

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 build a new 210 place primary school in Birstall to open in September 2017
Department and section:	Children & Families Service, School Organisation Service, Leicestershire County Council
Name of lead officer/ job title and others completing this assessment:	Julie Muddimer; School Place Planning Officer
Contact telephone numbers:	0116 305 6407
Name of officer/s responsible for implementing this policy:	David Atterbury; Head of Strategy, School Sufficiency
Date EHRIA assessment started:	1 st December 2016
Date EHRIA assessment completed:	22 nd February 2016

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>Proposal to build a new 210 place primary school (academy) in Birstall to open in September 2017. This academy is being established to serve the Hallam Fields housing development.</p> <p>This school is being funded using Section 106 from the above housing development. Birstall has seen an increase in the demand for pupil numbers at first time admission (Reception year) and across other years in the primary phase, largely due to the new houses built as part of the Hallam Fields development.</p> <p>This school will also have community facilities, including community football and cricket pitches and a co-located recreation centre.</p> <p>This development is a positive impact for the local community, ensuring high quality education can be accessed by all catchment children and extending range of community facilities in locality.</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 Birstall community. The intended outcome is to increase the availability of high quality education places and to provide additional recreational facilities.</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> </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.
	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 between different groups	✓		All children and families regardless of background or protected characteristics will have an equal opportunity to apply for a place at the 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

		Yes	No*
5.	Have the target groups been consulted about the following? 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	✓ ✓ ✓	
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.		

n/a

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	✓		The new school may add additional pressure on early years providers.
	Disability	✓		Positive impact. Disabled children in this community will have increased access to local school places.
	Gender Reassignment		✓	The change will have a Neutral impact on this characteristic.
	Marriage and Civil Partnership		✓	The change will have a Neutral impact on this characteristic.
	Pregnancy and Maternity		✓	The change will have a Neutral impact on this characteristic
	Race		✓	The change will have a Neutral impact on this characteristic.
	Religion or Belief		✓	The change will have a Neutral impact on this characteristic.

	Sex		✓	The change will have a Neutral impact on this characteristic.
	Sexual Orientation		✓	The change will have a Neutral impact on this characteristic.
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities		✓	The change will have a Neutral impact on this characteristic. All groups will not face barriers in accessing this school to receive high quality education.
	Community Cohesion	✓		Positive impact. 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		✓	neutral impact
	Article 3: Right not to be tortured or treated in an inhuman or degrading way		✓	neutral impact
	Article 4: Right not to be subjected to slavery/ forced labour		✓	neutral impact
	Article 5: Right to liberty and security		✓	neutral impact
	Article 6: Right to a fair trial		✓	neutral impact
	Article 7: No punishment without law		✓	neutral impact
	Article 8: Right to respect for private and family life		✓	neutral impact

	Article 9: Right to freedom of thought, conscience and religion		✓	neutral impact
	Article 10: Right to freedom of expression		✓	neutral impact
	Article 11: Right to freedom of assembly and association		✓	neutral impact
	Article 12: Right to marry		✓	neutral impact
	Article 14: Right not to be discriminated against		✓	neutral impact
Part 2: The First Protocol				
	Article 1: Protection of property/ peaceful enjoyment			neutral 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	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 type="checkbox"/>	Neutral Impact <input checked="" 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: 25.02.2016



Michelle Reynolds

2nd Authorised Signature (DEG Chair):



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Date: 25.02.16