

Equality Impact Assessment Form

[screentip-sectionA](#)

1. Document Control

Control Details:

Title:	Remainder of the School Capital Maintenance Grant Allocation 2022/23
If this is a budget EIA please ensure the title is the same as the title used within the budget booklet	
Author:	Robert Caswell
Director:	Catherine Underwood / Nick Lee
Department:	Children and Adults
Service Area:	Major Projects
Contact details:	Robert.Caswell@nottinghamcity.gov.uk
Strategic Budget EIA: Y/N (Does this EIA have an impact on the budget)	N
If yes, please include the reference number	
Exempt from publication: Y/N (All EIA's are published on Nottingham Insight for public viewing unless specified. Exemption criteria is available on the EIA section on the Intranet)	N

2. Document Amendment Record:

Version	Author	Date	Approved
1	Robert Caswell – Programme Manager	3/02/23	

3. Contributors/Reviewers (Anyone who has contributed to this document will need to be named):

Name	Position	Date
Rosey Donovan	Equality and Employability Consultant	03/02/2023

4. Glossary of Terms

Term	Description
DFE	Department for Education
NCC	Nottingham City Council
SCAPE	Systems, Components, Architectural Products and Environments, which is a Procurement Framework to appoint designers and contractors.
EIA	Equality Impact Assessment

[screeintip-sectionB](#)

5. Summary

(Please provide a brief description of proposal / policy / service being assessed)

This report focuses on allocating the remaining annual grant funding received from the DFE to deliver the condition and maintenance works programme for 2023/24 at Nottingham City Schools. The funding is to address health and safety and condition issues of maintained schools. Works to improve roofs, address heating systems, remove asbestos and safeguarding issues will be undertaken if the report is approved.

[screeintip-sectionC](#)

6. Information used to analyse the effects on equality:

(Please include information about how you have consulted/ have data from the impacted groups)

There is no significant benefit or adverse impact on any groups as a result of the works. The works will improve the condition and longevity of existing school buildings. The remit of these works is maintenance rather than improving accessibility for particular groups.

If the report is approved then contractors will be procured using either the Scape Regional Framework, which is a direct award process although it is a competitive tender to get on the framework or by awarding to NCC Building Services. All of these are compliant routes for procuring works. The Scape Regional Framework bands works into categories, depending on the value of the works. It is likely that there may be a number of contractors appointed to carry out works. Contractors have key performance indicators in place to ensure they monitor local spend and involve small to medium enterprises where possible. The information is monitored by SCAPE and reviewed by the City Council Procurement team.

7. Impacts and Actions:

screentip-sectionD	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input 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 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 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>screeentip-sectionE</u></p> <p>How different groups could be affected (Summary of impacts)</p>	<p style="text-align: right;"><u>screeentip-sectionF</u></p> <p>Details of actions to mitigate, remove or justify negative impact 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>The works will improve the condition of school buildings. It is proposed that the scheme will be delivered by a blend of</p>	<p>The schemes within the programme will be assessed for any impact on equality from inception through to completion and benefit realisation. This will be measured by liaising with the relevant contractors and schools to ensure there have been no adverse impacts on any particular group. This EIA will remain a live document and Major Projects will keep the EIA updated of any impacts and inform colleagues in the Equalities and Employability service area.</p>

<p>contractors who are internal colleagues from Building Services, or procured via the Scape Regional Framework (lower band) for the Midlands or who are appointed following competitive tender .</p> <p>The programme of work will ensure children in the City continue to both learn and thrive in their school buildings, without disruption to learning as a result of building issues. We are supporting schools to address issues both building condition issues and health and safety issues that they could not otherwise afford to resolve and rectify themselves. .</p> <p>The prioritisation of projects is based on keeping the buildings and grounds safe and to identify where there is a risk that the school will close or at least require solutions unless the works are completed for example due to heating failure. In the event of this occurring this document would be updated.</p>	<p>The majority of the works will always be programmed to be completed during the main school summer holiday period. Structured phasing of the work will ensure any disturbance to either pupils and staff will be kept to a minimum and not impact on the school operationally or learning.</p>
---	--

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

Once the works are completed we will ask schools to complete an end user feedback form on how we have performed and how the works were managed on site. As part of the benefit realisation stage of the project we will carry out post-occupancy reviews. These will be undertaken to ensure that the projects have met the needs of the individual schools.

--

9. 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

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

<p>Approving Manager: The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel & email to allow citizen/stakeholder feedback on proposals.</p>	<p>Date sent for advice: 3/2/2023 Send document or Link to: equalities@nottinghamcity.gov.uk</p>
<p>Approving Manager Signature: R Beckett</p>	<p>Date of final approval: 12/4/23</p>

<p>Before you send your EIA to the Equality and Employability Team for advice, have you:</p> <ol style="list-style-type: none"> 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.



PLEASE NOTE: FINAL VERSION MUST BE SENT TO EQUALITIES OTHERWISE RECORDS WILL REMAIN INCOMPLETE.