

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.

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

Title: Outcome of consultation to permanently increase learning places at St Edward's Catholic Primary 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 are a range of options available to parents/carers.

The proposal is to expand St Edward's Catholic Primary School to permanently increase the number of places offered at the school in Reception from 20 to 30 places from September 2022. The increase to 30 places in Reception would continue year on year until all year groups were at the new admissions limit.

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"> • 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

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

The proposal is to expand St Edward's Catholic Primary School to permanently increase the number of places offered at the school in Reception from 20 to 30 places from September 2022. The increase to 30 places in Reception would continue year on year until all year groups were at the new admissions limit.

St Edward's Catholic Primary School is a voluntary-aided school that admits children and young people in accordance with the school's defined admissions arrangements. The

school's admissions policy contains faith-based criteria and does prioritise children of the Catholic faith, however, the school does also admit children of other faiths or no-faith where places are available. As an example in 2020 when the school admitted an additional 10 pupils above their published admission number (PAN), offering a total of 30 places, 12 places were offered to non-Catholic families.

The school's "Equality Objectives (January 2018)" state that:

"St. Edward's Catholic Primary School is committed to ensuring equality of provision throughout the school community." Their equality objectives include: "To promote spiritual, moral, social and cultural development throughout all appropriate curricular opportunities, with particular reference to issues of equality and diversity", "To ensure that there are sufficient opportunities within the school's curriculum to address equalities issues" and "To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school".

The demand for primary school places in the Boston Spa area has grown in recent years. There have been changes in the birth rate, increases in the numbers of children of primary school age and several new housing developments. To meet this demand, some schools in the area have already admitted pupils above their published admission numbers, including St Edward's Catholic Primary School which is above its admission number of 20 in most year groups.

We are expecting a continuing growth in pupil numbers in the area, and may need to offer additional places again in September 2021 ahead of any proposed permanent changes from 2022. We believe that an additional 10 permanent places in Reception from September 2022 is needed.

An expansion at St Edward's Catholic Primary 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 15 January and 11 February 2021. To maximise stakeholder engagement a variety of consultation methods were used, including email communications and an online survey. Details about the consultation were sent to: parent/carers with a child currently attending St Edward's Catholic Primary School; staff and governors of St Edward's Catholic Primary School; all local primary and secondary schools in the area; local ward members; the local MP; the Diocese; and other relevant stakeholders. Leaflets advertising the consultation were delivered to residents in the local area. Information was available via the Leeds City Council website and through various social media platforms and accounts.

Online consultation sessions were also held for parents/carers, local residents and other interested parties which offered attendees an opportunity to discuss the proposal with Leeds City Council officers and representatives from the school's leadership team.

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 (4 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.

- **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 will 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 primary 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 the 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 112 survey responses were received during the consultation period of which 43 (38.4%) either strongly supported or somewhat supported the proposal to permanently expand St Edwards Catholic Primary School, 66 (58.9%) either strongly opposed or somewhat opposed the proposal and a further 3 (2.7%) 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 permanent primary places will be made available in Reception 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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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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	1 March 2021
Date screening completed		

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.

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:
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