

# 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> Children’s Services	<b>Service area:</b> Capacity Planning and Sufficiency
<b>Lead person:</b> Darren Crawley	<b>Contact number:</b> 0113 2475793

**1. Title:** Response to changes in School Organisation legislation

Is this a:

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

**If other, please specify**

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

The Department for Education, on 18 Dec 2013, announced the outcome of its consultation on changes to the way proposals can be brought forward to makes changes in schools. The new regulations come into force on 28 January 2014. In particular the governing body of all maintained schools, including community schools, may now make some changes themselves and without any need for a statutory process. These include expansion (enlargement of premises) and changes to the upper and lower age range (but not to add a sixth form) – intended to make it easier to add early years and 2 year old provision.

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### 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"> <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 changes to legislation do not have any direct nor specific impact of any of the groups falling under equality legislation and the need to eliminate discrimination and promote equality.

Although the revised legislation removes the requirement for the LA to consult prior to publication of a statutory notice, these changes provide an opportunity for more Outcomes Based Accountability events in developing options and use of a range of consultation methods with key stakeholders to refine those proposals into a preferred option.

- **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)

The changes to legislation will not have any direct nor specific impact of any of the groups falling under equality legislation and the need to eliminate discrimination and promote equality.

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

The change of legislation will allow the LA to involve stakeholders, including the community, much earlier in the process of planning school provision. Through Outcomes Based Accountability events stakeholders will be part of discussions to develop proposals from the outset. Previously there had been some criticism that the community were not always part of early discussions and this will now promote a positive impact.

We will continue to promote a positive impact by ensuring we promote choice and diversity.

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
Darren Crawley	Sufficiency Manager	21 <sup>st</sup> January 2014

### 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.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk). For record keeping purposes it will be kept on file (but not published).

<b>Date screening completed</b>	21 <sup>st</sup> January 2014
If relates to a Key Decision - <b>date sent to Corporate Governance</b>	21 <sup>st</sup> January 2014
Any other decision – <b>date sent to Equality Team (equalityteam@leeds.gov.uk)</b>	