

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.

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| Directorate: Children's Services | Service area: Sufficiency and Participation |
| Lead person: Richard Amos | Contact number: 0113 3787232 |

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| Title: Assessing the consultation process of the proposal to join together Moor Allerton Hall Primary School and Allerton Grange High School and to expand Primary Provision from September 2018 |
| Is this a: <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other |
| If other, please specify This proposal looks to solve an issue of insignificant school places in the area. |

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| 2. Please provide a brief description of what you are screening |
| The Education Act 1996 places a duty on local authorities to ensure there are sufficient school places for all children living in its area. The local authority (LA) is also required to promote choice and diversity, and therefore must also ensure that there are a range of options available to parents. Since 2012 several schools within the Roundhay ward and surrounding wards have either permanently expanded or have had additional accommodation added to their sites by way of temporary/bulge increases. Leeds City Council (LCC) has created an additional 630 permanent primary school places (90 places per year group) in the Roundhay area to address an ongoing demand for places. Demographic data indicates that there is an ongoing need for up to two forms (60 places) of additional permanent provision because of significant and sustained population growth within this area and localised pressure on places. |

As previously mentioned, several schools within the Roundhay ward and surrounding wards have either already permanently expanded or have had additional accommodation added to their site as part of a short term temporary/bulge increase. Other schools simply don't have a site large enough to expand and therefore options to create additional local places, have been limited.

In 2015 The 'Fair Access Schools Trust' submitted a bid to open a free school in the Roundhay area and Leeds City Council deferred any alternative proposals whilst the project was developed. In the summer of 2017 following Government announcements about changes to the free school budget nationally the Regional Schools Commissioner asked the council to self-deliver the free school project. A lack of clarity around what 'self-delivery' meant and a major shortfall in funding for the scheme from the Education and Skills Funding Agency alongside significant planning issues made it unlikely that the Trust would be in a position to provide the required places in Roundhay for September 2018. In light of these issues the council sought an alternative solution to provide good school places within walking distance of the families who need them.

For these reasons, a consultation on proposals to join together Moor Allerton Hall Primary School (PS) with Allerton Grange School as a through-school and to expand primary school provision within the through-school took place from 12 October to 29 November 2017 to seek the views of stakeholders. However in response to concerns raised during that consultation, the Ofsted inspection of Allerton Grange School which happened during the consultation and following visits to Moor Allerton Hall PS to listen to the children, governors, and senior leadership team, it was determined by Executive Board that a further round of consultation be undertaken. This was in order to gain the views of stakeholders on a proposal to expand Moor Allerton Hall PS as a stand-alone three form entry school before any decisions were made. It should be noted that due to significant planning and other issues the free school bid was withdrawn in January 2018.

On that basis a consultation on a proposal to permanently expand Moor Allerton Hall PS on its existing site from a capacity of 420 pupils to 630 pupils with an increase in the admission number from 60 to 90 with effect from September 2019 was held from 23 March 2018 to 4 May 2018 to understand the views of parents, local residents and other stakeholders.

This screening form looks at the equality considerations that have taken place in order to ensure that the consultation and stakeholder engagement process that is required for this proposal is fair and addresses equality, diversity, cohesion and integration from the outset and throughout.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or 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. | | |
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| 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 |
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| <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. 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 permanently expand Moor Allerton Hall PS on its existing site from a capacity of 420 pupils to 630 pupils with an increase in the admission number from 60 to 90 with effect from September 2019. The demographics of the area were considered in developing the proposal, 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 LCC adheres to its legal duty of ensuring parents are offered choice and diversity.</p> <p>We have consulted with stakeholders through the informal/pre-consultation, which took place from 23 March 2018 to 4 May 2018. The 'normal' length of time to run a pre-consultation is four weeks however we extended this to six weeks due to the school holidays which occurred during the consultation period. This was to ensure maximum engagement. During this period we consulted with various stakeholders, including; parents and carers of pupils including a separate meeting with parents/carers of children who are deaf and</p> |

hearing impaired, pupils, governors and staff at the school, nearby schools, the Diocese, local community centre, children's centre, Councillors, MP and local residents including local community groups.

To ensure maximum engagement with families we asked the schools to promote the consultation on the proposals through their usual methods of communication such as the school website, texts and any newsletters. In order to engage the wider community in the consultation, we promoted it through posters in the local area; a leaflet drop to over 4000 houses; letters posted to local residents and leaflets being shared with local early years providers. Emails were also sent out with information about the consultation to local organisations and community groups along with the National Children's Deaf Society. There were also a number of digital promotions including via Leeds City Council Social media, school place planning word-press blog and Leeds City Council website.

As part of a previous consultation about potential sites for a free school in the Roundhay area, and following the recent consultation about the idea of joining Moor Allerton Hall PS with Allerton Grange School, a number of stakeholders asked to be kept updated on progress. As this consultation followed on from these we contacted all of the stakeholders for whom contact details were held to inform them of these new proposals. This meant that a wide cross-section of the local community had the opportunity to comment on these proposals.

Informal consultation drop in sessions took place to provide the opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the proposal. In order to enable productive discussions at these sessions, representatives from a number of different Leeds City Council (LCC) teams attended. These included:

- Sufficiency and participation team – responsible for monitoring the need for school places in an area and planning the provision that meets that need;
- City Development service – responsible for planning the buildings required for school places;
- Highways team – responsible for assessing the highways impact of proposals and producing transport statements for planning purposes;

These sessions were planned at school drop off and pick up times and an evening meeting also took place to assist working parents/carers and residents. There was also a formal questions and answers session that was held as part of the evening drop-in which was held as a result of feedback from parents and governors during the previous consultation.

Documents used during the consultation were available at the school and from their website and the council's webpage. These documents could be requested in different languages. We were aware from the previous consultation that there are a number of families with children at the school that speak Urdu and Punjabi. The full consultation document including the response form was translated into both languages which were available on the Leeds City Council website, the school website, at the school via hard copies and were also provided at the drop-ins.

In order to support people with English as a second language at consultation drop-ins, LCC officers were available to discuss the proposal, answer queries and assist with completing the consultation feedback form. This assistance can range from fully filling in the form on

their behalf, after confirming their views or just talking through with them and ensuring they are comfortable to complete the form. People were also able to take the form away to complete with family or friends.

Moor Allerton Hall PS has specialist Deaf and Hearing Impaired (DAHI) provision, and a request was made for a British Sign Language (BSL) interpreter to attend one of the drop-in sessions, which was provided. Parents and carers of children accessing the DAHI provision were also offered the opportunity to attend an additional meeting with a member of the school place planning and city development teams to discuss how this proposal may affect their children and families personally. This meeting went ahead during the consultation period and following this discussion, parents and carers were able to formally respond with their views.

The views of the National Deaf Children's Society were actively sought during the consultation and a formal response was received containing recommendations which will be considered should the proposals go ahead.

In order to engage school pupils in the consultation and enable them to have a voice in the proposal which has an impact on their lives, we arranged a school council meeting. Child friendly feedback forms were developed in order to enable those pupils to understand the questions in plain English and respond. The school council representatives were asked to speak to their peers in their classes prior to the meetings in order to feedback any questions or comments they may have as their class representatives.

Stakeholders were able to give their views on the proposals by completing a consultation response form available from the school office, online or at the drop in sessions, via email, or via an online survey. The length of consultation and the variety of methods in which people could respond to the consultation were intended to make the consultation open to all and was in line with DfE guidance.

An option being considered is the potential to utilise the former New Highwood pub site. The freehold for the pub site is owned by LCC and the leasehold for the building was recently purchased. The site has been allocated to support the proposed development of Moor Allerton Hall PS and curriculum requirements necessary to expand to 3FE. Our preferred option is to relocate the Children's Centre which sits currently within the existing school building and the Community Centre which is located next to the existing school building, onto the pub site. Although agreements have not been formalised, positive conversations are ongoing with the Trustees of the Community Centre and the Children's Centre to seek their views, and we are working in partnership to deliver a proposal that meets the needs of the community.

- **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)

This consultation was planned thoroughly, with consideration of the variety of ways in which the proposal can affect different stakeholders in differing ways. In order to ensure a thorough consultation with maximum engagement, consideration was given to; the length of

the consultation period, the timings of the drop-ins, the communication channels and the promotion of the consultation.

The volume of responses throughout the consultation, attendance rates at the consultation drop in events as well as other stakeholder consultation meetings is encouraging to the team that the consultation was accessible and well promoted. Engagement in the consultation has been from a wide variety of stakeholders, which has included key groups that would be most affected by the proposal, such as pupils, parents, staff, governors and residents from the local community.

Care was taken to ensure Equality, Diversity, Cohesion and Integration was considered throughout, and the consultation methods were tailored to meet the needs of people from protected characteristic groups.

Equality and Diversity monitoring questions were included on the response form and on-line survey in order to assess the engagement of those with protected characteristics in order to ensure the consultation process was open to all.

From this screening form the sufficiency and participation team found that this consultation managed to successfully engage with a range of people. These include:

Young people

Staff from Leeds City Council had a meeting with school council in order to enable the young people affected by the proposal to have a voice in the consultation. At the meeting the school council representatives were able to ask a number of questions to council staff from different departments, as at the consultation drop-ins. They were also able to share their comments about the proposal and given the opportunity to complete a child friendly feedback form, which made it more accessible to younger pupils. A summary of their comments in relation to the consultation is included in the report to Executive Board.

Black and Minority Ethnic (BME) communities

Moor Allerton Hall Primary School identified Punjabi and Urdu as key languages spoken by their school community and in order to enable those families to engage in the consultation translated documents were made available through various channels as noted above.

Deaf and Hearing Impaired (DAHI)

Moor Allerton Hall PS has specialist Deaf and Hearing Impaired (DAHI) provision. Parents and carers of children accessing the DAHI provision were offered the opportunity to attend a meeting with a member of the school place planning and city development teams to discuss how this proposal may affect their children and families personally. This meeting went ahead during the consultation period and following this discussion, parents and carers were able to formally respond with their views. A request was made for a British Sign Language (BSL) interpreter to attend one of the drop-in sessions, which was provided.

The views of the National Deaf Children's Society were actively sought during the consultation and a formal response was received containing recommendations which will be considered should the proposals go ahead.

- **Actions**

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

Following the close of the consultation period, we will:

- Summarise the feedback from all respondents in a report to Executive Board;
- Keep all key stakeholders up to date on any developments regarding this proposal;
- Publish any updates on the Leeds City Council website for anyone to view; and
- Provide updates to those who requested updates on their consultation response forms.

Should the proposal progress to the Statutory Notice stage, we would:

- Follow DfE guidance on publishing a Statutory Notice;
- Publish the Statutory Notice on the Leeds City Council website;
- Request that Moor Allerton Hall PS publish the Notice on their own website; and
- Share the details of the Statutory Notice with key stakeholders

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

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| 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 |
|---------------------------------|---------------------------------------|-------------|
| Richard Amos | Sufficiency and Participation Manager | 14 May 2018 |
| Date screening completed | | 14 May 2018 |

7. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality screening should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality screenings that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

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| Complete the appropriate section below with the date the report and attached screening 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: |