

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: Val Waite	Contact number: 0113 3783629

1. Title: Exclusions and Elective Home Education – Annual Update Report
Is this a:
<input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> 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
<p>The purpose of this report is to provide the yearly update on data and trends in regard to Elective Home Education (EHE) and permanent exclusion for 19/20 from the local authority's direct reporting processes and to provide the DfE verified fixed term exclusion data for 18/19.</p> <p>The data provided outlines Leeds position in relation to regional and national trends in exclusion. There is no current process of national data collection for Elective Home Education though Leeds shares data through the yearly ADCS survey and more locally with the Yorkshire and Humber Association of Elective Home Practitioners (AEHP).</p> <p>The report also highlights the current trends for the beginning of the new academic year 20/21 where data is now available.</p>

The report outlines changes if any since the last report in September 2019 which described in detail the Timpson report and recommendations on exclusions and the response to the Children’s Commissioners work around EHE and the topic of off rolling.

The report also provides information on the work of Children and Families during the latter part of 19/20 when the schools closed in regard to changes in policy and practice leading to the newest policy and approach by DfE and in Leeds.

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	

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.

Reflecting each year on the exclusions and Elective Home Education data 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 helps 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)

The report provides an analysis of the position in Leeds, with regards to elective home education and exclusions, to ensure vulnerable children and young people in the city have the best opportunities to achieve their optimum outcomes in life.

This is particularly pertinent during the Covid-19 pandemic as many more families in Leeds are facing additional challenges and are finding themselves vulnerable. Statistics also point to those from Black, Asian, Minority, Ethnic (BAME) backgrounds being more susceptible to Covid-19, along with those living in poverty and potentially on Free School Meals.

As the number of children becoming more vulnerable rises, as does the local authorities attention to support those families in need.

The pandemic has also seen a rise in children being electively home educated and ensuring those families taking this option receive the relevant support is a focus for the local authority.

- **Actions**

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

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. There is also a concern that EHE numbers have risen in Leeds.

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.

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
Val Waite	Head of Service for Learning Inclusion	6 th October 2020
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		
Date screening completed	6 th October 2020	
Date sent to Equality Team	6 th October 2020	
Date published (To be completed by the Equality Team)		