

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: Sufficiency & Participation
Lead person: Sue Bell	Contact number: 0113 24 75793

1. Title: Proposal to increase primary school places at Beecroft Primary School

Is this a:

☐

Strategy / Policy

☐

Service / Function

☒

Other

If other, please specify

The proposal is to expand primary places at Beecroft Primary School from a capacity of 210 to 315 pupils and permanently increase the admission number in Reception from 30 to 45 pupils with effect from September 2017.

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

The proposal is to expand primary places at Beecroft Primary School from a capacity of 210 to 315 pupils and permanently increase the admission number in Reception from 30 to 45 pupils with effect from September 2017.

This will involve physically expanding the school.

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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.		
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**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p> <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) <p>The proposal is to increase the number of primary places at Beecroft Primary School. Local demographics were analysed when considering school places in the area, along with 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 offering parents choice and diversity.</p> <p>We consulted those affected on this proposal from 18 January 2016 to 12 February 2016, including parents and parents of pupils at local primary schools, governors and staff of the school, nearby schools, the diocese, Councillors, MPs and local residents.</p>

To ensure maximum engagement with families we asked the school to promote the consultation on the proposals through their usual methods of communication such as the school website and newsletters. Documents used during the consultation were available from the school and via links to the council's webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place which provided an opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the proposal. These sessions were planned at school drop off and pick up times to ensure we were available to speak to people at convenient times.

Stakeholders were able to give their views on the proposal by completing a consultation response form available either from the school offices, online or at the drop in sessions where assistance was offered if required.

The majority of those who responded were in support of the expansion. There were a total of 86 responses with 67 of the respondents supporting the expansion at Beecroft Primary School.

- **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)

From the Equality Impact Assessment the Sufficiency and Participation Team found that this proposal would have a positive effect on some of the 6 categories listed below:

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

Additional learning places create more opportunities for all pupils to be supported and to meet their needs at every age, whether they are male or female, and in every school. This proposal supports that aim and would not have an adverse impact on any child or young person who attends this school. The school ethos and accommodation would ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports their specific needs regardless of religion, ethnic background and nationality. The area around the school is a diverse, multi ethnic and multi faith community. Expansion of the existing school will result in more places being available for all students, ensuring children from BME and faith backgrounds will have an opportunity to access a school place. Children and young people with special educational needs and disabilities could access a school place if the provision can match their individual needs. Any new accommodation would meet DDA guidelines.

Kirkstall is an area of high demographic need which is continually rising as families move into the area. During this academic year we have created additional temporary cohorts in local primary schools to accommodate the children needing a school place. This proposal would ensure that additional primary places are created in the Kirkstall area for

primary aged children from September 2017 onwards. If the proposal is agreed, the school would grow from Reception upwards over a period of 7 years.

The proposal would have a positive impact on promoting choice and diversity for local families who are applying for a school place. Beecroft Primary School was graded 'Outstanding' by Ofsted in 2010 and is very popular with local families. An increase in the admission number would mean that more pupils would benefit from the high standard of education provided at the school.

- **Actions**

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

If the proposal is taken forward, the extra primary places will be made available in Reception from September 2017. All parents/carers will therefore have the option of applying for these places or choosing alternative schools.

During the consultation process, all views and responses are considered equally. If the proposal is approved, during the design process for new school accommodation, the plans would be shared with stakeholders and consulted on. Every effort would be made to communicate and consult with all equality protected characteristics regarding the new accommodation and the new admissions policy.

Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010. This would ensure that the building is accessible to all users; students, staff and visitors.

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:	n/a
Date to complete your impact assessment	n/a
Lead person for your impact assessment (Include name and job title)	n/a

6. Governance, ownership and approval

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

Name	Job title	Date
Richard Amos	Sufficiency & Participation Manager	14 February 2016
Date screening completed		

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

Complete the appropriate section below with the date the report and attached screening document was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: