

## 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>	Single Assessment Framework
<b>Department and section:</b>	Children & Family Services Department
<b>Name of lead officer/ job title and others completing this assessment:</b>	Moira O'Hagan – Head of Strategy Dave Isaac – Project Manager
<b>Contact telephone numbers:</b>	<b>MOH</b> – 0116 2656631 <b>DI</b> – 0116 3058022
<b>Name of officer/s responsible for implementing this policy:</b>	Remodelling Project Group: Walter McCulloch Project Assurance: Transformation Board, Lesley Hagger Project Lead: Moira O'Hagan
<b>Date EHRIA assessment started:</b>	24 <sup>th</sup> August 2015
<b>Date EHRIA assessment completed:</b>	20 <sup>th</sup> September 2015

# 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>What is new or changed in this policy? <i>What has changed and why?</i></p> <p>Working Together 2013 required Local Authorities to set out clear arrangements for how cases will be managed once a child is referred into Social Care. The requirements for initial and core assessments have been removed and there is now a requirement to complete statutory assessments within 45 working days:</p> <p><i>“Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children’s social care and be consistent with the requirements of this statutory guidance. The detail of each protocol will be led by the local authority in discussion with their partners and agreed with the relevant LSCB.</i></p> <p><i>“The local authority is publicly accountable for this protocol and all organisations and agencies have a responsibility to understand their local protocol.”</i></p> <p><i>Local authorities should: “ensure that any specialist assessments are coordinated so that the child and family experience a joined up assessment process and a single planning process focused on outcomes”.</i></p> <p>The Single Assessment Framework (SAF) proposal supports the notion of a “joined up assessment process” ensuring “assessments are coordinated”. This will be achieved by undertaking a consistent and coherent approach from the outset to the design of forms and processes based on best practice, to help ensure that:</p> <ul style="list-style-type: none"><li>• there is a consistent approach to assessment with children and families across early help and children’s social care services;</li><li>• assessments follow the child’s journey;</li><li>• work is undertaken to improve the quality and consistency of assessments through the Quality Assurance and Improvement Framework programme;</li><li>• processes are simplified and bureaucracy reduced;</li><li>• there is consistency with ‘Growing Safety’ methodology and departmental implementation;</li><li>• Ofsted and DfE statutory data requirements are satisfied.</li></ul> <p>Implementation of Phase 1 of the SAF was achieved in February 2014. This phase addressed the replacement of the Initial and Core Assessment forms used by LCC with the Single Assessment (Children’s Social Care) form. This current phase will introduce the use of the Single Assessment Form into the Early Help service area. This will entail merging the current separate Contact Form and Referral Form into one form, re-designing the current Single Assessment Form to follow the Signs of Safety approach adopted by the authority, implementing the Early Help Assessment functionality into Frameworki and also implementing the Early Help Plan and Review Cycle in Frameworki.</p>
<b>2</b>	<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 implementation of the Single Assessment Framework will impact the Early Help service in that certain staff groups within that service will now have to complete the Contact/Referral form, Single Assessment form, Early Help Plan and the Plan Review with service users.</p> <p>There will also be an impact on a variety of service areas within the Children's &amp; Families Service primarily the First Response and Children's Social Care areas in that the data to be entered into Frameworki will change. However, the look and feel of the Frameworki system will remain the same.</p>																		
<b>3</b>	<p>Who are the people/ groups (target groups) affected and what is the intended change or outcome for them?</p> <p><b>Statutory duties</b> – There is a statutory duty for local authorities to complete a Single Assessment once a child is referred into Social Care. The process to fulfil this duty has been in place since February 2014. There is no statutory requirement for the Early Help Service to do the same. However, getting Early Help staff to complete the Single Assessment will provide consistency of data collection across Children's Social Care.</p> <p><b>Service Users</b> – the implementation of the Single Assessment Framework into Early Help and the changes to align the Single Assessment form with the Signs of Safety approach will improve the consistency of data collection resulting in improved decision making regarding services provided to vulnerable children and their families.</p> <p><b>LCC Employees</b> – minimal impact. LCC operational staff currently enter data into Frameworki. They will continue to do this although they will be entering different data to that currently captured.</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"> <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>X</td> <td></td> <td>This service will ensure that the support needs of vulnerable children will be consistently assessed and if eligible the right level of support will be provided.</td> </tr> <tr> <td>Advance equality of opportunity between different groups</td> <td>X</td> <td></td> <td>This service will take into account the specific needs of vulnerable children and their families in order to afford them equality of opportunity.</td> </tr> <tr> <td>Foster good relations between different groups</td> <td>X</td> <td></td> <td>This service will ensure that equality, diversity and community cohesion are actively promoted throughout the process with input and advice via a variety of service user forums.</td> </tr> </tbody> </table>				Yes	No	How?	Eliminate unlawful discrimination, harassment and victimisation	X		This service will ensure that the support needs of vulnerable children will be consistently assessed and if eligible the right level of support will be provided.	Advance equality of opportunity between different groups	X		This service will take into account the specific needs of vulnerable children and their families in order to afford them equality of opportunity.	Foster good relations between different groups	X		This service will ensure that equality, diversity and community cohesion are actively promoted throughout the process with input and advice via a variety of service user forums.
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## 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**

		Yes	No*
5.	Have the target groups been consulted about the following?		
	a) their current needs and aspirations and what is important to them;	X	
	b) any potential impact of this change on them (positive and negative, intended and unintended);	X	
	c) potential barriers they may face	X	
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?	X	
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**

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

**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 <a href="#">‘protected characteristics’</a> 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
<b>Age</b>	X		The support provided to vulnerable children and their families will be better targeted as a result of implementing an improved way of data collecting, recording and sharing.
<b>Disability</b>	X		The support provided in this area will be better targeted as a result of implementing an improved way of data collecting, recording and sharing.
<b>Gender Reassignment</b>	X		The service user will continue to receive the appropriate support from the Children's and Families Service. The support provided in this area will be better targeted as a result of implementing an improved way of data collecting, recording and sharing.
<b>Marriage and Civil Partnership</b>	X		Regardless of relationship status, service user needs are central to decision making.
<b>Pregnancy and Maternity</b>	X		A Service User who is pregnant will be supported to access appropriate services. This is likely to have a positive effect.
<b>Race</b>	X		Regardless of race, service users' needs are central to decision making.
<b>Religion or Belief</b>	X		Regardless of religion or belief, Service users' needs are central to decision making.
<b>Sex</b>	X		Regardless of children's sex, service users' needs are central to decision making.
<b>Sexual Orientation</b>	X		A service user requiring support will be supported to access appropriate services. This is likely to have a positive effect.
<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum</b>	X		A service user requiring support will be supported to access appropriate services. This is

	seeker and refugee communities, looked after children, deprived or disadvantaged communities			likely to have a positive effect.
	Community Cohesion	X		Improved service delivery to service users is likely to improve 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? <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>			
		Yes	No	Comments
<b>Part 1: The Convention- Rights and Freedoms</b>				
	<b>Article 2: Right to life</b>		X	
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>	X		The implementation of a Single Assessment approach across a broader range of services will ensure that service users' needs are provided for in a more consistent and effective fashion.
	<b>Article 4: Right not to be subjected to slavery/ forced labour</b>		X	
	<b>Article 5: Right to liberty and security</b>		X	
	<b>Article 6: Right to a fair trial</b>		X	
	<b>Article 7: No punishment without law</b>		X	
	<b>Article 8: Right to respect for private and family life</b>	X		Individual's information will be managed in line with established data protection and information sharing legislation and agreements.
	<b>Article 9: Right to freedom of thought, conscience and religion</b>		X	
	<b>Article 10: Right to freedom of expression</b>		X	
	<b>Article 11: Right to freedom of assembly and association</b>		X	

	<b>Article 12: Right to marry</b>		<b>X</b>	
	<b>Article 14: Right not to be discriminated against</b>		<b>X</b>	
<b>Part 2: The First Protocol</b>				
	<b>Article 1: Protection of property/ peaceful enjoyment</b>		<b>X</b>	
	<b>Article 2: Right to education</b>		<b>X</b>	
	<b>Article 3: Right to free elections</b>		<b>X</b>	
<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>X</b>	
	b) any section of the community may face barriers in benefiting from the proposal		<b>X</b>	
<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>				
<b>14.</b>	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)



<b>16.</b>	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.	
<b>17.</b>	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?
<b>18.</b>	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.

	<b>Comments</b>
<b>Age</b>	
<b>Disability</b>	
<b>Gender Reassignment</b>	
<b>Marriage and Civil Partnership</b>	
<b>Pregnancy and Maternity</b>	
<b>Race</b>	
<b>Religion or Belief</b>	
<b>Sex</b>	
<b>Sexual Orientation</b>	
<b>Other groups e.g. rural isolation, deprivation, health inequality, carers,</b>	

	<p style="text-align: center;"><b>asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities</b></p>	
	<p style="text-align: center;"><b>Community Cohesion</b></p>	

<b>20.</b>	<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>	
		<b>Comments</b>
	<b>Part 1: The Convention- Rights and Freedoms</b>	
	<b>Article 2: Right to life</b>	
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>	
	<b>Article 4: Right not to be subjected to slavery/ forced labour</b>	
	<b>Article 5: Right to liberty and security</b>	
	<b>Article 6: Right to a fair trial</b>	
	<b>Article 7: No punishment without law</b>	
	<b>Article 8: Right to respect for private and family life</b>	
	<b>Article 9: Right to freedom of thought, conscience and religion</b>	
	<b>Article 10: Right to freedom of expression</b>	
	<b>Article 11: Right to freedom of assembly and association</b>	
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<b>Part 2: The First Protocol</b>	
<b>Article 1: Protection of property/ peaceful enjoyment</b>	
<b>Article 2: Right to education</b>	
<b>Article 3: Right to free elections</b>	
<b>Section 3</b>	
<b>C: Mitigating and Assessing the Impact</b>	
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.	
<b>21.</b>	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.	
<b>22.</b>	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. <ul style="list-style-type: none"> <li>a) include any relevant research and consultations findings which highlight the best way in which to minimise negative impact or discrimination</li> <li>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</li> <li>c) if you are not addressing any negative impacts (including human rights) or potential barriers identified for a particular group, please explain why</li> </ul>

<b>Section 3</b>	
<b>D: Making a decision</b>	
<b>23.</b>	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.

<b>Section 3</b>	
<b>E: Monitoring, evaluation &amp; review of your policy</b>	
<b>24.</b>	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?
<b>25.</b>	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

## 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):



Date: ...17 November 2015

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



Date: 17<sup>th</sup> November 2015