

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.

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| Directorate: Children’s Service | Service area: Built Environment |
| Lead person: Chris Gosling | Contact number: 0113 2475351 |

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|---|
| 1. Title: Design Cost Report and Tender Acceptance for the Learning Places programme rebuild & expansion of Benton Park School |
| Is this a: |
| <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other |

| |
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| 2. Please provide a brief description of what you are screening |
| <ul style="list-style-type: none"> • Main aim The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of pupil places for secondary age children across the city. Benton Park School was identified as one of the schools required to meet pupil placement needs in the local area via the Learning Places Programme. The school will duly be expanded from 245 places to 300 per year with effect from September 2021. As a consequence of this increase in pupil numbers new teaching accommodation is required for the commencement of the 2021/22 academic year. Coupled with the expansion requirements wholesale rebuild of Benton Park is required to address the long-standing condition issues associated with the legacy accommodation, which is now reaching the end of its design life. • Purpose To enable the delivery of the new school building at Benton Park School with effect from September 2021 it is necessary to construct a new 1,500 place main teaching block, 3G pitch, revised car parking and bus access, associated |

landscaping and demolition of the legacy facilities. The activities detailed in this assessment relate to the full works package for delivering this essential redeveloped accommodation.

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? | | No |
| Have there been or likely to be any public concerns about the policy or proposal? | | No |
| Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom? | | No |
| Could the proposal affect our workforce or employment practices? | | No |
| 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 | | Yes |

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?**

Consultation and Involvement

Consultation has taken place with key stakeholders throughout the development of the proposed accommodation for Benton Park School.

- **Consultation with Planning & Highways Officers**

Periodic discussions have taken place with colleagues at key junctures within the wider Learning Places Programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.

- **School Briefing Sessions**

The schools senior management team and governing body have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design have been included in the proposals by the design consultant. Representation from the school management team was included within the tender evaluation exercise.

- **Councillor Briefing Sessions**

Local ward members have been informed briefed throughout the development process to date.

- **School Governing Body**

The school governing body have been part of the development process and have been consulted throughout. Representation from the Governing Body was included within the tender evaluation exercise.

- **Key findings**

The proposal detailed within this report is for award of Stage 1 tender has no impact on equality, diversity, cohesion and integration.

- **Actions**

Access to the Building

The new building has been designed to adhere to the Disability and Discrimination act; as such the building will be fully accessible and conform to building regulations.

Consultation

Extensive consultation has taken place both during the expansion project and also the statutory approval for increased the published admissions number at the school.

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 |
|------------|-------------------------------|----------------------------|
| Jane Walne | Head of Projects & Programmes | 10 th July 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

Date sent to Equality Team

Date published

(To be completed by the Equality Team)