

Equality & Health Impact Assessment (EHIA)

Document control

Title of activity:	<i>Proposed Establishment of a Nursery Class at Harold Court Primary School</i>
Lead officer:	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
Approved by:	<i>Trevor Cook, Assistant Director of Education, Starting Well</i>
Version Number	V0.1
Date and Key Changes Made	<i>07/03/2025</i>
Scheduled date for next review:	<i>N/A</i>

Did you seek advice from the Corporate Policy & Legal?	No
Did you seek advice from the Public Health team?	No
Does the EHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website? 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
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 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	Title of activity	<i>Proposed Establishment of a Nursery Class at Harold Court Primary School</i>		
2	Type of activity	<i>Project- new Nursery Class</i>		
3	Scope of activity	<p><i>Harold Court Primary School is seeking to open a 30 place Nursery Provision for 3 - 4 year olds and this consultation sets out the plan to implement this proposal. In order to establish a Nursery, it is necessary for the school to change the age range for which the school can cater for, from 4-11 years old to 2 -11 years old.</i></p> <p><i>This is an exciting opportunity that would enable the school to provide Early Education and Childcare places to children aged 3 and 4 years old prior to their entry to school.</i></p> <p><i>The purpose of this consultation is to provide information about our proposal and seek the views of Harold Court families and the wider community.</i></p>		
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	<p>If the answer to <u>either</u> of these questions is 'YES' Continue to question 5.</p> <p>If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO' Go to question 6.</p>	
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		
5	If you answered YES:	Please complete the EHIA in Section 2 of this document. Please see Appendix 1 for Guidance.		
6	If you answered NO:	<p><i>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>Keep this checklist for your audit trail.</i></p>		

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Starting Well</i>
Date:	<i>07/03/2025</i>

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

Background/context:
<p><i>For several years, Harold Court Primary School has leased part of its space to Aardvark Day Nursery and Pre-School, an independently managed setting that accommodated up to 28 children at a time. Following its closure, this has led to a shortfall in available places in the area. This presents a valuable opportunity for Harold Court Primary School to establish its own Nursery Provision, making full use of existing space while leveraging its expertise in Early Years Foundation Stage education.</i></p> <p>Proposal</p> <p><i>The proposed Nursery Provision will be based where the previous Day Nursery was situated adjacent to the school. The old Children Centre building will be demolished and replaced by a modular unit for the Nursery Provision.</i></p> <p><i>The curriculum, planning, provision and pupils’ progress will be overseen and line-managed by the school’s Senior Leadership Team.</i></p> <p><i>It is proposed that the Harold Court Nursery would open in September 2025.</i></p> <p>Reasons for Opening a Nursery Provision</p> <p><i>‘We believe that having a positive start to education will last our children a lifetime.’ A Nursery at the school would give the children opportunities to learn and grow in an environment that values them as individuals and will give them a smooth transition into starting school. In the Nursery the children will be able to start to learn and develop the skills needed to ensure that they are successful learners; including social awareness, play, communication and language skills. Typically, children join the school well-below age related expectations, however, with a Nursery on site the school would be able to support children’s development and give them robust learning opportunities to ensure that they are ‘school ready’ and have the same starting points as their peers across the country.</i></p> <p><i>Harold Court Primary School is a two-form entry Primary School located on Church Road, Romford. In its last Ofsted inspection in November 2022, Harold Court Primary School retained its ‘Good’ Ofsted grading. The school wishes to contribute to and support the Government’s scheme to support more parents and family members returning to work after their parental leave ends.</i></p>
<i>*Expand box as required</i>

Who will be affected by the activity?
<p><i>Parents/ Carers of pupils at Harold Court Primary School, Teachers/ Other Staff at Harold Court Primary School, Governors at Harold Court Primary School, Local resident/ community, Local Early Years providers.</i></p>
<i>*Expand box as required</i>

Protected Characteristic - Age: 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>		<p>Overall impact: <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. There is strong evidence that continuity of learning has a significant impact on pupils' progress. The Nursery pupils may go onto the reception class and so the fewer moves children have during their school education, the better they perform.</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><i>From the consultation feedback there were 5 respondents opposed to the provision out of 151, 4 of those 5 had concerns about the number of Early Year's provisions within the area saying there were sufficient spaces available and having a new provision would take business away from other Local Early Year's Provisions. Although the CSR says we have sufficient childcare available in the borough, the DfE's September 2024 analysis determines that in Havering we will need 301 additional places in September 2025 due to the expanded entitlement.</i></p>
Positive	✓	
Neutral		
Negative		

**Expand box as required*

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.

“The Childcare Act 2006 requires the following actions and measures which identify the strategic role local authorities’ play. Local authorities should support (though not directly provide) the following:
 early education places for two, three and four year olds supporting eligibility, flexibility, and quality... securing sufficient childcare so far as it is reasonably practicable in a free market”

The Department for Education’s Local Authority Readiness Analytical output for Havering September 2024 summarizes ‘places needed and proportional increase in supply hours: In Havering we estimate that 301 places will need to be created by September 2025. This relates to a 10% increase in the estimated supply of childcare hours for two-year-olds and under.’

**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
- School admission arrangements
- The Childcare Act 2006
- The Department for Education’s Local Authority Readiness Analytical output for Havering September 2024

**Expand box as required*

Protected Characteristic - Disability: 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>	
Positive	✓
Neutral	
Negative	

Overall impact:
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.

Unified leadership and management of the curriculum, teaching, learning and social development; would mean a consistent approach to the way children are taught throughout the school and nursery, including vulnerable pupils and those with special educational needs and disabilities. Parents and Carers are able to develop a longer term relationship with all of those involved in the school.

Building a nursery provision for the primary school would help all staff to safeguard the needs of all pupils, facilitate better and more reliable pupil tracking that provides early interventions.

**Expand box as required*

Evidence:

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).

The Children and Young People Education Place Planning Plan shows that there is an increase in the number of children in Havering within mainstream Primary and Secondary schools with an EHCP.

**Expand box as required*

Sources used:

- Childcare Sufficiency Report 2023-27
- Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028
- School Census Data
- School admission arrangements
- The Children and Young People Education Place Planning Plan 2023-2027

**Expand box as required*

Protected Characteristic – Sex / gender: Consider both men and women

<i>Please tick (✓) the relevant box:</i>		Overall impact: <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>
Positive	✓	
Neutral		
Negative		

**Expand box as required*

Evidence:
All early years provisions are co-educational.

**Expand box as required*

Sources used:

- Early Education and Childcare Directory and Funding Agreement
- Early year census

**Expand box as required*

Protected Characteristic – Ethnicity / race / nationalities: Consider the impact on different minority ethnic groups and nationalities

<i>Please tick (✓) the relevant box:</i>		Overall impact: <i>The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including early years provision cannot discriminate on ethnicity or racial grounds.</i>
Positive		
Neutral	✓	
Negative		

**Expand box as required*

Evidence:

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.

However, all our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of early years provision.

**Expand box as required*

Sources used:

- Early year census
- School Census data
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Expand box as required*

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

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact:

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.

**Expand box as required*

Evidence:

The diversity across Havering is further demonstrated by the varying early years provisions and governance structure within Havering.

**Expand box as required*

Sources used:

- Early Education and Childcare Directory and Funding Agreement
- Early year census – ethnicity data
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027

**Expand box as required*

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

<i>Please tick (✓) the relevant box:</i>		Overall impact: <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i>
Positive		
Neutral	✓	
Negative		

**Expand box as required*

Evidence:

Sexual orientation is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.

81% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation for our CYPEPPP stated that they were heterosexuals. No issues regarding sexual orientation were raised during the consultation.

Sexual orientation is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision. According to the ONS Census 2021, the majority of Havering residents aged 16 and above (91%) identify as straight or heterosexual. In total, 2% identify with one of the LGB+ orientations (“Gay or Lesbian”, “Bisexual” or “Other sexual orientation”). 7% of those asked did not answer.

Havering has the lowest proportion of residents aged 16 and over in London who identify as LGB+ orientation.

**Expand box as required*

Sources used:

- Early year census
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Expand box as required*

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>		Overall impact: <i>The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.</i>
Positive		
Neutral	✓	
Negative		

**Expand box as required*

Evidence:

Gender reassignment is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.

91% of all respondents who completed the CYPEPPP equality monitoring form identified that their current gender was the same assigned at birth.

Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision. According to the ONS Census 2021, the majority of Havering residents aged 16 and above have retained their gender identity as registered at birth. In total, less than 1% identify with gender identity being different from the one registered at birth. Within London, Havering has the 5th lowest proportion of residents aged 16 and over reporting that the gender that they identify with now is different to their sex registered at birth.

**Expand box as required*

Sources used:

- Early year census
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Expand box as required*

Protected Characteristic – Marriage / civil partnership: Consider people in a marriage or civil partnership

Please tick (✓) the relevant box:

Positive	
Neutral	✓
Negative	

Overall impact:

The overall impact on this protected characteristic is neutral. All our early years provisions are fully inclusive.

**Expand box as required*

Evidence:

Marriage/civil partnership is not considered as a factor when commissioning early years provision or in the determination of sufficiency of provision.

Majority of respondents (62%) who completed the Children and Young People Education Place Planning Plan 2023-2027 equalities monitoring form stated that they were in a marital relationship.

No issues regarding marriage/civil partnership were raised during the consultation. Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision

For Havering as a whole, we find the following:

Figure 19: Census 2021 data on legal partnership status for Havering Residents

Legal Partnership Status	% Of Havering Residents
Never married and never registered a civil partnership	36.9
Married or in a registered civil partnership	47.0

Separated, but still legally married or still legally in a civil partnership	1.9
Divorced or civil partnership dissolved	7.8
Widowed or surviving civil partnership partner	6.4

**Expand box as required*

Sources used:

- Early year census
- Consultation survey report on the draft the Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Expand box as required*

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are taking maternity or paternity leave

Please tick (✓) the relevant box:

Positive

Neutral

Negative

Overall impact:

The overall impact on this protected characteristic is positive. All our early years provisions are fully inclusive.

Ensuring there is sufficient capacity to meet demand for early years, places across the borough will enable us fulfil our statutory duty.

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.

**Expand box as required*

Evidence:

With the expanded entitlement of early years places this will have a positive impact on this protected characteristic as more early years places will be available should parents wish to use an early years provision.

2% of the surveyed the Children and Young People Education Place Planning Plan 2023-2027 participants were either pregnant or have given birth in the last 26 weeks. No issues regarding pregnancy, undertaking maternity or paternity leave were raised during the consultation.

**Expand box as required*

Sources used:

- Childcare Sufficiency Report 2023 – 27
- Early Years Marketing
- Information about the early years and childcare offers for new parent via Children Centres
- Consultation survey report on the draft the Children and Young People Education Place Planning Plan 2023-2027

**Expand box as required*

Socio-economic status: Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		<p>Overall impact: 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>From the consultation feedback there were 5 respondents opposed to the provision out of 151, 3 of those 5 had concerns about the number of Early Year's provisions within the area saying there were sufficient spaces available and having a new provision would take business away from other Local Early Year's Provisions. Although the CSR says we have sufficient childcare available in the borough, the DfE's September 2024 analysis determines that in Havering we will need 301 additional places in September 2025 due to the expanded entitlement.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>
Positive	✓	
Neutral		
Negative		

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.

The Department for Education's Local Authority Readiness Analytical output for Havering September 2024 summarizes 'places needed and proportional increase in supply hours: In Havering we estimate that 301 places will need to be created by September 2025. This relates to a 10% increase in the estimated supply of childcare hours for two-year-olds and under.'

**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
 - Marketing for parents – postcards, text message alerts, email alerts
 - The Department for Education's Local Authority Readiness Analytical output for Havering September 2024
- *Expand box as required*

Health & Wellbeing Impact: Please use the Health and Wellbeing Impact Tool on the next page to help you answer this question.

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?

<i>Please tick (✓) all the relevant</i>	Overall impact:
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<i>boxes that apply:</i>		<i>The overall impact on health and wellbeing is positive.</i>
Positive	<input checked="" type="checkbox"/>	<i>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.</i>
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	
		<p><i>Of the 151 responders, 5 did not support the proposal, of these 5 only 1 was negative about the building and space itself. "The facilities are not satisfactory size to cater for the requirements otherwise the original nursery would not have felt the need to move. There are no outside facilities other than utilizing the school playground." In the consultation document we stated that the 'proposed Nursery Provision will be based where the previous Day Nursery was situated adjacent to the school. The old Children Centre building will be demolished and replaced by a modular unit for the Nursery Provision.' There is going to be a future consultation on the plans and design of this Nursery Provision, concerns over the new facilities, build, and design should be raised during that consultation.</i></p> <p style="text-align: right;"><i>*Expand box as required</i></p> <p>Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>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.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>		
<p>Sources used:</p> <ul style="list-style-type: none"> • The Children and Young People Education Place Planning Plan 2023-2027 • Harold Court Primary Nursery Consultation Document <p style="text-align: right;"><i>*Expand box as required</i></p>		

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 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>Proceed with implementation of your activity</p>
	<p>3. The EHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u></p>		<p>COMPLETE SECTION 5: Complete action plan with measures to mitigate the and finalise the EHIA</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>Stop and remove the activity or revise the activity thoroughly. Complete an EHIA on the revised proposal.</p>

5. Action Plan

The real value of completing an EHIA 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
Sex/gender, Religion/fait, Disability, Pregnancy, maternity, paternity, Health and Wellbeing	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
Ethnicity / race / nationalities, Sexual orientation, Gender reassignment, Marriage / civil partnership	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 these protected characteristic	2026/27	Pooneeta Mahadeo
Health and Wellbeing	Negative	Building being unsatisfactory and facilities being unable to cater for the requirement of a nursery	The building will be re-designed and a consultation on this will happen to ensure safe and efficient.	2025/26	Pooneeta Mahadeo
Age and Socio-economic status	Positive	Only concern from consultation feedback is the potential negative impact if Local Early Year's providers then have surplus capacity challenges.	Monitor capacity of providers in the local area before implementation and see what happens after implementation. If surplus issue becomes apparent	2026/27	Pooneeta Mahadeo

			work with the Early Year's Marketing support to increase advertising and reputation of providers impacted.		
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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 EHIA will be reviewed; the date for next review; and who will be reviewing it.

Review:

N/A

Scheduled date of review:

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@haverling.gov.uk
Thank you.**