

## Appendix 2: 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.

<b>Directorate:</b> Children's services	<b>Service area:</b> Children Leeds Partnership
<b>Lead person:</b> Stephen Featherstone	<b>Contact number:</b> 01132475772

**1. Title:** Children and Young People's Plan 2011-15

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify**

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

The Children and Young People's Plan 2011-15 is based on 5 outcomes, 11 priorities and 15 key indicators. This screening form relates to the framework of outcomes, priorities and indicators. Further exercises will be needed to ensure that equality, diversity, cohesion and integration issues are adequately reflected in the various service, team and area plans that underpin the main CYPP document.

The Leeds City Council equalities team is preparing a composite assessment covering the five city wide priority plans.

### 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?	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)

1) The framework of outcomes, priorities and key indicators in the CYPP is based on a detailed analysis of the needs of children and young people in Leeds. This is discussed by the Children's Trust Board when they review priorities and indicators. It is updated annually and reflected back into the corporate and service planning process by all the partners. It includes information on the views and perceptions of children and young people.

2) In the context of improving outcomes for all children and young people in Leeds the CYPP framework, focuses on the needs of the most vulnerable and on indicators which will have the biggest impact in related areas.

3) The 3 "obsession" indicators in the CYPP focus on children and young people with relatively poor and multiple poor outcomes. The obsessions are reducing the number of looked after children; reducing the number of young people not in education, employment or training; and, improving school attendance.

4) Consultation with children, young people, and parents and carers was integral to the development of the CYPP. This included broad quantitative work such as surveys and face to face work through focus groups.

- **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)

1) Performance reporting on indicators for children and young people and needs analysis has identified groups of children and young people who have relatively poor outcomes and/or experience multiple poor outcomes, eg. some black and minority ethnic groups, people with learning difficulties and difficulties, children and young people from deprived backgrounds.

2) Leeds as a Child friendly city (CFC) as well as being an overarching vision for Children and young people in Leeds is also a specific programme of work. One product will be to mobilise resources in the private, public and voluntary sector to improve outcomes for children and young people. In addition groups of children and young people, agencies and communities will be brought together to work on improving lives for Children and young people across the city.

- **Actions**

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

1) Child friendly city (CFC) as well as being an overarching vision for Children and young people in Leeds is also a specific programme of work. CFC is a United Nations initiative based on the belief that every child has the right to the best possible start in life; to have the highest standards of health and education; and, to be heard and influence the quality of their lives and their environments. Initial work includes engaging partners and local organisations and businesses in the Child Friendly City movement and gaining their commitment to a specific pledge to help.

2) Reporting against the majority of the key indicators in the Children and Young People’s Plan include a gap element which highlights the difference between the Leeds average and the performance of particular groups of children and young people. Progress in reducing the gaps is key area of focus.

3) Work to improve performance against the indicators will focus on targets groups and particular areas of the city where need is significantly different from the Leeds average. Though this needs to be balanced against the requirement to provide universal services for all children and young people in the city as well as targeted and specialist services.

4) There will be a quarterly cycle of reporting to the Children’s Trust Board, Leeds City Council and the Leeds Initiative which highlights progress against the 5 outcomes, 11 priorities and 15 key indicators and the sub indicators which underpin them. Reporting will include reference to gaps in the available information.

5) The needs analysis is updated annually and will be reflected in the Council’s proposed State of the City Report.

6) Work on the 3 CYPP obsessions impacts on a range of linked issues and target groups that are central to the Equalities agenda. The table below highlights some of the main examples.

<b>Indicator</b>	<b>Examples of linked indicators and issues</b>
<b>Looked after children</b>	LAC status is often linked to a range of other issues that have a significant impact on outcomes for children and their families, eg. substance misuse, mental health, domestic violence, poor school attendance and attainment, worklessness, NEET, youth offending, poverty, teenage parenthood. Demand for social care services is concentrated in particular areas of the city. This has a direct impact on health services such as mental health, health visiting and school nursing.
<b>Young people not in employment, education or training</b>	Some young people are more likely to be NEET, eg. some BME groups, those with learning difficulties and disabilities, care leavers, young offenders, poor school attenders, young parents, young carers, pregnant young women, homeless YP and those living away from their family. NEET rates vary significantly in different areas of the city. Young people who are NEET report feeling bored and isolated. They have more chance of long-term unemployment, ill health and criminality than their peers. When they do get work, they are more likely to be in low-paid jobs.

<b>School attendance</b>	There is a strong correlation between attendance and attainment and between poor attendance, NEET and youth offending. Pupil groups with lower attendance and higher persistent absence are: those living in deprived areas, looked after children, pupils eligible for free school meals, pupils with special education needs. Overall pupils of black and minority ethnic heritage have levels of attendance above the Leeds average, however, pupils of bangladeshi, mixed Black Caribbean and white, eastern european and traveller heritage have significantly lower levels of attendance.
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7) Outcomes based accountability (OBA) is a way of thinking and approach that develops practical action plans through “turning the curve” exercises. OBA takes the current baseline performance trend, and asks partners to agree a trajectory for improved performance and to describe the actions that will “turn the curve” towards the desired improvement. The approach takes partners through the following stages:

- What progress are we making against the agreed partnership outcomes and indicators?
- What is the story behind the baseline, the causes of the trends and the issues lying behind them?
- What is the curve we want to turn?
- What are the information requirements, the gaps in our knowledge?
- Who are the key partners and what is their contribution to our shared indicators and outcomes?
- What works, what is the practical strategy and action plan?

OBA workshops focusing on turning 3 curves- reducing the number of looked after children, increasing school attendance and reducing the number of young people not in employment, education or training have been held. Further workshops will roll out the approach in localities across the city and the OBA programme will be progressively rolled out across the partnership, and then across the other partnership boards in the Leeds Initiative.

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

<b>6. Governance, ownership and approval</b>
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Please state here who has approved the actions and outcomes of the screening

<b>Name</b>	<b>Job title</b>	<b>Date</b>
Mariana Pexton	Deputy Director of Children's services	April 8 <sup>th</sup> 2011

### **7. Publishing**

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

<b>Date screening completed</b>	April 8 <sup>th</sup> 2011
<b>Date sent to Equality Team</b>	April 19 <sup>th</sup> after approval by Children's Trust Board on April 18 <sup>th</sup> 2011
<b>Date published</b> (To be completed by the Equality Team)	