

## Forestry Commission Equality Analysis Form

### 1. What is the name of your policy, function or service?

Community tree nursery & toilet facility project

### 2. What are the main aims and objectives of the Policy function or service?

The overall aim of this project was to create a facility that will provide long-term opportunities to the community (i.e. volunteering, educational) and produce a regular stock of local provenance plants to support biodiversity improvements at Jeskyns and the local area.

#### Outcomes:

- Increased numbers of the local community recognise value and use Jeskyns as an important space for people & education.
- Increased numbers of the community partake in physical outdoor activities resulting in improved physical and mental health.
- Provide opportunities for local schools to partake in outdoor educational sessions that meet national curriculum objectives.
- Increased knowledge and understanding of importance of environmental issues amongst local community.
- Development of stronger relationships and better understanding between groups from different backgrounds (improved social cohesion).
- An overall improvement in local biodiversity at Jeskyns and neighbouring projects by the propagation of local provenance plant stock.
- The legacy of veteran trees within the Ashenbank Ancient Woodland will be sustained.

#### Outputs:

- Creation of an on site community tree nursery and basic toilet facilities.
- Provision of 1500 raised seedlings per annum for use on Jeskyns and neighbouring green space sites and local schools.
- Engagement with at least three local schools per annum for activities including seed collection, seed preparations, nursery maintenance and planting of raised stock.
- Engagement with at least three new target groups (as defined in the Thames beat Community Engagement Strategy) from the local community per annum (the number of groups to engage reflects the resources available to the Jeskyns Community Ranger).

### 3. Briefly describe the impact (or potential impact) on people

With in the local area there isn't a community tree nursery and this project will therefore fulfil a niche that will be of benefit not only to Jeskyns but schools, the

community and neighbouring greenspaces. It's anticipated that it will offer particularly pertinent opportunities to local primary schools (5 to 11 years old).

The tree nursery would allow schools to participate in educational activities such as seed collecting, seed preparation and tree planting which are not currently on offer in the local area. It's envisaged that this programme would complement rather than replicate the educational programme offered by Shorne Woods Country Park (a neighbouring site managed by Kent Country Council). The tree nursery would enable teachers to deliver National Curriculum science requirements for key stage 1 and 2 through practical outdoor sessions.

The Community Ranger regularly works with groups and organisations that would like to participate in outdoor voluntary activities and a tree nursery would provide an additional focus for these sessions. It would complement the current conservation volunteering offer by providing opportunities for those seeking 'gentler' activities such as seed preparation and planting which, may appeal to the new and less confident countryside users, the older, the less physically able and those with disabilities.

**4. What are the names and contact details of the initiative's owner and the person who completed the Equality Analysis?**

Patrick West (Team Leader – Thames Beat)

Denise Bird (Jeskyns Community Ranger)

**5. Is this a new Equality Analysis, or a review of a previous Equality Analysis?**

New.	
3 year review.	
Early review, explain why.	
Review due to end of the initiative.	✓ - Tree nursery activities will form part of the annual Thames Beat community engagement programme and this is the final review.

**6. If this is a review, when was the previous Equality Analysis signed off?**

3<sup>rd</sup> February 2011

**7. How will this initiative be put into practice?**

The tree nursery has been actively used over the past 2 ½ years. Annual activities have been organised by the Community Ranger and these have been guided by the Thames Beat Community Engagement Strategy.

The creation of the tree nursery and attached toilet facility has enabled the Thames Beat team to engage more effectively with a wider range of groups.

The facility has hosted a range of successful public events - primarily focused at families with young children from Gravesend. We have also been able to offer some excellent work experience opportunities for young students with mental impairments

from Ifield School.

Unfortunately North West Kent Naturally Active project ceased to exist in 2011 due to removal of funding, meaning that we did not manage to engage with as many of the disabled and mental health groups that we had hoped to through the Naturally Active Project.

Over the project period there was also a reduced staffing capacity in the Thames Beat team created through a number of vacant posts and a number of interim measures. This reduced the Community Ranger's capacity to fully deliver against the Thames Beat Community Engagement Strategy. This has meant that planned engagement with some of the hardest to reach groups, in particular the local Sikh population, has not taken place.

However, the tree nursery continues to provide a safe and attractive focus for community engagement activities at Jeskyns and seed collecting activities are planned for autumn 2013. These will be targeted at the local urban population and particular effort will be made to ensure that the local Sikh community are made aware of these events.

Future activities at the tree nursery will form part of the annual community engagement programme (dictated in part by the Thames Beat Community Engagement Strategy).

A summary of activities delivered at the tree nursery are detailed in the table below (analysis of annual community engagement programme):

<b>Protected Group Engaged</b>	<b>Audience</b>	<b>How many sessions?</b>	<b>How many individuals?</b>
<b>2011</b>			
Ifield School for students with special needs	Disabled	1	8
Public seed collecting event	Families with young children	1	42
General volunteer sessions	General	4	49
Meopham school	Young people	2	14
<b>2012</b>			
School session	Young people	1	24
Public events	Families with young children	3	250 (approx)
Volunteer session for Breathe Easy Group	Disabled	1	12
General volunteers sessions	General	2	31
Meopham school	Young people	3	21
<b>2013</b>			
Ifield School for students with special needs	Disabled	4	32
School volunteer sessions	Young people	2	36
General volunteer sessions	General	2	32

**8. What evidence regarding the protected characteristics have you obtained to analyse this initiative? Quote sources including details of engagement.**

See 'Jeskyns Community Woodland: Community Tree Nursery & Toilet Facilities Project EqIA'.

**9. What gaps are there in the available evidence?**

	Describe the gaps and what you have done to fill them, or why you cannot fill them.
Age	See ' <a href="#">Jeskyns Community Woodland: Community Tree Nursery &amp; Toilet Facilities Project EqIA</a> '.
Disability	
Gender	
Gender Reassignment	
Marriage and Civil Partnership	
Pregnancy and Maternity	
Race	
Religion and Belief	
Sexual Orientation	

**10. What does all the evidence tell you about the actual or likely impact on different groups?**

	Positive Impact	Negative impact	High, Medium or Low	Comments
Age	See ' <a href="#">Jeskyns Community Woodland: Community Tree Nursery &amp; Toilet Facilities Project EqIA</a> '.			
Disability				
Gender				
Gender reassignment				
Marriage and Civil Partnership				

Pregnancy and Maternity	
Race	
Religion and Belief	
Sexual Orientation	
<b>11. What have you changed in the initiative to reduce or eliminate any negative impact?</b>	
No changes were made to reduce or eliminate any negative impacts.	
<b>12. Where negative impact can not be reduced, give the reasons why.</b>	
N/a	
<b>13. Does this initiative fulfil the General Equality Duty?</b>	
	<b>Comment</b>
Eliminate unlawful discrimination, harassment and victimisation.	Yes
Advance equality of opportunity.	Yes
Foster good relations.	Yes the tree nursery provided opportunities to build good relations with a number of local schools, including Ifield School, who may not have visit Jeskyns without access to this facility and associated toilets.
<b>14. Describe the arrangements to measure and monitor the actual impact of this initiative on people from the protected characteristic groups.</b>	
How will you measure the effects of the initiative?	The success of this project has been predominately monitored through an analysis of Jeskyns annual community engagement programme (Section 7).
What type of information is needed for monitoring and how often will it be analysed?	Annual data collected through Thames Beat community engagement programme.
How will you engage stakeholders* in implementation, monitoring and review?	See above.
Who will be responsible for the monitoring and review?	Patrick West (Team Leader – Thames Beat) Denise Bird (Jeskyns Community Ranger)

<b>15. What is the review date for this Equality Analysis?</b>	
Date of next review(s)	None (final review)
What could trigger an early revision?	N/a
<b>16. Senior manager sign off</b>	
I agree with this Equality Analysis and its supporting evidence relating to this initiative and that it demonstrates that it advances or will advance, the three aims of the General Equality Duty.	
Name	Patrick West
Signature	
Job Title	Team Leader – Thames Beat
Date	12 <sup>th</sup> August 2013

# Appendix 1

## Equality Impact Assessment

### Jeskyns Community Woodland: Community Tree Nursery & Toilet Facilities Project EqIA

#### Stage 1 – Screening

<b>A. What is the name of your policy, function or service?</b>	
Community tree nursery & toilet facility project	
<b>B. What are the names and contact details of the policy, function or service's owner and assessor? (When working in partnership, identify the lead partner.)</b>	
Denise Bird (FC) – 01474 825118 Patrick West (FC) – 01708 642957	
<b>C. Does your new, revised, or existing policy, function or service affect people?</b>	
<b>If Yes</b>	Yes
<b>If No</b>	
<b>Your comments</b>	

#### Stage 2 – Partial Impact Assessment

Step 1 – Identify the purpose and aims of the policy function or service

<b>Stage 2 – Step 1- Identify the purpose and aims of the policy function or service</b>
<b>1. Provide a brief outline of the purpose of the policy, function or service.</b>
<p>Jeskyns, a community woodland located on the edge of Gravesend, was created in 2007. As part of the project over 30 ha of new woodland and 8km of new hedgerows were planted. These trees have been maintained for a period of three years and failures annually replaced. This regime has now come to an end and routine beat up planting will no longer take place. However, it is recognised that there will always be a requirement for small stocks of new young trees and shrubs to plant for habitat improvements and maintenance works.</p> <p>It's proposed that a community tree nursery be created at Jeskyns to produce an annual supply of plants. The nursery will provide opportunities for the local community and schools to take an active role in its management, through the collection and propagation of seed gathered from the neighbouring Ashenbank Wood (managed by Woodland Trust). The nursery will produce a ready supply of good quality, local provenance stock for use at Jeskyns, other local community projects and schools.</p>

Toilet and hand-washing facilities are a basic requirement that volunteers, schools and groups require when working outside. At present Jeskyns does not offer these facilities and this restricts the type and number of groups who are able to partake in activities. As part of the tree nursery project basic toilets will be installed that will be available to organised groups, schools and volunteers. These toilets will not be accessible to general members of the public visiting Jeskyns, but one will be to disability standards.

## **2. Provide details of the main aims and objectives.**

The overall aim of this project is to create a facility that will provide long-term opportunities to the community (i.e. volunteering, educational) and produce a regular stock of local provenance plants to support biodiversity improvements at Jeskyns and the local area.

### **Outcomes:**

- Increased numbers of the local community recognise value and use Jeskyns as an important space for people & education.
- Increased numbers of the community partake in physical outdoor activities resulting in improved physical and mental health.
- Provide opportunities for local schools to partake in outdoor educational sessions that meet national curriculum objectives.
- Increased knowledge and understanding of importance of environmental issues amongst local community.
- Development of stronger relationships and better understanding between groups from different backgrounds (improved social cohesion).
- An overall improvement in local biodiversity at Jeskyns and neighbouring projects by the propagation of local provenance plant stock.
- The legacy of veteran trees within the Ashenbank Ancient Woodland will be sustained.

### **Outputs:**

- Creation of an on site community tree nursery and basic toilet facilities.
- Provision of 1500 raised seedlings per annum for use on Jeskyns and neighbouring green space sites and local schools.
- Engagement with at least three local schools per annum for activities including seed collection, seed preparations, nursery maintenance and planting of raised stock.
- Engagement with at least three new target groups (as defined in the Thames beat Community Engagement Strategy) from the local community per annum (the number of groups to engage reflects the resources available to the Jeskyns Community Ranger).

## **3. List who will benefit and how from this policy, function or service.**

- *Jeskyns volunteers:* existing members have expressed an interest in creating a tree nursery and have already constructed a temporary nursery to house donated tree seedlings. It's envisaged that this group will take an active role during the construction and maintenance of the area.  
Four members of the current volunteer group struggle with strenuous conservation tasks due to mobility difficulties. These volunteers often work on the temporary nursery instead with the main group; the nursery would create opportunities for the whole group to work together.

- *Local primary schools:* recent feedback from Riverside Primary stated, 'To plan longer visits to Jeskyns, we would need toilet facilities'. The provision of toilet facilities will remove the barrier that currently restricts the amount of time schools can spend at Jeskyns.  
The creation of a tree nursery provides a facility that is not offered locally and will fulfil an educational niche enabling national curriculum objectives to be delivered either through self-lead programmes or with the Community Ranger. In particular primary schools will be targeted as they are currently under represented at Jeskyns.
- *Naturally Active (North West Kent Countryside Project):* the project currently uses Jeskyns to provide opportunities for groups in more deprived areas of Gravesend (income, health and awareness) and BME groups to participate in a range of healthy activities such as walking. The provision of toilet facilities would enable the project to increase the number and variety of groups they work with, vary the types of activities and duration of time spent at Jeskyns.
- *Other community groups:* provide opportunities to engage and work with other community groups (either self-lead or delivered by the Community Ranger). No specific groups can be referenced but general feedback highlights the lack of toilet facilities as a major barrier that stops groups from visiting the site and/or participating in volunteering.  
General feedback from the local Sikh population suggests that the amount of dogs using Jeskyns stops them using the site. The tree nursery will be a fenced 'no dogs' area that would allow groups to participate in volunteering activities with out the fear of coming into contact with dogs.
- *Woodland Trust:* the tree nursery will ensure that that the legacy of veteran trees with in Ashenbank Wood is sustained and allow propagation of local provenance seed stock (letter of support for the project attached).

#### **4. What impact will this policy, function or service have?**

As noted in the above section the new facilities will have a positive impact on the following groups:

- Jeskyns volunteer group;
- Local primary schools;
- Naturally Active (North West Kent Countryside Project);
- Community groups;
- Woodland Trust;

With in the local area there isn't a community tree nursery and this project will therefore fulfil a niche that will be of benefit not only to Jeskyns but schools, the community and neighbouring greenspaces. It's anticipated that it will offer particularly pertinent opportunities to local primary schools (5 to 11 years old).

The tree nursery would allow schools to participate in educational activities such as seed collecting, seed preparation and tree planting which are not currently on offer in the local area. It's envisaged that this programme would complement rather than replicate the educational programme offered by Shorne Woods Country Park (a neighbouring site managed by Kent Country Council). The tree nursery would enable teachers to deliver National Curriculum science requirements for key stage 1 and 2

through practical outdoor sessions.

The Community Ranger regularly works with groups and organisations that would like to participate in outdoor voluntary activities and a tree nursery would provide an additional focus for these sessions. It would complement the current conservation volunteering offer by providing opportunities for those seeking 'gentler' activities such as seed preparation and planting which, may appeal to the new and less confident countryside users, the older, the less physically able and those with disabilities.

The installation of basic toilets (including a toilet for disabled people) is a key part of this project as without these facilities schools, organised groups and volunteers are 'put off' using Jeskyns or restricted to only a shortened visit. Both Naturally Active & Riverside Infants have stated that the lack of toilet facilities is a barrier that stops them from visiting Jeskyns.

#### **5. How will this policy, function or service be put into practice?**

The community tree nursery and toilets are expected to be available from spring 2011, however, to ensure this project successfully meets its objectives a number of factors have been considered prior to any facilities being constructed:

1. The tree nursery and toilets will be sited in an area which was highlighted for 'outdoor education' in the Jeskyns master plan. The advantage of this location are:
  - all-ability trails are available from the main car park
  - a coach drop off and turning point is available
  - disabled car parking space can be made available
  - it's away from the sites main trails ensuring groups will be less disturbed by general site visitors (especially dogs)
  - its next to the sites farm buildings (equipment storage)
2. The tree nursery will be zoned as a 'no dogs' area (except guide or assist dogs) so participants can volunteer without the fear of coming into contact with dogs. Anecdotal feedback from the local community suggests that the number of dogs at Jeskyns is off putting to some groups/individual, for instance members of the Sikh community, and this facility will provide a dog free environment that will likely appeal to the currently under represented groups and non-dog owners.
3. The tree nursery raised beds will be constructed with different height sections to ensure participants of all abilities can gain access. Specifications for the raised beds were sourced from Thrive leaflet, Raised Bed:
  - Raised beds 700mm in height are preferable for those who need to sit to work as they can use the bed as a seat.
  - Raised beds of 615mm in height are preferable for those working from a wheel chair.
  - Raised beds of 900mm in height are preferable for those who have difficulty bending.
4. Access into tree nursery will be from an all-ability surfaced area. The surface within the tree nursery will be grassed as there's insufficient funding to allow a stoned surface to be laid, however, the area will be set out to allow an all-ability surface to be installed when future funding becomes available.

5. Unisex toilets will be located next to the tree nursery (approximately 25 metres away) to ensure that are easily accessible. There will be two individual toilets, one being a standard unit and the other a disable unit. This disabled unit will be DDA compliant, have floor space of 157mm x 157mm, a door width of 81mm, level easy access and internal hand-grips). A concrete surfaced path will be installed to enable access to both the toilet units.

It's envisaged that the Jeskyns Community Ranger will work with organised groups and schools to deliver either conservation or educational based sessions. However, once the tree nursery has become fully established there will be opportunities for groups to deliver self-lead activities (as long as they fit in with the sites long-term management objectives). Any self-lead activities would be managed through the permission system.

To ensure the project is successful and meets its objectives its paramount that groups and schools are aware of the tree nursery and toilets facilities. The Jeskyns Community Ranger will be tasked with promoting the facilities during 2011 to those organisations who already use Jeskyns and target audiences that previously have been difficult to engage, for instance the Sikh community in Gravesend.

The toilet facilities will be sited behind a locked gate and made available to any organised groups/schools. Self-lead groups wanting access to the toilets will be managed through the permission system.

## Step 2 – Gather existing information and data: the evidence

### **Stage 2 – Step 2 – Gathering existing information and data: the evidence**

#### **1. What existing information and, or data (evidence) has been obtained to impact assess this policy, function or service?**

Since opening to the public in 2007, the Community Ranger has been approached by many individuals and groups wanting to partake in tree planting and seed growing activities. Such requests demonstrate a desire from the local community for this project and suggest that it will be well received and supported.

The Jeskyns volunteer group has expressed an interest in creating a tree nursery and have already constructed a temporary nursery to house donated tree seedlings.

Feedback gained from both Riverside Primary and Naturally Active states that the lack of toilet facilities is a barrier restricting them from fully utilising Jeskyns.

An audience development plan was developed for Jeskyns in April 2005, prior to the creation of the community woodland. Its broad objective was to consider existing and potential audiences, to identify their needs and potential barriers to involvement.

A number of barriers, to audience development, identified through the plan which will be addressed through this project are:

- Lack of educational facilities/services.
- Inadequate visitor infrastructure; toilets, amenities and other facilities (*albeit*

*this project will only address this barrier for organised groups and not general site visitors).*

New and unconfident countryside users, including minority ethnic groups, the elderly, youth groups (including schools) and those with physical, sensory and learning impairments were identified, in the audience development plan, as groups who would want to participate in enjoyable activities in a safe environment. The tree nursery project will provide opportunities enable these groups to use Jeskyns by encouraging contact, confidence and a sense of connection with the outdoors.

The profile of the residential audience with in the catchment area (with in a 20 minute drive-time) is not significantly different for the national average:

- in general the population is slightly younger than the national average with relatively more pre-school children
- relatively small proportion of older residents (55+) compared with the national average
- there is a significantly higher proportion of ethnic Indians (3% of population) with a notable Sikh community in Gravesend (6.7% in borough) but much lower proportions of other ethnic groups compared with the rest of the country
- majority of residents live in urban areas
- the population has a higher proportion of owner-occupiers and multiple car owning households
- the population is relatively healthy with small proportion of the population in poor health or with a long term illness

## **2. What does this evidence tell you about the actual or likely impact on different groups?**

Available and anecdotal evidence suggests that the likely impact of this project will be positive by removing barriers that currently stop certain groups from using Jeskyns and providing opportunities for groups, such as new or unconfident countryside users.

The project is likely to positively benefit those groups included with in the FC's six equality strands as well as the wider community. Table A details the likely impact this project will have on these groups.

Step 3 – What else do you need to understand the diverse needs or experiences of your audience?

## **Stage 2 – Step 3 – What gaps are there in the available information?**

The Jeskyns audience development plan was produced in 2005 and while it defines the demographic make up of the local population it's very broad in its definitions and doesn't fully define what the target groups are.

There will be an opportunity to work with Forest Research, in 2011, to develop a new audience development plan for the Thames beats community engagement activities (including Jeskyns). The production of an update audience plan will help to identify those individuals and groups where future community engagement activities should be focused.

Step 4 – What does your information tell you about how this policy might impact positively or negatively on the different groups within the target audience?

<b>Stage 2 – Step 4 – Table A – Consider the actual or likely affect for each group</b>			
<b>Please identify the likely impacts on:</b>	<b>Beneficial impacts Positive, negative or no impact</b>	<b>Adverse impacts Please state whether or not these could be unlawful discrimination</b>	<b>Comments Include comments necessary to justify inability to remove or reduce any adverse impact on any particular group</b>
<b>Race</b>	No impact	None	No evidence that the project would have a positive or negative impact on this group.
<b>Gender</b>	No impact	None	No evidence that the project would have a positive or negative impact on this group.
<b>Disability</b>	Positive	None	North West Kent Countryside Partnership has stated that the current lack of toilet facilities is a barrier to them bringing disabled clients.
<b>Sexual Orientation</b>	No impact	None	No evidence that the project would have a positive or negative impact on this group.
<b>Religion or Belief</b>	Positive	None	General feedback from the local Sikh population suggests that the amount of dogs using Jeskyns stops them using the site. The tree nursery will be a fenced 'no dogs' area that would allow groups to participate in volunteering activities with out the fear of coming into contact with dogs.
<b>Age</b>	Positive	None	North West Kent Countryside Partnership has stated that the current lack of toilet facilities is a barrier to them bringing children's groups and elderly clients.  Riverside Infant School have noted the lacked of toilet facilities as being a barrier to the length of time they can spend on site with their pupils.

**Stage 2 – Step 4 – Table B – Based on the work you have done rate the level of relevance of your policy?**

Mark an 'X' in one box for each strand.	Race	Gender	Disability	Sexual Orientation	Religion or Belief	Age
<p><b>High</b> – for example:</p> <ul style="list-style-type: none"> <li>• There is substantial evidence that people from different groups or communities are (or could be) differently affected by the policy (positively or negatively).</li> <li>• There is substantial public concern about the policy, or concerns have been raised about the policy's potential impact by relevant bodies.</li> <li>• The policy is relevant to all or part of the duties and responsibilities (Section 5.1).</li> </ul>			X		X	X
<p><b>Medium</b> – for example:</p> <ul style="list-style-type: none"> <li>• There is some evidence that people from different groups or communities are (or could be) differently affected (positively or negatively).</li> <li>• There is some public concern about the policy.</li> <li>• The policy is relevant to parts of the respective general duty, in the case of race, disability and gender.</li> </ul>						
<p><b>Low</b> – for example:</p> <ul style="list-style-type: none"> <li>• There is little or no evidence that some people from different groups or communities are (or could be) differently affected (positively or negatively).</li> <li>• There is little or no evidence of public concern about the policy.</li> <li>• The policy has little or no relevance to the</li> </ul>	X	X		X		

**Stage 2 – Step 4 – Table B – Based on the work you have done rate the level of relevance of your policy?**

Mark an 'X' in one box for each strand.	Race	Gender	Disability	Sexual Orientation	Religion or Belief	Age
respective general duty, in the case of race, disability and gender.						
<b>Unknown – for example:</b> No evidence or data has been collected therefore we cannot make an assessment.						
<b>Positive or No Impact.</b>	Go to steps 9-10. (Delete Steps 5 to 8 of this Form if a separate document.)					
<b>Negative or Unknown.</b>	Full EqIA required – Go to Step 5.					
<b>Negative or Unknown, but where constraints do not allow for any other course of action.</b>	Describe those constraints in the Comments Box at Table A and go to Steps 9-10. (Delete Steps 5 to 8 of this Form if a separate document.)					

Step 9 – The monitoring and evaluation process

**Stage 3 – Step 9 – Monitoring and Evaluation**

**1. What arrangements are in place for monitoring the implementation and impact of the policy, function or service?**

The success of this project will be predominately monitored through an analysis of Jeskyns annual community engagement programme (undertaken at the end of each year). This will identify if the current activities are correctly focused towards meeting the needs and aspirations of the local community (as established through an audience development plan, permission evaluation forms and education visit evaluation forms) and in line with objectives set in the Thames Beat Community Engagement Strategy.

**2. What is the review date for the policy, function or service?**

As stated above, there will be an annual review of the project – please see [Appendix 1](#).

**Stage 3 – Step 10 – Senior Manager Sign-off**

<b>Senior Manager's Signature (Head of Unit or Cost Centre)</b>	
<b>Date</b>	