113 3785533

1. Title: Annual procurement of pupil level data sets

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify

We are purchasing a set of data and intelligence tools on behalf of Leeds schools and will be recovering the costs by charging schools for this service.

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

A delegated decision requesting a waiver of contract procedure rules in respect to annual attainment data sets purchased by the local authority:

- ALPS – Alkemygold Limited – Key Stage 4 and A/AS level Key Stage 5 analysis reports
- FFT – FFT Education Ltd – Pupil level analysis and projection of progress in learning

- NCER – National Consortium of Examination Results CIC – Analysis of Key Stage results in primary schools and at Key Stages 4 and 5 in secondary schools.

These are standard data sets and intelligence tools used by schools and local authorities nationally. They have been purchased over a number of years. Their usefulness is reviewed with school improvement colleagues annually.

Historically these were purchased by the local authority and shared with schools. Costs are now recovered from schools, and we also charge schools a small additional amount to cover some of the staff costs associated with administering these systems and providing support to schools in using them. These data sets are used by the local authority for school and learning improvement purposes.

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**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p>
<p>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).</p>
<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)	Elizabeth Wilson

6. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Peter Storrie	Head of Service (Children's and Adult's Lead)	18/12/2019
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		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		