

## 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>	Termination of Book start Service Level Agreement
<b>Department and section:</b>	Early Learning and childcare 0-5 Service
<b>Name of lead officer/ job title and others completing this assessment:</b>	Sue Wilson (CYPS) Nikki Walters Service Manager
<b>Contact telephone numbers:</b>	0116 3058337
<b>Name of officer/s responsible for implementing this policy:</b>	Leicestershire County Council Library service funded by Early Learning and childcare 0-5 Service
<b>Date EHRIA assessment started:</b>	December 2015
<b>Date EHRIA assessment completed:</b>	

# 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>Currently the 0-5 Learning service has a Service Level Agreement (SLA) with Leicestershire County Council Library Services which will expire on 31st March 2016 and will cease to continue. Historically the post of book start has been funded by the service. However, the SLA does not fulfil any part of the 0-5 Early Years statutory function, of offering advice support and guidance to providers and of ensuring that there is sufficient high quality childcare places to enable parents to return to work or study</p> <p>The targets for SLA could now mainly be covered through the Children Centre pathway Programme and children with a hearing and visual impairment will be covered through Special Educational Needs and Disabilities (SEND) services. There is a risk for the universal offer of receiving the books but is counterbalanced, as these families are more likely to access high quality childcare and research shows this has lasting impact.</p> <p>The Book Start Programme objectives are to:</p> <ul style="list-style-type: none"><li>• enhance the quality of interaction between parents/carers and children;</li><li>• improve literacy and learning for children in households where there is low, or no reading activity;</li><li>• contribute to the prime area of communication and language and the specific areas of literacy and mathematics within the Early Years Foundation Stage Development.</li></ul>
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 policy is linked to Leicestershire County Council Library Services. Health professionals gift the Book Start baby pack in a child's first year (2 board books and tips for parents), and distribute treasure packs (1 storybook and tips for parents) to providers when a child is 3 and 4.</p> <p>Although this relates to the strategic priorities of Children and Family Service (CFS) of achieve, of supporting high standards of achievement in primary and secondary education and supports improved outcomes for vulnerable children the effect of not having access to the resources of 3 books is minimal compared to accessing high quality childcare.</p> <p>The statutory obligations of the 0-5 service are to ensure that there are sufficient high quality childcare places for children to attend to ensure parents and carers can return to work and study.</p> <p>The EIHR has been written in consultation with Adults and Communities Service</p>

	<p>who are commissioned to deliver the service.</p> <p>Changes to the Book Start programme will not impact on the 'Caring about Reading' which is a service to help children and young people in care who enjoy reading to get the most out of books and resources like libraries. Children in care will still be able to access this service either directly (information for children and young people about the service can be found on The Beacon website: <a href="http://thebeaconleics.com/bookclubs-and-caring-about-readi.html">http://thebeaconleics.com/bookclubs-and-caring-about-readi.html</a>) or via their social worker.</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>Book start is a charitable trust offering 3 free books to all children at different ages prior to starting school (universal, vulnerable and SEND 0-3 year olds). The changes are that the some of the targets from SLA will be delivered through Children Centre Pathway Programme and children with a hearing and visual impairment will be able to receive their entitlement to treasure packs as the SEND services will be able to disseminate and order the resources on behalf of the children as it is intended that books will be ordered for the forthcoming year for this group of children during a transitional period . There is a risk for the universal offer, however this is minimal as these families are more likely to access high quality childcare and research shows this has lasting impact.</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></td> <td>No</td> <td></td> </tr> <tr> <td>Advance equality of opportunity between different groups</td> <td></td> <td>No</td> <td>Vulnerable families will be able to access books through children centre and pathway programme and SEND services</td> </tr> <tr> <td>Foster good relations between different groups</td> <td></td> <td>No</td> <td></td> </tr> </tbody> </table>				Yes	No	How?	Eliminate unlawful discrimination, harassment and victimisation		No		Advance equality of opportunity between different groups		No	Vulnerable families will be able to access books through children centre and pathway programme and SEND services	Foster good relations between different groups		No	
	Yes	No	How?																
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Foster good relations between different groups		No																	

## 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*
	<p>a) their current needs and aspirations and what is important to them;</p> <p>b) any potential impact of this change on them (positive and negative, intended and unintended);</p> <p>c) potential barriers they may face</p>		NO
			NO
			NO
6.	If the target groups have not been consulted directly, have representatives been consulted or research explored (e.g. Equality Mapping)?		NO
7.	Have other stakeholder groups/ secondary groups (e.g. carers of service users) been explored in terms of potential unintended impacts?		NO
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.		
	<p>The 0-5 Learning service has looked at opportunities to ensure children deemed most vulnerable may still have opportunity to access their free entitlement to books.</p> <p>The research indicates that early literacy skills supports children's later educational achievement. The Book Start initiative in its entirety supports early literacy skills. It is a universal scheme for all children.</p> <p>Due to the ceasing of the book start post a different set of arrangements are needed. Although health visitors are still able to distribute the baby pack of books for all children at the 12 month health checks the administration, distribution and reporting to book start is unable to happen. In the longer term the library services are looking at alternative transitional arrangements where this service may be reintroduced.</p> <p>The Early Years Specialist Support Service is happy to liaise, order and distribute resources to those children who they work with visual and hearing impairments and SEND. The support service would also be able to signpost, where relevant, to schemes such as the Caring About Reading service.</p> <p>The main barrier remains for the distribution of treasure packs. Currently providers distribute the books to children on behalf of the LA when children become 3. There are 342 providers.</p> <p>Although providers are still able to distribute the treasure pack of books for all</p>		

