

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
Lead person: Phil Mellen	Contact number: 0113 3783629

1. Title: The Annual Standards Report

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify. The report provides information on the Annual Standards Report 2018/2019. The Annual Standards Report provides a yearly update on educational outcomes in Leeds.

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

The Annual Standards Report provides analytical information on the progress being made against a set of measures which have been identified as being key determinants of how the city's children and young people are succeeding academically and beyond. The content of the report is being screened to identify any impacts on equality, diversity, cohesion or 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?	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) <p>Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the Council to achieve its ambition to be the best city in the UK and ensure that as a city, work takes place to reduce disadvantage, discrimination and inequalities of opportunity.</p> <p>The obsessions and priorities of the 3As Strategy have been specifically selected to measure the city's progress in closing the gap between disadvantaged pupils and their peers. For example, priorities analyse children excluded from school, those being</p>

educated outside of mainstream settings, focus on children with special educational needs and also children with English as an additional language.

- **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 report comments on outcomes for 2018/19 and on progress made in comparison with the Annual Standards Report 2017-18 academic year. It outlines where Leeds is in relation to its ambition to support children, including those living in poverty and with disadvantage, as set out in the 3As Strategy.

The 3As Strategy places increased focus on 3 obsessions and 8 priorities with an aim of reducing the gap between disadvantaged children and their peers. A “key measure” has been set against each of the obsessions and priorities to enable the Council to closely monitor progress and to adapt and implement appropriate resources when and where necessary.

The 3As Strategy and the Annual Standards Report focus on universal support and also on targeted support to ensure equality, inclusion, cohesion and diversity are at the heart of the work undertaken by the local authority and to give all children in Leeds the same opportunities to succeed.

- **Actions**

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

- The local authority will continue to maximise the use of all LA learning teams to support education settings in the city to ensure equity of opportunity for all children and young people in Leeds.
- Leeds City Council will continue to work in partnership with schools, settings and partners to promote and progress projects across the city to close attainment gaps between disadvantage children and young people and their peers.
- The local authority will regularly measure and monitor progress made against the key measures detailed under each of the obsessions and priorities within the 3As Strategy and adapt distribution of resources as appropriate and where the most positive impact can be made.

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
Dave Clark	Head of Service for Learning Improvement	25 th May 2020
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	25th May 2020	
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		