

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.

Directorate: Children and Families	Service area: Commissioning and Market Management
Lead person: Helen Stevens	Contact number: 0113 378 8684

1. Title:

Direct award a contract to St Giles trust for employment of Education Inclusion Mentors as part of the Leeds SAFE Taskforce

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 directly award a contract to St Giles trust for employment of Education Inclusion Mentors as part of the Leeds SAFE Taskforce. These awards are made on behalf of the Leeds SAFE (Support, Attend, Fulfil, Exceed) Taskforce using grant funding from the Department for Education (DfE).

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.

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.

The primary intervention chosen by the Leeds SAFE Taskforce is an Educational Inclusion Mentors service. Mentoring has a strong existing evidence base and is recommended by the DfE. Mentors will also work alongside the whole family using restorative practice principles. This intervention will build on our AIP arrangements, which have proved highly successful in promoting the inclusion and preventing the exclusion of children and young people in Leeds schools

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"> • 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;

- 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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Rebecca McCormack	Vulnerable Children Lead	28 th November 2022
Date screening completed		

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 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 Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: