

# 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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> Children and Families	<b>Service area:</b> Sufficiency and Participation
<b>Lead person:</b> Adele Robinson	<b>Contact number:</b> 07891 276856

**1. Title:** Laurence Calvert Temporary Site Tender Acceptance Report

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify**

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

A brief statement of the reasons for the decision<sup>1</sup>

1 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.

2 The Department for Education (DfE) are responsible for the delivery of the

<sup>1</sup> Include any significant financial, procurement, legal or equalities implications, having consulted with Finance, PACS, Legal or Equality colleagues as appropriate.  
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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.

- 3 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)
- 4 Colleagues in Norfolk Property Services (Leeds) have undertaken a technical and financial review and confirm that the proposal put forward by Leeds D&B One offers value for money and they recommend acceptance.

### 3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or 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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

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		X

<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>		
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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).

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

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

**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
Adele Robinson	Senior Project Manager	18/5/21
<b>Date screening completed</b>		18/5/21

## 7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk) for record.

Complete the appropriate section below with the date the report and attached screening was sent:

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent: N/A
For Delegated Decisions or Significant Operational Decisions – sent to Governance Services	Date sent: 18/5/21
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: