

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:	Schools Admissions Policy Entry 2017
Department and section:	Education Sufficiency Children and Family Services
Name of lead officer/ job title and others completing this assessment:	Gurjit Singh Bahra Service Manager - Admissions
Contact telephone numbers:	011603056324
Name of officer/s responsible for implementing this policy:	Gurjit Singh Bahra
Date EHRIA assessment started:	November 2015
Date EHRIA assessment completed:	January 2016

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.

1	<p>What is new or changed in this policy? <i>What has changed and why?</i></p> <p>The Local Authority is the admissions authority for community and voluntary controlled schools. There is a legal requirement for Local Authorities to have a School Admission's Policy to ensure that no child is disadvantaged when applying for a school place. The policy also aims to ensure that parents have an opportunity to express up to three preference(s) about which school they wish their child to attend.</p> <p>The Admission Policy is review each year and a consultation period held at least every 7 years between November and March. This consultation period runs for a minimum of 8-weeks. It is important to note that the policy review and consultation always occurs 18 months prior to the policy becoming live (known as a 'lead-in period'). Accordingly the policy review and consultation undertaken in November 2015 is for the Admissions Policy that will affect 2017 admissions.</p> <p>Following review, the Admissions Policy remains unchanged from 2015 and the adoption of the same policy for 2017 admissions has been ratified by the Children and Family Services Departmental Management Team (DMT) and the Council Cabinet.</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.</i></p> <p><i>If unknown, further investigation may be required.</i></p> <p>The Admissions Policy is a standalone policy. Previous version of the policy exist and have been annually reviewed and changed as necessary.</p> <p>An EHRIA was produced for the Admissions Policy for admissions in 2016 and signed off by the Department Equalities Group (DEG) in December 2014. This can be viewed at: http://www.leics.gov.uk/index/your_council/equality_and_diversity/ehria/dept_ehria/cfs_ehria.htm</p>
3	<p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p>The policy is aimed at all school-aged children living in Leicestershire. The policy does not, however, apply to Academies, Studio Schools, Free Schools or those who are their own admitting authority unless the Academy, Studio School, Free School or own admitting authority have adopted fully the Local Authority's School Admissions Policy.</p> <p>The following outcomes are expected:</p> <ul style="list-style-type: none">• To continuously strive for a high first preference rate

	<ul style="list-style-type: none"> • Ensuring a fair and transparent process and that no child is disadvantaged • Develop policies that better understand the community we serve • Adherence to transparency and accountability • Reduced public expenditure in an efficient way (98% online applications resulting in reduction of secondary booklets and improved online versions) • Ensure that there is a positive contribution to equality • Prevention of inequality 															
4	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)															
	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Eliminate unlawful discrimination, harassment and victimisation</td> <td>Yes</td> <td></td> <td>By having code compliance criteria that will not discriminate</td> </tr> <tr> <td>Advance equality of opportunity between different groups</td> <td>Yes</td> <td></td> <td rowspan="2">All nine protected characteristics (Equality Act 2010) have been taken in to account when writing and reviewing the policy to ensure that no group or person is disadvantaged</td> </tr> <tr> <td>Foster good relations between different groups</td> <td>Yes</td> <td></td> </tr> </tbody> </table>		Yes	No	How?	Eliminate unlawful discrimination, harassment and victimisation	Yes		By having code compliance criteria that will not discriminate	Advance equality of opportunity between different groups	Yes		All nine protected characteristics (Equality Act 2010) have been taken in to account when writing and reviewing the policy to ensure that no group or person is disadvantaged	Foster good relations between different groups	Yes	
		Yes	No	How?												
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Foster good relations between different groups	Yes															

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;		No
	b) any potential impact of this change on them (positive and negative, intended and unintended);		No
	c) potential barriers they may face		No

6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?	Yes	
7.	Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?	Yes	
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.		
	Various bodies and agencies representing the groups have been consulted and who have the group's best interests at heart. This includes contact with all of the schools covered by the policy, faith groups, local authorities (including the local Borough and District Councils and Parish Councils), County Councillors and disabled agencies i.e RNIB, British Deaf Society to VAL.		
	There are also code compliant limitations within the policy that restrict too much flexibility.		

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;	Yes	Various school admission and school appeal statistics are maintained in order to monitor, identify and address concerns
	b) enable open feedback and suggestions from different communities	Yes	

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	Yes		The Admissions Policy has been written to tackle inequalities and to ensure that to ensure that no child is disadvantaged when applying for a school place. It has been written with regard to the Equality Act 2010. Accordingly, implementation and
	Disability	Yes		
	Gender Reassignment	Yes		

					<p>use of the Admissions Policy for admissions in 2017 will not result in any negative impact on any of the protected characteristics. Instead, it should ensure a positive impact for these characteristics, groups as use of the policy should ensure no discrimination in the admissions process.</p> <p>Evidence from previous years, when the same policy has been used – i.e. for 2015 and 2016 admissions) suggests it has been successful in achieving this equalities aim.</p>
	Marriage and Civil Partnership	Yes			
	Pregnancy and Maternity	Yes			
	Race	Yes			
	Religion or Belief	Yes			
	Sex	Yes			
	Sexual Orientation	Yes			
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	Yes			
	Community Cohesion	Yes			
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				N/A
	Article 3: Right not to be tortured or treated in an				N/A

	inhuman or degrading way			
	Article 4: Right not to be subjected to slavery/ forced labour			N/A
	Article 5: Right to liberty and security			N/A
	Article 6: Right to a fair trial			N/A
	Article 7: No punishment without law			N/A
	Article 8: Right to respect for private and family life			N/A
	Article 9: Right to freedom of thought, conscience and religion			N/A
	Article 10: Right to freedom of expression			N/A
	Article 11: Right to freedom of assembly and association			N/A
	Article 12: Right to marry			N/A
	Article 14: Right not to be discriminated against			N/A
Part 2: The First Protocol				
	Article 1: Protection of property/ peaceful enjoyment			N/A
	Article 2: Right to education	X		Children of compulsory school age have an entitlement to education and the Admissions Policy supports this through a robust, fair and transparent admission process.
	Article 3: Right to free elections			N/A
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;			No
	b) any section of the community may face barriers in benefiting from the proposal			No
13.	Based on the answers to the questions above, what is the likely impact of this policy			
	The Admissions Policy, which remains unchanged from 2015, will not disadvantage any group or community. It has been specifically written with a focus on ensure there is no			

	discrimination within the admissions process and evidence from previous years suggests it has been successful in achieving this equalities aim.		
	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)

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?

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.

17. Based on the gaps identified either in the EHRIA Screening or independently of this process, how have you further consulted with those affected on the likely impact and what does this consultation tell you about each of the diverse groups?

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?

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

20.	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?	
		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	
	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 illegal, you are required to take action to remedy this immediately.

ii) If you have identified adverse impact or discrimination that is justifiable or legitimate, 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
 - c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why

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

<p>24.</p>	<p>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?</p>
<p>25.</p>	<p>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></p>

**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

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: 26.01.16

2nd Authorised Signature (DEG Chair):



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Date: 27.01.16