

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: Becky Murray	Contact number: 0113 3787438

1. Title: West Yorkshire Vision Zero Theatre in Education commission

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

The tender process and delivery expectations for a West Yorkshire wide Theatre in Education contract. This contract and the delivery of the project is being managed by Leeds City Council's Influencing Travel Behaviour team on behalf of the West Yorkshire Vision Zero Partnership (Delivery Group). It concerns the delivery of theatre in education performances and workshops in schools across the five West Yorkshire districts during the academic year 2024/25 (with potential to extend to 2025/26, dependent on funding approval).

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)

Theatre in Education sessions will be offered to secondary schools across West Yorkshire, primarily aimed at Year 7 pupils. Leeds City Council are aware that this will have accessibility and EDCI implications, given the wide range of young people and locations involved. It is our aim to acknowledge and address these factors to ensure appropriate delivery across the county.

Each district will identify target / priority schools based on their local priorities and requirements. These will be identified in the early stages of the project so that the provider can best understand the delivery expectations of the WY Vision Zero Delivery Group members. Priority schools are likely to be identified using a variety of factors, including:

- Road casualty data
- Index of multiple deprivation
- Infrastructure development and local initiatives
- Modeshift STARS / Active Travel Ambassador schools
- Specialist provision where appropriate, such as SILCs and PRUs
- Other local authority priorities for the age group involved

Within the tender documents, questions will be included to assess the ability of the providers to make reasonable adjustments to ensure the sessions delivered are inclusive and accessible to pupils in Leeds with SEND and other recognised additional needs. Other factors including language will need to be considered by the successful provider.

Link between likelihood of being injured on roads and living in an area of deprivation

• **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)

Age:

Analysis shows that this age group is more at risk of harm than younger and older school aged pupils. Children in the target age group are reported to be influenced by peer group pressure which encourages them to engage in risky behaviour when near or crossing roads. Adolescents often fail to obey the traffic signals and/or fail to check that the road is clear. Nearly 25% of adolescents surveyed for a TRL study, reported never or hardly ever checking to make sure the traffic had completely stopped before crossing at a pedestrian

crossing, and 25% reported they fairly often or very often get partway across the road and have to run the rest of the way. This initiative will contribute towards reminding the target age group about safer behaviours when near or crossing roads.

Gender:

In the above TRL survey, it was found that male children were more likely to cross without waiting for the green man than females. Although the performances won't specifically target one gender, it is the intention that the method of delivery will resonate effectively with young males to complement other behaviour change interventions, such as classroom sessions, practical training and resources.

Disability:

Young people with SEND or additional needs may be more at risk of harm due to mobility, cognitive or sensory impairments. They may have less experience of travelling independently, particularly for new journeys to secondary school. All attendees will benefit from the reinforcement of road safety messages and modelling of good behaviours during the sessions, including use of safe places to cross, distractions and peer influence.

Those with hearing or visual impairments will need support to fully understand the messages being delivered during performances, particularly in the workshop element of the session. For those who English is not their first language, key messages may not be understood, particularly during the workshop element.

Accessibility for all participants will need to be considered as they often take place in school halls which may have limited space, auditorium style seating and steps.

Young people with disabilities could benefit from representations of disabled young people in the setting or actors / workshop facilitators which would aid peer identification. This could also provide an incentive to embrace safe behaviours as being more inclusive.

Ethnicity:

Data suggests that ethnic minority pedestrians in deprived areas are three times more likely to be injured in a collision. Where ethnicity is linked with poverty and language barriers, it is associated with more pedestrian collisions. In-depth studies indicate that Asian children have a high collision involvement as pedestrians, compared with children from other ethnic backgrounds. This project provides the opportunity to target settings in particular locations to focus messaging to groups more at risk of harm.

As the successful bidder will be expected where possible to include actors with ethnic backgrounds representative of the population of West Yorkshire, there will be greater opportunity for students to relate to the actors delivering the sessions, which should improve the resonance and retention of messaging.

Some sessions may clash with key religious holidays and festivals where attendance may be lower in schools.

Socio-economic background:

People from lower socio-economic backgrounds are likely to be more reliant on walking and public transport as journey modes and be more exposed to negative effects of traffic. The risk of having a collision as a pedestrian increases as social economic group (SEG) decreases.

Family circumstances can have an effect on the risk of child pedestrian collisions: children with unemployed parents, single parents and children living in crowded accommodation are all more likely to be involved in a collision (Christie, 1998). Christie (1995) reports that parents in lower SEG groups tend to take less responsibility for their

children in traffic.

Children in lower social economic groups are at a higher risk of being in a collision because they are more exposed to traffic, and in particular traffic which is less safe than those from higher socio-economic groups.

As with race / ethnicity, targeting specific locations will provide an opportunity to address these issues.

- **Actions**

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

- EDCI related questions will be included in the updated tender documents and will form part of the assessment process
- The Delivery Group point of contact will liaise with the successful provider to develop their awareness of needs in differing settings
- The successful provider is expected to hold discussions with the settings being visited to discuss equality, diversity, cohesion and inclusion matters that they need to be aware of. Provider to include SEND / EDI questions as part of the booking process
- Settings will be requested to provide the usual levels of support for pupils during the sessions
- For EAL learners (where English isn't their first language), a summary of the performance should be provided to explain the content of the performance and workshop
- Where appropriate, schools will be provided with copies of the script and workshop questions beforehand to prepare as required, for example for pupils with cognitive or sensory impairments
- The provider should liaise with settings to ensure set is adapted, as appropriate, to allow these pupils to access the performances e.g lighting / consideration of where a signer is positioned / child seating position
- Actors/workshop facilitators, contents, sets and promotional materials are to be representative of the population across West Yorkshire, including young people with disabilities
- Religious festivals / holidays to be clash checked with the tour schedule.
- Districts will be asked to prioritise settings for delivery in order to address inequalities relating to race and socio-economic background
- The provider will be asked to include a question relating to consideration of inclusion and accessibility in the staff evaluation and will report this in their final evaluation report

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)	
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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
Gillian Macleod	Transport Development Services Manager	09/05/2024
Date screening completed		02/05/2024

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: 26/04/2024
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: