

# 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’s Services	<b>Service area:</b> Built Environment
<b>Lead person:</b> Nigel Wilson	<b>Contact number:</b> 07891 271056

**1. Title:** transfer of the ex Fir Tree Primary School site to the Khalsa Trust

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify**

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

The decision on the disposal of the ex Fir Tree Primary School site to the Khalsa trust to enable them to have a permanent base for the Free School the Khalsa Science Academy.

**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).

<b>Questions</b>	<b>Yes</b>	<b>No</b>
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)

The Khalsa Science Academy is an existing Free School which has temporary accommodation on the Sikh centre on Chapletown Road. In conjunction with the Education Funding Agency and with the support of the Secretary of State for Education the Khalsa Trust has expressed a preference to use the site as the permanent base for the school.

The Khalsa Science Academy was founded by the Khalsa Education Trust in 2013. The free school opened in premises on Chapeltown Road on 2 September 2013. This

is viewed as temporary accommodation until a permanent site is found. It is understood that twenty-one pupils currently attend the school. Pupil projections are still to be confirmed via the Leeds City Council co-ordinated admissions process. At present it is thought that there should be 210 pupils by 2019 in the age range 4 to 11 years. The school is temporarily operating from the Sikh Centre as this is within the school's catchment area and was readily available to achieve a September 2013 opening. In line with free school principles the Academy accepts children from all backgrounds but teaching is centred on "core Sikh values". The Academy has a Sikh faith ethos but is not a designated faith school.

Leeds City Council does not approve issues relating to Free Schools which are matters for the secretary of Education.

As this is a Free School, all consultations regarding the proposed school are the responsibility of the Trust. City Development will consult its usual stakeholders including ward Members on the proposed leasehold transfer or the site.

- **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 aim of the Academies Act 2010 is to enable more schools to become Academies and to encourage more Free Schools to be established, giving them the freedoms and flexibilities they need to continue to drive up standards. Although the provisions do not in themselves have any direct equality aspects, the aim is to secure and increase the educational attainment of all school pupils and therefore their chances of better employment and a more rewarding life.

Free Schools can be at all levels of school (secondary, primary and special) and so the overall impact will be to increase the diversity of schools on offer to ALL pupils, including those catering for pupils with disabilities and special education needs, and to raise standards for such pupils in under-performing schools.

#### Public Concerns

As with any Central Government policy, there are likely to be opposing views on the policy. It is clear that there is a lot of misrepresentation and incorrect information surrounding the Free School and Academies Programme, and one of the main concerns expressed by the public is that Free Schools and Academies are able to be selective in their admissions policy due to being independent of LA control.

However, Free Schools and Academies are required to act in accordance with all relevant provisions of the School Admissions Code and the School Admission Appeals Code. The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability and the School Admissions Code prohibits admission authorities from disadvantaging children from any particular social or racial group or those with SEN.

#### Effect on LCC's Services

One of the key impacts on LA's is that funding is provided direct to Academies rather

than coming through the LA, including an element of funding which covered service areas such as Asset Management , Educational Welfare Services Finance, and some statutory and regulatory duties relating to central services that do not transfer to Academies such as HR and legal functions.

There is no doubt that this loss of funding will impact on the LA's ability to deliver these services in the future as more schools convert to Free Schools and Academies and the level of funding coming into the LA continues to reduce. This loss of funding is again outside of the LA's control and the DfE expect that local authorities will be able to make higher levels of savings and that the amount of funding required for these responsibilities will reduce accordingly.

However, there is an acceptance by the DfE that there is a cost to deliver these services and the DfE is therefore wanting to ensure that local authorities receive appropriate levels of funding for the responsibilities that they retain for pupils in Academies. That is why, under new proposals, local authorities will receive some of the funding for each pupil in a Free School or an Academy, as well as for all pupils in maintained schools.

As highlighted in the previous section, the transfer of staff and assets will happen irrespective of the council's level of involvement and engagement. However, positive engagement by the Council will help to foster continuing good working relationships with the Academies.

- **Actions**

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

The expansion in the number of school places provided through Free Schools will impact on the "Narrowing the Gap" and "Going up a League" agendas and may be an outcome from the Local Education Challenge. Free Schools in Leeds have the potential to contribute to the targets to meet key priorities within the Children and Young People's Plan and the work on the Local Area Agreement

Positive engagement by the Council with Free School trusts will help to foster continuing good working relationships with the Academies.

By managing the Free School process and agreeing the various project documents, LCC are also fostering a positive relationship with the Academy Sponsor.

Academies are public bodies for the purposes of the Equality Act and will be subject to the new public sector equality duty and specific duties in relation to setting equality objectives and publishing equality information. An on-going relationship between the Council and the schools will ensure that the organisations can work together to promote equality of opportunity and eliminate discrimination.

There are potential equalities implications in terms of service provision once schools have become Academies (in issues such as admissions, exclusions and special needs for example ) as well as the potential equalities implications in relation to any staff

transfer . The Council and schools are working together closely to ensure that equality issues are identified and that Governing Bodies are made aware of these before making a final decision.

**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
Viv Buckland	Head of Strategic Development & Investment	22/04/14

**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.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to [equalityteam@leeds.gov.uk](mailto:equalityteam@leeds.gov.uk). For record keeping purposes it will be kept on file (but not published).

<b>Date screening completed</b>	17/05/14
If relates to a Key Decision - <b>date sent to Corporate Governance</b>	
Any other decision – <b>date sent to Equality Team (equalityteam@leeds.gov.uk)</b>	