

Equality Impact Assessment (EqIA)

STEP 1: Responsibility and involvement

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| Title of proposal/ project/strategy/ procurement/policy | Closure of Cuffley Camp | Head of Service or Business Manager | |
| Names of those involved in completing the EqIA: | | Lead officer contact details: | |
| Date completed: | May 2016 | Review date: | |

STEP 2: Objectives of proposal and scope of assessment – what do you want to achieve?

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| Proposal objectives: – what you want to achieve – intended outcomes – purpose and need | Seek to exit the lease and close Cuffley Camp. |
| Stakeholders: Who will be affected: the public, partners, staff, service users, local Member etc | Schools, academies, colleges, commercial hirers, public, staff, youth groups and community groups |

STEP 3: Available data and monitoring information

| Relevant equality information For example: Community profiles / service user demographics, data and monitoring information (local and national), similar or previous EqIAs, complaints, audits or inspections, local knowledge and consultations. | What the data tell us about equalities |
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| User group profile data obtained from booking information | Current user group profile is based on attendances between April 2011- March 2015: 54% HCC primary schools 20% Out of county primary schools 7% HCC secondary schools 6% HCC academies 5% Other HCC educational establishments 3% Out of county secondary schools 2% Youth groups 1% Community and religious groups 1% Commercial hires <1% Other |
| Cuffley Camp is a Countywide resource, which is predominately utilised by schools. The total number of people who attended the provision over the period April 2011 – March 2015 was 34,744 which equated to 55,241 attendances. 95% of attendances were from schools and educational establishments. The data collected by Cuffley Camp does not include a breakdown of protected characteristics. However, it has been assumed that the profiles of the schools who use Cuffley Camp reflect that of their local communities. | |

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STEP 4: Impact Assessment – Service Users, communities and partners (where relevant)

| Protected characteristic | Potential for differential impact (positive or negative) | What reasonable mitigations can you propose? |
|--|---|---|
| Age | More likely to have a negative differential impact for children and young people. | Where ever possible booking from children and youth groups will be prioritised at Herts Young Mariners Base and Hudnall Park. Groups will also be signposted to other providers in the surrounding area. |
| Disability Including Learning Disability | Potentially a positive impact | |
| Race | None envisaged see below | |
| Gender reassignment | None envisaged see below | |
| Pregnancy and maternity | None envisaged see below | |
| Religion or belief | None envisaged see below | |
| Sex | None envisaged see below | |
| Sexual orientation | None envisaged see below | |
| Marriage & civil partnership | None envisaged see below | |
| Carers (by association with any of the above) | None envisaged see below | |
| Carers and CARE ACT 2014 | From April 2015, carers will be entitled to an assessment of their own needs in the same way as those they care for. If the focus of your EqIA relates to care and support, consider carers' new rights and see the Care Act pages on Compass for more guidance | |
| | None envisaged see below | |
| Opportunity to advance equality of opportunity and/or foster good relations | | |

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The total number of people who attended the provision over the period April 2011 – March 2015 was 34,744 which equated to 55,241 attendances of which 95% of attendances were from schools and educational establishments.

The data collected by Cuffley Camp does not include a breakdown of protected characteristics. However, it has been assumed that the profiles of the schools which use Cuffley Camp reflect that of their local communities. Therefore the assumption is that the closure of Cuffley Camp have no differential impact on the protected characteristics, than the communities in which they live.

All user groups will be encouraged to utilise the other Council Outdoor Education Centres – Herts Young Mariners Base (6 miles east of Cuffley) and Hudnall Park (25 miles north west of Cuffley). In addition there are currently another 10 outdoor education providers within a 30 mile radius of Cuffley Camp.

It should also be noted that Cuffley Camp has limited access to those with physical disabilities due to the nature of the site. The facilities at Hudnall Park are better suited to this group of people.

Impact Assessment – Staff (where relevant)

| Protected characteristic | Potential for differential impact (positive or negative) | What reasonable mitigation can you propose? |
|--|--|---|
| Age | | |
| Disability Including Learning Disability | | |
| Race | | |
| Gender reassignment | | |
| Pregnancy and maternity | | |
| Religion or belief | | |
| Sex | | |
| Sexual orientation | | |
| Marriage & civil partnership | | |
| Carers (by association with any of the above) | | |
| Opportunity to advance equality of opportunity and/or foster good relations | | |
| There are six permanent staff based at Cuffley Camp. The closure of the site would not lead to any differential impact based on the above characteristics. | | |

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STEP 5: Gaps identified

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| <p>Gaps identified Do you need to collect more data/information or carry out consultation? (A 'How to engage' consultation guide is on Compass). How will you make sure your consultation is accessible to those affected?</p> | <p>No. The only other data which would potentially be of use is a breakdown of the types of schools / educational establishments which attend the site i.e. special schools, ESC, mainstream schools etc to see whether the proportion of bookings from each category of school matches the county profile. This would give an indication as to whether there is a possible differential impact on vulnerable groups. However this data is not readily available.</p> |
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STEP 6: Other impacts-

By withdrawing this provision there is a potential impact on children and young people's access to opportunities for learning outside the classroom. However, given the Council has two other outdoor education centres within a 30 mile radius plus there are an additional 10 providers within that radius, this impact is unlikely to be significant. Customers will be signposted to other providers.

STEP 7: Conclusion of your analysis

| Select one conclusion of your analysis | Give details |
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| <p><input checked="" type="checkbox"/> No equality impacts identified</p> <ul style="list-style-type: none"> – No change required to proposal. | <p>There is no evidence to suggest that there is a higher proportion of children and young people with protective characteristics accessing the provision at Cuffley Camp.</p> |
| <p><input type="checkbox"/> Minimal equality impacts identified</p> <ul style="list-style-type: none"> – Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate). – Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality. | |
| <p><input type="checkbox"/> Potential equality impacts identified</p> <ul style="list-style-type: none"> – Take 'mitigating action' to remove barriers or better advance equality. – Complete the action plan in the next section. | |
| <p><input type="checkbox"/> Major equality impacts identified</p> <ul style="list-style-type: none"> – Stop and remove the policy – The adverse effects are not justified, cannot be mitigated or show unlawful discrimination. – Ensure decision makers understand the equality impact. | |

STEP 8: Action plan – None required

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| Issue or opportunity identified relating to: <ul style="list-style-type: none"> – Mitigation measures – Further research – Consultation proposal – Monitor and review | Action proposed | Officer Responsible and target date |
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This EqIA has been reviewed and signed off by:

Head of Service or Business Manager:

Date:

Equality Action Group Chair:

Date: