

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's Services	Service area: Governance and Partnership
Lead person: Vicki White	Contact number: 0113 395 1201

1. Title: 2015-16 Leeds school calendar
Is this a:
<input type="checkbox"/> Strategy / Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Please provide a brief description of what you are screening
Decision on the 2015-16 Leeds school calendar.

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;

- 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>Draft dates were considered by a number of stakeholders – Primary Headteacher Forum, Leeds Secondary Heads and Principals, a strategic governor group, the Teachers Joint Consultative Committee and Lead members for Children’s Services.</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)

The previous Executive Board decision to fix the school Easter break means that in some years the Easter bank holidays fall outside of the school break. This is the case in 2015-16 when there could be some impact on working parents as there are a greater number of four- day weeks and childcare could be an issue.

The school calendar could affect parents and carers of children living outside Leeds but who attend Leeds schools as they may have a different holiday period. It could be seen by some of the Christian Community an attack on their religious festivals. However Statutory Easter holidays would still be observed and some faith schools prefer pupils to attend school in Holy week.

The Leeds Easter break for schools has been fixed since 2011 and is now well embedded with parents and carers who are able to plan any childcare arrangements in advance. Many have welcomed the change positively and appreciate the benefits of more equal length terms which assists in planning and delivering schemes of work.

- **Actions**

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

The previous decision to fix the school Easter break has offered clarity to families year on year. Parents now know well in advance when the school Easter break will fall and are able to plan appropriate childcare.

From now on we are proposing to set two years of dates in advance, offering greater clarity at an earlier stage. This will assist parents when booking holidays and avoiding term times.

Further consultations on the school calendar and the equality monitoring of these could be considered.

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
Anne Little	Governance and Partnership Manager	23 May 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.		
Please send a copy to the Equality Team for publishing		
Date screening completed	23 May 2014	
Date sent to Equality Team	23 May 2014	
Date published (To be completed by the Equality Team)		