

# 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> Rosie Fluin	<b>Contact number:</b> 2475793

<p><b>1. Title:</b> Asquith Primary School, Morley</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b>                                  <input type="checkbox"/> <b>Service / Function</b>                                  <input checked="" type="checkbox"/> <b>Other</b> </p> <p><b>If other, please specify</b> Proposal to expand the school from a capacity of 210 pupils to 420 pupils with an increase in the admission limit from 30 to 60 from September 2014.</p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <p>To increase the reception intake at Asquith Primary School, Morley from 30 places to 60 places, increasing the school's capacity from 210 to 420, from September 2014. This will involve physically expanding the school.</p>
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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 proposal is to increase the number of places at Asquith Primary School, Morley. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, parental preference trends and projections, and it was concluded that more capacity is required. The types of schools in the area were also considered, to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why that school has been selected.

- **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)

Age – a further 30 reception places will be created in the Morley area. If the proposal is agreed, the school will grow from reception upwards over a 7 year period.  
Disability – any new accommodation will meet DDA guidelines  
Positive impact on ensuring we promote choice and diversity

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

If the proposal is taken forward, the extra places at Asquith will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be considered equally.

**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>
Liz Lowes	Senior Planning Manager	8 January 2013

**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**

7 January 2013

**If relates to a Key Decision send to Corporate Governance**

**Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)**

# 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.

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- 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> Rosie Fluin	<b>Contact number:</b> 2475793

<p><b>1. Title:</b> East Ardsley Primary School</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b>                                  <input type="checkbox"/> <b>Service / Function</b>                                  <input checked="" type="checkbox"/> <b>Other</b> </p> <p><b>If other, please specify</b>          Proposal to expand the school from a capacity of 315 pupils to 420 pupils with an increase in the admission number of 45 to 60 with effect from September 2014</p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <p>To increase the reception intake at East Ardsley Primary School, from 45 places to 60 places, increasing the school's capacity from 315 to 420, from September 2014. This will involve physically expanding the school.</p>
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### 3. Relevance to equality, diversity, cohesion and integration

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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
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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**.
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- **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 proposal is to increase the number of places at East Ardsley Primary School. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, parental preference trends, and projections, and it was concluded that additional capacity is required. The types of schools in the area were also considered, to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why the school has been selected.

- **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)

Age – a further 15 reception places will be created in the East Ardsley area. If the proposal is agreed, the school will grow from reception upwards over a period of 7 years.  
Disability – any new accommodation will meet DDA guidelines.  
Positive impact on ensuring we promote choice and diversity.

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

If the proposal is taken forward, the extra places at East Ardsley will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be considered equally.

**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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