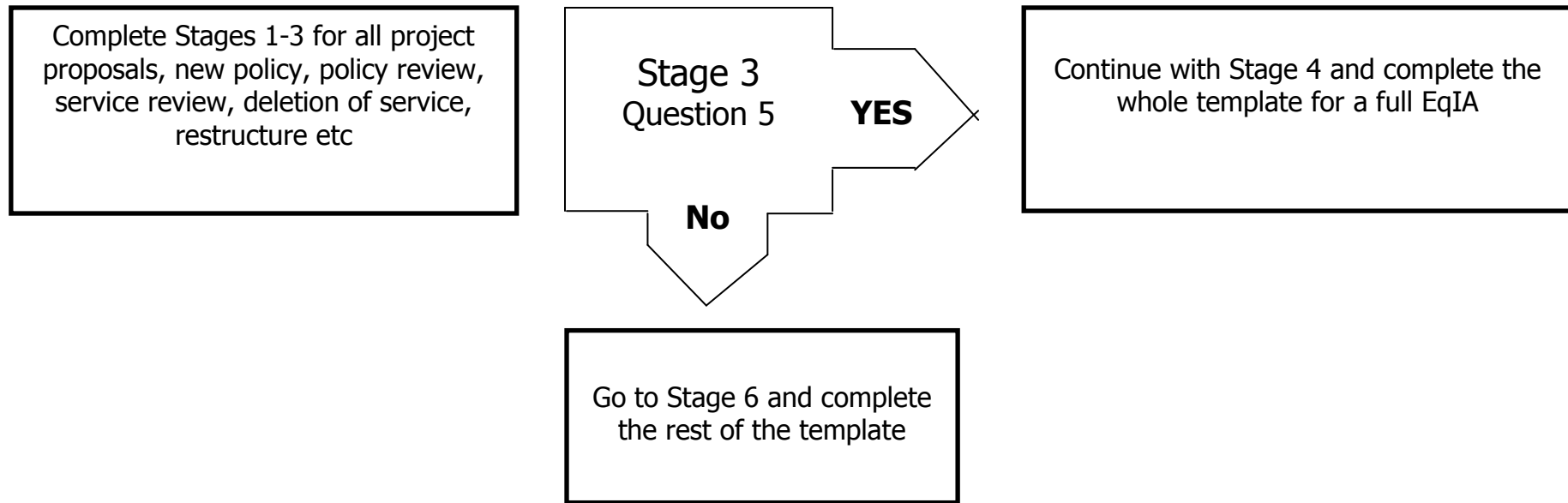


Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process (EqIA). There is now just one Template. Lead Officers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



- In order to complete this assessment, it is important that you have read the Corporate Guidelines on EqIAs and preferably completed the EqIA E-learning Module.
- You are also encouraged to refer to the EqIA Template with Guidance Notes to assist you in completing this template.
- SIGN OFF: All EqIAs need to be signed off by your Directorate Equality Task Groups.
- Legal will NOT accept any report without a fully completed, Quality Assured and signed off EqIA.
- The EqIA Guidance, Template and sign off process is available on the Hub under Equality and Diversity

Equality Impact Assessment (EqIA) Template

| | | | | | | | |
|---|---|---------|--|------------------|--|-----------------|--|
| Type of Decision: Tick ✓ | ✓ | Cabinet | | Portfolio Holder | | Other (explain) | |
| Date decision to be taken: | 24 May 2016 | | | | | | |
| Value of savings to be made (if applicable): | Not applicable | | | | | | |
| Title of Project: | Early Years Strategy and Childcare Sufficiency Assessment | | | | | | |
| Directorate / Service responsible: | People Services | | | | | | |
| Name and job title of Lead Officer: | Brian Netto, Senior School Improvement Adviser | | | | | | |
| Name & contact details of the other persons involved in the assessment: | Johanna Morgan, Divisional Director People Strategy: Commercialisation and Regeneration | | | | | | |
| Date of assessment (including review dates): | 11 April 2016 | | | | | | |

Stage 1: Overview

| | | | | | | |
|---|---|---|--------------------------------|---|-------------------------|---|
| <p>1. What are you trying to do?</p> <p>(Explain your proposals here e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p> | <p>At its meeting on 24 May, Harrow Cabinet will be recommended to: note the outcomes of the Childcare Sufficiency Assessment [CSA] 2016, and approve Harrow's Early Years Strategy 2016-19.</p> <p>The Early Years Strategy places the achievement of all children at its heart. The overarching aim of the Strategy is to close gaps in achievement so that all children are better prepared for school. There is a particular focus on disadvantaged children and those with SEND.</p> <p>The strategy is based on funding streams that enable the Council to provide additional staffing and resources over the next two years. The focus is then on ensuring that systems are sustainable so that outcomes continue to improve.</p> <p>From the CSA, data analysis of data and engagement with early year's professionals, providers and officers 6 priorities have been identified. For each priority a series of objectives have been developed.</p> | | | | | |
| <p>2. Who are the main groups / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p> | Residents / Service Users | ✓ | Partners | ✓ | Stakeholders | ✓ |
| | Staff | | Age | ✓ | Disability | ✓ |
| | Gender Reassignment | | Marriage and Civil Partnership | | Pregnancy and Maternity | |
| | Race | ✓ | Religion or Belief | ✓ | Sex | |
| | Sexual Orientation | | Other | | | |

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| <p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> • Who are the partners? • Who has the overall responsibility? • How have they been involved in the assessment? | <p>The responsibility for this strategy sits within People Services.</p> <p>Under the Childcare Act 2006, local authorities have various duties in relation to young children in their area. This includes a general duty to improve the well-being of young children and reduce inequalities. Also specific duties to: provide early years services in an integrated manner and to promote services to those parents who are unlikely to take advantage of them, and secure, so far as is reasonably practicable, the provision of sufficient childcare to enable parents/carers to take up or remain in work, or to undertake education and training leading to work.</p> <p>The CSA is based on data collated from a range of sources including interviews with parents/carers via children’s centres and community groups including Community Ambassadors and Supplementary Schools; distribution of questionnaires and data analysis.</p> |
|--|--|

Stage 2: Evidence & Data Analysis

4. What evidence is available to assess the potential impact of your proposals? This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys, press reports, letters from residents and complaints etc. Where possible include data on the nine Protected Characteristics.

(Where you have gaps (data is not available/being collated for any Protected Characteristic), you should include this as an action to address in your Improvement Action Plan at Stage 6)

| Protected Characteristic | Evidence | Analysis & Impact |
|--|--|--|
| Age (including carers of young/older people) | <p>There is a growing population of children aged 0-4 years (growth of 9.5% children aged 0-4 years since 2011). The highest growth wards are Canons, Marlborough, Wealdstone and Roxbourne.</p> <p>Deprivation in the borough has been reducing (in 2015, Harrow is the sixth least deprived borough in London) and unemployment rates generally have been falling. However, there are four wards where unemployment was increasing and with high proportions of children (more than 18%) living in households claiming out of work benefits: Wealdstone, Marlborough, Roxbourne,</p> | <p>Increasing demand for early year’s childcare can be expected reflecting the growing population.</p> <p>Much of this demand is likely to arise in the growth wards of Canons, Marlborough, Wealdstone and Roxbourne.</p> <p>Marlborough, Wealdstone and Roxbourne, together with Harrow Weald, are also expected to require increased childcare provision particularly for eligible two year olds reflecting the relative deprivation of these wards to the rest of the borough.</p> |

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| | Harrow Weald. | |
| Disability (including carers of disabled people) | <p>Harrow has higher proportions of DSEN children (than in outer London and England) that are eligible for:</p> <ul style="list-style-type: none"> • 2 year old funded early education entitlement • 3 and 4 year old entitlement <p>Parents/carers of children with DSEN/additional needs report being less satisfied with childcare compared to parents/carers of children without DSEN/additional needs.</p> <p>1 in 4 parents/carers who have children with DSEN are not using childcare, (compared to 1 in 50 parents/carers whose children do not have DSEN/additional needs).</p> <p>7% more parents/carers with children with SEN/additional needs find it harder all year to access childcare compared to families without SEN (11% compared to 4%).</p> | <p>This evidence indicates demand for childcare that is equipped to meet the needs of families with children with additional needs/ disability. For example, skilled and confident early years staff capable of making adjustments to support each child's learning and development and, where there is access to guidance and support, to tailor childcare provision to meet the specific requirements of an individual child with additional needs.</p> |
| Gender Reassignment | Not applicable in the context of early years childcare provision. | Not applicable. |
| Marriage / Civil Partnership | Not applicable in the context of early years childcare provision. | No applicable. |
| Pregnancy and Maternity | Not applicable in the context of early years childcare provision. | Not applicable. |
| Race | <p>The 2011 Census estimates show that Harrow is ranked fourth amongst local authorities in England for the proportion of the population who are not White-British (69.1%) which increased from 59% in 2001.</p> <p>The wards where between 1.4 - 2% of the population do not speak English are Wealdstone, Roxbourne and Kenton West wards. These rates are amplified amongst families with children aged 0-4 years.</p> <p>The ONS Population Estimates also identifies rapid growth in the Polish and Romanian communities within</p> | <p>The CSA indicates that some minority ethnic groups are not taking up their entitlement to free childcare, especially for 2 year olds. The strategy targets these communities so that they can be better informed when making decisions about childcare.</p> <p>Issues arising from this evidence for planning childcare provision that is accessible to all families and can meet their diverse requirements are ensuring that:</p> <ul style="list-style-type: none"> • there is ongoing dialogue with parents/carers about the value of childcare, especially for children in the |

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|---------------------|---|---|
| | Harrow. | <p>early years;</p> <ul style="list-style-type: none"> childcare provision is sensitive to religious, cultural and language needs. |
| Religion and Belief | <p>The Joseph Rowntree Foundation (Caring and Earning Among Low Income Caribbean, Pakistani and Somali families - 2014 report) found that attitudes towards childcare can vary significantly for different communities. For example, a key finding was that ethnic minority people do not have generic attitudes to 'caring'. This relates to the role of cultural or religious preferences in attitudes to caring, and in particular to registered caring services. Among Pakistani and particularly Somali respondents, these considerations were important in explaining the low use of registered childcare services. This appears to be related to parental emphasis on transmitting cultural values and practices to their children.</p> <p>The Joseph Rowntree Foundation report indicates some parents/carers would be satisfied if such care was more culturally sensitive, or if some staff shared their cultural or religious values, though a significant minority preferred to be the primary carer for their child at least until secondary school.</p> | <p>The continuing change in the ethnic profile of Harrow has implications for planning childcare provision that is accessible to all families and can meet their diverse requirements. This includes ensuring that there is ongoing dialogue with parents/carers about the value of childcare, especially for children in the early years, and ensuring that childcare provision is sensitive to religious, cultural and language needs. Some new communities, such as those from Somalia, traditionally have lower rates of take-up of early year's childcare for example.</p> |
| Sex / Gender | The 2014 estimate of children aged 0-4 years old in Harrow is: 8,884 males and 8,592 females. | There is no evidence to indicate there are any impacts to plan for in the Early Years Strategy. |
| Sexual Orientation | Not applicable in the context of early years childcare provision. | Not applicable. |

Stage 3: Assessing Potential Disproportionate Impact

5. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

| | Age (including | Disability (including | Gender Reassignment | Marriage and Civil | Pregnancy and Maternity | Race | Religion and Belief | Sex | Sexual Orientation |
|--|-------------------|--------------------------|------------------------|-----------------------|----------------------------|------|------------------------|-----|-----------------------|
|--|-------------------|--------------------------|------------------------|-----------------------|----------------------------|------|------------------------|-----|-----------------------|

| | | | | | | | | | |
|-----|---------|---------|---|-------------|---|---|---|---|--|
| | carers) | carers) | | Partnership | | | | | |
| Yes | | | | | | | | | |
| No | x | x | x | x | x | x | x | x | |

YES - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, complete a FULL EqIA.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.
- **NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**
- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 6

Stage 4: Further Consultation / Additional Evidence

6. What further consultation have you undertaken on your proposals as a result of your analysis at **Stage 3**?

| Who was consulted? What consultation methods were used? | What do the results show about the impact on different groups / Protected Characteristics? | What actions have you taken to address the findings of the consultation? E.g. revising your proposals |
|--|--|---|
| Go to Stage 6 | | |
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Stage 5: Assessing Impact

7. What does your evidence tell you about the impact on the different Protected Characteristics? Consider whether the evidence shows potential for differential impact, if so state whether this is a positive or an adverse impact? If adverse, is it a minor or major impact?

| Protected Characteristic | Positive Impact | Adverse Impact | Explain what this impact is, how likely it is to happen and the extent of impact if it was to | What measures can you take to mitigate the impact or advance equality of opportunity? |
|--------------------------|-----------------|----------------|---|---|
| | | | | |

| | ✓ | Minor ✓ | Major ✓ | occur. Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 7 | E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 6) |
|--|---------------|------------|------------|--|---|
| Age (including carers of young/older people) | Go to Stage 6 | | | | |
| Disability (including carers of disabled people) | | | | | |
| Gender Reassignment | | | | | |
| Marriage and Civil Partnership | | | | | |
| Pregnancy and Maternity | | | | | |
| Race | | | | | |

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|--------------------|--|--|--|--|--|
| | | | | | |
| Religion or Belief | | | | | |
| Sex | | | | | |
| Sexual orientation | | | | | |

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| 8. Cumulative Impact – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic? If yes, which Protected Characteristics could be affected and what is the potential impact? | Yes | | No | |
| | Go to Stage 6 | | | |
| 9. Any Other Impact – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion? If yes, what is the potential impact and how likely is it to happen? | Yes | | No | |
| | Go to Stage 6 | | | |

Stage 6 – Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. These should include:

- Proposals to mitigate any adverse impact identified
- Positive action to advance equality of opportunity
- Monitoring the impact of the proposals/changes once they have been implemented

- Any monitoring measures which need to be introduced to ensure effective monitoring of your proposals? How often will you do this?

| Area of potential adverse impact e.g. Race, Disability | Proposal to mitigate adverse impact | How will you know this has been achieved? E.g. Performance Measure / Target | Lead Officer/Team | Target Date |
|---|---|---|-------------------|--------------------------|
| Families from targeted minority ethnic communities not benefitting from free childcare. | <p>Provision of better quality information about their entitlements.</p> <p>This strategy will be reviewed each year so that the action plan reflects current needs and trends, such as the intended roll out in September 2017 of free childcare for some 3 and 4 year olds.</p> <p>In particular, the strategy will measure the take up of childcare for 2, 3 and 4 year olds in comparison with national expectations, and against statistical neighbours. The focus will be on SEND and targeted minority ethnic communities.</p> | <p>The action plan is reviewed and updated each term.</p> <p>Annual reports on the borough's childcare sufficiency will be provided to the Council.</p> | Early Years Team | 2019 [overall review] |
| Families with disabled children not benefitting from targeted childcare provision. | <p>Ensure that as many families as possible are able to take up their entitlement to free childcare from age 2 and above.</p> <p>Monitoring the impact of this strategy.</p> | As above. | As above. | As above. |
| | | | | |

Stage 7: Public Sector Equality Duty

10. How do your proposals meet the Public Sector Equality Duty (PSED) to:

The strategy aims to ensure that all eligible parents and carers are provided with the right information about their entitlements to free

| | |
|--|--|
| <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 2. Advance equality of opportunity between people from different groups 3. Foster good relations between people from different groups | <p>childcare, so that they can make informed decisions about the most convenient and best quality childcare in their area.</p> <p>The Early Years Strategy should be read alongside the SEND Strategy. Better provision for disabled children and those with special educational needs is planned within the early years, to enable these children to be better prepared for school.</p> |
|--|--|

Stage 8: Recommendation

| | |
|--|---|
| 11. Which of the following statements best describes the outcome of your EqIA (✓ tick one box only) | |
| Outcome 1 – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed. | ✓ |
| Outcome 2 – Minor Impact: Minor adjustments to remove / mitigate adverse impact or advance equality of opportunity have been identified by the EqIA and these are included in the Action Plan to be addressed. | |
| Outcome 3 – Major Impact: Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality of opportunity. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. (Explain this in Q12 below) | |
| 12. If your EqIA is assessed as outcome 3 explain your justification with full reasoning to continue with your proposals. | |

Stage 9 - Organisational sign Off

| | | | |
|---|---|-------------------------|---------------|
| 13. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan? | The corporate Equalities Impact Assessment Quality Assurance Group will consider this EqIA at its meeting on ? May 2016 . <i>Query: Is this group meeting before the Cabinet date?</i> | | |
| Signed: (Lead officer completing EqIA) | <i>Brian Netto</i> | Signed: (Chair of DETG) | |
| Date: | 11 April 2016 | Date: | ?? April 2016 |

| | | | |
|---|---------------|--|--|
| Date EqIA presented at Cabinet Briefing (if required) | 28 April 2016 | Signature of DETG Chair (following Cabinet Briefing if relevant) | |
|---|---------------|--|--|