

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

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

| Key Details | |
|---|---|
| Name of policy being assessed: | East Leicestershire LEADER programme: Pt.2: Application and decision making processes |
| Department and section: | Chief Executives – Policy, Economy & Communities |
| Name of lead officer/ job title and others completing this assessment: | Charlotte Long, LEADER project manager |
| Contact telephone numbers: | 0116 3056298 |
| Name of officer/s responsible for implementing this policy: | Charlotte Long, LEADER project manager |
| Date EHRIA assessment started: | 18/01/16 |
| Date EHRIA assessment completed: | 14/03/16 |

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.

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| 1 | <p>What is new or changed in this policy? <i>What has changed and why?</i></p> <ol style="list-style-type: none">1. LEADER is a community-led development programme funded through the EU Rural Development Programme which forms the second pillar of the Common Agricultural Policy (LEADER is a French acronym which translates to 'Liaison among actors in rural economic development'). All rural areas in England (with a maximum population of 150,000) have the opportunity to bid for LEADER funding for the 2014-2020 programme. Bids must deliver on jobs and growth as well as the following six Defra priorities:<ol style="list-style-type: none">1. Increasing farm productivity2. Support for small and micro businesses (incl. farm diversification)3. Rural tourism4. Culture and heritage5. Provision of rural services6. Increasing forestry productivity <p>There are three key stages of the programme for EHRI assessment. These are:</p> <ol style="list-style-type: none">I. Pre-programme consultation and recruitment of Local Action GroupII. Application and decision making processesIII. Project implementation and monitoring <p>This document assesses the second stage; Application and decision making process.</p> <ol style="list-style-type: none">2. There are two key elements to operating a LEADER programme:<ol style="list-style-type: none">a) Managing the application process for potential projects. This is a |
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| | <p>two stage application process, Outline application and full application</p> <p>b)Co-ordinating the decision making process. Decisions are necessary at both stages of the application process.</p> | | |
| 2 | <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>Leicestershire Rural Framework 2014-2020</p> <p>LLEP Strategic Economic Plan 2014-2020</p> | | |
| 3 | <p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p>The people affected by this element of the programme are the applicants. These are mostly people living and working in rural areas but can be from any social group.</p> <p>The scheme is open to businesses and community groups.</p> | | |
| 4 | <p>Will this policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects? (Please tick and explain how)</p> | | |
| | | Yes | No |
| | | How? | |
| | Eliminate unlawful discrimination, harassment and victimisation | ✓ | <p>All approved projects, procured activity and partners will comply with equalities and human rights legislation through having appropriate policies and practices in place.</p> <p>The terms of reference for the LAG will stipulate that LAG members will live up to the highest ethical standards, and comply fully with the Code of Conduct and Equalities Statement as set out by the Local Development Strategy.</p> <p>All LAG members and LEADER staff team members will receive equality and diversity training in the form of LCC's e-learning module. This is also available in different formats should members require it.</p> <p>The possibility of additional unconscious bias training is being explored.</p> |
| | Advance equality | | The Local Action Group will aim to be |

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| | of opportunity between different groups | ✓ | <p>representative of the wider community. LAG and staff members will receive the appropriate training to ensure compliance with Public Sector Equality Duty and knowledge of the Human Rights Act.</p> <p>Applicants are required to apply to the programme electronically. The staff team will provide support to any applicants that are unable to do this for any reason. Reasonable adjustments will be made where practicable.</p> |
| | Foster good relations between different groups | ✓ | <p>The LAG will be committed to incorporating in its decision-making processes the values inherent in the Human Rights Act 1998 and the community cohesion agenda. Unconscious bias training will be provided to ensure consistency and fairness within the decision making process.</p> <p>The scheme is promoted through a number of different channels. Information can be accessed via local press, website and social media. LEADER is also promoted and represented at a number of business and community events in the rural areas to ensure visibility to all groups.</p> |

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* |
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| | a) their current needs and aspirations and what is important to them | ✓ | |

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| | b) any potential impact of this change on them (positive and negative, intended and unintended); | ✓ | |
| | c) potential barriers they may face | | ✓ |
| 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? | | ✓ |
| 8. | *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. | | |
| | <p>Consultation has already taken place to determine the strategic priorities of the programme for the area (see EHRIA pt.1).</p> <p>The application and decision making process is largely determined by the Rural Payments Agency. Strict guidelines and procedures are in place that must be adhered to by all LEADER groups across the country and standard documents are in place to ensure consistency. There is very little flexibility in these processes to be able to consult on. When making a full application, all applicants are asked to advise how their project will address equality and diversity. When making decisions regarding full applications, the Local Action Group will refer to the Local Development Strategy previously prepared. The programme staff team will be as flexible as practically possible within these guidelines to accommodate the specific needs of applicants.</p> | | |

Section 2

B: Monitoring Impact

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| 9. | Are there systems set up to: | Yes | No |
| | a) monitor impact (positive and negative, intended and unintended) for different groups; | ✓ | |
| | b) enable open feedback and suggestions from different communities | ✓ | |

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

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| 10. | Use the table below to specify if any individuals or community groups who identify with any of the ' protected characteristics ' may <u>potentially</u> be affected by this policy and describe any positive and negative impacts, including any barriers. |
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| | Yes | No | Comments |
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| Age | | ✓ | |
| Disability | ✓ | | Applications must be made electronically. This could have a negative effect on applicants who have a disability which may make it difficult for them to use a computer, for example those who have a visual impairment or are dyslexic. In order to mitigate for this potential impact the staff team will aim to work with applicants who require additional support to overcome this barrier. Materials can be made available in a range of formats via the interpretation and translation service, for example easy read, braille and audio. BSL interpreters can also be accessed via the interpretation and translation service if required. |
| Gender Reassignment | | ✓ | |
| Marriage and Civil Partnership | | ✓ | |
| Pregnancy and Maternity | | ✓ | |
| Race | | ✓ | |
| Religion or Belief | | ✓ | |
| Sex | | ✓ | |
| Sexual Orientation | | ✓ | |
| Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum | ✓ | | The programme is aimed at rural areas so should have a positive impact on groups in this area. However, areas of rural |

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| | seeker and refugee communities, looked after children, deprived or disadvantaged communities | | | isolation may struggle to apply electronically as they may have a lack of access to IT services and/or broadband. |
| | Community Cohesion | | ✓ | |
| 11. | <p>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? (Please tick)</p> <p>Explain why you consider that any particular article in the Human Rights Act 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]</p> | | | |
| | | Yes | No | Comments |
| | Part 1: The Convention- Rights and Freedoms | | | |
| | Article 2: Right to life | | ✓ | |
| | Article 3: Right not to be tortured or treated in an inhuman or degrading way | | ✓ | |
| | Article 4: Right not to be subjected to slavery/ forced labour | | ✓ | |
| | Article 5: Right to liberty and security | | ✓ | |
| | Article 6: Right to a fair trial | | ✓ | |
| | Article 7: No punishment without law | | ✓ | |
| | Article 8: Right to respect for private and family life | | ✓ | |
| | Article 9: Right to freedom of thought, conscience and religion | | ✓ | |
| | Article 10: Right to freedom of expression | | ✓ | |
| | Article 11: Right to freedom of assembly and association | | ✓ | |
| | Article 12: Right to marry | | ✓ | |
| | Article 14: Right not to be discriminated against | | ✓ | In allocating LEADER funds and throughout the whole process, the LAG will have due regard to the objectives listed in section 149 of |

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| | | | | the Equality Act 2010 (the Public Sector Equality Duty). The LAG will also be committed to incorporating in its decision-making process, the values inherent in the Human rights Act 1998 and community cohesion agenda. |
| Part 2: The First Protocol | | | | |
| | Article 1: Protection of property/ peaceful enjoyment | | ✓ | |
| | Article 2: Right to education | | ✓ | |
| | Article 3: Right to free elections | | ✓ | |
| Section 2 | | | | |
| D: Decision | | | | |
| 12. | Is there evidence or any other reason to suggest that: | Yes | No | Unknown |
| | a) this policy could have a different affect or adverse impact on any section of the community; | | ✓ | |
| | b) any section of the community may face barriers in benefiting from the proposal | | ✓ | |
| 13. | Based on the answers to the questions above, what is the likely impact of this policy | | | |
| | No Impact <input type="checkbox"/> | Positive Impact <input checked="" type="checkbox"/> | Neutral Impact <input type="checkbox"/> | Negative Impact or Impact Unknown <input type="checkbox"/> |
| Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required. | | | | |
| 14. | 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)

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| 16. | 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? |
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| <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> | |
| 17. | 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? |
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| 18. | 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

19. 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 likely be affected by this policy. Describe any positive and negative impacts, including what barriers these individuals or groups may face.

| | Comments |
|---------------------------------------|-----------------|
| Age | |
| Disability | |
| Gender Reassignment | |
| Marriage and Civil Partnership | |
| Pregnancy and Maternity | |
| Race | |
| Religion or Belief | |
| Sex | |
| Sexual Orientation | |

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| | <p>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</p> | |
| | <p>Community Cohesion</p> | |

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| <p>20.</p> | <p>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?</p> | |
| | | Comments |
| | Part 1: The Convention- Rights and Freedoms | |
| | Article 2: Right to life | |
| | Article 3: Right not to be tortured or treated in an inhuman or degrading way | |
| | Article 4: Right not to be subjected to slavery/ forced labour | |
| | Article 5: Right to liberty and security | |
| | Article 6: Right to a fair trial | |
| | Article 7: No punishment without law | |
| | Article 8: Right to respect for private and family life | |
| | Article 9: Right to freedom of thought, conscience and religion | |
| | Article 10: Right to freedom of expression | |
| | Article 11: Right to freedom of assembly and association | |
| Article 12: Right to marry | | |

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| | Article 14: Right not to be discriminated against | |
| | Part 2: The First Protocol | |
| | Article 1: Protection of property/ peaceful enjoyment | |
| | Article 2: Right to education | |
| | Article 3: Right to free elections | |
| Section 3 | | |
| C: Mitigating and Assessing the Impact | | |
| 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. | | |
| 21. | 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. | | |
| 22. | 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. | |
| | a) include any relevant research and consultations findings which highlight the best way in which to minimise negative impact or discrimination | |
| | 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 | |

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| | c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why |
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| Section 3 | |
| D: Making a decision | |
| 23. | 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. |
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| Section 3 | |
| E: Monitoring, evaluation & review of your policy | |
| 24. | 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? |
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| 25. | 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.

| Equality Objective | Action | Target | Officer Responsible | By when |
|--------------------|--------|--------|---------------------|---------|
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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.

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

1st Authorised Signature (EHRIA Lead Officer):

Date: 11 April 2016



2nd Authorised Signature (DEG Chair):

Date: