

Initial Equalities Screening Record Form

Date of Screening: May 2013	Directorate: Corporate Services	Section: HR		
1. Activity to be assessed	Leave entitlements			
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input checked="" type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input type="checkbox"/> Service <input type="checkbox"/> Organisational change			
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing			
4. Officer responsible for the screening	Pat Butler			
5. Who are the members of the screening team?	Pat Butler, Anna Whitworth			
6. What is the purpose of the activity?	Provide details of leave entitlements for employees on NJC conditions (excluding school staff, who usually work term time only)			
7. Who is the activity designed to benefit/target?	Employees.			
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data	
8. Disability Equality	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>	Employees are referred to the Time off for Dependents policy which allows people to take unpaid time off if an emergency arises involving their dependents, without the need to give advance notice of leave – so if caring for a disabled dependent, the employee knows they can use this option to attend to any related crisis immediately. They may also choose to buy extra leave to extend their basic entitlement, so they have more time to respond to caring responsibilities.	Employees are not required to explain why they buy additional leave but anecdotally we know that employees have bought extra leave for caring responsibilities.
9. Racial equality	Y <input type="checkbox"/>	N <input checked="" type="checkbox"/>	No impact.	

10. Gender equality	Y ✓	N	<p>The document indicates employees have the right to buy and sell amounts of annual leave – the right to buy is more frequently exercised by those who need more time to fulfil caring responsibilities.</p> <p>Time off for dependents allows carers to cope with sudden emergencies involving a dependent.</p> <p>The document also alerts employees to the policy on parental leave.</p>	<p>The majority of carers exercising these options tend to be female (traditionally/socially it is more likely to be a female family member who has responsibility for caring for children, aging parents etc)</p> <p>Both genders can access parental leave but it is more frequently women who do so.</p>
11. Sexual orientation equality	Y	N ✓	No impact is anticipated at this time.	
12. Gender re-assignment	Y	N ✓	No impact is anticipated at this time.	
13. Age equality	Y ✓	N	<p>The ability to buy additional leave or take time off for dependents assists both staff who have young dependents and staff who have older dependents.</p> <p>Additional leave after 3 years continuous Local Government service encourages retention, but the period is not so long as to give disproportionate advantage to older staff (e.g. if there were extra days after 20 years, it would favour older staff disproportionately.)</p>	<p>Younger employees are more likely to exercise these options to care for young children. Older employees are more likely to exercise them to care for older dependents .</p>
14. Religion and belief equality	Y	N ✓	No impact	
15. Pregnancy and maternity equality	Y ✓	N	<p>Employees taking maternity leave continue to accrue paid annual leave during their maternity leave and can use this to extend time off/take paid holiday in the last part of their absence</p>	<p>HRAs advising pregnant employees will always advise on planning to use the accrued annual leave.</p>
16. Marriage and civil partnership equality	Y	N ✓		
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.	N/a			

18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	N/a		
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	N/a		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	Y	N✓	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?			
22. On the basis of sections 7 – 17 above is a full impact assessment required?	Y	N✓	
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
24. Which service, business or work plan will these actions be included in?			
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Given above		
26. Chief Officers signature.	Tony Madden		