

# 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>	Proposal to transfer Holliers Walk Primary School Hinckley, to the Mount Grace High School site Hinckley, Leicestershire
<b>Department and section:</b>	Holliers Walk Primary School, assisted by Children & Families Service, School Organisation Service, Leicestershire County Council
<b>Name of lead officer/ job title and others completing this assessment:</b>	Nathan Odom; School Place Planning Officer
<b>Contact telephone numbers:</b>	0116 305 5831
<b>Name of officer/s responsible for implementing this policy:</b>	David Atterbury; Head of Strategy, School Sufficiency  Sue Owen, Service manager, School Organisation Service
<b>Date EHRIA assessment started:</b>	3 <sup>rd</sup> November 2015
<b>Date EHRIA assessment completed:</b>	tbc

# 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><b>What is new or changed in this policy? <i>What has changed and why?</i></b></p> <p>A proposal to transfer Holliers Walk Primary School Hinckley to the current Mount Grace High School, Hinckley in September 2016. Hinckley town has seen an increase in the demand for pupil numbers at first time admission (Reception year) and across other year in the primary phase.</p> <p>Parallel to this development, the former Mount Grace Academy and John Cleveland College (JCC) commenced an amalgamation of the two academies, relocating Mount Grace Academy to the JCC campus. The Mount Grace site reverted back to the control of the Local Authority. The Cabinet gave approval to transfer Hollier's Walk Primary School to the Mount Grace site, after adaptations. Hollier's Walk Primary School will be renamed Hinckley Parks Primary School once the transfer takes place. The new school will increase its capacity for 420 places to 630.</p> <p>This development is a positive impact for the local community, ensuring high quality education can be accessed by all catchment children.</p>										
<b>2</b>	<p><b>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></b></p> <p>The relates to Leicestershire's approved <a href="#">School Place Planning Strategy</a></p>										
<b>3</b>	<p><b>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</b></p> <p>The main intended group are children and their families in the Hinckley Town community. The intended outcome is to enable Holliers Walk to further provide high quality education by having access to playing fields and larger facilities.</p> <p>This proposal will also increase the availability of high quality education for children in the Hinckley area.</p>										
<b>4</b>	<p>Will this policy meet the Equality Act 2010 requirements to have due regard to the need to meet any of the following aspects? <b>(Please tick and explain how)</b></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,</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Ensuring children are taught in a community based setting, with clear</td> </tr> </tbody> </table>				Yes	No	How?	Eliminate unlawful discrimination,	<input type="checkbox"/>	<input type="checkbox"/>	Ensuring children are taught in a community based setting, with clear
	Yes	No	How?								
Eliminate unlawful discrimination,	<input type="checkbox"/>	<input type="checkbox"/>	Ensuring children are taught in a community based setting, with clear								



<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.		
	n/a		

<b>Section 2</b>			
<b>B: Monitoring Impact</b>			
<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;	✓	
	b) enable open feedback and suggestions from different communities	✓	
<b>Note: If no to Question 8, you will need to ensure that monitoring systems are established to check for impact on the protected characteristics.</b>			

<b>Section 2</b>			
<b>C: Potential Impact</b>			
<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>	✓	The new school may add additional pressure on early years providers. Opportunity however for the early year market to expand in this area.
	<b>Disability</b>	✓	Positive impact. Disabled children in this community will have increased access to local school places.
	<b>Gender Reassignment</b>		✓ The change will have a Neutral impact on this characteristic.
	<b>Marriage and Civil Partnership</b>		✓ The change will have a Neutral impact on this characteristic.
	<b>Pregnancy and Maternity</b>		✓ The change will have a Neutral impact on this characteristic

	<b>Race</b>		✓	The change will have a Neutral impact on this characteristic.
	<b>Religion or Belief</b>		✓	The change will have a Neutral impact on this characteristic.
	<b>Sex</b>		✓	The change will have a Neutral impact on this characteristic.
	<b>Sexual Orientation</b>		✓	The change will have a Neutral impact on this characteristic.
	<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b>		✓	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.
	<b>Community Cohesion</b>	✓		Positive impact. The new school will provide community space to promote community cohesion
<b>11.</b>	<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? <b>(Please tick)</b></p> <p>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]</p>			
		<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>		✓	neutral impact
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>		✓	neutral impact
	<b>Article 4: Right not to be subjected to slavery/ forced labour</b>		✓	neutral impact
	<b>Article 5: Right to liberty and security</b>		✓	neutral impact

	<b>Article 6: Right to a fair trial</b>		✓	neutral impact	
	<b>Article 7: No punishment without law</b>		✓	neutral impact	
	<b>Article 8: Right to respect for private and family life</b>		✓	neutral impact	
	<b>Article 9: Right to freedom of thought, conscience and religion</b>		✓	neutral impact	
	<b>Article 10: Right to freedom of expression</b>		✓	neutral impact	
	<b>Article 11: Right to freedom of assembly and association</b>		✓	neutral impact	
	<b>Article 12: Right to marry</b>		✓	neutral impact	
	<b>Article 14: Right not to be discriminated against</b>		✓	neutral impact	
<b>Part 2: The First Protocol</b>					
	<b>Article 1: Protection of property/ peaceful enjoyment</b>			neutral impact	
	<b>Article 2: Right to education</b>	✓ positive		Further enhancing the availability of high quality education	
	<b>Article 3: Right to free elections</b>			No impact	
<b>Section 2</b>					
<b>D: Decision</b>					
<b>12.</b>	Is there evidence or any other reason to suggest that:		<b>Yes</b>	<b>No</b>	<b>Unknown</b>
	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			✓	
<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 checked="" type="checkbox"/>	Neutral Impact <input type="checkbox"/>	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>					

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](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: 05.01.2016.

2<sup>nd</sup> Authorised Signature (DEG Chair):

*N Hanney*

Date: 6<sup>th</sup> January 2016