

## Equality & Health Impact Assessment (EHIA)

<b>Title of activity:</b>	<i>To implement Havering's Early Years Directory and Funding Agreement 1st April 2025 – 31st March 2030</i>
<b>Lead officer:</b>	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
<b>Approved by:</b>	Trevor Cook, Assistant Director Education
<b>Version Number</b>	<b>V0.1</b>
<b>Date and Key Changes Made</b>	<i>30/12/2024 to reflect the new changes to the offers for working parents</i>
<b>Scheduled date for next review:</b>	<i>December 2027</i>

<b>Did you seek advice from the Corporate Policy &amp; Legal?</b> Please note that the Corporate Policy & Legal and Public Health teams require at least <b>5 working days</b> to provide advice on EHIAs.	No
<b>Did you seek advice from the Public Health team?</b>	No
<b>Does the EHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b> See Publishing Checklist.	No

Please note that EHIAs are **public** documents and unless they contain confidential or sensitive commercial information must be made available on the Council's [EqHIA webpage](#).

Please submit the completed form via e-mail to [READI@haverling.gov.uk](mailto:READI@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 EHIA and ensure you keep this section for your audit trail. If you have any questions, please contact [READI@havering.gov.uk](mailto:READI@havering.gov.uk) for advice from either the Corporate Diversity or Public Health teams. Please refer to [this Guidance](#) on how to complete this form.

## About your activity

1	<b>Title of activity</b>	<i>To implement Havering's Early Years Directory and Funding Agreement 1st April 2025 – 31st March 2030</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, 15 hours from nine months to two years for working parents up to 31 August 2025, from 1 September 2025 working parents will be able to claim an additional 15 hours which will equate up to 30 hours a week. 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</p>

		<p>statutory duty to secure sufficient nursery education from nine months onwards up to four year olds in a diverse range of high quality provision in order to meet parental choice, depending on parents' eligibility.</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>The report seeks approval of Cabinet members to note the outcomes of the Directory and Funding Agreement 2025 - 2030</p> <p>Engagement through Early Years Provider Reference Group, with early years professional and early years providers.</p> <p><a href="https://www.gov.uk/early-education-and-childcare">Early education and childcare - GOV.UK</a></p>			
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>either</u> of these questions is 'YES', please continue to question 5.		If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people from different backgrounds?	Yes			
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes	<i>Please use the <a href="#">Screening tool</a> before you answer this question.</i>	If you answer 'YES', please continue to question 5.	
5	If you answered YES:	<b>Please complete the EHIA in Section 2 of this document.</b> Please see Appendix 1 for Guidance.			
6	If you answered NO:	<p><i>Please provide an explanation on why your activity does not require an EHIA. This is essential, in case the activity is challenged under the Equality Act 2010.</i></p> <p><i>Please keep this checklist for your audit trail.</i></p>			

Completed by:	Pooneeta Mahadeo, School Organisation Manager, Starting Well
Date:	30/12/2024

## 2. The EHIA – 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 15 hours from nine months to two years for working parents up to 31 August 2025, from 1 September 2025 working parents will be able to claim up to 30 hours a week from 9 months onwards, 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:

- Must secure a free entitlement place for every eligible child in their area
- Should work in partnership with Providers to agree how to deliver free entitlement places.
- 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.
- Must contribute to the safeguarding and promote the welfare of children and young people in their area.
- 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 for 9 months onwards to four year olds children depending on their eligibility from within the administrative boundary London Borough of Havering in accordance with this Agreement. ("Services")
- Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF) funding to improve the education they provide. This is now applicable to all children assessing the early education entitlements depending on their eligibility.
- 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.

*\*Expand box as required*

Who will be affected by the activity?
<ul style="list-style-type: none"> <li>• All parents/carers of pupils resident in Havering</li> <li>• All pupils attending a Havering early years provision</li> <li>• All early years providers</li> <li>• Havering residents especially those who are residents near an early years provision</li> <li>• Housing Developers and those seeking planning permission for residential property</li> </ul> <p style="text-align: right;"><i>*Expand box as required</i></p>

<b>Protected Characteristic - Age:</b> Consider the full range of age groups	
If there is an impact on under 18s, how have you / will you ensure their views are gained to inform decision making?	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b>
<b>Positive</b>	<p><i>This aligns with key priorities in our corporate plan such as “We support residents of all ages to live socially connected, independent and healthy lives. We engage with individuals, families and our partners to help residents reach their full potential”</i></p> <p><i>For Early Years Children we plan to use the childcare capital expansion funding for the remodeling of existing space within primary schools and early years provisions to deliver new provision.</i></p> <p><i>All of the above will positively impact on the quality of Early Year care available within the borough, having a knock on effect to the parents of those children.</i></p> <p><i>The expansions to the borough will provide new job opportunities, positively impacting on adults of a working age, giving a boost to the local economy.</i></p> <p style="text-align: right;"><i>*Expand box as required</i></p>
<b>Neutral</b>	
<b>Negative</b>	

**Evidence:**  
The Children and Young People Education Place Planning Plan highlights that ‘In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. However since the birth rate peaked in 2016, we have seen a year on year reduction in the birth rate in Havering, with the birth rate decreasing by 11% between 2016 to 2021.’

The Plan details how the Childcare Sufficiency Report 2023 -27 will ensure sufficiency of early years places for years to come.

*\*Expand box as required*

**Sources used: -**

- 2021-based BPO Projections
- Providers who are delivering funded early education and childcare (EE&C) places
- Childcare Sufficiency Report 2023-27
- Based on 2024/25 Projections

*\*Expand box as required*

<b>Protected Characteristic - Disability:</b> Consider the full range of disabilities; including physical, mental, sensory, progressive conditions and learning difficulties. Also consider neurodivergent conditions e.g. dyslexia and autism.		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>
<b>Positive</b>	<input checked="" type="checkbox"/>	<i>The expanded entitlement to early years places will positively impact those with SEND and their families, to meet increasing demand and to build inclusion within the community. Making appropriate local provision available is positive for children with special educational needs.</i>
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<i>*Expand box as required</i>		
<b>Evidence:</b>		
Children's needs can change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in childcare or school.		
We are projecting an increase in the number of pupils with SEND from Early Years and we expect this to continue in the future with the highest growing need category being in Communication and Interaction needs and Social, Emotional and Mental Health needs (SEMH).		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Childcare Sufficiency Report 2023-27</li> <li>• Havering High Needs Strategy 2027 - 2022</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic – Sex / gender:</b> Consider both men and women		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>
<b>Positive</b>	<input checked="" type="checkbox"/>	<i>The overall impact on is positive for both men and women. As early years provision are run by a mixture of both men and women.</i>
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<i>*Expand box as required</i>		
<b>Evidence:</b>		
All early years provisions are co-educational.		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Early Education and Childcare Directory and Funding Agreement</li> <li>• Early year census</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic – Ethnicity / race / nationalities:</b> Consider the impact on different minority ethnic groups and nationalities		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>
<b>Positive</b>	<input type="checkbox"/>	<i>The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including early years</i>

<b>Neutral</b>	<input checked="" type="checkbox"/>	<i>provision cannot discriminate on ethnicity or racial grounds.</i>
<b>Negative</b>	<input type="checkbox"/>	
<i>*Expand box as required</i>		
<b>Evidence:</b>		
<p>According to the Census 2021, London remains the most ethnically diverse region of England and saw an 8.1% percentage point decrease in people who identified as White British from 44.9% in 2011 to 36.8% in 2021. Havering also followed this trend with a 16.8% percentage point decrease from 83.3% in 2011 to 66.5% in 2021. Havering and Bromley are the least diverse London Boroughs with both having a White British population of 66.5%. This compares with 74.4% for England, but is significantly higher than the 36.8% figure for London.</p> <p>However, all our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of early years provision.</p>		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Early year census</li> <li>• School Census data</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic – Religion / faith:</b> Consider people from different religions or beliefs, including those with no religion or belief		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> <i>The overall impact on people from different religions or beliefs including those with no religion or belief is positive. National legislation determines that early years cannot discriminate on religion grounds.</i>
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<i>*Expand box as required</i>		
<b>Evidence:</b>		
<p>The diversity across Havering is further demonstrated by the varying early years provisions and governance structure within Havering.</p>		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Early Education and Childcare Directory and Funding Agreement</li> <li>• Early year census – ethnicity data</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic - Sexual orientation:</b> Consider people who are heterosexual, lesbian, gay or bisexual		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	



<b>Negative</b>		<i>*Expand box as required</i>
<b>Evidence:</b>		
Sexual orientation is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Early year census</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic - Gender reassignment:</b> 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 overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
		<i>*Expand box as required</i>
<b>Evidence:</b>		
Gender reassignment is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.		
<i>*Expand box as required</i>		
<b>Sources used:</b>		
<ul style="list-style-type: none"> <li>• Early year census</li> </ul>		
<i>*Expand box as required</i>		

<b>Protected Characteristic – Marriage / civil partnership:</b> Consider people in a marriage or civil partnership		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		
		<i>*Expand box as required</i>
<b>Evidence:</b>		
Marriage/civil partnership is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.		
<i>*Expand box as required</i>		



<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Early year census</li> </ul> <p style="text-align: right;"><i>*Expand box as required</i></p>
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**Protected Characteristic - Pregnancy, maternity and paternity:** Consider those who are pregnant and those who are taking maternity or paternity leave

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p><i>The overall impact on this protected characteristic is positive. All our early years provisions are fully inclusive.</i></p> <p><i>Ensuring there is sufficient capacity to meet demand for early years, places across the borough will enable us fulfil our statutory duty.</i></p> <p><i>However, our ability to meet demand for early years and childcare places has a future impact on those who are currently pregnant, on maternity or paternity leave.</i></p> <p style="text-align: right;"><i>*Expand box as required</i></p>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:**

With the expanded entitlement of early years places this will have a positive impact on this protected characteristic as working parents of children aged 9 months to 3 years old are entitled to 15 hours of free childcare per week from September 2024. From September 2025, they will be entitled to up to 30 hours per week.

*\*Expand box as required*

<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Childcare Sufficiency Report 2023 – 27</li> <li>• Early Years Marketing</li> <li>• Information about the early years and childcare offers for new parent via Children Centres</li> </ul> <p style="text-align: right;"><i>*Expand box as required</i></p>
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**Socio-economic status:** Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>The overall impact on individuals from low-income or financially excluded backgrounds is positive. The provision of places for disadvantaged two-year-olds, which the majority of our providers offer, plays a significant role in supporting this protected characteristic. This targeted approach ensures that children from financially vulnerable families have access to early education and childcare, fostering inclusivity and reducing barriers to their development and future opportunities.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:**

The uptake of disadvantaged two-year-old places, offered by the majority of our providers, remains strong. This demonstrates the commitment of providers to supporting vulnerable families and ensuring access to high-quality early education for children who need it most.

*\*Expand box as required*

**Sources used:**

- Childcare Sufficiency Report 2023-27
- Early year census
- Department of Working Pension – 2 year old data
- Online application form on [www.havering.gov.uk/fsd](http://www.havering.gov.uk/fsd)
- Marketing for parents – postcards, text message alerts, email alerts

*\*Expand box as required*

**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 tick (✓) all the relevant boxes that apply:*

<b>Positive</b>	<input checked="" type="checkbox"/>
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**Overall impact:**

*The overall impact on health and wellbeing is positive.*

<b>Neutral</b>	<input type="checkbox"/>
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*Aside from the many benefits accessing a good education can have on the whole child there is also a wider positive impact on the community; socially, economically (by providing job opportunities) and through providing access to services/ facilities/ amenities.*

*\*Expand box as required*

<b>Negative</b>	<input type="checkbox"/>
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**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box

Yes  No

**Evidence:**

Havering Children’s Services vision is clear: we are here to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other.

*\*Expand box as required*

**Sources used:**

- The Children and Young People Education Place Planning Plan 2023-2027

*\*Expand box as required*

### 3. Health & Wellbeing Screening 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 checked="" type="checkbox"/> NO <input checked="" type="checkbox"/>	Personal circumstances YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<input checked="" type="checkbox"/> Diet <input checked="" 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 checked="" type="checkbox"/> .Parenting <input checked="" type="checkbox"/> Childhood development <input checked="" type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input checked="" type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input checked="" type="checkbox"/> Level of income, including benefits <input checked="" type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input checked="" type="checkbox"/> Educational attainment <input checked="" type="checkbox"/> Skills levels including literacy and numeracy	<input checked="" type="checkbox"/> to Employment opportunities <input checked="" 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 checked="" type="checkbox"/> to Education <input checked="" type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input checked="" type="checkbox"/> to Social services <input checked="" type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<input checked="" type="checkbox"/> Social contact <input checked="" type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input checked="" type="checkbox"/> Participation in the community <input checked="" 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 checked="" type="checkbox"/> Creation of wealth <input checked="" type="checkbox"/> Distribution of wealth <input checked="" type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input checked="" type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input checked="" type="checkbox"/> Availability of employment opportunities <input checked="" type="checkbox"/> Quality of employment opportunities <input checked="" type="checkbox"/> Availability of education opportunities <input checked="" type="checkbox"/> Quality of education opportunities <input checked="" type="checkbox"/> Availability of training and skills development opportunities <input checked="" type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input checked="" 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 checked="" 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

## 4. Outcome of the Assessment

The EHIA 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:

	<p>1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EHIA.</p> <p>2. The EHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u></p>		<p><b>Proceed with implementation</b> of your activity</p>
	<p>3. The EHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u></p>		<p><b>COMPLETE SECTION 5:</b> <b>Complete action plan</b> with measures to mitigate the and finalise the EqHIA</p>
	<p>4. The EHIA 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</p>		<p><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></p>

## 5. Action Plan

The real value of completing an EqHIA comes from 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 mitigate or reduce any **negative** equality and/or health & wellbeing impacts, identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; if required, will amend the scope and direction of the change; 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, Sex/gender, Religion/faith, Disability, Socio-economic status, Pregnancy, maternity, paternity, Health and Wellbeing</b>	Positive	Continue to monitor and review the Childcare Sufficiency Report 2023 -27 will ensure sufficiency of early years places for years to come.	To ensure sufficiency of early years places for years to come	2026/27	Pooneeta Mahadeo
<b>Ethnicity / race / nationalities, Sexual orientation, Gender reassignment, Marriage / civil partnership</b>	Neutral	Continue to monitor and review at present these protected characteristic are is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision	To ensure we continue to monitor and review at these protected characteristic	2026/27	Pooneeta Mahadeo

### Add further rows as necessary

\* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts.

\*\* Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## 6. 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 EHIA will be reviewed in line with updates to implement Havering's Early Years Directory and Funding Agreement 1st April 2025 – 31st March 2030

**Scheduled date of review:** December 2027

**Lead Officer conducting the review:** Pooneeta Mahadeo, School Organisation Manager, Starting Well.

*\*Expand box as required*

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