

CHILDREN, FAMILIES & SCHOOLS COMMITTEE ADDENDUM 4

4.00PM, MONDAY, 6 NOVEMBER 2023

**COUNCIL CHAMBER, HOVE TOWN HALL, NORTON ROAD,
HOVE, BN3 3BQ**

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ADDENDUM

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Budget Equality Impact Assessment Template 2023/24 – Service-Users

Note: for guidance see the end notes in this document or the accompanying document

For further help please contact Emma McDermott, Head of Communities, Equality and Third Sector (E: emma.mcdermott@brighton-hove.gov.uk)

1. Service Area ⁱ	FCL - Early Years and Childcare, Brightstart Nursery	2. Proposal No. ⁱⁱ
3. Head of Service ⁱⁱⁱ	Jo Templeman	
4. Budget Proposal ^{iv}	What is the proposal? Use the savings proposal wording and more detail if needed	
	<p>Bright Start Nursery is located within an unsuitable building for nursery provision with uncertainty regarding the future of the building.</p> <p>Bright Start Nursery had been proposed for closure during the 2023/24 budget setting process, but funding was secured to sustain the nursery for a further year until 2024/25.</p> <p>Option 2 of the committee report for Bright Start Nursery outlines a move to Turner Family Hub from September 2024 rather than closure. The proposed model would change from 39 place per session to a 16 place per session provision that would move from 51 weeks 8am to 6pm to 47.5 weeks 8 hours per day.</p>	
5. Summary of impacts ^v	Highlight the most significant disproportionate impacts on groups	
	<p>Equalities impact: Child Poverty –, 30% are 2 year funded childcare Disability – 24% of the children attending are SEND 3 % of children under 2 at September 2024</p> <p>The new proposal will limit the impact on the majority of children with 24 children school starters and space available for all children aged 2-5 in the proposed as of September 2024. There are 2 babies who could be impacted by the proposal.</p>	

6. Assess level of impact^{vi}	2		
7. Key actions to reduce negative impacts^{vii}	What actions are planned to reduce/avoid negative impacts and increase positive impacts?		
	<p>If the proposal was agreed other council departments detailed below and including social care to be made aware of the proposed change.</p> <p>Early planning with key professionals working with families, particularly for vulnerable children, those with SEND and BAME families.</p> <p>Impacted families to be supported by childcare brokerage officer to support their needs ongoing needs .</p> <p>Meeting with individual families to discuss the proposed model and their requirements.</p>		
8. Identify disproportionate impacts^{viii}			
Different Groups to be included in assessment	Possible disproportionate impact on group/s? YES/NO	Describe potential impact (positive effects and negative impacts or potential barriers)	Action/s (including details of a full EIA to be completed if required/relevant) <u>Note</u> : Actions should directly relate to the potential impacts identified.

<p>Age (people of all ages)</p>	<p>Yes</p>	<p>The nursery is attended by children aged under 5 years, with services users/customers across all ranges (parents, carers and grandparents) but under 2's (2 children) would be impacted if the proposed model was agreed. 24 school starters would not be impacted and there is space for children currently attending the nursery who will be aged 2-5 in September 2024 in the proposed model.</p>	<p>Review options with the parents of under 2's and support to find alternative provision via childcare brokerage officer and childcare service manager. Meet individual families to discuss sessions required in proposed model.</p>
<p>Disability (a physical or mental impairment which has a substantial and long-term adverse effect on ability to carry out normal day-to-day activities)</p>	<p>No</p>	<p>16 children (24%) attending are identified with additional or special educational and/or medical needs and can all be offered spaces in the new model.</p>	<p>Work with Brighton and Hove Inclusion Support Service (BHISS) where required to support children and families into the proposed model.</p>

Different Groups to be included in assessment	Possible disproportionate impact on group/s? YES/NO	Describe potential impact (positive effects and negative impacts or potential barriers)	Action/s (including details of a full EIA to be completed if required/relevant) <u>Note:</u> Actions should directly relate to the potential impacts identified.
Ethnicity/Race (ethnic or national origins, colour or nationality, including refugees & migrants; and Gypsies & Travellers)	No	52% of children attending Bright Start Nursery have an ethnic background other than White British and 67% have English as an additional language.	The Ethnic Minority Achievement Service will use Home School Liaison Officers to support families to explain any changes and where appropriate this support would be provided in their home language. They would help identify families most in need of support to access proposed model or alternative provision if requested.
Gender (men and women, girls and boys)	Yes	<p>Impact on both male and female parents and carers who use the nursery to be able to attend work.</p> <p>Some working parents may be impacted by the change from a 51 week 10 hour day model to the proposed 47.5 week 8 hour model.</p> <p>43% of children currently attending the nursery access the current 51 week 10 hour but 10% are school starters and will not be impacted</p> <p>There are 38 providers within 2 miles of Bright Start nursery who provide all year round full day care.</p>	<p>Only 8-1 or 1-6 sessions are offered over 51 weeks no other option currently provided for shorter day.</p> <p>Review options with the parents within the proposed model or support to find alternative provision via childcare brokerage officer and childcare service manager.</p>

Different Groups to be included in assessment	Possible disproportionate impact on group/s? YES/NO	Describe potential impact (positive effects and negative impacts or potential barriers)	Action/s (including details of a full EIA to be completed if required/relevant) <u>Note</u> : Actions should directly relate to the potential impacts identified.
Gender reassignment (a person who proposes to, starts or has completed a process to change gender.)	No		
Religion or Belief (any religion or philosophical belief with a clear structure and belief system, or lack of religion or belief.)	No	Full data set is not available.	
Sexual Orientation (bisexual, gay, heterosexual and lesbian people)	No		
Child Poverty (Children and young people in families living on less than 60% of national median income before housing costs. In B&H around 22% of all children.)	No	There are currently 20 (30%) 2 year funded children who would be supported into the new model.	
Other groups relevant to this proposal (Specific	No	Continuity of childcare would be prioritised for vulnerable children, particularly LAC, children with child protection plans and CIN plans.	Work with social care to support families into the proposed model

Different Groups to be included in assessment	Possible disproportionate impact on group/s? YES/NO	Describe potential impact (positive effects and negative impacts or potential barriers)	Action/s (including details of a full EIA to be completed if required/relevant) <u>Note:</u> Actions should directly relate to the potential impacts identified.
and relevant to the service, including but not only: carers, people experiencing domestic or sexual violence, looked after children, homeless people...)			

9. Full EIA? ^{ix}	No
10. Monitoring and Evaluation	<p>How will you monitor the impact of this proposal and the success of your mitigating actions on these groups over the coming year (or more)?</p> <hr/> Number of children moving to the proposed model Children supported into alternative provision
11. Cumulative impacts ^x (proposed changes elsewhere which might worsen impacts identified above)	<p>Might related proposals from other service areas (or other changes) worsen or mitigate impacts from your proposal? Please explain these impacts.</p> <hr/>

The Budget EIA process is a legal duty supporting good financial decision-making. It assesses how proposals may impact on specific groups differently (and whether/how negative impacts can be reduced or avoided) so that these consequences are explicitly considered. Decisions must be informed by accurate, well-informed assessment of likely impacts so that they are fair, transparent and accountable. Budget EIAs provide a record of this assessment and consideration.

End notes:

- i **Service Area** – Give the Directorate and Division/Team/Service
- ii **Proposal No.** – Each budget proposal will be allocated a number by Finance and the EIA uses the same one.
- iii **Head of Service** – Name of the senior officer responsible for the service.
- iv **Budget Proposal** – Use the savings proposal wording. Add more detail so that a member of the public can understand it. You might summarise proposed budget changes ('a 10% reduction'), a change in venue ('from X building to Y'), or a change in the way that a service is delivered ('instead of X universal sessions a week, we propose to offer Y').
- v **Summary of impacts** – Fill in this section after you have completed all parts of section 7 and 8. Explain the most significant impacts (largest numbers or biggest impacts) and barriers identified during the EIA, including which group(s) they will affect specifically.
- vi **Assess level of impact** - consider the impacts overall and on specific groups and rate these between 1 and 5: 1 = minimal impacts on small numbers of people – 5 = significant impacts on large numbers of people or on very vulnerable people
- vii **Key actions to reduce negative impacts** – Fill in this section after you have completed all parts of section 7 and 8. The actions should directly respond to the negative impacts identified and be possible and realistic. Also highlight positive opportunities to increase benefits for groups and say if no mitigation is possible. Details of actions will be defined after Budget decisions.
- viii **Identify disproportionate impacts** - In the first column indicate whether or not there is likely to be a disproportionate impact. If so, complete the other two columns.
- **Potential impact:** how will the proposed change affect people in the group identified? Also consider differences within groups (eg: different impacts on different ethnic groups); and multiple identities (eg: women of different ages may be impacted differently).
 - **Actions:** what do you propose to do to remove, avoid or reduce the negative impact? The actions should relate directly to the identified impact. If unlawful discrimination is identified then that must be removed or the proposal withdrawn.
- If there will not be an impact for a group, briefly explain why. Absence of data does not mean there will not be an impact. Briefly state where data is from (with a link to it, if appropriate) and what it tells you (eg: 'Service-user monitoring shows that XX% are...' or 'BME groups said...') Highlight gaps in engagement so you can gather views before final EIAs are due (in January). Focus on what is proportionate: big impacts on small numbers of people and/or impacts on a large number of people are important.
- ix **Full EIA** – Given the proposal and its likely effects on service-users, please note whether a full EIA will be completed in addition to this work, whether one is planned or whether further assessment is not needed.
- x **Cumulative impacts** - Describe the impacts of other proposals in your service area and, where known, of proposals elsewhere which might worsen impacts identified in section 7. Explain what joint actions are needed to remove, reduce or minimise negative impacts.