

Equality Analysis Form

Croydon's Partnership Early Years Strategy

Introduction

1.1 Purpose of Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

Undertaking an Equality Analysis helps to determine whether a proposed change will have a positive, negative, or no impact on groups that share a protected characteristic. Conclusions drawn from Equality Analyses helps us to better understand the needs of all our communities, enable us to target services and budgets more effectively and also helps us to comply with the Equality Act 2010.

An equality analysis must be completed as early as possible during the planning stages of any proposed change to ensure information gained from the process is incorporated in any decisions made.

In practice, the term '**proposed change**' broadly covers the following:-

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service review;
- Budget allocation/analysis;

- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

2. Proposed change

Directorate	Education
Title of proposed change	Early Years Strategy 2022 - 2025
Name of Officer carrying out Equality Analysis	Denise Bushay

2.1 Purpose of proposed change (see 1.1 above for examples of proposed changes)

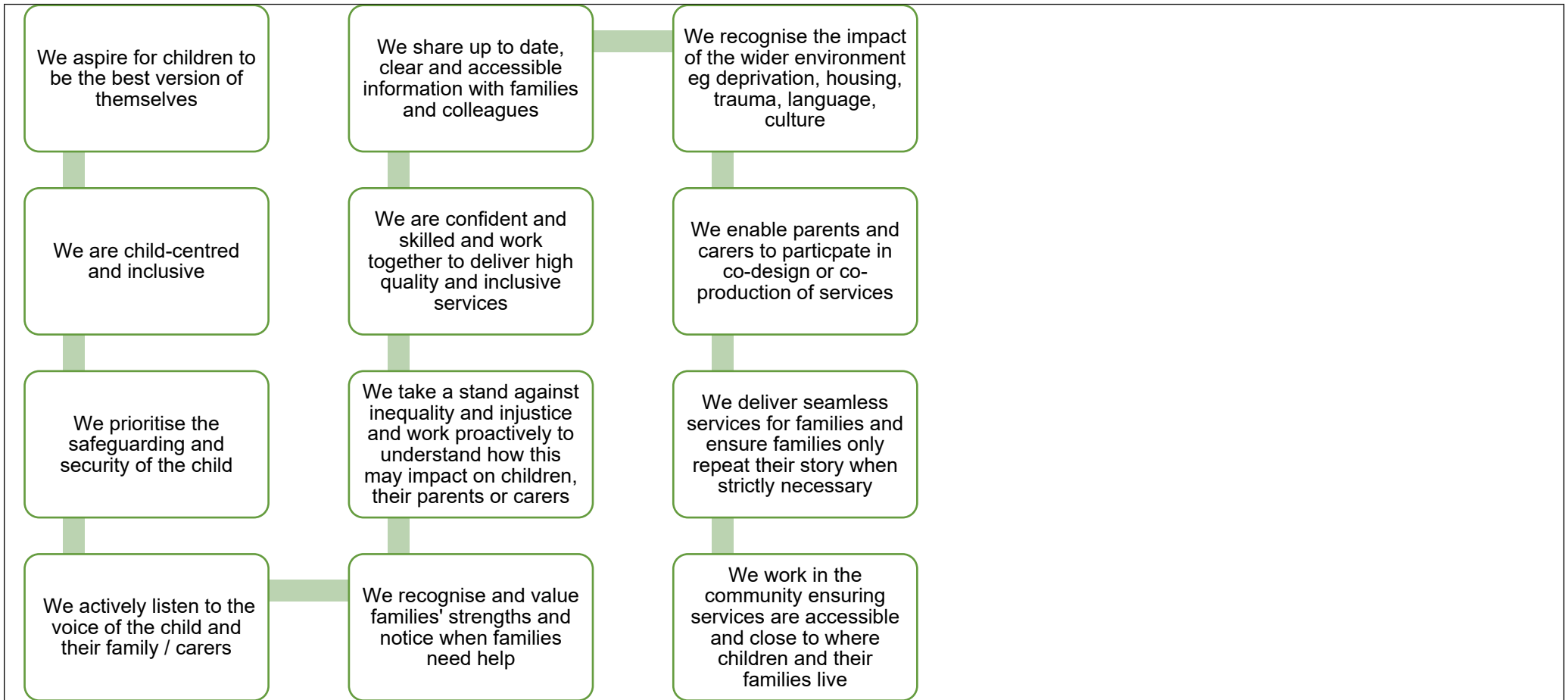
Croydon's Partnership Early Years Strategy is a new strategy for the services supporting Croydon's parents, carers and children in the Early Years – from just before pregnancy to the end of the reception year at school.

There are currently 27,372 children under the age of five living in our local authority.

Croydon's vision is that 'All children and young people in Croydon will be safe, healthy and happy and will aspire to be the best they can be. The future is theirs'. This vision is only achievable if we work with families and in partnership to support all families at the universal level, identify and respond swiftly to emerging needs and provide coordinated, targeted support. This vision is underpinned by a commitment to prevention and earliest possible intervention.

The purpose of the strategy is to set the strategic framework for delivering Croydon's vision for its youngest residents over the next three years. It includes the principles, aims, objectives, key priorities and governance arrangements for the services supporting Early Years parents, carers and their children.

The image below contains the principles or working



The Partnership Early Years Strategy outlines an integrated approach for delivering a range of support / services to avoid duplication, identify issues, and tailor our response to suit, thereby improving outcomes for parents, carers and their children from preconception to the transition into reception.

Internal consultation - the Early Years Strategic Group worked in partnership on the development of the Strategy. The group consist of staff from different departments across the council who provide information relating to early years.

External consultation - All those with an interest, including parents/carers has been consulted on the draft strategy using different means/mode of communication, including via online survey, and stakeholder events.

The objectives set out below which are in addition to the working principles have been created as a result of the consultation processes.

Include the child, mother, father, grandparents, carers voice in everything we do

Provide healthy and safe environments for all children in Croydon to thrive, feel safe and grow into confident young people

Actively reduce the risk of education, health and wellbeing inequalities developing in the early years and beyond

Explicitly address the needs of children and families experiencing poverty (food, fuel, and digital); with English as an additional language; who are Looked After or looking after, have special educational needs and disabilities, or are living in temporary or inadequate accommodation

Provide easy access to physical and virtual services which work together, value familie's strengths and provide support at the right time and in the right place

Prepare parents and carers for parenthood and help them to develop and sustain a strong bond with their children

Enable families to access high quality childcare and all children are supported in childcare, early years and education settings

Support the emotional health and wellbeing of parents, carers and children

Support the physical wellbeing of children and reduce childhood obesity by promoting healthy eating and physical activity

Protect children from hidden harm and serious disease, through information sharing, screening and immunisation

3. Impact of the proposed change

Important Note: It is necessary to determine how each of the protected groups could be impacted by the proposed change. Who benefits and how (and who, therefore doesn't and why?) Summarise any positive impacts or benefits, any negative impacts and any neutral impacts and the evidence you have taken into account to reach this conclusion. Be aware that there may be positive, negative and neutral impacts within each characteristic.

Where an impact is unknown, state so. If there is insufficient information or evidence to reach a decision you will need to gather appropriate quantitative and qualitative information from a range of sources e.g. Croydon Observatory a useful source of information such as Borough Strategies and Plans, Borough and Ward Profiles, Joint Strategic Health Needs Assessments <http://www.croydonobservatory.org/> Other sources include performance monitoring reports, complaints, survey data, audit reports, inspection reports, national research and feedback gained through engagement with service users, voluntary and community organisations and contractors.

3.1 Deciding whether the potential impact is positive or negative

Table 1 – Positive/Negative impact

For each protected characteristic group show whether the impact of the proposed change on service users and/or staff is positive or negative by briefly outlining the nature of the impact in the appropriate column. If it is decided that analysis is not relevant to some groups, this should be recorded and explained. In all circumstances you should list the source of the evidence used to make this judgement where possible.

Developing this strategy in a partnership / collaboration with parents and carers, colleagues across and beyond the council, including Early Help, Public Health, NHS, Croydon's Clinical Commissioning Group and early years sector, residents and wider stakeholders will allow universal services to better support the most vulnerable children, including those with protected characteristics, and their families.

Protected characteristic group(s)	Positive impact	Negative impact	Source of evidence
Age	<p>Yes.</p> <p>The strategy covers all pre-school and school age children up to when they start school in the Reception year and is in line with the Early Years Foundation Stage (EYFS).</p> <p>The strategy includes parents of any age.</p> <p>The Strategy promotes and supports diversity of age within the Early Years and Childcare workforce.</p>		<p>We know that approximately 6000 babies are born each year in Croydon.</p> <p>Data is collected on the uptake of the 2 and 3 year funded nursery places.</p> <ul style="list-style-type: none"> • 49% of the eligible 2-year-old population benefitted from a funded early education place in January 2020.

	<p>The strategy will ensure that support is directed to children and families which will benefit most from it. Evidence suggests this is the most effective form of early intervention for addressing inequality and promoting more equal outcomes.</p>		<ul style="list-style-type: none"> • 85% of 3- and 4-year-olds benefited from a funded early education place in January 2020. For both age groups, take up is below the London and England averages. • In 2020 74.6% of pupils achieved a good level of development in Croydon in the Early Years Foundation Stage (EYFS) in line with London and above England (71.8%)
Disability	<p>Yes. The Strategy promotes and supports diversity within the Early Years Partnership workforce.</p> <p>Parents / carers of young children with additional / special educational needs have been consulted. This included on-line surveys, and stakeholder events. 11% of respondents to the parents / carer survey stated that they had a disability</p> <p>An objective in the strategy is to: explicitly address the needs of children and families experiencing poverty (food, fuel, and digital); with English as an additional language; who are Looked After or looking after, have special educational needs and disabilities (child or parent), or are living in temporary or inadequate accommodation</p> <p>Special Education Needs Co-ordinator (SENCOs) are available for children with</p>		<p>Evidence will be provided by ensuring there is representation from disabled parents and parents of disabled children through the ongoing parent engagement activities including the parent carer / panels</p> <p>Croydon population suggests there are potentially 11,219 children and young people (aged 0-25) in the borough with disabilities. The most frequent impairment type reported by children nationally is social / behavioural, with an estimated 5,024 children in Croydon potentially affected.</p>

	<p>special educational needs and disability. SENCOs are responsible for the day-to-day operation of the early years settings.</p> <p>The strategy will improve the outcomes for children with special educational needs and disability through targeted services/support.</p> <p>SEND training for staff in early years and childcare settings covers all aspects of the Equalities Act to ensure the setting meets the needs of the children and families it serves.</p> <p>All children up to the age of 5, including those who have a disability and/or special educational needs and their families are included in the Strategy.</p> <p>The council will continue to support settings to provide childcare for children with special educational needs through use of the Dedicated Schools Grant – high needs block.</p>		<p><i>Source: Department for Work and Pensions. Family Resources Survey</i></p>
Sex	<p>Yes. The Strategy promotes and supports diversity within the Early Years settings and workforce. This includes single parent families – male, female, other Females make up the largest percentage of the workforce (and business ownership).</p> <p>The strategy will affect all pregnant people, their families and families with children up to the age of 5 across the Borough. Fathers and carers are included as a key group.</p> <p>Improved access to childcare will mean improved services for both men, women and carers,</p>	<p>The majority of the Early Years and Childcare workforce is women. This Strategy could be seen to be less favorable towards men.</p>	<p>Children under 5 are tracked within early years settings to ensure they make a good level of development. Comparisons are made between the achievements of girls and boys.</p>

Gender Reassignment/Identity	<p>Yes. The Strategy promotes and supports diversity within the Early Years Partnership and Childcare workforce. Equalities Act training ensures that parents/carers are not discriminated against due to their gender or gender identity. This will include consultation with parents about their preferred language with respect to identity and inclusivity</p>		<p>Respondents to the parent survey were asked to identify their gender.</p>
Marriage or Civil Partnership	<p>Yes. The Strategy promotes and supports diversity within the Partnership Early Years and Childcare workforce.</p>		
Religion or belief	<p>Yes. The Strategy promotes and supports diversity within the Partnership Early Years and Childcare workforce.</p> <p>The strategy supports places being available for all children regardless of religion or belief.</p> <p>Private childcare providers have a statutory duty to have policies in place which meet the requirements of the Equalities Act for staff and the children and families they serve.</p> <p>As part of the delivery planning process, and the commitment to inclusive practice, the possibility of an equality dashboard including data from across the system partners will be explored.</p> <p>All children aged up to the age of 5 and their families, regardless of their religion or belief are included in the Strategy.</p>		
Race	<p>Yes. The Strategy promotes and supports diversity within the Partnership Early Years and Childcare settings and workforce.</p> <p>The strategy supports places being available for all children regardless of Race</p>		<p>The 0 to 5 population is very diverse compared to London.</p>

	<p>There will be targeting of children and their families of under-represented ethnic groups to improve take up and outcomes.</p> <p>The strategy supports children whose first language is not English and those who have come from war torn countries, e.g. asylum seeking and refugee parents and children.</p> <p>The strategy supports a workforce which is representative of the people it serves. Two priorities in the workforce workstream are 1. staff to attend unconscious bias training 2. to collect more robust workforce data to more fully understand the characteristics of the workforce and how this reflects the population – the workforce is largely not Council employees or in commissioned services.</p>		<table border="1"> <caption>Ethnic Group Comparison: Croydon vs London</caption> <thead> <tr> <th>Ethnic Group</th> <th>Croydon (%)</th> <th>London (%)</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>~30</td> <td>~45</td> </tr> <tr> <td>Black</td> <td>~30</td> <td>~15</td> </tr> <tr> <td>Asian</td> <td>~18</td> <td>~20</td> </tr> <tr> <td>Mixed</td> <td>~18</td> <td>~15</td> </tr> <tr> <td>Other</td> <td>~5</td> <td>~10</td> </tr> </tbody> </table>	Ethnic Group	Croydon (%)	London (%)	White	~30	~45	Black	~30	~15	Asian	~18	~20	Mixed	~18	~15	Other	~5	~10
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Mixed	~18	~15																			
Other	~5	~10																			
<p>Sexual Orientation</p>	<p>Yes. The Strategy promotes and supports diversity within the Partnership Early Years settings and workforce.</p> <p>Providers have a statutory duty to have policies in place which meet the requirements of the Equalities Act for staff and the children and families they serve.</p> <p>The parent survey used ONS data questions to ask parents, carers about their sexual orientation.</p> <p>One of the strategy's six workstreams is parental engagement. Within this a key priority is to: Work with parents and carers to understands what 'inclusive' means to them' This will include the needs and wishes of same sex parents</p>		<p>Of the 476 responses to the parents and carers survey, 17 identified as gay, lesbian, bisexual, or other.</p>																		

Pregnancy or Maternity	<p>Yes. The Strategy promotes and supports diversity within the Partnership Early Years settings and workforce.</p> <p>The scope of the strategy is from pre-conception to the age of 5-6, so incorporates pregnancy and maternity.</p> <p>Pregnant mothers and those with young babies may be advantaged by the provision of childcare places in their locality.</p> <p>The parent and carer survey included a section for pregnancy. The top three issues identified were: mental health in pregnancy, meeting others in a similar position and support for after the baby was born. Please see the outcome report for more information.</p>		6000 babies are born on average each year in Croydon.
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Important note: You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.

When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics. **Please use table 4 to record actions that will be taken to remove or minimise any potential negative impact**

3.2 Additional information needed to determine impact of proposed change

Table 2 – Additional information needed to determine impact of proposed change

<p>If you need to undertake further research and data gathering to help determine the likely impact of the proposed change, outline the information needed in this table. Please use the table below to describe any consultation with stakeholders and summarise how it has influenced the proposed change. Please attach evidence or provide link to appropriate data or reports:</p>		
Additional information needed and or Consultation Findings	Information source	Date for completion
<p>No negative impacts have been identified. Early Years services have a positive impact on children and families with protected characteristics.</p>	<p>Census data, school population data ,health statistics informal knowledge from schools and communities</p>	

For guidance and support with consultation and engagement visit <https://intranet.croydon.gov.uk/working-croydon/communications/consultation-and-engagement/starting-engagement-or-consultation>

3.3 Impact scores

Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the Likelihood of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the likelihood of impact score is 2 (likely to impact)
2. Determine the Severity of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the Severity of impact score is also 2 (likely to impact)
3. Calculate the equality impact score using table 4 below and the formula **Likelihood x Severity** and record it in table 5, for the purpose of this example - **Likelihood (2) x Severity (2) = 4**

Table 4 – Equality Impact Score

0	1	2	3	4
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	3	3	6	9
	2	2	4	6
	1	1	2	3
		1	2	3
Likelihood of Impact				

Key

Risk Index	Risk Magnitude
6 – 9	High
3 – 5	Medium
1 – 3	Low

Table 3 – Impact scores

Column 1 PROTECTED GROUP	Column 2 LIKELIHOOD OF IMPACT SCORE Use the key below to score the likelihood of the proposed change impacting each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact	Column 3 SEVERITY OF IMPACT SCORE Use the key below to score the severity of impact of the proposed change on each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact	Column 4 EQUALITY IMPACT SCORE Calculate the equality impact score for each protected group by multiplying scores in column 2 by scores in column 3. Enter the results below against each protected group. Equality impact score = likelihood of impact score x severity of impact score.
Age	2	2	4
Disability	2	2	4
Gender	2	2	4
Gender reassignment	2	2	4
Marriage / Civil Partnership	2	2	4
Race	2	2	4
Religion or belief	2	2	4
Sexual Orientation	2	2	4
Pregnancy or Maternity	2	2	4

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4. Statutory duties

4.1 Public Sector Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact the Council's ability to meet any of the Public Sector Duties in the Equality Act 2010 set out below.

Advancing equality of opportunity between people who belong to protected groups

Eliminating unlawful discrimination, harassment and victimisation

Fostering good relations between people who belong to protected characteristic groups

Important note: If the proposed change adversely impacts the Council's ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in section 5 below.

5. Action Plan to mitigate negative impacts of proposed change

Important note: Describe what alternatives have been considered and/or what actions will be taken to remove or minimise any potential negative impact identified in Table 1. Attach evidence or provide link to appropriate data, reports, etc:

Table 4 – Action Plan to mitigate negative impacts

Complete this table to show any negative impacts identified for service users and/or staff from protected groups, and planned actions mitigate them.				
Protected characteristic	Negative impact	Mitigating action(s)	Action owner	Date for completion
Disability				
Race				
Sex (gender)	The majority of the EY workforce is female	Include ways to increase male representation in the workforce through the work of the workforce stream	Workforce workstream	March 2024

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Gender reassignment				
Sexual orientation				
Age				
Religion or belief				
Pregnancy or maternity				
Marriage/civil partnership				

6. Decision on the proposed change

Based on the information outlined in this Equality Analysis enter X in column 3 (Conclusion) alongside the relevant statement to show your conclusion.		
Decision	Definition	Conclusion - Mark 'X' below
No major change	Our analysis demonstrates that the strategy is robust. There has been consultation with parents, carers and partners which has informed the working principles, objectives and workstream priorities. Implementation of the strategy through the delivery planning phase will include the detailed actions on inclusive practice and reducing inequalities. The evidence shows no potential for discrimination, and we have taken all opportunities to advance equality and foster good relations, subject to continuing monitoring and review. If you reach this conclusion, state your reasons and briefly outline the evidence used to support your decision.	x
Adjust the proposed change	We will take steps to lessen the impact of the proposed change should it adversely impact the Council's ability to meet any of the Public Sector Duties set out under section 4 above, remove barriers or better promote equality. We are going to take action to ensure these opportunities are realised. If you reach this conclusion, you must outline the actions you will take in Action Plan in section 5 of the Equality Analysis form	
Continue the proposed change	We will adopt or continue with the change, despite potential for adverse impact or opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned. If you reach this conclusion, you should clearly set out the justifications for doing this and it must be in line with the duty to have due regard and how you reached this decision.	

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Stop or amend the proposed change	Our change would have adverse effects on one or more protected groups that are not justified and cannot be mitigated. Our proposed change must be stopped or amended.	
Will this decision be considered at a scheduled meeting? e.g. Contracts and Commissioning Board (CCB) / Cabinet	Meeting title: Date:	

7. Sign-Off

Officers that must approve this decision		
Equalities Lead	Name: Position:	Date:
Director	Name: Position:	Date: