

Equality, Diversity, Cohesion and Integration Screening



Leeds
CITY COUNCIL

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: Programme and Projects Team
Lead person: Adele Robinson	Contact number: 07891 276856

1. Title: Tender Acceptance Report for Allerton High bulge works 2021

Is this a:

Strategy / Policy

Service / Function

Other

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

• Main aim

The Learning Places programme represents the Council's response to the demographic growth pressures in school place provision. The increasing birth rate in Leeds has required Leeds City Council (LCC) to approve an increasing number of new school places since 2009 in order to fulfil its statutory duty. Since 2009, Leeds City Council's Learning Places Programme has created over 11,500 primary school places across the city in response to rising birth rates which increased from 7,500 per year in 2001 to a peak of 10,350 in 2012. Whilst from a primary perspective the demand for places has peaked and is now starting to decline, as expected, as children move through primary and into secondary school. The demand for year 7 places has started to rise with 9254 places allocated for the academic year 2019/20 (an increase by nearly 300 children on the previous year) Projections estimate that in 2020/2021 it will increase by nearly 500 children and then by a similar amount in 2021/2022.

The need for primary school places in the Alwoodley/Moortown area has increased

significantly in recent years resulting in the expansion of a number of local primary schools. This increase is now feeding through into secondary schools. To help manage the number of secondary places available for families in this area, Leeds City Council is consulting on a proposal to permanently expand Allerton High School.

The number of children living across the Alwoodley/Moortown area, and in particular those living nearest to both Allerton High and Allerton Grange School has increased over recent years. Parental preferences for the school have been increasing and families moving into the area and families living outside of the area who have a priority for places - siblings for example, affect how many places are available for families living in the area to secure a place locally. Additional places would help ensure that more local families could secure a school place in their area.

In advance of the proposed permanent expansion the Head Teacher and Governing Body has agreed to take a bulge cohort of 30 places in Year 7 from September 2021 (total of 250 places) Therefore additional accommodation will be required to support the bulge and the existing pressures on teaching spaces within the existing building.

The solution is to provide 6 additional classrooms in modular form with supporting ground works and additional parking spaces for staff members.

Purpose

A screening exercise has been carried out to determine if the proposals associated with this scheme 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.

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

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	01/09/2021

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	01/09/2021
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	