

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: Design & Cost Report for Parklands Primary summer works 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 • Births in the Seacroft PPA for 2020, 2021 and 2022 were above average. Both the 2020 and 2021 cohorts grew by more than 1FE from birth to starting school and have required Children’s & Families to add an additional 15 places at Parklands Primary School in order to have sufficient places. • Parklands received funding via S106 last year to replace the KS1 toilets that were in a very poor condition – this related to the 2020 ‘bulge’. • The school now requires a capital scheme to update the KS2 toilet provision which is in a similar very poor condition to provide a sufficient number of toilets to accommodate the increase in numbers due to over-admitting (‘bulging’) in several year groups. • There will be 4 year groups at 60 in September 2021 as the school admitted

additional children into two of the KS2 cohorts due to in-year demand (linked to housing) as well as the two reception cohorts they will have admitted at 60 (2020 and 2021).

- The school will be self-delivering the works over the summer break.

- **Purpose**

A screening exercise has been carried out to determine if the proposals at Parklands Primary School will impact upon equality. The required building works will support the Authority's legal duty to provide a school place for every child and, where possible, within the school of parental preference. The project consists of the refurbishment of the key stage 2 toilets and new dining furniture.

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 		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

Access to the Building

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	13/7/21

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	13/7/21
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	