

# Equality, Diversity, Cohesion and Integration (EDCI) 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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate: Children and Families / City Development</b>	<b>Service area: Child Friendly Leeds / Active Leeds</b>
<b>Lead person: Jen Rutherford (Play Strategy Officer)</b>	<b>Contact number: 07920094001</b>

## 1. Title: Leeds Play Sufficiency

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

Leeds Play Sufficiency considers children and young people who live in Leeds' priority wards and their opportunities to play. This comes from a commitment to developing understanding of the sufficiency of opportunities for play amongst various groups of children, so that their response to all children's right to play can be more effective. Within the research consideration was taken that not all children have the same lived experiences, however play is something fundamental to all children.

The Play Sufficiency Assessment is an ongoing process of research and action to assess, improve and protect children's opportunities for play. The research has focused on:

- Time - how often and how much time children spend playing.
- Space - within children's locality, how accessible it is for children and the 'play value' of that space.
- Attitudes - of children, parents, other residents and people whose work impacts on children.

### 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)

Play Sufficiency involves looking at play through the lens of a child by carrying out extensive research with children, along with carers and cross council professionals. Over 50 hours have been spent listening to children themselves through facilitated workshop sessions about their lived experiences.

By better understanding what is required to address and reducing some of the constraining and regulating forces that shape children's lives, we can open up more opportunities for play, enabling children to experience greater freedom.

- **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 Play Sufficiency Assessment research spent over 50 hours listening to children, alongside conducting quantitative research, and focus groups with parents/carers and front line practitioners. This robust research from across communities identified key findings around particular themes.

9 priorities have therefore been identified through the play sufficiency assessment.

Within these priority 8 is to:

- Secure sufficient time, space and attitudes to play for children with protected characteristics.

There is an appreciation that despite conducting extensive research, that certain groups may be underrepresented. Within the first cycle additional research was conducted with children with protected characteristics within a Pupil Referral Unit (PRU) group and Special Inclusion Learning Centre (SILC) group. Additionally across all research areas the team worked with children who identified themselves as young carers, having a disability along with factors such as English being a first language, sex, race, religion and belief were all considered.

Additionally Play Sufficiency Assessment is an ongoing piece of research that is cyclical

in nature. Before each new cycle begins, the Play Sufficiency team will look closely at the coverage of the research and identify any gaps where particular groups (particularly protected characteristics) may be underrepresented. This can then be the focus of the following cycle. Each cycle may look slightly different as our approach is adjusted and tweaked to ensure that the voice of **all** children is at the heart of the process.

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

Play Sufficiency Assessment is an ongoing piece of research that is cyclical in nature. Before each new cycle begins, the Play Sufficiency team will look closely at the coverage of the research and identify any gaps where particular groups (particularly protected characteristics) may be underrepresented. This can then be the focus of the following cycle. Each cycle may look slightly different as our approach is adjusted and tweaked to ensure that the voice of **all** children is at the heart of the process.

**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
<b>Date screening completed</b>		

**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: