

# 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.

<b>Directorate:</b> Children and Families	<b>Service area:</b> Sufficiency and Participation
<b>Lead person:</b> Darren Crawley	<b>Contact number:</b> 0113 378 7227

**Title:** Outcome of consultation to permanently increase learning places at Allerton High School from September 2022

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify**

The proposal seeks to ensure a sufficiency of school places in the area.

**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 is a range of options available to parents/carers.

The proposal is to permanently expand Allerton High School on its existing site from 220 places to 280 places in Year 7 from September 2022 onwards. The total number of children in the school would increase year on year until the school reached its full capacity.

This screening form looks at the equality considerations that have taken place during the consultation and engagement process with stakeholders. It also seeks to identify any future action required to ensure that equality, diversity, cohesion and integration continues

to be well considered throughout the process, should the proposal continue through to the next stage.

### 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

- **How have you considered equality, diversity, cohesion and integration?**

The proposal is to permanently expand Allerton High School on its existing site from 220 places to 280 places in Year 7 from September 2022 onwards. The total number of children in the school would increase year on year until the school reached its full capacity. The school's current sixth form provision and specialist resource and partnership provision for young people with SEND (Special Educational Needs and Disabilities) are unaffected by this proposal.

There has been an increase in the population of children in local primary schools over recent years resulting in a number of primary school expansions. This is now feeding through into secondary schools and the number of children living across the Alwoodley/Moortown area, in particular those living nearest to both Allerton High School and Allerton Grange School, has increased. A number of local schools have been expanded or have offered additional places over recent years and further places are needed to help manage the number of secondary places available for families in the area. Current population and admissions data indicates that additional secondary school places will be required in this area by 2022 to ensure local demand is met.

An expansion at Allerton High School which is an oversubscribed, Ofsted rated 'outstanding' school would help address the anticipated increased demand for places in the area.

Public consultation on the proposal took place between 31 March and 7 May 2021. To maximise stakeholder engagement a variety of consultation methods were used, including email communications and an online survey. Three online consultation sessions were also held for parents, residents and other interested parties which gave attendees an opportunity to discuss the proposal with representatives from the school leadership team, as well as the council's Sufficiency and Participation, Highways, and City Development Teams. Leaflets advertising the consultation were delivered to residents in the local area. Details about the consultation were also sent to all local primary and secondary schools in the area and to other stakeholders. Information was available via the Leeds City Council website and through various social media platforms and accounts. A targeted Facebook advertising campaign was also undertaken to reach people living within postcode areas located within the vicinity of Allerton High School.

Interested parties could submit their views on the proposals by completing an online survey or by emailing/writing to the Sufficiency and Participation Team. The length of consultation (5 weeks) 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.

Allerton High School is a non-selective community secondary school that admits children and young people in accordance with the Local Authority's coordinated admission arrangements.

The school's Equality Policy Statement (December 2019) states that:

*"At Allerton High we believe equality is treating everyone with equal dignity and worth, valuing their characteristics such as age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances."*

It goes on to state that: *"We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of:*

- *age (as appropriate for schools)*
- *disability*
- *gender reassignment*
- *marriage and civil partnership*

- *pregnancy and maternity*
- *race*
- *religion and belief*
- *sex*
- *sexual orientation.*”

- **Key findings**

From the equality impact screening the Sufficiency and Participation Team found that this proposal would have a positive effect on some of the 6 categories listed below;

- Age
- Sex and Gender Reassignment
- Religion
- Ethnicity
- Disability
- Sexual orientation

The additional learning places would create more opportunities for more pupils to be supported in a way that meets their individual needs, regardless of age, sex, gender reassignment, religion, ethnicity, disability or sexual orientation, in an inclusive school environment. 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's 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 would ensure that it continues to support the needs of its community by providing more places for local children. Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010.

The proposal would have a positive impact on promoting choice and diversity for local families who would be applying for a school place, supporting the achievement of The Best Council Plan outcome that states that 'we want everyone in Leeds to do well at all levels of learning and have the skills they need for life'. The proposal also supports the priority aims of improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes.

The local authority has a statutory duty to ensure the sufficiency of school places for all children living in Leeds. In addition to our statutory duty we want to further support the authority's aspiration to be the best city to grow up in and be a Child Friendly City.

A total of 385 survey responses were received during the consultation period of which 320 (83%) either strongly supported or somewhat supported the proposal to permanently expand Allerton High School, 58 (15%) either strongly opposed or somewhat opposed the proposal and a further 7 (2%) neither supported nor opposed.

Further details about the responses and issues identified by stakeholders and respondents during the consultation period are included in the main body of the Executive Board report.

- **Actions**

If the proposal is taken forward, the extra secondary places would be made available in Year 7 from September 2022.

During the consultation process, all views and responses were considered equally. If the proposal is approved, due regard to equality will be given to all aspects of developing and implementing the proposal with further equality impact assessments conducted at key points within the programme. Any identified actions would then be used to inform the proposals and implementation during the design process for new school accommodation.

Any modifications to the site would be fully 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

Name	Job title	Date
Darren Crawley	Sufficiency and Participation Lead	19/5/21
<b>Date screening completed</b>		19/5/21

**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: 19/5/21
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: