

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 and Families	Service area: Learning
Lead person: Phil Mellen	Contact number: 0113 3783629

1. Title: Exclusions, Elective Home Education and Off-rolling

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify. The report provides information around Exclusions, Elective Home Education and Off-rolling and details of practices in Leeds.

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

The report informs Executive Board about patterns of exclusions and elective home education in Leeds over the last three years; the arrangements and progress made, particularly in relation to permanent exclusions which are among the lowest in the country, to support schools, children and parents and work being undertaken. It also outlines the work that will be undertaken through the 3As strategy to improve outcomes for children and young people.

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)

Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to

be the best city in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

The publication of Exclusions and Elective Home Education data, coupled with challenging the practice of off-rolling puts a strong focus on protecting some of the most vulnerable children and young people in the city and ensuring they are being educated in the settings most appropriate to their needs. Learning from best practice within Leeds and beyond will help groups such as pupils with Special Educational Needs, those on Free School Meals and Children in Need, all of whom are typically over-represented in exclusions figures.

- **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)

A number of important reports were published in 2019 around the numbers of children who were missing out on education for a number of readings. The most high profile was led by **Edward Timpson** and was published in May 2019. In the executive summary, Timpson states *'there is more we can do to support schools to understand and respond to individual children – particularly children with SEN, Children in Need of additional help and protection and children who are disadvantaged – who may need additional support, and who might otherwise find themselves at risk of exclusion. We must also take the necessary steps to ensure exclusion from school does not mean exclusion from education, so that all children are getting the education they deserve.'* He also says *'Following many years of decline in use, rates of both fixed period and permanent exclusion have risen since 2013/14'* and *'New analysis of those reaching the end of Key Stage 4 in 2015/16 shows just 7% of children who were permanently excluded and 18% of children who received multiple fixed period exclusions went on to achieve good passes in English and maths GCSEs, qualifications that are essential to succeeding in adult life.'*

In February 2019 **Anne Longfield**, the Children's Commissioner, published **'Skipping School: Invisible Children-How children disappear from England's schools'** which covered similar ground but with a particular emphasis on off-rolling and the growth in number of Electively Home Educated (EHE) children. In her introduction she states *'It is sometimes schools themselves that put pressure on parents to remove children who don't 'fit in'. This practice, known as off-rolling, can amount to informal, illegal exclusion. New research by my Office, published here, suggests that 1 in 10 schools account for half of the pupil movement, but that this is becoming more common, even in some local authority-managed schools. Some schools are believed to have pro forma letters ready for harassed parents to sign, agreeing that their child would be better off home educated, when they come to meet the head after yet another problem. It is unacceptable that some schools are washing their hands of children - particularly the most vulnerable - in this way.'*

The report investigates the issues put forth in the aforementioned reports and provides an analysis of the position in Leeds to ensure vulnerable children and young people in the city have the best opportunities to achieve their optimum outcomes in life.

<p>• Actions (think about how you will promote positive impact and remove/ reduce negative impact)</p> <p>As a city, we are determined to ensure that exclusions are used appropriately and that the negative effects of exclusion on the academic outcomes for children and young people are minimised. It is positive that permanent exclusions have decreased in recent years, but there has been a rise in the length of fixed term exclusions across the same period. There is also a concern that EHE numbers have risen in Leeds in the last few years.</p> <p>In the light of the above, the full data set of exclusions and EHE across the city in the report is being published. This will provide clarity of the situation in Leeds. The DfE publishes data annually and the Children’s Commissioner has stated her intent to publish her findings in the near future.</p>

<p>5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.</p>	
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)	

<p>6. Governance, ownership and approval Please state here who has approved the actions and outcomes of the screening</p>		
Name	Job title	Date
Phil Mellen	Deputy Director	22 nd August 2019
<p>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.</p> <p>Please send a copy to the Equality Team for publishing</p>		
Date screening completed	22 nd August 2019	
Date sent to Equality Team	23 rd August 2019	
Date published (To be completed by the Equality Team)		