

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Integrated School and Children's Centre Partnership Dunkirk Primary School and Dunkirk Children's Centre

Name of Author: Deborah Millar

Department: Children and Adults

Service Area: Early Help Services

Author (assigned to Covalent): N/A

Director: Alison Michalska

Strategic Budget EIA Y/N (please underline)

Brief description of proposal / policy / service being assessed:

The proposal is that Dunkirk School takes the Children's Centre building to provide additional space for the school's wrap around services such as getting ready for school/nursery and after school club. There will also be community space and family support and health services will still be delivered from the centre. The school will take full responsibility for the building and will work in partnership with the Children's Centre to ensure that local needs continue to be addressed through the provision of services either at the school/centre or within the community from venues such as libraries and community centres.

Information used to analyse the effects on equality:

Citywide consultation with citizens took place from 1st April until 4th May. Methods of engagement included social media, website and face to face in the centres.

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The impact of this proposal on all groups should be positive as services will be moved to venues identified through consultation which are more accessible to citizens in addition to some delivery continued from the centre.</p> <p>Some sessions will continue to run at the Children's Centre, a timetable will be agreed with school for each term. Other delivery venues have been identified and consulted upon with the most popular being the Lenton Centre.</p> <p>Health service delivery of Post and Ante natal appointments will continue to be</p>	<p>We do not envisage that there will be any negative impact in this proposal as delivering in the community will be closer to the people and will benefit more engagement of our target groups in services.</p> <p>Ongoing work identifies those 'harder to reach families' who are then contacted and advised of what services are offered.</p> <p>This work to engage families involves information from health being used to make</p>
Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>		
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>		
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>		
Older	<input type="checkbox"/>	<input type="checkbox"/>		

Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input type="checkbox"/>	<input type="checkbox"/>

delivered from the centre.	<p>contact with those that do not access the services, sending them information and identifying barriers.</p> <p>Children's Centres have Ofsted targets which include what they call 'reach and sustained reach' of target groups which are those identified as most vulnerable for a variety of reasons whether it be teenage pregnancy or DV etc. It is part of the role of those children's centre managers to identify those groups within their areas and try to engage them in accessing services.</p> <p>From the consultation document we can identify those respondents who feel disadvantaged by the changes. These people will be contacted individually to ensure that they are supported in accessing appropriate alternative provision.</p> <p>The Headteacher at Dunkirk is very keen to work in partnership with the Children's Centre in supporting their offer of courses and programmes which will benefit the parents and children attending the school such as family learning, domestic abuse courses and parenting programmes.</p>
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Outcome(s) of equality impact assessment:

- No major change needed •Adjust the policy/proposal •Adverse impact but continue
- Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Note when assessment will be reviewed (e.g. Review assessment in 6 months or annual review); Note any equality monitoring indicators to be used; consider existing monitoring/reporting that equalities information could form part of.

A review meeting will take place yearly with the school to discuss performance and data for the following year.
An Annual Consultation takes place through the Childrens Centre which is part of the OFSTED inspection requirements.

Approved by (manager signature):

The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.

Aileen Wilson Acting Head of Service Early Help

Date sent to equality team for publishing:

Send document or link to:
equalityanddiversityteam@nottinghamcity.gov.uk
10.06.15

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.