

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: *Leeds Easter Holiday Consultation*

Is this a:

☐

Strategy / Policy

☒

Service / Function

☐

Other

If other, please specify

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

Decision on the timing of the school Easter break. Prior to 2011 Leeds schools always had an Easter break that moved with the Easter bank holiday. In 2008 Leeds consulted on fixing the Easter break to the first two full weeks in April irrespective of when Easter falls. As a result of the consultation, the fixed Easter break was implemented for the 2010-11 academic year. The Easter holiday pattern to be adopted from 2014-15 onwards is being considered, following the results of a consultation on the Leeds school Easter break in 2013.

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**.

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 consultation ran from January – April 2013 and 1,223 responses were received. 78% of respondents are in favour of a fixed Easter break for schools. The following EDCI

related characteristics can be drawn from the consultation:

	Number of responses	Option 1 Fixed Easter	Option 2 Moveable Easter
TOTAL	1,223	78%	22%
Religion		2%	
Religion (Easter festival should be within the school break)			18%
Planning leave/childcare		30%	
Planning childcare/leave, need to take less time off school			50%

Consultation took place with parents, school staff, local authority staff, governors, elected members and the views of both the Catholic and C of E Diocese were sought.

- **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)

There could be some impact on working parents as the proposal necessitates a greater number of four- day weeks in some years, so childcare could be an issue. It 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 have indicates that they prefer pupils to attend school in Holy week.

The Leeds Easter break for schools has been fixed since 2011 and we have now experienced two years of this arrangement. Whilst a greater number of complaints were received following the first year of implementation, many people have welcomed the change positively and appreciate the benefits of more equal length terms which assists in planning and delivering schemes of work.

Continuing to fix the school Easter break will offer clarity to families year on year. Parents will know well in advance when the school Easter break will fall and be able to plan appropriate childcare.

- **Actions**

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

Continuing to fix the school Easter break will offer clarity to families year on year. Parents will know well in advance when the school Easter break will fall and be able to plan appropriate childcare. Consideration could also be given to setting dates more than one year in advance.

The possibility to set dates more than one year in advance will be considered further.

Equality monitoring of any such consultations in the future 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	17 May 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

17 May 2013

Date sent to Equality Team

17 May 2013

Date published

(To be completed by the Equality Team)