

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: Children and Families	Service area: Commissioning and Market Management
Lead person: Helen Stevens	Contact number: 0113 2478684

1. Title: Permission to award contract to support the reduction in serious youth violence through improved attendance and engagement at school – SAFE Taskforce to St Giles Trust

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 seek permission to award a contract for services to support the reduction in serious youth violence through improved attendance and engagement at school to St Giles Trust.

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 has already received a set up grant during the period February to October 2022. This decision relates to the receipt of further monies for the delivery phase of the programme.

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.

A tender was undertaken and following a full & detailed evaluation process a successful bidder has been identified: St Giles Trust.

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?		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"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	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;
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- 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**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p>
<p>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).</p>
<ul style="list-style-type: none"> • 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) <p>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.</p> <p>The cohorts Taskforces 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)</p>
<ul style="list-style-type: none"> • 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) <p>See Above</p>
<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/ reduce negative impact) <p>The Leeds SAFE Taskforce, together with the successful bidder, will be responsible for the promotion of positive impact.</p>

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
Shaheen Myers	Deputy Director Learning	17 th October 2022
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		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		