

# 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.

<b>Directorate:</b> Children’s Service	<b>Service area:</b> Built Environment
<b>Lead person:</b> Chris Gosling	<b>Contact number:</b> 0113 2475351

<p><b>1. Title:</b> Design &amp; Cost Report for a package #02 of ‘Early Works’ required to facilitate the Learning Places development of the East Leeds Free School</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b> <input type="checkbox"/> <b>Service / Function</b> <input checked="" type="checkbox"/> <b>Other</b> </p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <ul style="list-style-type: none"> <li>• <b>Main aim</b> 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. As such creation of a new 1,200 place secondary school on the Arcadia Group fields was identified as a solution to meet pupil placement needs in the local area via the Learning Places Programme. The project will deliver a new secondary school with effect from September 2021.</li> <li>• <b>Purpose</b> To enable the delivery of the new East Leeds Free School 1,200 place secondary provision with 30 place SEN Resource Base. This will provide a new secondary school provision with access to a 3G all-weather pitch and associated parking facilities. The activities detailed in this assessment relate to a package of critical ‘early works’ necessary to ensure the programme dates are achieved.</li> </ul>
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### 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		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 granting of 'Approval to Spend' in order to facilitate the project, it has no impact on equality, diversity, cohesion and integration. The construction contract will be subject to a future design cost report, the design itself is being developed to ensure accessibility in-line with national and local policy. It will adhere to Leeds City Council's aspirations and requirements in this regard.

- **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:	
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Date to complete your impact assessment:	
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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
Jane Walne	Head of Projects & Programmes	29 <sup>th</sup> June 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

<b>Date screening completed</b>	
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<b>Date sent to Equality Team</b>	
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<b>Date published</b> (To be completed by the Equality Team)	
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