

Equality Impact Assessment Form

[screentip-sectionA](#)

1. Document Control

1. Control Details

Title:	Rufford Primary - Multi Use Room & Reconfiguration works
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Strategic Budget EIA: Y/N	N
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2. Document Amendment Record

Version	Author	Date	Approved
1	Meryam Mian	09/03/2020	AW

3. Contributors/Reviewers

Name	Position	Date

4. Glossary of Terms

Term	Description

[screentip-sectionB](#)

2. Assessment

1. Brief description of proposal / policy / service being assessed

Reconfiguration and refurbishment of Rufford Primary School. Key aims include creating new spaces within the school by reconfiguring areas where the space and use of rooms are not fully optimised. These works also include the creation of a multi-use room and kitchen from a currently unused room to provide additional activities and teaching, and a sensory room as a calming room for challenging behaviours.

[screentip-sectionC](#)

2. Information used to analyse the effects on equality:

Consultation with the Headteacher and input from the Autism and SEND team regarding the nature of the rooms when discussing scope of works and what would be involved. Multiple site visits have also taken place between these teams and the school to inform design and management, captured in meeting minutes. Use of Local Authority requirements documents, developed with Building Control and our experienced in house designers to ensure that the works facilitate equal access to areas affected by the works.

3. Impacts and Actions:

<u>screeintip-sectionD</u>	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
Women	<input type="checkbox"/>	<input type="checkbox"/>
Trans	<input type="checkbox"/>	<input type="checkbox"/>
Disabled people or carers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input type="checkbox"/>	<input type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (e.g. marriage/ civil partnership, looked after children, cohesion/ good relations, vulnerable children/ adults).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please underline the group(s) /issue more adversely affected or which benefits.</i>		

<p style="text-align: right;"><u>screeintip-sectionE</u></p> <p>How different groups could be affected (Summary of impacts)</p>	<p style="text-align: right;"><u>screeintip-sectionF</u></p> <p>Details of actions to reduce negative or increase positive impact (or why action isn't possible)</p>
<p>Provide details for impacts / benefits on people in different protected groups.</p> <p>Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note)</p> <p>SEND is a growing demand on school places in the city and this project is contributing on placing more emphasis on SEND provision within Rufford Primary School. Therefore, works proposed will substantially improve the use of space within the school for young pupils, including those with additional needs. Multiple site visits have taken place and input provided by the Autism and SEND team regarding the nature of the rooms when scoping the areas. Design Services has liaised with the School regarding the proposed works and the outcomes they expect to ensure the facilities are of high quality and fit for purpose. This will be monitored against the RIBA stages objectives (in particular stages 4-7) which is a UK government standard in the construction industry that quality is to be monitored against, and discussed with the school and contractors on a bi-weekly basis to ensure these objectives are met.</p> <p>Lindum state that their workforce demographic reflects the local communities in which they are based and work. They support communities in which they work, by providing employment to local people, a lasting legacy and a project that enhances the lives of the local community. One of their values is 'grow our own', and with this</p>	<p>1 Actions will need to be uploaded on Pentana.</p> <p>Continue on separate sheet if needed (click and type to delete this note)</p> <p>Works will be completed in a manner to minimise impact on the operation of the school. Works will be carried out by Lindum who will ensure a construction phase management plan is in place as part of Health & Safety and CDM regulations. This will include dedicated back route access to site works outside of school hours where possible, hoarding in place to separate corridor access from site works, signing in of all staff on arrival and exit, and more to be included in plan.</p> <p>Design Services will be working with Building Control and our experienced in house designers to ensure compliance with building regulations are met, which will ensure the equality of access and opportunity for disabled students//staff/visitors</p>

<p>ethos they have skilled operatives who work on their sites, invest in young people by employing apprentices, and also have office based technical trainees. Having their own workforce enable them to manage their workload and train their staff to the requirements of their job role and to ensure their career develops the way they want it to.</p> <p>Lindum Group Ltd state that they are committed to encouraging diversity amongst their workforce and eliminating discrimination. Their aim is that their workforce will be truly representative of all sections of society and each employee will feel respected and able to achieve their best.</p> <p>The main contractor for the works will be procured using the SCAPE framework that offers a compliant mechanism for procuring works. Contractors have Key Performance indicators in place to ensure they monitor local spend and involvement with any Small to Medium Enterprises. This information is monitored by SCAPE and reviewed by the City Council procurement team upon start of project and before any key design changes and challenges. This is a positive impact on SME enterprises.</p>	
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4. Outcome(s) of equality impact assessment:

<input checked="" type="checkbox"/>	No major change needed	<input type="checkbox"/>	Adjust the policy/proposal
<input type="checkbox"/>	Adverse impact but continue	<input type="checkbox"/>	Stop and remove the policy/proposal

5. Arrangements for future monitoring of equality impact of this proposal / policy / service:

<p>Once the building works are complete, a practical completion assessment will be completed to detect any issues to be resolved, followed by 12 months latent defects period. The quality of the works will be assessed by Design Services to ensure they are fit for purpose.</p>

6. Approved by (manager signature) and Date sent to equality team for publishing:

Approving Manager: Ashleigh Warhurst. Design Services Manager. Ashleigh.warhurst@nottinghamcity.gov.uk 0115 876 3023	Date sent for scrutiny:06/03/20 Send document or Link to: equalityanddiversityteam@nottinghamcity.gov.uk
SRO Approval:	Date of final approval:

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.