

Equality and wider Impact Screening for BOLD Projects (Going straight to 'Delivery' stage)

1. Equality Screening

This exercise is not an Equality Impact Assessment (EIA). It is a desktop screening exercise designed to establish if you need to carry out an EIA.

Basic information needed to identify the policy and prepare for screening.

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| 1.1 | Directorate and Section/Unit: | Children's Services |
| 1.2 | Title or brief description of the policy being screened: | ChS14 – Review of Early Years & Childcare |
| 1.3 | Screening by: | Alison Hitchins |
| 1.4 | Date of screening: | 4 th March 2011 |
| 1.5 | Related policies/functions: | <i>Safeguarding</i> <i>WER (quality assurance rating)</i> |
| 1.6 | To which section of the Directorate or Corporate "business/service plan" does this relate? | <i>Priority embedded across most areas of strategic planning</i> |
| 1.7 | Is this a new or existing policy? | <i>Existing policy which is regularly updated.</i> <i>WER is a new policy</i> |
| 1.8 | Does the policy affect service users, employees, the wider community, or a combination of these? | <i>Combination</i> |
| 1.9 | What is the policy seeking to achieve? | Early Years and childcare settings protect children and keep them safe Quality in settings is monitored to ensure children receive high quality care and education |
| 1.10 | What are the planned outcomes for this policy? | <i>All settings have own safeguarding policies which are robust and active.</i> <i>All settings deliver high quality provision</i> |
| 1.11 | Who is formally responsible for the delivery of this policy? If different, who is responsible for leading on the | Service manager / OMs |

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| | delivery? | |
| 1.12 | What (if any) previous consultation has been carried out for this policy? Who was consulted and when? | Reviewed with providers when changes are made. |
| 1.13 | Is equality monitoring in place for this policy? | Yes. |

2. Impact Assessment Screening

It is a mandatory requirement to consider and complete the Impact screening. Please indicate whether there could be a disproportionate impact (negative or positive) on any of the groups listed below.

When deciding this you should consider what you are trying to achieve through the policy, service or function? Who will be affected? Could the policy unlawfully discriminate against any section of the community? If there are benefits for a particular group, is it clear why this is necessary? Is there a possible impact on relationships or perceptions between communities? Have you thought about how to address this? Have all councillors, senior officers, partners and stakeholders been involved if appropriate?

A. Equality

| Could this project have a disproportionate impact on the Protected Groups listed below? | Positive | Negative | Neutral |
|---|----------|----------|---------|
| Age | | | |
| Children (0 – 15 years) | x | | |
| Young People (16 – 24 years) | | | |
| Older People (50+ years) | | | |
| Disability | | | |
| (e.g. people who have mental health, physical, sensory, learning and/or other disabilities) | x | | |
| Gender | | | |
| Male | x | | |
| Female | x | | |
| Race | | | |
| (e.g. Asian, Chinese, Gypsy Roma Travellers). | x | | |
| Religion or Belief | | | |

| | | | |
|--|---|--|---|
| (e.g. Christian, Muslim, Jewish, Sikh) | x | | |
| Sexual Orientation | | | |
| lesbian, gay, bisexual | | | x |
| Gender Reassignment (This refers to a person who has undergone, is undergoing or proposes to undergo a process (which does not have to be a medical process) to change their sex) | | | x |
| Pregnancy and Maternity | | | x |
| <p>Where you have indicated a positive or negative impact, please give an indication as to the extent and timing of the impact below. Please also indicate your reason if not applicable (neutral):</p> <p>Robust policies should have a positive impact on all children who attend early years and childcare settings across the county.</p> | | | |

B. Geography?

| Could this project have an impact on the categories listed? | Positive | Negative | Neutral |
|--|----------|----------|---------|
| County | | | |
| County | x | | |
| Wider Community | x | | |
| Districts | | | |
| Bromsgrove DC | x | | |
| Malvern Hills DC | x | | |
| Redditch BC | x | | |
| Worcester City C | x | | |
| Wychavon DC | x | | |
| Wyre Forest DC | x | | |
| Locality | | | |
| Urban | x | | |
| Rural | x | | |
| North | x | | |
| South | x | | |
| Where you have indicated a positive or negative impact, please give an indication | | | |

as to the extent and timing of the impact below. Please also indicate your reason if not applicable (neutral):

Early years and childcare settings are found in all geographical areas across the county.

C. Demographic

| Could this project have an impact on the categories listed? | Positive | Negative | Neutral |
|---|----------|----------|---------|
| Older People | | | |
| Children / Youth | x | | |
| Families | x | | |
| Employment | x | | |
| Schools | x | | |
| Foster / Adoption | | | |
| Business / Voluntary / Residents | | | |
| Business | x | | |
| Voluntary Organisations / Groups | x | | |
| Residents | | | |
| Where you have indicated a positive or negative impact, please give an indication as to the extent and timing of the impact below. Please also indicate your reason if not applicable (neutral): | | | |
| Most of the childcare in Worcestershire is in voluntary organisations or private businesses and it therefore impacts on their viability. Childcare sufficiency also support parents who are training or working and so impacts on employment opportunities. | | | |

D. Sustainability

| Could this project have an impact on the categories listed? | Positive | Negative | Neutral |
|---|----------|----------|---------|
| Energy - electricity, gas or other fuel; eg use of additional buildings or lighting and heating in buildings outside existing hours, additional ICT equipment, etc. | | | x |
| Transport - mileage by participants, staff or residents? Has alternative travel been considered? | | | x |
| Recycling / Waste | | | x |
| Water | | | x |
| Sustainability – ie. meets the needs of the present without compromising the needs of future generations, and wherever possible, considers the | x | | |

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| support of the local economy. | | | |
| Where you have indicated a positive or negative impact, please give an indication as to the extent and timing of the impact below. Please also indicate your reason if not applicable (neutral): | | | |
| Access to child care supports local economy as it impacts on opportunities for employment. | | | |

E. Resource Impact

Could this project involve or result in a significant commitment, or reduction, of resources. If so, give details. No

F. Existing Inequalities Impact

Could this project relate to, or affect an area where inequalities are already known to exist? If so, give details. No

G. Is a full EIA required?

An EIA is not always needed. Where you have decided that an assessment is not required please clearly summarise the reasons for your decision, including any factors you have taken into account, in the box below.

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| EIA not required: reasons and additional comments |
| The support for early years and childcare settings impacts across all types of provision and all geographical areas. A full EIA is not required. |

If you need to undertake a full EIA, please go to <http://apps3/cms/rd/human-resources/eig-toolkit/equality-and-diversity/equality-impact-assessments-e.aspx> for the template. If you require assistance completing the full EIA, please contact the Corporate Equality and Diversity Team ext 6225 or 6938.

| Approvals | | | | |
|-----------------|-----------|-------|------|---------|
| Name | Signature | Title | Date | Version |
| Project Sponsor | | | | |
| DMT / LT [name] | | | | |

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|-----------------------------|--|--|--|--|
| BOLD Steering Group [name] | | | | |
| BOLD Programme Board [name] | | | | |
| Equality & Diversity [name] | | | | |