

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 and Families	<b>Service area:</b> Sufficiency and Participation
<b>Lead person:</b> Darren Crawley	<b>Contact number:</b> 0113 3787227

<p><b>Title:</b> Assessing the consultation process on a proposal to permanently expand Benton Park Secondary School from September 2021</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b>                  <input type="checkbox"/> <b>Service / Function</b>                  <input checked="" type="checkbox"/> <b>Other</b> </p> <p><b>If other, please specify</b></p> <p>The proposal seeks to ensure a sufficiency of school places in the area.</p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <p>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.</p> <p>The proposal is to permanently expand Benton Park School on its existing site from a capacity of 1225 pupils to 1500 pupils with an increase in the admission number from 245 to 300 with effect from September 2021.</p> <p>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.</p>
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### 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.

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"><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 proposal is to permanently expand Benton park School on its existing site from a capacity of 1225 pupils to 1500 pupils with an increase in the admission number from 245 to 300 with effect from September 2021. The demographics of the Outer North West

Secondary Planning Area were considered in developing the proposal, along with parental preference trends and projections, and it was concluded that additional capacity is required.

We consulted with stakeholders through the informal/pre-consultation, which took place from 29<sup>th</sup> June 2018 to 27<sup>th</sup> July 2018. This was to ensure maximum engagement. During this period we consulted with various stakeholders, including; parents and carers of pupils, pupils at the school, governors and staff at the school, nearby schools, the Diocese, children's centres, the MP and local Councillors, and local residents including local community groups.

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, texts and any newsletters. In order to engage the wider community in the consultation, we promoted it through posters in the local area; letters posted to 700 local residents; and posters and consultation documents being shared with local early years providers. Emails were also sent out with information about the consultation to local organisations and community groups as well as to the North West SILC who deliver inclusive SEN provision in partnership with the school. There were also a number of digital promotions including via Leeds City Council social media and the Leeds City Council website.

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.

- **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 screening the sufficiency and participation team found that these proposals would have a positive effect on some of the 6 categories listed below;

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

These additional learning places would create more opportunities for more pupils to be supported in a way that meets their individual needs, regardless of gender, religion, ethnicity, disability or sexual orientation, in an inclusive school setting. This proposal supports that aim and would not have an adverse impact on any child or young person who attends the school included in this proposal.

The school existing ethos and any new accommodation provided would both help to ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports and protects their own individual equality characteristics. Expansion of the existing school will ensure that it continues to support the needs of its community by providing more places for local children.

Any new accommodation would meet the Equality Act 2010 and would therefore be accessible for all.

- **Actions**

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

If the proposals are taken forward, the extra secondary places will be made available in Year 7 from September 2021.

During the consultation process, all views and responses were 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. 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:	
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

<b>Name</b>	<b>Job title</b>	<b>Date</b>
Richard Amos	Sufficiency and Participation Manager	3 <sup>rd</sup> August 2018
<b>Date screening completed</b>		3 <sup>rd</sup> August 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](mailto:equalityteam@leeds.gov.uk) for record.

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

For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: