

# 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.

<b>Directorate:</b> Resources on behalf of Children's service	<b>Service area:</b> Passenger transport on behalf of Children's School access service.
<b>Lead person:</b> Julie Hatton Allan Hudson	<b>Contact number:</b> 2141201 2475593

**1. Title:**  
Contract for the provision of Independent travel buddies to support young people from home to various establishments.

Is this a:

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

**If other, please specify**

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

A contract is to be let and awarded for the supply of independent travel buddies who will support young people with Special Educational Needs (SEN) and adults with learning difficulties so that after initial training they are able and confident to travel independently.

### 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?	√	
Have there been or likely to be any public concerns about the policy or proposal?		√
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		√
Could the proposal affect our workforce or employment practices?		√
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>	√ Advancing equality of opportunity	

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)

Following meetings and discussions with young people with respect to their individual travel assessment needs, Children's services identified in 2010 that the authority was not meeting their needs appropriately; it was assumed that a taxi / private hire transport service was required, when in fact the young people wanted and were able, after some initial training and support, to travel independently.

A pilot was established in 2011 to determine the need, impact, benefits and volume. All of which have exceeded original expectations; in fact there is a waiting list of young people requiring a travel buddy.

Once let the contract will include appropriate terms and conditions which will ensure effective monitoring of the buddies; their own training provided, the CRB checks, and safeguarding issues. This will be monitored by Children's services.

- **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)

Positive impact will be an increase in travel opportunities for young people with SEN, or adults with learning difficulties will lead to greater social interaction with all community groups.

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

This will be achieved through the monitoring and reviewing of the individual customers, the contract, and the service as a whole.

**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>
Julie Hatton	Head of Passenger Transport.	25.11.11
Allan Hudson	Transport Services manager	

**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**

25<sup>th</sup> November 2011

**Date sent to Equality Team**

28<sup>th</sup> November 2011

**Date published**

28<sup>th</sup> November 2011