

## 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 and Families	<b>Service area:</b> Sufficiency and Participation
<b>Lead person:</b> Janet Carter	<b>Contact number:</b> 0113 378 7226

<p><b>1. Title:</b> Informal consultation stage to consult on a proposal to change the age range of Rothwell Primary School and permanently close the nursery.</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b>      <input type="checkbox"/> <b>Service / Function</b>      <input checked="" type="checkbox"/> <b>Other</b> </p> <p><b>If other, please specify</b></p> <p>Leeds City Council intends to consult on a proposal to change the age range of Rothwell Primary School. This screening process will enable us to ensure equality, diversity, cohesion and integration will be considered during the consultation.</p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <p>We are screening the consultation process on a proposal to change the age range at Rothwell Primary School. If approved, this change would permanently close the school's nursery.</p> <p>The consultation, if approved to progress, would run from 30 June to 21 July 2023 seeking the views on the proposed change.</p>
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**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"> <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**.

**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)

Through analysis of available population data for Rothwell we have considered the characteristics of the local population to ensure all parts of the community are able to engage effectively.

Our pre-consultation research, using the English Indices of Deprivation, showed us that the Rothwell ward contains none of the most deprived 10% of neighbourhoods in England. Free school meals eligibility is also in line with the city average and together these two statistical measures suggest that the Rothwell area does not suffer greater levels of deprivation than the city-wide average.

There is a lower population in comparison to the city-wide figure who are ethnically diverse and a much lower-than-average population where English is a second language.

Our stakeholder engagement analysis identified the following stakeholder groups that we would seek to consult with:

- parents and carers with primary aged children and younger living within the local area,
- parents who already have a relationship with the school (i.e. with a child currently attending school),
- parents of children with Special Educational Needs and Disabilities (SEND),
- families planning to have children,
- ward councillors,
- residents,
- other early years providers,
- staff of the school.

Planned stakeholder engagement activities: –

We feel that families in the area with children, or who are planning to have children, are likely to have the highest level of interest in the consultation. To ensure we maximise our engagement with this key stakeholder group, within which there will be a smaller cohort of families with children with SEND, we would ask Rothwell Primary School to draw the attention of existing parents and carers of the school to the consultation via their usual communication channels. These would include home/school newsletters and online channels, school website, and parent gatherings including assemblies and/or end of term/transition celebrations. Families with children with SEND will be targeted through these same channels. In addition, families will be targeted by promoting the consultation in local areas with high footfall, such as supermarkets. These different mediums of communication will help to promote maximum awareness amongst all families living within the Rothwell area.

Local community groups and ward councillors will be consulted and asked to use their own local networks to help us promote the consultation to anyone who may have an interest in engaging with us. Eye-catching posters will be distributed at venues likely to be accessed by all stakeholders identified through our stakeholder engagement analysis, including community groups and residents. Venues will include local supermarkets and cafes, Health Centres and GP surgeries, the Town Hall, shops, Post Office, College venues, and the Sports and Leisure Centre. Locations were specifically chosen as venues likely to be accessed by families to raise awareness. Other schools in Rothwell and all local early years' providers would be contacted directly to share the information with staff and parents/carers. Information on the proposal will be available on the LCC website, The Leeds Family Information Service, Leeds for Learning and on the Councils social media channel.

Parents/carers, early years providers, ward councillors and community groups will be encouraged to share with their networks to enable as many people to become aware and participate as possible.

An informal drop-in session for all interested parties would be promoted via the routes set out above and held at the school. This location was deemed to be accessible to all stakeholder groups living in the local area and is also the location of the proposed change itself. This engagement session would aim to help anyone needing support to engage with the consultation, such as requiring assistance to complete the online survey or with submitting a paper response. It would also help us support anyone who wanted further information on the process/consultation before submitting a response to an online survey. This aims to ensure everyone has the relevant information to make an informed decision and fosters good relations with the school, parents, wider community, and council staff.

School staff would already be aware of the proposal; however, we would ensure they are also aware of the opportunity to engage with the consultation activity, including offering an invitation to attend the informal drop-in session. We would also ask staff to notify their personal networks about the consultation. This would enable us to be confident that staff are fully informed of the school governing body's plans.

A separate consultation meeting with school governors would be planned and, again, delivered at the school so that they would be aware of the consultation activity we intend to undertake.

- **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)

Our assessment of the population data findings for Rothwell indicates that there would be no need to make any specific targeted adjustments for any groups with protected characteristics. We are confident that by completing this screening process, everyone with an interest in the planned consultation activity would feel able to engage effectively using the consultation methods detailed above.

It is felt that the planned activities and communication methods will adequately meet the needs of the Rothwell community.

- **Actions**

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

Should the consultation progress, a report detailing the outcome of the consultation would be drafted for consideration by Executive Board. The report would provide a summary of all comments made by respondents, including any related to the consultation process itself. These would be used to inform a lesson learned exercise undertaken to help us improve engagement in any further stage of consultation related to this proposal, and any other future consultation exercise carried out.

<b>5. If you are <b>not</b> already considering the impact on equality, diversity, cohesion and integration you <b>will need to carry out an impact assessment.</b></b>	
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)	

<b>6. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Darren Crawley	Sufficiency and Participation Lead	28/6/23
<b>7. Publishing</b>		
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>	28/6/23	
<b>Date sent to Equality Team</b>		
<b>Date published</b> (To be completed by the Equality Team)		