

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: Capacity Planning and Sufficiency
Lead person: Darren Crawley	Contact number: 2475793

1. Title:
Allerton Bywater Primary School

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify
 Proposal to expand the school from 210 pupils to 420 pupils with an increase in the admission number of 30 to 60 from September 2014.

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

To increase the reception intake at Allerton Bywater Primary School, from 30 places to 60 places, increasing the school's capacity from 210 to 420, from September 2014. This will involve physically expanding the school.

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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">• 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 Allerton Bywater Primary School. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, 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 ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why the school has been selected.

- **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 30 reception places will be created in the Lower Aire Valley area. If the proposal is agreed, the school will grow from reception upwards over a 7 year period.
Disability – any new accommodation will meet DDA guidelines.
Positive impact on ensuring we promote choice and diversity.

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

If the proposal is taken forward, the extra places at Allerton Bywater will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be 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:	
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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
Liz Lowes	Senior Planning Manager	8 January 2013

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	7 January 2013
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If relates to a Key Decision send to Corporate Governance	
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Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)	
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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: Capacity Planning and Sufficiency
Lead person: Rosie Fluin	Contact number: 2475793

<p>1. Title: Asquith Primary School, Morley</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify Proposal to expand the school from a capacity of 210 pupils to 420 pupils with an increase in the admission limit from 30 to 60 from September 2014.</p>
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<p>2. Please provide a brief description of what you are screening</p> <p>To increase the reception intake at Asquith Primary School, Morley from 30 places to 60 places, increasing the school's capacity from 210 to 420, from September 2014. This will involve physically expanding the school.</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">• 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 Asquith Primary School, Morley. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, parental preference trends and projections, and it was concluded that more capacity is required. The types of schools in the area were also considered, to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why that school has been selected.

- **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 30 reception places will be created in the Morley area. If the proposal is agreed, the school will grow from reception upwards over a 7 year period.
Disability – any new accommodation will meet DDA guidelines
Positive impact on ensuring we promote choice and diversity

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

If the proposal is taken forward, the extra places at Asquith will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be 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
Liz Lowes	Senior Planning Manager	8 January 2013

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

7 January 2013

If relates to a Key Decision send to Corporate Governance

Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)

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.

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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: Capacity Planning and Sufficiency
Lead person: Rosie Fluin	Contact number: 2475793

<p>1. Title: East Ardsley Primary School</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify Proposal to expand the school from a capacity of 315 pupils to 420 pupils with an increase in the admission number of 45 to 60 with effect from September 2014</p>

<p>2. Please provide a brief description of what you are screening</p> <p>To increase the reception intake at East Ardsley Primary School, from 45 places to 60 places, increasing the school's capacity from 315 to 420, from September 2014. This will involve physically expanding the school.</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">• 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 East Ardsley Primary School. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, 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 ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why the school has been selected.

- **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 15 reception places will be created in the East Ardsley area. If the proposal is agreed, the school will grow from reception upwards over a period of 7 years.
Disability – any new accommodation will meet DDA guidelines.
Positive impact on ensuring we promote choice and diversity.

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

If the proposal is taken forward, the extra places at East Ardsley will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be 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:	
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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
Liz Lowes	Senior Planning Manager	8 January 2013

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	7 January 2013
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If relates to a Key Decision send to Corporate Governance	
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Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)	
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Equality, Diversity, Cohesion and Integration Screening



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- 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: Capacity Planning and Sufficiency
Lead person: Rosie Fluin	Contact number: 2475793

1. Title:
St Francis Catholic Primary School, Morley

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify
 Proposal to expand the school from a capacity of 154 pupils to 210 pupils with an increase in the admission number 22 to 30, from September 2014.

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

To increase the reception intake at St Francis Catholic Primary School, Morley from 22 places to 30 places, increasing the school’s capacity from 154 to 210, from September 2014. This will involve physically expanding the school.

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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">• 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 Morley St. Francis Catholic Primary School. This will mean there will be more faith based school places in the Morley area. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, parental preferences, and projections. It was concluded that more capacity is required. Work has also been undertaken to look at the other schools in the area to ensure we adhere to our legal duty to promote choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons the school has been selected.

- **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 increase in the number of faith based places will potentially have a positive impact on the local community, as it will provide more choice for parents when considering schools for their children, however, some may feel that this will benefit a certain group (Catholics) at the expense of other faith groups.

Age – a further 8 reception places will be created in the area from September 2014. If the proposal is agreed, the school will grow from reception upwards over a 7 year period.
Disability – any new accommodation will meet DDA guidelines.

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

If the proposal is taken forward, the extra places at St Francis will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be 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:	
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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
Liz Lowes	Senior Planning Manager	8 January 2013

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	2 January 2013
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If relates to a Key Decision send to Corporate Governance	
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Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)	
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Equality, Diversity, Cohesion and Integration Screening



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- 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: Capacity Planning and Sufficiency
Lead person: Rosie Fluin	Contact number: 2475793

<p>1. Title: Robin Hood Primary School</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify Proposal to expand the school from 315 pupils to 420 pupils with an increase in the admission number of 45 to 60 from September 2014.</p>
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<p>2. Please provide a brief description of what you are screening</p> <p>To increase the reception intake at Robin Hood Primary School, from 45 places to 60 places, increasing the school's capacity from 315 to 420, from September 2014. This will involve physically expanding the school.</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">• 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 Robin Hood Primary School. The demographics of the area were considered when working up the proposal, such as the number of under 5's living nearest the school, 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 ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents. Typically, respondents raise issues regarding the size of the proposed school, traffic and highways issues, and the reasons why the school has been selected.

• **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 15 reception places will be created in the Robin Hood area. If the proposal is agreed, the school will grow from reception upwards over a 7 year period.
Disability – any new accommodation will meet DDA guidelines.
Positive impact on ensuring we promote choice and diversity.

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

If the proposal is taken forward, the extra places at Robin Hood will be made available in reception from September 2014, parents will therefore have the option of applying for these places or choosing alternative schools.

During the consultation period, all views and responses will be 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:	
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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
Liz Lowes	Senior Planning Manager	8 January 2013

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	7 January 2013
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If relates to a Key Decision send to Corporate Governance	
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Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)	
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Equality, Diversity, Cohesion and Integration Screening



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- 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: Capacity Planning and Sufficiency
Lead person: Sharon Hurley	Contact number: 2475793

<p>1. Title: Hollybush Primary School</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify Proposal to lower the age range of Hollybush Primary School from 5 to 11 to 3 to 11.</p>

<p>2. Please provide a brief description of what you are screening</p> <p>This proposal will formalise the arrangements of the free early education entitlement nursery provision which had previously been managed through the adjoined children's centre. However, since September 2011 the leadership and management had been through the school governing body as a governor led nursery. The consultation for this proposal would conclude on 12 April 2013.</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">• 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 lower the age range of Hollybush Primary School from 5-11 to 3-11 and for the school to take over the leadership and management of the governor led nursery, which would then become a local authority maintained nursery. Demographics of the area were considered to ensure this provision would continue to be sustainable. As the provision is already in existence on the school site, this is not likely to impact on other schools or the community. However, other schools in the area were also considered, to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

We will be consulting with those affected on this proposal in February/March 2013, including parents and prospective parents, governors and staff of the school and nearby schools, the Diocese, Councillors, MPs and local residents.

- **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 – the schools age range will change from 5-11 years to 3-11 years.
Disability – Ensure accommodation meets DDA guidelines.
Positive impact on ensuring we promote choice and diversity.

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

If the proposal is approved, the leadership and management of the nursery provision will take effect immediately.

During the consultation period, all views and responses will be 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
Liz Lowes	Senior Planning Manager	8 January 2013

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	7 January 2013
If relates to a Key Decision send to Corporate Governance	
Any other decision please send to Equality Team (equalityteam@leeds.gov.uk)	

Equality, Diversity, Cohesion and Integration Screening – Organisational change impacting On the workforce

As a public authority we need to ensure that all organisational change arrangements impacting on the workforce have given proper consideration to equality, diversity, cohesion and integration.

Equality and diversity will always have relevancy to organisational changes which impact on a diverse workforce. If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration then you have already carried out an impact assessment.

A **screening** process is a short, sharp exercise, which completed at the earliest opportunity will help to determine:

- whether or not equality, diversity, cohesion and integration is being/has already been considered, and therefore
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children Services	Service area: Built Environment
Lead person: James Saunders	Contact number: 0113 247 5356

1. Please provide a brief description of the organisational change arrangements that you are screening

The proposal is to permanently expand the current Morley Newlands Primary School which is a 2FE school to a maximum capacity of 630 pupils plus a 39 place nursery, by increasing the Admission Number at the school from 60 to 90, i.e. 2FE to 3 FE. The scope of the project is to design and build a new 3 form entry school to replace the existing unit on the existing site and demolish the existing school to release land for external hard & soft play, car parking et

2. Consideration of equality, diversity, cohesion and integration checklist		
Questions	Yes	No
Have you already considered equality and diversity within your current and future planning		X
Where you have made consideration does this relate to the range of equality characteristics		X
Have you considered positive and negative impacts for different equality characteristics		X
Have you considered any potential barriers for different groups		X
Have you used equality information and consultation where appropriate to develop your proposals		X
Is there a clear plan of how equality areas identified for improvement will be addressed		X

If you have answered **no** to the questions above:

- there may be gaps in your equality and diversity considerations and you should complete an equality and diversity, cohesion and integration impact assessment (organisational change). Please go to **section 4**

If you have answered **yes** to the questions above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 3**.

3. Considering the impact on equality, diversity, cohesion and integration
<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.</p> <p>Please provide specific details for all three areas below (use the prompts for guidance).</p> <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)
<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)
<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/ reduce negative impact)

4. 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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5. Governance, ownership and approval

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

Name	Job title	Date
James Saunders	Programme Manager	14/01/13

6. 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	14/01/13
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Date sent to Equality Team	Jan 13
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Date published (To be completed by the Equality Team)	
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