

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.

Directorate: City Development	Service area: Highways and Transportation
Lead person: Chris Kirby	Contact number: 0113 3781055

1. Title:
Is this a:
<input type="checkbox"/> Strategy / Policy <input checked="" type="checkbox"/> Service / Function <input type="checkbox"/> Other
If other, please specify

2. Please provide a brief description of what you are screening
The tender process and delivery expectations for the Bikeability contract. This contract covers Bikeability training in schools across the city, delivered on behalf of Leeds City Council.

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

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)

Cycle training is provided within schools across the city through Bikeability training. Leeds City Council are aware that cycle training may vary in its accessibility to children due to many factors. It is our aim to acknowledge and address these factors to ensure we are continuing to encourage the provision of Bikeability training to children appropriately across the city.

As the majority of Bikeability training is delivered in schools a list of priority schools is generated prior to the contract commencing, and before renewal, so the provider can best understand the delivery expectations of Leeds City Council. Priority schools are identified using a score generation approach, based on several factors. These include: current levels of engagement, transport poverty, index of multiple deprivation and infrastructure development. This is analysed by methods such as:

- If Bikeability training has not been delivered in the last year
- Road Safety priority areas based on analysis of road casualty data
- National Child Measurement Programme
- 10% deprivation
- Infrastructure development and local initiatives
- School Streets
- Priority Modeshift Stars School
- Phase of Education
- Specialist provision eg. Specialist Inclusion Learning Centre (SILC)

This information is available to the Influencing Travel Behaviour team and is used to give schools a low, medium, or high priority.

Within the contract documents, training providers must agree to comply with all equality legislation identified in the Part 3 Terms and Conditions of the tender.

Tenderers must complete a Social Value response. This form gathers information on Equality in the workplace, how tenderers employment impacts Growing Leeds and their sustainability characteristics.

Training providers are required to take bikes and safety equipment to schools to allow all pupils to access Bikeability. This helps pupils who live in areas with high levels of

deprivation, who are less likely to have access to a bicycle, undertake and complete Bikeability levels.

Within the tender documents, questions have been created to assess the ability of training providers to make reasonable adjustments to enable access to Bikeability training by all children in Leeds. These questions have also been given the highest weightings.

The two questions are:

- 1) **Service Requirements** Detail how you will fulfil the requirements listed in the specification document and explain how you will maximise the delivery of Bikeability to pupils in high priority areas. (25 points)
- 2) **Special Educational Needs and Disabilities (SEND)** Explain how you would go about ensuring that all activities such as Bikeability are as inclusive as possible for those children and young people with SEND and other recognised additional needs across whichever setting they may attend e.g. specialist, mainstream or alternative provision. Highlighted in "Everyone's Included: the Leeds SEND (special educational needs and disability) and Inclusion Strategy." (Jan 2023) (25 points)

- **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 Bikeability Trust already stipulate that training providers must make reasonable adjustments to provide cycle training to all. The Equality Act 2010 states 9 protected characteristics which must be considered. The provider is required to gather anonymised rider characteristics data which includes gender, ethnicity, SEND and Pupil premium numbers per group. This data is gathered by the provider either before, or at the point of delivery and reported back to LCC. The data is inputted into the Bikeability Link portal for Grant Recipients. The council will also be able to use this data to indicate performance against KPIs.

Leeds City Council have adapted bikes at Herd Farm which can be utilised by the training provider should the specific needs of the child fall outside of the reasonable adjustments that can be made by the provider.

A collaborative approach should be adopted between the provider and LCC to overcome barriers to provision on a case-by-case basis. Where the provider can demonstrate they have made efforts to provide reasonable adjustment to deliver Bikeability training the ITB team can offer support accessed from the wider authority. These could be contacts for schools or specialised equipment.

- Actions**

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

The ITB team will hold half-termly meetings with the provider to discuss set agenda items. One of the permanent items will be SEND and Inclusive activity. This will allow the provider to highlight cases from the previous period and illustrate what they will be focusing on in the next half term.

As part of the contract monitoring process, the ITB team will distribute customer satisfaction surveys to random schools during the contract period. Any SEND schools who receive Bikeability training will automatically receive a survey. Results of the surveys will be recorded for monitoring purposes. Any questions asked or comments that require a response will be answered by either the provider or the council.

Key Performance Indicators (KPIs) will be created for this contract which will allow the council to monitor the performance of the provider throughout the contract period. KPIs will relate to:

- The number of high priority schools delivered in within a period as a proportion of total deliveries
- The percentage of deliveries to SEND pupils relative to national and local averages
- The accurate recording and reporting of anonymised rider characteristics

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
Dawn Barrett	Team Leader Active Travel Projects	15/03/23
Date screening completed		14/03/23

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: