

## 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> Sufficiency and Participation
<b>Lead person:</b> Rachael Davison	<b>Contact number:</b> 0113 2475793

**1. Title:** Proposal to increase primary school places in Harehills.

Is this a:

☐

**Strategy / Policy**

☐

**Service / Function**

☒

**Other**

**If other, please specify**

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

The proposal is to lower the age limit at Hovingham Primary School, changing their age range from 3-11 years to 2-11 years. This would mean the school are able to deliver Free Early Education Entitlement (FEEE) for eligible two year olds.

**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.

<p>The following questions will help you to identify how relevant your proposals are.</p> <p>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).</p>		
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**.

<p><b>4. Considering the impact on equality, diversity, cohesion and integration</b></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>
<p>• <b>How have you considered equality, diversity, cohesion and integration?</b>  <b>(think about</b> 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> <p>The available demographic data has identified that additional FEEE places for eligible 2 year olds are required in the densely populated Harehills area to help address the demand from families living locally. The lower age range of the school needs to be changed to enable the school to deliver this provision. The proposal would enable the school to create 20 sessional places for eligible 2 year olds to access early education within the school's early years accommodation</p>

A school led consultation in partnership with Leeds City Council, took place from 28 April to 12 May 2017 seeking views on the proposed change of the lower age limit. Information regarding the consultation was distributed to parents, ward members, local headteachers and Early Years providers. The consultation was promoted on the school's news webpage and also through the Leeds City Council, Child Friendly Leeds and Family Information Service websites to ensure engagement with the local community.

To ensure maximum engagement with families we asked the school to promote the consultation on the proposals through their usual methods of communication. The consultation document and response form was sent home to each child in their book bags and a text message was sent which directed them to the school website. The such as the school website and newsletters-it is worth noting that the school serves a diverse community and uses the 'Google Translate' service on its website to enable wider participation. The consultation document was available from the school and via links to the council's webpage. There was an English and Romanian version of the document available which a member of staff had translated. Stakeholders were able to give their views on the proposals by completing a consultation response form attached to the document.

The majority of those who responded were in support of proposal. There were a total of 17 responses with 14 of the respondents supporting lowering the age range at Hovingham Primary School.

- **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)

From the equality impact assessment the sufficiency and participation team found that these proposals would have a positive effect on some of the 6 categories listed below;

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

Additional early education places create more opportunities for all pupils to be supported and to meet their needs from an earlier age, whether they are male or female. This proposal would not have an adverse impact on any child or young person who attends the school included in this proposal. The school ethos and accommodation would ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports their specific needs regardless of religion, ethnic background and nationality. Changing the lower age limit of the school will ensure that it continues to support the needs of its community by providing more FEEE places for local children in a multi ethnic and multi faith area of the city. Eligible children and young people with special educational needs and disabilities could access a FEEE place if the provision can match their individual needs.

Hovingham Primary is very popular with local families, benefits from strong leadership and management and already serves a diverse community. A change of age range would mean that children would benefit from the quality of education and care provided at the school from a younger age.

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

If the proposals are taken forward, these FEEE places could be made available in from by the end of this year.

The accommodation identified for delivering this provision is part of the planned new expansion of the school and therefore is compliant with the Equality Act 2010. This would ensure that the building is accessible to all users; students, staff and visitors.

**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
Richard Amos	Sufficiency & Participation Lead	15/05/2017

**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

<b>Date screening completed</b>	15 May 2017
<b>Date sent to Equality Team</b>	
<b>Date published</b> (To be completed by the Equality Team)	