

# 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: Children and Families</b>	<b>Service area: Commissioning and Market Management</b>
<b>Lead person: Catherine Henderson</b>	<b>Contact number: 0113 378 5430</b>

**1. Title:** Award of grant agreements to schools for summer transitional projects in support of the Leeds SAFE Taskforce programme

Is this a:

**Strategy / Policy**

**Service / Function**

**Other**

**If other, please specify**

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

This is a screening of a decision to award grant agreements to a number of secondary schools, predominately in the east of the city for provision of summer transitional projects to support young people at risk of involvement in violence to re-engage with education. These awards are made on behalf of the Leeds SAFE (Support, Attend, Fulfil, Exceed) Taskforce using grant funding from the Department for Education (DfE) as part of the cross-government Beating Crime Plan published in July 2021

The DfE has made available grant funding to establish SAFE Taskforces in 10 local authority areas across the country, as part of the cross-government Beating Crime Plan published in July 2021, which announced investment in specialist support in schools in serious violence hotspots to support young people at risk of involvement in violence to

re-engage with education.

Leeds City Council has agreed to act as a central repository for the grant funds on behalf of schools in the East Area Inclusion Partnership. Leeds is to receive a £323,100 set up grant during the period February to October 2022, with further monies to be released for the delivery phase once delivery plans are approved by the DfE in June 2022. This decision report concerns the arrangements for the set up grant. A further decision will be sought for the delivery phase.

SAFE Taskforces will bring together mainstream schools to commission evidence-based interventions to **Support** young people with challenging behaviour, enabling them to **Attend** school regularly so they can **Fulfil** their potential and prevent costly poor life outcomes by inspiring them to **Exceed** their expectations.

Provision will be focused in the East AIP in line with our Strategic Needs Analysis, which indicates a higher prevalence across the target indicators in wards in the East of the city; Gipton & Harehills, Burmantofts & Richmond Hill and Killingbeck & Seacroft were the wards most consistently represented across the indicators based on home or offence postcode. Numerically and proportionately pupils attending school in the East AIP area have the highest persistent absence, persistent unauthorised absence and severe absence. Two schools outside the East AIP will also employ Mentors (in North-East and North-West AIP areas), which are in designated areas for hot spots.

Part of the DfE set up grant for mobilisation of the SAFE Taskforce can be used to fund some initial transition activities during summer and autumn terms 2022, i.e. interventions for transition cohorts. Transition activities are not required to be detailed in the SAFE Taskforce Delivery Plan and are not subject to the same level of performance and impact monitoring. However, it is essential for the SAFE taskforce to be able to demonstrate how the funding was used and how many young people benefited. This funding is therefore being made available to schools by the Leeds SAFE taskforce as a grant.

The Leeds SAFE Taskforce has offered grants of between £15,000 and £18,000 to the 13 target secondary schools (11 in East AIP, 1 in NE AIP and 1 in NW AIP) to fund transitional activities over the summer holidays and up until 31<sup>st</sup> September 2022. All 13 schools expressed an interest in delivering schemes that will be universally available but will reach young people from the target cohorts based on our priority needs identified from the Leeds SAFE Taskforce Strategic Needs Assessment.

### **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.

<b>Questions</b>	<b>Yes</b>	<b>No</b>
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)

This decision will have a positive impact for equality, diversity, cohesion and integration because it will support young people at risk of involvement in violence to attend school and re-engage with education.

The cohorts the services will focus on are pupils already known to be involved in serious violence or who are in close proximity to serious violence due to contextual factors such as peer groups, family, or neighbourhood; and pupils who are disengaged from education e.g. truancy, suspension or exclusion from school who are more likely to end up on the pathway into serious violence. This means the cohort is likely to include high proportions

of pupils from recognised vulnerable groups (e.g. Children in Need, Looked After Children and those with SEND (Special Educational Needs and Disabilities)).

- **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)

See above

- **Actions**

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

The Leeds SAFE Taskforce will be responsible for the promotion of positive 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

Name	Job title	Date
Kelly Newby	Vulnerable Children Lead	
<b>Date screening completed</b>		

**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: