

Equality Impact Assessment [version 2.12]



Title: Wrap Around Childcare	
<input type="checkbox"/> Policy <input type="checkbox"/> Strategy <input type="checkbox"/> Function <input checked="" type="checkbox"/> Service <input type="checkbox"/> Other [please state]	<input checked="" type="checkbox"/> New <input type="checkbox"/> Already exists / review <input type="checkbox"/> Changing
Directorate: Children and Education	Lead Officer name: Deborah Brown
Service Area: Early Years	Lead Officer role: Lead for Wrap Around Childcare / Free Entitlement Development Officer

Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision makers in understanding the impact of proposals as part of their duties under the Equality Act 2010. Detailed guidance to support completion can be found here [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#).

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is good practice to take a team approach to completing the equality impact assessment. Please contact the [Equality and Inclusion Team](#) early for advice and feedback.

1.1 What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims / outcomes. Where known also summarise the key actions you plan to undertake. Please use **plain English**, avoiding jargon and acronyms. Equality Impact Assessments are viewed by a wide range of people including decision-makers and the wider public.

The introduction of 'Wrap Around Childcare' is childcare provision directly before and after the school day, during term time only and for primary school age children (0800-1800). This is a Department for Education initiative to support working parents with childcare across England. The aim is that by March 2026, all primary schools and academies should have wrap around childcare where demand is needed, to enable parents to take up employment / extend employment hours and includes travel time to and from their child's school/academy. BCC will provide funding (£1.8M) to schools and academies to cover the creation or expansion of existing wrap around childcare in a variety of delivery methods (e.g. on school sites, through childminders, through private nursery provision). Schools / Academies will submit applications and funding awarded where a) demand is evidenced, b) a full and sustainable plan is agreed. Funding will only be available until March 2026, when the school/academy should have a sustainable model up and running. Funding will be 'front loaded' so that rapid growth can take place in terms of wrap around childcare places.

Although being led by Early Years (due to the sufficiency duty managed by the team to ensure sufficient childcare up to the age of 14 years old), this is exclusively to provide wrap around childcare places for primary aged children.

1.2 Who will the proposal have the potential to affect?

<input checked="" type="checkbox"/> Bristol City Council workforce	<input checked="" type="checkbox"/> Service users	<input checked="" type="checkbox"/> The wider community
<input type="checkbox"/> Commissioned services	<input checked="" type="checkbox"/> City partners / Stakeholder organisations	
Additional comments:		

1.3 Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g. quality of life: health, education, or standard of living etc.?

If 'No' explain why you are sure there will be no equality impact, then skip steps 2-4 and request review by Equality and Inclusion Team.

If 'Yes' complete the rest of this assessment, or if you plan to complete the assessment at a later stage please state this clearly here and request review by the Equality and Inclusion Team.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	[please select]
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Step 2: What information do we have?

2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general population data where appropriate, and information about people who will be affected with particular reference to protected and other relevant characteristics: [How we measure equality and diversity \(bristol.gov.uk\)](http://bristol.gov.uk)

Use one row for each evidence source and say which characteristic(s) it relates to. You can include a mix of qualitative and quantitative data e.g. from national or local research, available data or previous consultations and engagement activities.

Outline whether there is any over or under representation of equality groups within relevant services - don't forget to benchmark to the local population where appropriate. Links to available data and reports are here [Data, statistics and intelligence \(sharepoint.com\)](http://sharepoint.com). See also: [Bristol Open Data \(Quality of Life, Census etc.\)](http://bristol.gov.uk); [Joint Strategic Needs Assessment \(JSNA\)](http://bristol.gov.uk); [Ward Statistical Profiles](http://bristol.gov.uk).

For workforce / management of change proposals you will need to look at the diversity of the affected teams using available evidence such as [HR Analytics: Power BI Reports \(sharepoint.com\)](http://sharepoint.com) which shows the diversity profile of council teams and service areas. Identify any over or under-representation compared with Bristol economically active citizens for different characteristics. Additional sources of useful workforce evidence include the [Employee Staff Survey Report](http://bristol.gov.uk) and [Stress Risk Assessment](http://bristol.gov.uk)

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
Census 2021	35.2% of Bristol population were economically inactive – wrap around childcare is aimed at working parents. Of this, 14.5% are retired so unlikely to using primary schools for their children, which leaves 20.7% of over 16s who are not the target of this project. They are not excluded as those seeking employment and claiming benefits can use Universal Credit to pay for wrap around childcare.
Census 2021	Of the 67.5% of the population who were economically active, 10.4% work less than 16 hours a week. Eligibility for Tax Free Childcare is a minimum of 16 hours income at minimum wage, meaning that those who are employed and not on

Data / Evidence Source [Include a reference where known]	Summary of what this tells us
	Universal Credit, nor eligible for Tax Free Childcare, will get no government support with the costs of wrap around childcare.
Bristol Key Facts 2021	There is a 2.3% rise in employment levels in Bristol (Sept 21 compared to Dec 21) which shows that more citizens are gaining employment and will have a need for wrap around childcare if they have primary school aged children.
Women's Budget Group - 2023 https://wbg.org.uk/analysis/uk-policy-briefings/spring-budget-2023-gender-and-early-education-and-childcare/	An estimated 1.7M women are prevented from taking on more hours of paid work due to childcare issues
Universal Credit / Gov's Back to Work schemes https://www.gov.uk/government/publications/jobseekers-allowance-back-to-work-schemes/universal-credit	The DWP is encouraging parents to return to work by removing barriers and providing financial support. In July 23 the implemented a monthly advance for childcare costs for parents on UC to enable them to start nursery (where payment is often required up front).
Additional comments:	

2.2 Do you currently monitor relevant activity by the following protected characteristics?

<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender Reassignment
<input type="checkbox"/> Marriage and Civil Partnership	<input type="checkbox"/> Pregnancy/Maternity	<input type="checkbox"/> Race
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual Orientation

2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don't have enough information about some equality groups, include an equality action to find out in section 4.2 below. This doesn't mean that you can't complete the assessment without the information, but you need to follow up the action and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce related proposals all relevant characteristics may not be included in HR diversity reporting (e.g. pregnancy/maternity). For smaller teams diversity data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

There are no current records about the take up of wrap around childcare on a city wide basis, so sadly there is no evidence to show the levels of diversity of a) the children attending or b) the working status of their families.
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2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics. Please include details of any completed engagement and consultation and how representative this had been of Bristol's diverse communities.

Include the main findings of any engagement and consultation in Section 2.1 above.

If you are managing a workforce change process or restructure please refer to [Managing a change process or restructure \(sharepoint.com\)](#) for advice on consulting with employees etc. Relevant stakeholders for engagement about workforce changes may include e.g. staff-led groups and trades unions as well as affected staff.

Schools and Academies were not consulted by the Department for Education before the Chancellor announced in Spring 2023 of the project's intention, however BCC will engage with the sector regularly throughout the project.

Similarly with parents and carers in Bristol, no previous consultation has been carried out to assess demand for wrap around childcare, but will be a key piece of evidence as part of this project. It will be ensured that engagement and access to the support is accessible for all – including making accessibility adjustments for Disabled people / people with English as a second language.

2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation is required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Equality and Inclusion Team for help in targeting particular groups.

Regular webinars for providers and surveys for parents will be carried out. Anecdotal evidence from parents and carers will also be fed back via schools and academies.

Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to evidence you have gathered above and the characteristics protected by the Equality Act 2010. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc. [Equality Impact Assessments \(EqIA\) \(sharepoint.com\)](#)

3.1 Does the proposal have any potentially adverse impacts on people based on their protected or other relevant characteristics?

Consider sub-categories and how people with combined characteristics (e.g. young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the 'Action Plan' Section 4.2 below.

GENERAL COMMENTS (highlight any potential issues that might impact all or many groups)	
PROTECTED CHARACTERISTICS	
Age: Young People	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	This scheme will impact children as they will be primary service users. Primary school aged children could be in school for a longer period of time
Mitigations:	Schools and academies will be responsible for managing the needs to children and letting parents know if there are coping issues with children in wrap around childcare for long periods of time.
Age: Older People	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Disability	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	Disabled children could be disproportionately impacted if the childcare was not fit for their needs
Mitigations:	It will be ensured that the schools ensure childcare is fit for Disabled children, including any access requirements

Sex	Does your analysis indicate a disproportionate impact? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Potential impacts:	More women care for children than men and have had their career progression hindered by childcare
Mitigations:	Promotion with major employers to get more women into the work place by highlighting the wrap around childcare option
Sexual orientation	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Pregnancy / Maternity	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Gender reassignment	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Race	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Religion or Belief	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Marriage & civil partnership	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
OTHER RELEVANT CHARACTERISTICS	
Socio-Economic (deprivation)	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	This initiative is aimed to support working parents. Whilst this may encourage some non-working parents to return to work, it may also make non-working parents feel that there is support for employed parents only.
Mitigations:	Plug the childcare element of Universal Credit!
Carers	Does your analysis indicate a disproportionate impact? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Potential impacts:	
Mitigations:	
Other groups [Please add additional rows below to detail the impact for any other relevant groups as appropriate e.g. asylum seekers and refugees; care experienced; homelessness; armed forces personnel and veterans]	
Potential impacts:	
Mitigations:	

3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](#) to:

- ✓ Eliminate unlawful discrimination for a protected group
- ✓ Advance equality of opportunity between people who share a protected characteristic and those who don't
- ✓ Foster good relations between people who share a protected characteristic and those who don't

It can provide support for women who have been disproportionately impacted by lack of childcare / unaffordability of childcare. It will also support those from lower socio-economic backgrounds

Step 4: Impact

4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in decision pathway reports etc.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

Summary of significant negative impacts and how they can be mitigated or justified:
None
Summary of positive impacts / opportunities to promote the Public Sector Equality Duty:
This is a wonderful opportunity to support women to return to work / gain additional hours of employment, whether they are returning to work with the support of UC or using the Tax Free Childcare system when from a household where all parents are working.

4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, or maximise opportunities etc. If an action is to meet the needs of a particular protected group please specify this.

Improvement / action required	Responsible Officer	Timescale
Continued assessment of child's well being if in wrap around childcare every morning and afternoon every day	Deborah Brown	Ongoing

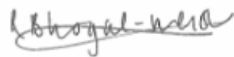
4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be periodically reviewed to make sure your changes have been effective your approach is still appropriate.

A count of wrap around childcare places will be measured citywide and the take up of wrap around childcare places to show sufficiency levels in each childcare sufficiency assessment.
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Step 5: Review

The Equality and Inclusion Team need at least five working days to comment and feedback on your EqIA. EqIAs should only be marked as reviewed when they provide sufficient information for decision-makers on the equalities impact of the proposal. Please seek feedback and review from the [Equality and Inclusion Team](#) before requesting sign off from your Director¹.

Equality and Inclusion Team Review: Reviewed by Equality and Inclusion Team	Director Sign-Off:  Reena Bhogal-Welsh
Date: 30/11/2023	Date: 4/12/23

¹ Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal.