

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 & Families	Service area: Governance & Partnership
Lead person: Vicki White	Contact number: 0113 37 83594

1. Title: 2021-22 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 2021-22 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**.

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).
<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 have been shared with a number of stakeholders – Primary Headteacher Forum, Secondary Heads and Principals group, school governors ‘Local Leaders of Governance group’, the SJCC and the Executive Member for Learning, Skills and Employment</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 2009 Executive Board decision to fix the school Easter break means that in some years the Easter bank holidays fall outside of the school break. When this is the case 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 as 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 will assist in planning and delivering schemes of work. Following feedback from some Primary Headteachers we consulted on the Easter break for a third time in 2018 and the results remained in favour of retaining the fixed Easter.

In order to be able to compare and align our draft dates with those of neighbouring authorities we continue to set dates one year at a time which ensures that our neighbours' dates are available for comparison.

- **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.

The results of the third consultation in 2018 confirmed that overall the public/parents prefer to retain the fixed Easter break for schools.

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
Dave Clark	Head of Service – Learning Improvement	21 May 2020

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	20 May 2020
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	