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:** Sufficiency & Participation
Lead person: Paul McGrath	**Contact number:** 0113 24 78462

1. Title: Hunslet St Mary's Church of England Primary School
Is this a: ☐ **Strategy / Policy** ☐ **Service / Function** ☒ **Other** **If other, please specify** To expand Hunslet St Mary's Primary School from a capacity of 210 to 315 pupils and increase the admission limit in Reception from 30 to 45 pupils from September 2017.

2. Please provide a brief description of what you are screening
To expand Hunslet St Mary's Primary School from a capacity of 210 to 315 pupils and increase the admission limit in Reception from 30 to 45 pupils from September 2017. This will involve physically expanding the school to accommodate the additional pupils.

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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

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 • 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 proposal is to increase the number of places at St Mary's C of E Primary School. Local demographics were analysed when considering school places in the area, along with 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 offering parents' choice and diversity. To this end, two proposals have been brought forward to help meet the additional demand for school places from September 2017; 1) St Mary's C of E Primary School and 2) a nearby community primary school (Low Road Primary School)

We consulted widely, including those directly affected by this proposal, from 25th April 2016 to 20th May 2016. Those consulted included: Parents and carers of pupils at Hunslet St Mary's CoE Primary and other local primary schools; local residents; governors and staff of the school; the diocese; Councillors and MPs. We publicised the proposal details and consultation activity via the LCC and school websites, social media, a local leaflet drop, and neighbourhood forums and community committee groups.

The large majority of respondents supported the proposed expansion plans. Concerns raised during consultation have been considered, and on balance, the proposal remains strong and addresses the need for school places in the area.

- **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 105 places will be created in the Hunslet area for primary children from September 2017 onwards. If the proposal is agreed, the school will grow from Reception upwards over a number of years.

Disability – any new accommodation will be in line with current DDA guidelines.

Choice and Diversity- the proposals would have a positive impact on promoting choice and diversity for local parents.

- **Actions**

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

If the proposal is taken forward, the extra places will be made available in reception from September 2017, more parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses were 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		
Name	**Job title**	**Date**
Richard Amos	Sufficiency & Participation Lead	25/05/2016
Date screening completed		25/05/2016

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board**, **Full Council, Key Delegated Decisions** or a **Significant Operational Decision.**

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached screening was sent:	
For Executive Board or Full Council – sent to **Governance Services**	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate **Directorate**	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: