

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: Val Waite	Contact number: 0113 3783629

1. Title: The Ombudsman Report

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify.

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

The Local Government and Social Care Ombudsman made a finding of maladministration with injustice in a complaint and issued a public report against the authority in July 2019.

The case concerned the provision of suitable education for a child who was absent from school due to anxiety.

The Children and Families Service has worked with the family and local schools to resolve the problem for this individual and to reform working policies and practice to ensure this does not happen again in the future. 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**.

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)

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.

The purpose of this report is to update and provide assurance to the Executive Board that the Council has taken effective action in response to the Ombudsman recommendations and that both the council's Children and Families scrutiny board and the Ombudsman are satisfied with the actions taken and that policies and processes relating to education for children missing education have regard to equality, diversity, cohesion and integration.

• **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 how the Council has developed a wide range of improvements to policy and practice in relation to children missing out of education. This case has supported learning to take place that has shaped new protocols, policies and practice that ensure that children and young people who cannot attend school due to medical needs have access to education. The improved policies and procedures and support for better practice should lead to better joined up support for these children in future.

• **Actions**

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

- A new policy has been produced which details the arrangements for providing education for children with additional health needs
- Work is being undertaken on strengthening the cluster and Early Help offer, communication systems and escalation pathways
- Developments and improvements in structure and governance have been implemented that support the improvement and raising of attendance and attainment of vulnerable learners as detailed in the 3 As strategy
- Leeds City Council will continue to work in partnership with schools, settings and partners to promote and progress the identification and support for children and young people not attending school due to medical reasons or otherwise

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)	
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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
Val Waite	Head of Service for Learning Inclusion	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)		