

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:	Proposal to establish a new primary school in Braunstone Town, Leicestershire
Department and section:	Children & Families School Organisation Service
Name of lead officer/ job title and others completing this assessment:	David Atterbury; Head of Strategy, School Sufficiency Nathan Odom; School Place Planning Officer
Contact telephone numbers:	0116 305 5831
Name of officer/s responsible for implementing this policy:	David Atterbury; Head of Strategy, School Sufficiency Sue Owen, Service manager, School Organisation Service
Date EHRIA assessment started:	1 st October 2014
Date EHRIA assessment completed:	tbc

Section 1: Defining the policy

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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.

1	<p>What is new or changed in this policy? <i>What has changed and why?</i></p> <p>As part of the strategic vision to develop education in Leicestershire, we have identified a need for additional primary school places to serve Braunstone Town and Leicester Forest East areas.</p> <p>The Council's Cabinet gave approval on the 11th December 2014 to proceed with the development of a new 210 place primary school to meet an emerging demand for school places. The Academy will be expected to open from September 2016.</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>The relates to Leicestershire's approved School Place Planning Strategy</p>														
3	<p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p>The main intended group are children and their families in the Braunstone Town and Leicester Forest East communities. The intended outcome is to provide high quality education and extended choice to families.</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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> <th style="width: 50%; text-align: center;">How?</th> </tr> </thead> <tbody> <tr> <td>Eliminate unlawful discrimination, harassment and victimisation</td> <td style="text-align: center;">✓</td> <td></td> <td>Ensuring children are taught in a community based setting, with clear policies addressing those listed.</td> </tr> <tr> <td>Advance equality of opportunity</td> <td style="text-align: center;">✓</td> <td></td> <td>All children and families regardless of background or characteristics will have</td> </tr> </tbody> </table>				Yes	No	How?	Eliminate unlawful discrimination, harassment and victimisation	✓		Ensuring children are taught in a community based setting, with clear policies addressing those listed.	Advance equality of opportunity	✓		All children and families regardless of background or characteristics will have
	Yes	No	How?												
Eliminate unlawful discrimination, harassment and victimisation	✓		Ensuring children are taught in a community based setting, with clear policies addressing those listed.												
Advance equality of opportunity	✓		All children and families regardless of background or characteristics will have												

	between different groups			an equal opportunity to apply for a place at the new school
	Foster good relations between different groups	✓		Community provision will be available which will support the development of good relations in the community.

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

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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;	✓	
	b) any potential impact of this change on them (positive and negative, intended and unintended);	✓	
	c) potential barriers they may face		
	A series of consultation events were held on 13th October and 7th October 2014 in the local community. At these meetings officers discussed the proposals for the new school with parents, prospective parents and local residents.	✓	
6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?	n/a	n/a
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.

Section 2
B: Monitoring Impact

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

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.			
		Yes	No	Comments
	Age		✓	No impact
	Disability	✓		Disabled children in this community will have access to local school places.
	Gender Reassignment		✓	No impact
	Marriage and Civil Partnership		✓	No impact
	Pregnancy and Maternity		✓	No impact
	Race		✓	No impact
	Religion or Belief		✓	No impact
	Sex		✓	No impact

	Sexual Orientation		✓	No impact
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities		✓	No impact
	Community Cohesion	✓		The new school will provide community space to promote 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		✓	No impact
	Article 3: Right not to be tortured or treated in an inhuman or degrading way		✓	No impact
	Article 4: Right not to be subjected to slavery/ forced labour		✓	No impact
	Article 5: Right to liberty and security		✓	No impact
	Article 6: Right to a fair trial		✓	No impact
	Article 7: No punishment without law		✓	No impact
	Article 8: Right to respect for private and family life		✓	No impact
	Article 9: Right to freedom of thought, conscience and		✓	No impact

	religion			
	Article 10: Right to freedom of expression		✓	No impact
	Article 11: Right to freedom of assembly and association		✓	No impact
	Article 12: Right to marry		✓	No impact
	Article 14: Right not to be discriminated against		✓	No impact
Part 2: The First Protocol				
	Article 1: Protection of property/ peaceful enjoyment			No impact
	Article 2: Right to education	✓		Further enhancing the availability of high quality education
	Article 3: Right to free elections			No impact
Section 2				
D: Decision				
12.	Is there evidence or any other reason to suggest that:		Yes	No
	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 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, 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

1st Authorised Signature (EHRIA Lead Officer):

Date:

2nd Authorised Signature (DEG Chair):

Date: