

## Equality & Human Rights Impact Assessment (EHRIA)

This Equality and Human Rights Impact Assessment (EHRIA) will enable you to assess the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service\*\* for equality and human rights implications.

Undertaking this assessment will help you to identify whether or not this policy/ practice/ procedure/ function/ service\*\* may have an adverse impact on a particular community or group of people. It will ultimately ensure that as an Authority we do not discriminate and we are able to promote equality, diversity and human rights.

Before completing this form please refer to the EHRIA [guidance](#), for further information about undertaking and completing the assessment. For further advice and guidance, please contact your [Departmental Equalities Group](#) or [equality@leics.gov.uk](mailto:equality@leics.gov.uk)

*\*\*Please note: The term 'policy' will be used throughout this assessment as shorthand for policy, practice, procedure, function or service.*

<b>Key Details</b>	
<b>Name of policy being assessed:</b>	Improvement Advisor Duty Desk
<b>Department and section:</b>	Early Learning and childcare 0-5 Service
<b>Name of lead officer/ job title and others completing this assessment:</b>	Sue Wilson (CYPS) Nikki Walters Service Manager
<b>Contact telephone numbers:</b>	0116 3058337
<b>Name of officer/s responsible for implementing this policy:</b>	Early Learning and childcare 0-5 Service
<b>Date EHRIA assessment started:</b>	Ongoing
<b>Date EHRIA assessment completed:</b>	Ongoing

# Section 1: Defining the policy

## Section 1: Defining the policy

You should begin this assessment by defining and outlining the scope of this policy. You should consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights, as outlined in Leicestershire County Council's Equality Strategy.

<b>1</b>	<p>What is new or changed in this policy? <i>What has changed and why?</i></p> <p>Currently the 0-5 Learning service offer a duty desk function 9-5 for the sector Monday to Friday. An Improvement advisor is available to take calls and advise practitioners. Due to vacancy control ( reduction from 10fte to 7.3 available fte ) has meant we have had to review this function of support. Since April 2015 we have monitored duty desk calls, frequency and themes of query.</p> <p>It is proposed that the duty desk will be offered daily from December 1<sup>st</sup> but between 9-12:30 .The call will initially be handled by a member of the business support team who will be able to offer basic factual information, promote the use of the web or filed the call to a relevant member of the service. A member of the Improvement Team will always be available between this time.</p> <p>If a call is received in the afternoon and the query cannot be answered simply by the business support officer the provider will be asked to call back the following day. Provision has been made for urgent requests for safeguarding concerns</p> <p>The statutory function of the service is for the Improvement Advisor to work with those providers who are judged by Ofsted as less than good.</p>
<b>2</b>	<p>Does this relate to any other policy within your department, the Council or with other partner organisations? <i>If yes, please reference the relevant policy or EHRIA. If unknown, further investigation may be required.</i></p> <p>The duty desk fulfils part of statutory guidance for Early Years and Local Authorities for offering advice support and guidance. The duty desk is available for all providers to access regardless of their Ofsted grade.</p>
<b>3</b>	<p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p>The target group are providers from the 0-5 sector (including child minders, leaders and managers from pre schools and day nurseries, schools and parents). They will still be able to access advice support and guidance but on a reduced timescale. It is proposed that the duty desk will be offered daily from December 1<sup>st</sup> but between 9-12:30 .The call will initially be handled by a member of the business support team who will be able to offer basic factual information, promote the use of the web or filed the call to a relevant member of the service. A member of the Improvement Team will always be available between this time.</p> <p>Providers will be informed of the changes through the e-blast communication which is emailed to them directly twice a month</p>
<b>4</b>	<p>Will this policy meet the Equality Act 2010 requirements to have due regard to</p>

the need to meet any of the following aspects? <b>(Please tick and explain how)</b>			
	Yes	No	How?
Eliminate unlawful discrimination, harassment and victimisation		No	
Advance equality of opportunity between different groups	Yes		Universal offer of support to all providers regardless of inspection outcome.
Foster good relations between different groups	Yes		Each provider is able to phone in and receive relevant support from officers in the service

## Section 2: Equality and Human Rights Impact Assessment (EHRIA) Screening

### Section 2: Equality and Human Rights Impact Assessment Screening

The purpose of this section of the assessment is to help you decide if a full EHRIA is required.

If you have already identified that a full EHRIA is needed for this policy/ practice/ procedure/ function/ service, either via service planning processes or other means, then please go straight to [Section 3](#) on Page 7 of this document.

### Section 2

#### A: Research and Consultation

5.	Have the target groups been consulted about the following?	Yes	No*
	a) their current needs and aspirations and what is important to them;	Yes	
	b) any potential impact of this change on them (positive and negative, intended and unintended);	Yes	
	c) potential barriers they may face	Yes	
6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?		
7.	Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?	Yes	

<b>8.</b>	*If you answered 'no' to the question above, please use the space below to outline what consultation you are planning to undertake, or why you do not consider it to be necessary.

**Section 2**

**B: Monitoring Impact**

<b>9.</b>	Are there systems set up to:	<b>Yes</b>	<b>No</b>
	a) monitor impact (positive and negative, intended and unintended) for different groups;	Yes duty desk will continue to be monitored for themes and frequency	
	b) enable open feedback and suggestions from different communities	Yes providers will be able to respond through a snap survey later in the year	

**Note: If no to Question 8, you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.**

**Section 2**

**C: Potential Impact**

<b>10.</b>	Use the table below to specify if any individuals or community groups who identify with any of the <a href="#">‘protected characteristics’</a> may <u>potentially</u> be affected by this policy and describe any positive and negative impacts, including any barriers.			
		<b>Yes</b>	<b>No</b>	<b>Comments</b>
	<b>Age</b>		<b>No</b>	Providers of all ages are enabled to use the duty desk so the proposed changes will have a neutral impact Age is irrelevant for those calling the duty desk
	<b>Disability</b>		<b>No</b>	Providers with disability are enabled to use duty desk and if disability known IA can support accordingly the proposed changes will have a neutral impact disability is irrelevant for those calling the duty desk

	<b>Gender Reassignment</b>		No	The duty desk does not impact on gender reassignment the proposed changes will have a neutral impact Gender reassignment is irrelevant for those calling the duty desk
	<b>Marriage and Civil Partnership</b>		No	The duty desk does not impact on marriage and civil partnership the proposed changes will have a neutral impact Marriage and civil partnership is irrelevant for those calling the duty desk
	<b>Pregnancy and Maternity</b>		No	The duty desk does not impact on Pregnancy and Maternity t proposed changes will have a neutral impact Pregnancy and maternity is irrelevant for those calling the duty desk he
	<b>Race</b>		No	The duty desk does not impact on race the proposed changes will have a neutral impact Race is irrelevant for those calling the duty desk
	<b>Religion or Belief</b>		No	The duty desk does not impact on religion or belief the proposed changes will have a neutral impact Religion or belief is irrelevant for those calling the duty desk the
	<b>Sex</b>		No	The duty desk does not impact on sex the proposed changes will have a neutral impact Sex is irrelevant for those calling the duty desk
	<b>Sexual Orientation</b>		No	The duty desk does not impact on sexual orientation the proposed changes will have a neutral impact Sexual orientation is irrelevant for those calling the duty desk
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b>		No	The duty desk does not impact on other groups and has a neutral impact.
	<b>Community Cohesion</b>		No	
<b>11.</b>	Are the human rights of individuals <u>potentially</u> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics?			

<b>(Please tick)</b>				
Explain why you consider that any particular <a href="#">article in the Human Rights Act</a> may apply to your policy/ practice/ function or procedure and how the human rights of individuals are likely to be affected below: [NB. Include positive and negative impacts as well as barriers in benefiting from the above proposal]				
		<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Part 1: The Convention- Rights and Freedoms</b>				
<b>Article 2: Right to life</b>			X	
<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>			X	
<b>Article 4: Right not to be subjected to slavery/ forced labour</b>			X	
<b>Article 5: Right to liberty and security</b>			X	
<b>Article 6: Right to a fair trial</b>			X	
<b>Article 7: No punishment without law</b>			X	
<b>Article 8: Right to respect for private and family life</b>			X	
<b>Article 9: Right to freedom of thought, conscience and religion</b>			X	
<b>Article 10: Right to freedom of expression</b>			x	
<b>Article 11: Right to freedom of assembly and association</b>			X	
<b>Article 12: Right to marry</b>			X	
<b>Article 14: Right not to be discriminated against</b>	X			The duty desk offers advice guidance and support and welfare requirements around EYFS
<b>Part 2: The First Protocol</b>				
<b>Article 1: Protection of property/ peaceful enjoyment</b>			X	
<b>Article 2: Right to education</b>			X	
<b>Article 3: Right to free elections</b>			X	
<b>Section 2</b>				
<b>D: Decision</b>				
<b>12.</b>	Is there evidence or any other reason to	<b>Yes</b>	<b>No</b>	<b>Unknown</b>

	suggest that:			
	a) this policy could have a different affect or adverse impact on any section of the community;		No	
	b) any section of the community may face barriers in benefiting from the proposal		No	
<b>13.</b>	Based on the answers to the questions above, what is the likely impact of this policy			
	No Impact <input type="checkbox"/>	Positive Impact <input type="checkbox"/>	Neutral Impact <input checked="" type="checkbox"/> Due to the analysis only 30% of calls were for the Improvement team and the most frequent times of calls were Monday, Wednesday morning.	Negative Impact or Impact Unknown <input type="checkbox"/>
<b>Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required.</b>				
<b>14.</b>	Is an EHRIA report required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

## Section 2: Completion of EHRIA Screening

Upon completion of the screening section of this assessment, you should have identified whether an EHRIA Report is required for further investigation of the impacts of this policy.

**Option 1:** If you identified that an EHRIA Report is required, continue to [Section 3](#) on Page 7 of this document to complete.

**Option 2:** If there are no equality, diversity or human rights impacts identified and an EHRIA report is not required, continue to [Section 4](#) on Page 14 of this document to complete.

## Section 3: Equality and Human Rights Impact Assessment (EHRIA) Report

### Section 3: Equality and Human Rights Impact Assessment Report

This part of the assessment will help you to think thoroughly about the impact of this policy and to critically examine whether it is likely to have a positive or negative impact on different groups within our diverse community. It is also to identify any barriers that may detrimentally affect under-represented communities or groups, who may be disadvantaged by the way in which we carry out our business.

Using the information gathered either within the EHRIA Screening or independently of this process, this EHRIA Report should be used to consider the impact or likely impact of the policy in relation to all areas of equality, diversity and human rights as outlined in Leicestershire County Council's Equality Strategy.

### Section 3

#### A: Research and Consultation

When considering the target groups it is important to think about whether new data needs to be collected or whether there is any existing research that can be utilised.

15. Based on the gaps identified either in the EHRIA Screening or independently of this process, how have you now explored the following and what does this information/data tell you about each of the diverse groups?
- a) current needs and aspirations and what is important to individuals and community groups (including human rights);
  - b) likely impacts (positive and negative, intended and unintended) to individuals and community groups (including human rights);
  - c) likely barriers that individuals and community groups may face (including human rights)



<b>16.</b>	Is any further research, data collection or evidence required to fill any gaps in your understanding of the potential or known affects of the policy on target groups?
<p>When considering who is affected by this proposed policy, it is important to think about consulting with and involving a range of service users, staff or other stakeholders who may be affected as part of the proposal.</p>	
<b>17.</b>	Based on the gaps identified either in the EHRIA Screening or independently of this process, <u>how</u> have you further consulted with those affected on the likely impact and <u>what</u> does this consultation tell you about each of the diverse groups?
<b>18.</b>	Is any further consultation required to fill any gaps in your understanding of the potential or known effects of the policy on target groups?

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**Section 3**

**B: Recognised Impact**

<b>19.</b>	Based on any evidence and findings, use the table below to specify if any individuals or community groups who identify with any 'protected characteristics' are <u>likely</u> be affected by this policy. Describe any positive and negative impacts, including what barriers these individuals or groups may face.	
		<b>Comments</b>
	<b>Age</b>	
	<b>Disability</b>	
	<b>Gender Reassignment</b>	
	<b>Marriage and Civil Partnership</b>	
	<b>Pregnancy and Maternity</b>	
	<b>Race</b>	
	<b>Religion or Belief</b>	
	<b>Sex</b>	
	<b>Sexual Orientation</b>	
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after</b>	

	<b>children, deprived or disadvantaged communities</b>	
	<b>Community Cohesion</b>	

<b>20.</b>	Based on any evidence and findings, use the table below to specify if any particular Articles in the Human Rights Act are <u>likely</u> apply to your policy. Are the human rights of any individuals or community groups affected by this proposal? Is there an impact on human rights for any of the protected characteristics?	
		<b>Comments</b>
	<b>Part 1: The Convention- Rights and Freedoms</b>	
	<b>Article 2: Right to life</b>	
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>	
	<b>Article 4: Right not to be subjected to slavery/ forced labour</b>	
	<b>Article 5: Right to liberty and security</b>	
	<b>Article 6: Right to a fair trial</b>	
	<b>Article 7: No punishment without law</b>	
	<b>Article 8: Right to respect for private and family life</b>	
	<b>Article 9: Right to freedom of thought, conscience and religion</b>	
	<b>Article 10: Right to freedom of expression</b>	
	<b>Article 11: Right to freedom of assembly and association</b>	
	<b>Article 12: Right to marry</b>	
	<b>Article 14: Right not to be discriminated against</b>	
	<b>Part 2: The First Protocol</b>	

	<b>Article 1: Protection of property/ peaceful enjoyment</b>	
	<b>Article 2: Right to education</b>	
	<b>Article 3: Right to free elections</b>	
<b>Section 3</b>		
<b>C: Mitigating and Assessing the Impact</b>		
Taking into account the research, data, consultation and information you have reviewed and/or carried out as part of this EHRIA, it is now essential to assess the impact of the policy.		
<b>21.</b>	If you consider there to be actual or potential adverse impact or discrimination, please outline this below. State whether it is justifiable or legitimate and give reasons.	
N.B.		
i) If you have identified adverse impact or discrimination that is <u>illegal</u> , you are required to take action to remedy this immediately.		
ii) If you have identified adverse impact or discrimination that is <u>justifiable or legitimate</u> , you will need to consider what actions can be taken to mitigate its effect on those groups of people.		
<b>22.</b>	Where there are potential barriers, negative impacts identified and/or barriers or impacts are unknown, please outline how you propose to minimise all negative impact or discrimination.	
	<ul style="list-style-type: none"> <li>a) include any relevant research and consultations findings which highlight the best way in which to minimise negative impact or discrimination</li> <li>b) consider what barriers you can remove, whether reasonable adjustments may be necessary, and how any unmet needs that you have identified can be addressed</li> <li>c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why</li> </ul>	

<b>Section 3</b>	
<b>D: Making a decision</b>	
<b>23.</b>	Summarise your findings and give an overview as to whether the policy will meet Leicestershire County Council's responsibilities in relation to equality, diversity, community cohesion and human rights.

<b>Section 3</b>	
<b>E: Monitoring, evaluation &amp; review of your policy</b>	
<b>24.</b>	Are there processes in place to review the findings of this EHRIA and make appropriate changes? In particular, how will you monitor potential barriers and any positive/ negative impact?
<b>25.</b>	How will the recommendations of this assessment be built into wider planning and review processes? <i>e.g. policy reviews, annual plans and use of performance management systems</i>

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**Section 3:**  
**F: Equality and human rights improvement plan**

Please list all the equality objectives, actions and targets that result from the Equality and Human Rights Impact Assessment (EHRIA) (continue on separate sheets as necessary). These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

<b>Equality Objective</b>	<b>Action</b>	<b>Target</b>	<b>Officer Responsible</b>	<b>By when</b>

## Section 4: Sign off and scrutiny

Upon completion, the Lead Officer completing this assessment is required to sign the document in the section below.

It is required that this Equality and Human Rights Impact Assessment (EHRIA) is scrutinised by your [Departmental Equalities Group](#) and signed off by the Chair of the Group.

Once scrutiny and sign off has taken place, a depersonalised version of this EHRIA should be published on Leicestershire County Council's website. Please send a copy of this form to [louisa.jordan@leics.gov.uk](mailto:louisa.jordan@leics.gov.uk), Members Secretariat, in the Chief Executive's department for publishing.

### Section 4

#### A: Sign Off and Scrutiny

Confirm, as appropriate, which elements of the EHRIA have been completed and are required for sign off and scrutiny.

**Equality and Human Rights Assessment Screening**

**Equality and Human Rights Assessment Report**

1<sup>st</sup> Authorised Signature (EHRIA Lead Officer): ..... *U Reynolds* .....

Date: 30<sup>th</sup> November 2015

2<sup>nd</sup> Authorised Signature (DEG Chair): ..... *M Hannay* .....

Date: 30<sup>th</sup> November 2015