

# Equality, Diversity, Cohesion and Integration (EDCI) 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: Children and Families</b>	<b>Service area: Learning Improvement</b>
<b>Lead person: Tracey Thomas-Marshall</b>	<b>Contact number:</b>

**1. Title:**

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Is this a:

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

**If other, please specify**

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

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Decisions associated with providing school to school support through the Leeds Learning Partnership (LLP) for the period 01/04/2021 to 31/03/2026.

The LLP, in partnership with Huntington Research School, is a system led professional learning programme for 11-19 schools and settings, facilitated by LCC 11-19 Learning Improvement team. Each school who becomes an LLP member benefits from support in 13 individual subject specialisms. The system leaders consists of 26 Learning and Teaching Specialists (LTSs) and one Careers education, information, advice and guidance (CEIAG) lead professional from schools and academies across the city. The LTS team plan and facilitate subject leader networks on behalf of the local authority (LA) in order to meet its priorities in the Children’s and Young Peoples Plan.

This is a long established arrangement, which has successfully run since its inception in April 2010. However, over time a significant number of schools have become academies, so rather than money transferring internally between different LCC accounts, income and payments now also transfer between LCC and external bodies (academies). The 0-19 Learning Improvement team therefore wish to formally record a delegated decision to capture this financial partnership arrangement.

The LTSs have the subject expertise and knowledge which ensures that the subject leader development meetings are relevant, focussed and subject specific. They are high quality practitioners working in local Leeds schools and academies and therefore have the credibility which attracts our customers and offers first-hand expertise.

### 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 <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>	X	

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?** (**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

The partnership has a positive impact on attainment and achievement for children and young people living in poverty.

The professional development meetings impact on the following Best Council Plan KPIs:

- Tackles poverty and reduces inequalities- Improving writing skills for all pupils at secondary.
- Improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes
- Helping young people into adulthood, to develop life skills and be ready for work
- Progress 8 score for Leeds at the end of Key Stage 4 (end of year 11)

The LLP meets the Best Council Plan's, Child Friendly City key priorities for Improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes. The LLP subject leader meetings support schools in the core area of EAL, disadvantaged and reading which are national and local priority areas.

The LLP meets priorities outlined in the Annual Standards Report. Enabling the LA to support schools to raise standards for vulnerable learners – particularly EAL. Subject leader meetings include aspects of developing, diversifying and decolonising the curriculum; a significant priority and area of challenge for school leaders locally, nationally and globally.

- **Key findings** (**think about** any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

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

**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

<b>Name</b>	<b>Job title</b>	<b>Date</b>
Dave Clark	Head of Learning Improvement	
<b>Date screening completed</b>		26/07/2021

### **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:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: