

Appendix 3

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: City Development	Service area: Projects & Programme Team
Lead person: Adele Robinson	Contact number: 07891 276856

1. Title: Laurence Calvert free school – Temporary site for September 2021		
Is this a:		
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function	<input checked="" type="checkbox"/> Other

2. Please provide a brief description of what you are screening
<ul style="list-style-type: none"> • Main aim • The growing pressure for secondary school places in south Leeds has been known for some time and in 2017, the Council supported the successful wave 12 Free School application from Cockburn MAT for the creation of a new 7 form of entry (FE) free school – Cockburn Laurence Calvert, to be delivered on the former Middleton High School site for September 2019. In supporting this ambition in September 2018 Executive Board approved the disposal of the Middleton Park Depot to the Ministry for Housing, Communities and Local Government in order to allow the construction of a new school for the Cockburn Laurence Calvert Academy Free School and by December 2018, the site was decanted in anticipation of the proposed school development. • The Department for Education (DfE) are responsible for the delivery of the permanent Cockburn Laurence Calvert free school and their current programme shows a very constrained programme for the opening of the school for September 2022. Recent conversations with the DfE have highlighted the

potential for an opening of the school at a point in time during the 2022/23 academic year. To date the on-going shortfall in South Leeds has been managed through placing temporary bulge cohorts and permanently expanding existing schools in the South. However, without the Cockburn Laurence Calvert free school opening for 2021 and potentially 2022, it is no longer possible to meet the full need through our existing portfolio. As a consequence the Council and the DfE have agreed to open a temporary school for September 2021. The site in question, identified in discussions with ward members is an area adjacent to the permanent Cockburn Laurence Calvert free school, on the Middleton Leisure Centre site.

- The temporary school, when delivered for September 2021 will effectively bring forward the opening of the Cockburn Laurence Calvert free school, albeit the permanent site will not be complete by then. On the basis that the Cockburn Laurence Calvert free school is unlikely to open for the start of the 2022 academic year the temporary solution has been designed to provide 2 years of accommodation - 210 pupils per years for a maximum of two years (total of 420 pupils)

.Purpose

A screening exercise has been carried out to determine if the proposals associated with the opening of Laurence Calvert free school on a temporary site for September 2021 will impact upon equality. The required building works support the Authority’s legal duty to provide a school place for every child and, where possible, within the school of parental preference.

The works consist of classroom provision, office accommodation, group rooms, storage, conference/meeting room, ICT suite, main hall, kitchen and welfare facilities as well as car parking and pupil drop off, all of which increases from year 1 to year 2 as the pupil and staff number increase.

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
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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 		No

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?**

Key findings

Actions

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	Executive Asset Management Officer	22/2/21

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	22/2/21
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	