children at 3 and 4 the administration, distribution and reporting to book start is unable to happen. In the longer term the library services are looking at alternative transitional arrangements where this service may be reintroduced . The promotion of early literacy can be incorporated within the Early Help Children Centre pathway through Peers Early Education Partnership and Parents Involved in Children’s Learning. Currently the children Centre programme promotes early communication and reading skills amongst staff and deliver singing and story based sessions as part of the pathway programme for 0-2 year olds. Activities are more focused to support parents to support their child with early language and reading skills. The programme also promotes early language and reading skills at locality events and in the community.

**Section 2**

**B: Monitoring Impact**

<b>9.</b>	Are there systems set up to:  a) monitor impact (positive and negative, intended and unintended) for different groups;  b) enable open feedback and suggestions from different communities	<b>Yes</b>	<b>No</b>
		complaints that service has stopped	
		complaints that service has stopped	

**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**

<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>	yes		Provision is for only 12 months and 3 yr olds. vulnerable children will receive books through children centre and SEND services. universal offer may be at risk of receiving the books as these families are more likely to access high quality childcare
	<b>Disability</b>	yes		books specifically designed for children who have visual and hearing impaired will be able to

			access their books through SEND services
<b>Gender Reassignment</b>		No	The ceasing of the book start post will not impact on gender reassignment and will have a neutral impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Marriage and Civil Partnership</b>		No	The ceasing of the book start post will not impact on marriage and civil partnership and will have a neutral impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Pregnancy and Maternity</b>		No	The ceasing of the book start post will not impact on pregnancy and maternity and will have a neutral impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Race</b>	yes		Dual language books specifically designed for children from minority groups are available only at 12 months and 3 yr olds. The ceasing of the book start post will impact on race and will have a impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Religion or Belief</b>		No	The ceasing of the book start post will not impact on religion and belief and will have a impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Sex</b>		No	The ceasing of the book start post will not impact on Sex and will have a neutral impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Sexual Orientation</b>		No	The ceasing of the book start post will not impact on Sexual orientation and will have a neutral impact on those wishing to access their free entitlement to books at 12 months and 3 yrs olds
<b>Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after</b>	yes		The ceasing of the book start post will not impact on vulnerable families and those wishing to access their free entitlement to books at 12 months and 3 yrs olds. Children with SEND, visual and hearing impairments will receive

	<b>children, deprived or disadvantaged communities</b>			books through SEND services. Children outside of vulnerable groups are considered to be less disadvantaged where they are accessing high quality childcare. In Leicestershire 96% of 3 year olds access their free entitlement to early education. All Looked After Children in Leicestershire will also be able to continue accessing the Caring About Reading form.
	<b>Community Cohesion</b>		No	
<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>		X	
	<b>Article 3: Right not to be tortured or treated in an inhuman or degrading way</b>		X	
	<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	
	<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>		X	

	<b>Article 14: Right not to be discriminated against</b>		X	
<b>Part 2: The First Protocol</b>				
	<b>Article 1: Protection of property/ peaceful enjoyment</b>		X	
	<b>Article 2: Right to education</b>	X		The book start programme entitles all children to their own books and to improve literacy and learning for children in households where there is low, or no reading activity. however those children on the children centre pathway will still access the provision that was previously available to them
	<b>Article 3: Right to free elections</b>		X	
<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>
	a) this policy could have a different affect or adverse impact on any section of the community;			neutral
	b) any section of the community may face barriers in benefiting from the proposal			<b>Unknown</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 type="checkbox"/>	Neutral Impact <input checked="" type="checkbox"/>	Negative Impact or Impact Unknown <input type="checkbox"/>
			Possible neutral impact as 0-2 pathway children centre programme supports most vulnerable children. SEND support service will be able to order and distribute books to those children with SEND	



			<p>potential for children centres to order and distribute baby packs to 1 yr olds on pathways          Universal offer of distribution of books is at risk.          In Leicestershire 96% of 3 year olds access their free entitlement to early education, accessing high quality childcare          Looked After Children will also still be able to access the Caring About Reading service</p>	
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**Note: If the decision is 'Negative Impact' or 'Impact Not Known' an EHRIA Report is required.**

<b>14.</b>	Is an EHRIA report required?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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### 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?

<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?

<b>Section 3</b>															
<b>B: Recognised Impact</b>															
<b>19.</b>	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.														
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 50%;"><b>Comments</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Age</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Disability</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Gender Reassignment</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Marriage and Civil Partnership</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Pregnancy and Maternity</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Race</b></td> <td></td> </tr> </tbody> </table>		<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>	
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	<b>Religion or Belief</b>	
	<b>Sex</b>	
	<b>Sexual Orientation</b>	
	<b>Other groups</b> e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	
	<b>Community Cohesion</b>	

<b>20.</b>	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?	
		<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</b>	

	<b>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>	
	<b>Article 12: Right to marry</b>	
	<b>Article 14: Right not to be discriminated against</b>	
	<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>	<p>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.</p> <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>	<p>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.</p>

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

<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>

**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: 26.01.2016

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



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Date: 27.01.16