

# 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> Liz Richards	<b>Contact number:</b> 0113 378 7235

<b>Title:</b> Informal consultation on a proposal to change the age range of Moor Allerton Hall Primary School from 3-11 years to 4-11 years and permanently close the local authority-maintained nursery.
Is this a: <input type="checkbox"/> <b>Strategy / Policy</b> <input type="checkbox"/> <b>Service / Function</b> <input checked="" type="checkbox"/> <b>Other</b> <b>If other, please specify</b>

<b>2. Please provide a brief description of what you are screening</b>  We are screening the consultation process on a proposal to change the age range at Moor Allerton Hall Primary School. If approved, this change would permanently close the school's nursery.  The initial consultation would run from 13 May to 28 May 2024 seeking views on the proposed change.
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<b>3. Relevance to equality, diversity, cohesion and integration</b> 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.
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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**.

<b>4. Considering the impact on equality, diversity, cohesion and integration</b>
<ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion and integration?</b></li> </ul> <p>Through analysis of census data for Moor Allerton Hall Primary School we have considered the characteristics of the school population to ensure all parts of the community are able to engage effectively.</p> <p>Pre-consultation research, using the English Index of Multiple Deprivation (IMD), showed that both the number of pupils living in the most deprived 10% of neighbourhoods in England and free school meal eligibility at Moor Allerton Hall Primary School are below the citywide average. Together these two statistical measures suggest that Moor Allerton Hall Primary School does not suffer greater levels of deprivation than the citywide average.</p> <p>There are a higher number of pupils with English as an additional language at Moor Allerton Hall Primary School compared to the city-wide average.</p> <p>We have identified the following stakeholder groups that we would seek to consult with:</p> <ul style="list-style-type: none"> <li>- parents/carers with primary aged children and younger living within the local area,</li> </ul>

- 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,
- school staff.

Planned stakeholder engagement activities: –

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 Moor Allerton Hall 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 e.g. school website and social media. 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 in the local 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. Posters will be distributed at venues likely to be accessed by all stakeholders, including community groups and residents. Venues will include local supermarkets and cafes, Health Centres, Sports Centres and GP surgeries, shops, Post Office, and Tropical World. Other schools and early years' providers in the local area would be contacted directly and asked 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 make as many people as possible aware and encourage them to participate in the consultation.

To include parents of children not in schools or early years settings in the consultation we will promote the consultation via Leeds City Council's 'Voice and Influence' team and their network of parent groups, particularly parents/carers of children with Special Educational Needs and Disabilities.

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.

- **Key findings**

Our assessment of the population data findings for Moor Allerton Hall Primary School indicates that there may be a need to help to families with English as an additional language, or who need support, to engage with the consultation and share their views. The school will include in their messaging to the community an offer to provide additional information and support in completing paper response forms, rather than the online survey, for anyone who needs support to share their views.

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 meets the needs of the community.

- **Actions**

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.

**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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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**6. Governance, ownership and approval**

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Darren Crawley	Lead for Sufficiency and Participation	29/04/24
<b>Date screening completed</b>		

## 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](mailto: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 <b>Governance Services</b>	Date sent: 28/05/24
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: