

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's Services	Service area: ArtForms, Arts Development
Lead person: Sarah Westaway	Contact number: 0113 3782854

1. Title: Funding agreement with Nesta Digital R&D Fund for the Arts

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify

2. Please provide a brief description of what you are screening

Approval to enter into a funding agreement to Nesta – Digital R&D Fund for the Arts.

A partnership project with ArtForms - Arts Development, DigitalMe and Sheffield Hallam University.

The BotBadge project is aimed at children and young people and will pilot the use of emerging digital Open Badge (OB) technology to incentivise participation and reward individual learning in the arts, prioritising the involvement of children from disadvantaged groups in Leeds who are non-engagers in the arts and learning.

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?		√
Have there been or likely to be any public concerns about the policy or proposal?		√
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		√
Could the proposal affect our workforce or employment practices?		√
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 	√	

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)

As the aim of the Bot Badge project is to prioritise the involvement of children from

disadvantaged groups and deprived communities in Leeds who are non-engagers in the arts and learning. As most of the equality groups such as BME, Gender, disability, faith and sexual orientation are hard to reach groups and are from disadvantaged and deprived communities and live in deprived areas of the city. Therefore this project will have a positive impact on equality communities which are the most vulnerable children such as those who claim free school meals and belong to poverty and deprived communities and clusters.

- **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)

Positive Impacts:

- Open Badges will provide an inclusive and accessible alternative to traditional accreditation for disabled learners
- BotBadge activities will be held in accessible venues
- Participating schools will include disabled learners
- Partners will include disability arts groups - such as the Buzz Project
- Workshop activities will be developed with disabled learners' needs in mind
- Physical badges and certificates will be provided as an alternative to digital OBs for participants without internet/social media access
- Web sites will be optimised for access (WCAG 2.0)
- All partners are committed to equality of opportunity

Partnerships between schools and arts organisation will enable project to recruit children for school-based activity in first instance so initial entry-level engagement. Existing arts partners have excellent community links with hard to reach target groups.

There are clear links between poverty and inequality of outcome in relation to education, training, employment, health and life expectancy. In the Vision for Leeds and associated City Priority Plans the issue of poverty in the city becomes a 'cross-cutting theme' for all of the new Partnership Boards, and its importance is clearly expressed. The Vision for Leeds does say that by 2030 'people will have the opportunity to get out of poverty'.

2011 data shows Hyde Park & Woodhouse has the highest proportion of children under 16 and 20 living in poverty (45.8%) and (45.4%) respectively followed by Burmantofts & Richmond Hill (43.8%) and (42.7) and Gipton and Harehills (39.0%) and (39.5%

After analysing the data it is concluded that the above wards appear to be the most deprived wards on the basis of the following indicators.

- Higher rate of ethnic groups living in clusters
- High number of referrals coming from clusters
- Higher rate of child poverty in clusters
- High number of households in receipt of benefits
- High number of SEN pupils (primary and secondary) living in clusters
- Higher proportions of population of children of 0-15 ages living in clusters
- Higher rate of unemployment

- High number of pupils in receipt of EAL
- High number of pupils in receipt of free school meals
- High number of children looked after coming from clusters

Most of the work of the project needs to be carried out in the above wards and clusters.

Negative Impact:

The negative risk could be to have low participation rates of hard to reach learners and from equality groups such as BME, Gender, Disability, Faith and Sexual Orientation.

- **Actions**

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

We will promote positive impacts through a programme of in-school and out of school arts workshops, led by artists and arts organisations who are partners in the research project, all participants including hard to reach learners, learners from all equality protected characteristics and deprived areas will have the opportunity to explore and extend their own creativity and skills. Participants will earn and will display their 'BotBadges' through the project's secure platforms.

Botbadges will offer exciting progressions routes enabling learners to earn BotBadges at beginner, intermediary and advanced levels. The BotBadges project will develop and share Open Badge tools, expertise and workshop materials, of use and significance to wider arts and education sector.

Negative impacts or risks could be mitigated through partnerships between schools and arts organisation. This will enable project to recruit children from diverse communities for school-based activity in first instance so initial entry-level engagement. Existing arts partners have excellent community links with hard to reach target groups.

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

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)	
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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
Paul Brennan	Deputy Director	

7. Publishing **N/A**

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	
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Date sent to Equality Team	
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Date published (To be completed by the Equality Team)	
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