

APPENDIX E

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.

Please refer to the EHRIA [guidance](#) before completing this form. If you need any further information about undertaking and completing the assessment, 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:	Development of a Collections Hub. A Collections Hub would enable public access to a range of cultural resources, in particular archival and museum collections, through a single centralised facility which provides secure and environmentally sound storage.
Department and section:	Adults & Communities – Communities and Wellbeing Service
Name of lead officer/ job title and others completing this assessment:	Franne Wills, Head of Service Development Jenny Moran, Senior Archivist Kath Perry CLS Operations Manager Alison Clague, Senior Curator
Contact telephone numbers:	0116 3050692
Name of officer/s responsible for implementing this policy:	Nigel Thomas, Assistant Director Strategic Services
Date EHRIA assessment started:	15 th February 2018
Date EHRIA assessment completed	

Section 1: Defining the policy

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You should begin this assessment by defining and outlining the scope of the 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 What is new or changed in the policy? *What has changed and why?*

There are currently three separate services dealing with storage and access to heritage and learning assets. These are:

- **Creative Learning Services**

Creative Learning Services (CLS) provides museum, arts and library services to schools and other educational providers throughout Leicestershire, Leicester, Rutland and the surrounding counties. It provides the loan of books, artefacts and works of art into schools, workshops for pupils, CPD for staff, parental engagement, professional advice and online resources. The service supports all curriculum subjects and key stages.

CLS is a subscription service which allows schools to choose the level at which they subscribe (£1,000 to £12,500+ per annum) and the elements of the service which best meet their needs. There is also a 'pay as you go' option.

CLS is currently based in the Eastern Annexe at County Hall where there is a library/showroom and storage areas. The space is not fit for purpose at the busiest times of year with a lack of space available for the large number of resources. There is also an art collection based in Lutterworth, separate from the rest of the service.

The majority of the service is delivered within schools. Staff from schools are able to visit the showroom in the Eastern Annexe to select resources and there are some visits by groups of staff and pupils. Staff from schools are able to visit the art store in Lutterworth to select works of art.

- **The Record Office for Leicestershire, Leicester and Rutland (ROLLR)**
- **Museum Collections**

See separate EHRIAs for ROLLR and Museum Collections

Summary:

It is hoped that bringing together the heritage and cultural resources, currently provided across 6 different venues, will see the creation of modern fit for purpose facility, which meets required standards for good collections care and supports flexible public access, therefore safeguarding these resources for the

	future and improving public access for current generations, complying with the Equality Act 2010. Co-location presents an opportunity for efficiencies to be made in the way services are delivered, without reducing access to services		
	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> C&W Strategy 2016 -2010, "Providing Less Supporting More"		
3	Who are the people/ groups (target groups) affected and what is the intended change or outcome for them? All users and potential users of these services which are currently based in separate locations. The change will mean that those locations will no longer provide the services and access will move to the new Hub building. Current users will need to travel to a new location to access the service in the way they do now.		
4	Will the 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)		
	Yes	No	How?
	Eliminate unlawful discrimination, harassment and victimisation	x	All the current services seek to do this through compliance with current legislation
	Advance equality of opportunity between different groups	x	The plans, if enacted, will advance equality of opportunity as they will make it easier for different groups to access all the services. The services can, and will, ensure more cohesive service delivery to all groups using the same infrastructure.
	Foster good relations between different groups	x	Bringing the services together will make it easier for groups to meet together and to share experiences or discover new interests.

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 a 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)?		x
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 questions above, please use the space below to outline either what consultation you are planning to undertake or why you do not consider it to be necessary.		
	Consultation will take place with service users and non-users regarding the location, facilities and access.		
	Information about the times and nature of current visits to the CLS showroom is recorded and this will also be used to shape the future offer		

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 9, 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 potentially be affected by the		

policy and describe any positive and negative impacts, including any barriers.			
	Yes	No	Comments
Age	x		<p>Current visitors to the Eastern Annexe are pupils, students or school staff who are able to access the showroom by car, public transport or coach. The new hub will have coach and car parking and good access to public transport. There will be no impact for pupils visiting in groups who travel by mini-bus or coach.</p> <p>At present, only CLS and school staff are able to select the works of art as the current art store is not suitable for groups of visiting children. By moving the art collection to the same location as the rest of the service, pupils could be involved in the selection of the art, as they are with books and other resources.</p>
Disability	x		<p>Some current users of CLS have a disability. For those customers who only use the service in their school and have all resources delivered and collected from the school, there will be no impact.</p> <p>For customers visiting the showroom, the Hub will ensure that there is good disabled access and facilities which enable everyone to use the service.</p> <p>Bringing the services together may also assist with providing bespoke sessions with access to a wider range of resources and expertise.</p>
Gender Reassignment		x	No data exists, although there is no foreseeable impact.
Marriage and Civil Partnership		x	No data exists, although there is no foreseeable impact.

	Pregnancy and Maternity		x	No data exists, although there is no foreseeable impact. Facilities will be available to accommodate expectant, new or breastfeeding parents.
	Race		x	No data exists, although there is no foreseeable impact.
	Religion or Belief		x	No data exists, although there is no foreseeable impact.
	Sex		x	No data exists, although there is no foreseeable impact.
	Sexual Orientation		x	No data exists, although there is no foreseeable impact.
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	x		The current location of CLS is central to the area the service delivers to and has good transport links. If this was maintained, there would be no impact to service users. If the Hub was located in a less central area, with poor transport links or a lack of public transport, this would disadvantage those living further from the Hub or without access to their own transport. By moving the art collection to a more central location there will be a positive impact with more customers being able to travel to the store to select the art.
	Community Cohesion	x		By locating all areas of the service in the same building there would be more opportunity for work across the different areas of the service, sharing of resources/expertise and projects that encompass all service areas with different community groups.
11.	Are the human rights of individuals <i>potentially</i> affected by this proposal? Could there be an impact on human rights for any of the protected characteristics? (Please tick)			

<p>Explain why you consider that any particular article in the Human Rights Act may apply to the 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		x	No impact
Article 3: Right not to be tortured or treated in an inhuman or degrading way		x	No impact
Article 4: Right not to be subjected to slavery/ forced labour		x	No impact
Article 5: Right to liberty and security		x	No impact
Article 6: Right to a fair trial		x	No impact
Article 7: No punishment without law		x	No impact
Article 8: Right to respect for private and family life		x	No impact
Article 9: Right to freedom of thought, conscience and religion		x	No impact
Article 10: Right to freedom of expression	x		Article 10 could be engaged through the collections and the impact is expected to be positive in that with representative collections brought together, freedom of expression should be easier for individuals and communities.
Article 11: Right to freedom of assembly and association		x	No impact
Article 12: Right to marry		x	No impact
Article 14: Right not to be discriminated against		x	No impact
Part 2: The First Protocol			
Article 1: Protection of property/ peaceful enjoyment		x	No impact
Article 2: Right to education		x	No impact

	Article 3: Right to free elections		x	No impact
Section 2				
D: Decision				
13.	Is there evidence or any other reason to suggest that: a) the 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	Yes	No	Unknown
			x	
			x	
13.	Based on the answers to the questions above, what is the likely impact of the policy			
	No Impact <input checked="" type="checkbox"/>	Positive Impact <input 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"/>	