

# Equality & Health Impact Assessment (EqHIA)

## Document control

<b>Title of activity:</b>	<i>To implement Havering's Early years directory and funding Agreement 1<sup>st</sup> April 2020 – 31<sup>st</sup> March 2025</i>
<b>Lead officer:</b>	<i>Pooneeta Mahadeo, School Organisation planning Manager, Learning &amp; Achievement, Children Housing &amp; Adults</i>
<b>Approved by:</b>	<i>Tim Aldridge, Director of Children's Services</i>
<b>Date completed:</b>	<i>October 2019</i>
<b>Scheduled date for review:</b>	<i>October 2024</i>

<b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>	No
<b>Did you seek advice from the Public Health team?</b>	No
<b>Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b>	No

Please note that EqHIAs are **public** documents and must be made available on the Council's [EqHIA webpage](#).

**Please submit the completed form via e-mail to [EqHIA@haverling.gov.uk](mailto:EqHIA@haverling.gov.uk) thank you.**

# 1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) for advice from either the Corporate Diversity or Public Health teams. Please refer to the Guidance in Appendix 1 on how to complete this form.

## About your activity

1	<b>Title of activity</b>	<i>To implement the Havering's Early years directory and funding Agreement 1<sup>st</sup> April 2020 – 31<sup>st</sup> March 2025</i>
2	<b>Type of activity</b>	<i>Policy</i>
3	<b>Scope of activity</b>	<p>This policy refers to what should be included in agreements between local authorities and providers (provider agreements) and refers to early years provision free of charge (sections 7 and 7A of the Childcare Act 2006) and free childcare (section 2 of the Childcare Act 2016) as the 'free entitlement(s)' or 'free hours' or a 'free place'. The model agreement applies to the 15 hour entitlement for the most disadvantaged two-year olds, the 15 hour entitlement for parents of three- and four-year olds (the universal entitlement) and the 30 hours entitlement for working parents of three- and four-year olds (the extended entitlement). The extended entitlement to 30 hours free provision – an additional 15 hours for working parents of three- and four-year olds (on top of the universal entitlement of 15 hours a week for all three and four year olds). Eligibility for the additional hours will be determined by HMRC;</p> <ul style="list-style-type: none"> <li>• how local authorities should pay providers to deliver free entitlement places; and</li> <li>• requirement on local authorities to publish information about childcare in their area including the free entitlements.</li> </ul> <p>Havering's Early years directory and funding agreement builds on the guidance issued by the Department for Education (DfE) and is intended to enable providers and the Local Authority to understand their respective roles and to ensure that the Early Years Free early education delivers the best outcomes for children and their families. Havering, the Local Authority has a statutory duty to secure sufficient nursery education for two, three and four year olds in a</p>

		<p>diverse range of high quality provision in order to meet parental choice.</p> <p>The funding agreement is designed to explain the financial arrangements for making payments to childcare providers in respect of the free places that they provide.</p> <p>Cabinet members to note the outcomes of the Directory and Funding Agreement 2020 - 2025</p> <p>Engagement through Early Years Provider Reference Group, with early years professional and early years providers.</p>
4a	<b>Are you changing, introducing a new, or removing a service, policy, strategy or function?</b>	<p>This activity is not new.</p> <p>The Local Authority's Directory and Funding Agreement 2020 – 2025 has previously been published since 2008</p> <p>The report will have an impact on individuals and groups.</p>
4b	<b>Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?</b>	
4c	<b>Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?</b>	
5	<b>If you answered YES:</b>	
6	<b>If you answered NO:</b>	

<b>Completed by:</b>	<i>Pooneeta Mahadeo, School Organisation and Place planning Manager</i>
<b>Date:</b>	<i>04/10/2019</i>

## 2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

**Background/context:**

The Council has a statutory duty to secure early years provision free of charge and secure sufficient childcare for working parents, early years providers will not be able to deliver early education and childcare places for 2, 3 and four year olds to enable parents to take up, or remain in, work, or undertake education or training which could reasonably be expected to assist them to obtain work.

The purpose of the funding agreement is to set the expectations between the local authority and an early education and childcare provider for delivery of the free early education and childcare entitlements.

### **KEY LOCAL AUTHORITY RESPONSIBILITIES**

The Local Authority:

1. Must secure a free entitlement place for every eligible child in their area
2. Should work in partnership with Providers to agree how to deliver free entitlement places.
3. Should be clear about their role and the support on offer locally to meet the needs of children with Special Educational Needs and/or Disabilities (SEND) as well as their expectations of providers.
4. Must contribute to the safeguarding and promote the welfare of children and young people in their area.
5. Must clearly publish a list of traded service elements which may be applicable to early education and childcare delivery.

### **KEY PROVIDER RESPONSIBILITIES**

The Provider agrees to use any early education and childcare payment received from the Local Authority for the delivery of the free early education and childcare provision in accordance with the terms and conditions set out in below:

The Provider shall during the Agreement period provide:

- Childcare
- Early Education places to eligible two, three or four year old children from within the administrative boundary London Borough of Havering in accordance with this Agreement. ("Services")
- Early Years Pupil Premium (EYPP) funding to improve the education they provide for eligible disadvantaged three and four year old children
- The provider must have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND. Providers should utilise the SEN inclusion fund and Disability Access Fund to deliver effective support, whilst making information available about their SEND offer to parents.

The following frameworks and legislation underpin the agreement:

- Early Education and Childcare, Statutory Guidance for Local Authorities 2017
- Childcare Act 2006
- Childcare Act 2016
- Equality Act 2010
- School Admissions Code 2014
- Statutory framework for the early years foundation stage 2014
- Local Authority, (Duty to Secure Early Years Provision Free of Charge) Regulations 2014
- The Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2016
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- Data Protection Act 1998

**Who will be affected by the activity?**

It will affect all early years and childcare providers, such as childminders, childminder agencies, day nurseries, preschools, independent schools, school nurseries, academies and out of school club provisions.

**Protected Characteristic - Age: Consider the full range of age groups**

Please tick (✓) the relevant box:

<b>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>

**Overall impact:**

*The report will impact positively on the early years age group especially 2, 3 and 4 year olds as they will be able to access an early education and childcare place.*

**Evidence:**

Based on the current directory and funding agreement we have 240 providers signed up to deliver early education and childcare places

**Sources used:**

Directory and funding agreement 2017 – 2020 data.

<b>Protected Characteristic - Disability:</b> Consider the full range of disabilities; including physical mental, sensory and progressive conditions		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  The agreement has a positive impact as it sets out which childcare 'Providers in Havering must adhere to, to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<b>Evidence:</b>  Local authorities must ensure that all providers in the maintained and private, voluntary and independent sectors that they fund to the free entitlements are aware of the requirement on them to have regard to the Special Educational Needs and Disability Code of Practice 0-25. The local authority promotes an inclusive approach to its work. Each provider is allocated an Area Special Educational Needs Coordinator (SENCo) to support the provider to effectively meet the individual needs of a child with SEND. Havering has published a Local Offer which set out in one place, comprehensive information about provision available in the borough across education, health and social care for children and young people in the borough who have SEN or are disabled, including those who do not have EHC plans.		
<b>Sources used:</b>  Visit <a href="http://www.havering.gov.uk/localoffer">www.havering.gov.uk/localoffer</a> to find up to date information about provision and support in Havering		

<b>Protected Characteristic - Sex/gender:</b> Consider both men and women		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  <i>The report has no negative impact to either men or women.</i>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<b>Evidence:</b>		

<p><b>Sources used:</b></p> <p>Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and <i>Directory and Funding Agreement 2017 – 2020 data</i></p>

**Protected Characteristic - Ethnicity/race:** Consider the impact on different ethnic groups and nationalities

Please tick (✓) the relevant box:		<p><b>Overall impact:</b></p> <p><i>The report has no negative impact on any particular ethnicity or race.</i></p>
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

**Evidence:**

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data*

**Protected Characteristic - Religion/faith:** Consider people from different religions or beliefs including those with no religion or belief

Please tick (✓) the relevant box:		<p><b>Overall impact:</b></p> <p><i>The report has no negative impact on any particular religion/faith.</i></p>
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	

**Evidence:**

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data*

**Protected Characteristic - Sexual orientation:** Consider people who are heterosexual, lesbian, gay or bisexual

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  <i>The report has no negative impact on any particular sexual orientation.</i>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data*

**Protected Characteristic - Gender reassignment:** Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  <i>The report has no negative impact on gender reassignment.</i>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data.*



<b>Protected Characteristic - Marriage/civil partnership:</b> Consider people in a marriage or civil partnership	
<i>Please tick (✓) the relevant box:</i>	
<b>Positive</b>	<input type="checkbox"/>
<b>Neutral</b>	<input checked="" type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<b>Overall impact:</b>  <i>The report has no negative impact on anyone from this group.</i>	
<b>Evidence:</b>	
<b>Sources used:</b>  Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and <i>Directory and Funding Agreement 2017 – 2020 data</i>	

<b>Protected Characteristic - Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave	
<i>Please tick (✓) the relevant box:</i>	
<b>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<b>Overall impact:</b>  The report has a positive impact on parents looking to go back to work after maternity leave.	
<b>Evidence:</b> A number of childcare providers have details of expectant mothers on roll who wish to hold a place for their child.	
<b>Sources used:</b>  Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and <i>Directory and Funding Agreement 2017 – 2020 data</i>	

<b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds	
<i>Please tick (✓) the relevant box:</i>	
<b>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>
<b>Overall impact:</b>  The agreement has a positive impact on families that are from low income as they may be able to access early years childcare places for 2 year olds. The report has no negative impact on any particular socio-economic status.	

**Evidence:**

The Commissioning Plan for Education Provision 2019/20 – early years providers highlighted a shortfall of early years places in some wards in the borough. A number of (prospective and existing) early education and childcare providers have set up or considering business in this area.

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data*

**Health & Wellbeing Impact:** Consider both short and long-term impacts of the activity on a person’s physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

<i>Please tick (✓) all the relevant boxes that apply:</i>		<p><b>Overall impact:</b> <i>The activity has a positive impact on health and wellbeing.</i></p> <p>The overall health and wellbeing of the population especially for parents with children as well as childcare providers can be positively promoted through this activity. The implementation of the directory and funding agreement would enable providers understand their respective roles as they deliver the early years education entitlement and in conjunction with the local authority ensure that the needs of disabled children &amp; children with special educational needs are met, as well as promoting the overall health of children in their respective settings.</p> <p>In addition, the economic well-being of the population can also be promoted as the policy would ensure that the quality of childcare provision in the borough is good &amp; accessible, adequate resources and funding is available to deliver the best outcomes for children and their families.</p> <p><b>Do you consider that a more in-depth HIA is required as a result of this brief assessment?</b> Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:**

There is evidence from our data that children having access to early education means that their chances of early learning goals, prime areas of communication and language, physical development and personal, social and emotional development are captured early and developed giving rise to a higher educational attainment.

Access to early years provision and childcare teaches children the importance of good health and self-care enabling children adopt a healthy lifestyle and other good health related behaviours as they continue to develop into their adulthood

Early Years providers in Havering are being encouraged to register with the Healthy Early Years London (HEYL) scheme and supported to progress through the awards pathway. Settings registered with the scheme will have the HEYL logo displayed on their profile in the Directory

Economically, the establishment of childcare provision creates new businesses in the borough with associated employment opportunities. This will in turn enable parents, depending on their personal circumstances especially those who require access to childcare to take up or remain in work or undertake education or training. Ultimately, childhood development will also be positively impacted as this gives children an opportunity to access early education and childcare provision while their parents are in work or training.

**Sources used:**

Population projections produced by the GLA, Early years projections, Quality data, DWP List, early years census data, termly surveys data and *Directory and Funding Agreement 2017 – 2020 data*

*\*Expand box as required*

### 3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

✓	1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>	➔	<b>Proceed with implementation</b> of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u>	➔	<b>COMPLETE SECTION 4:</b> <b>Complete action plan</b> and finalise the EqHIA
	3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level	➔	<b>Stop and remove</b> the activity or <b>revise</b> the activity <b>thoroughly</b> . <b>Complete an EqHIA on the revised proposal.</b>

## 4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer
<b>Age</b>	Positive	Ensure that the early years age group especially 2, 3 and 4 year olds will have access an early education and childcare place.	Create an opportunity for new early years providers to sign up to deliver early education and childcare places.	Summer 2020	Gurdi Kaur
<b>Disability</b>	Positive	All stakeholders continue to meet the needs of disabled children and children with special educational needs.	To ensure that the 'Local Offer' information about provision available in the borough across education, health and social care for children and young people in the borough continues to meet the needs of the population	On going	Jaswinder Rakhra

			and stakeholders have due regard to the Special Educational Needs and Disability Code of Practice 0-25.		
<b>Socio-economic status</b>	Positive	Continue to ensure that high quality childcare places are available and accessible for parents who require them	New Childcare places are established in the wards identified as having shortfall of early years places.	Autumn 2020	Pooneeta Mahadeo
<b>Health &amp; Wellbeing Impact</b>	Positive	Continue to ensure that families on low income background who require childcare places for their 2 year olds are made aware of their entitlement and the early education places are provided flexibly in a pattern which meets the needs of families.	Continue to work with providers to share information about the times and periods at which they are able to offer free early childcare entitlements. Continue to monitor the accessibility and flexibility of childcare provision in the borough.	On going	Nicole Blanc/Gurdi Kaur

## 5. Review

In this section you should identify how frequently the EqHIA will be reviewed; the date for next review; and who will be reviewing it.

**Review:** The Directory and Funding Agreement shall commence on the 1<sup>st</sup> day of April 2020 and shall continue to be in full force until the 31<sup>st</sup> day of March 2025.

**Scheduled date of review:** Autumn 2024

**Lead Officer conducting the review:** Gurdi Kaur in consultation with the Early Years Provider Reference Group

**Please submit the completed form via e-mail to [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) thank you.**

## Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below

The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input checked="" type="checkbox"/> Childhood development <input type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input type="checkbox"/> to Social services <input type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure