

Equality Impact Assessment (EIA) Tool

Document Control

Control Details:	
Title of EIA/ Decision (DDM):	De-delegation of 2024/25 Health and Safety Building Inspection Funding.
Budget booklet code (if applicable):	N/A
If this is a budget EIA, please ensure the title and budget booklet code is the same as the title used within the budget booklet	
Name of author (Assigned to Pentana):	Trevor Bone
Department:	Corporate Landlord Services
Director:	Nicki Jenkins
Division:	Growth & City Development
Contact details:	Trevor.bone@nottinghamcity.gov.uk
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Document Amendment Record

Version	Author	Date
001	Trevor Bone	18/11/2024

Contributors/Reviewers (Anyone who has contributed to this document to be named)

Name	Title role	Date
Trevor Bone	Head of Building Services & FM	15/11/2024
Rosey Donovan	Equality and Employability Consultant	18/11/2024

Glossary of Terms

Term	Description
SF	Schools Forum
LA	Local Authority
CAFM	Computer Aided Facility Management
EIA	Equality Impact Assessment

Section 1 – Equality Impact

(NCC staff/ Service users/ Citizen/ Community impact)

1. a. Brief description of proposal/ policy/ service to be assessed

The purpose of this report is to update Schools Forum (SF) on the statutory and legislative health and safety responsibilities of the Local Authority (LA) in relation to maintenance and testing of maintained school properties and how the funding, requested be de-delegated, is used to support this, in summary:

- Previously, maintained schools expressed a preference to be able to organise their health and safety tests and inspections themselves. During discussion between Pat and Sarah Fielding (Nottingham Schools Trust) with Nicholas Lee (Director of Education Services) and David Thompson (Schools Health and Safety Manager) it was agreed that a report requesting the de-delegation of funding would be brought to SF annually. This report to SF asks maintained primary schools if they would like to approve the de-delegation of funding for health and safety tests and inspections for the financial year 2025/26.
- The LA are required to seek approval on an annual basis in accordance with the 'Schools and Early Years (England) Finance Regulations 2023 [The School and Early Years Finance \(England\) Regulations 2023](#).

1. b. Information used to analyse the equalities implications

No consultation exercise nor duty to consult is required due to the type of maintenance being a statutory requirement for schools to undertake. If not undertaken, then schools would have to close as they couldn't prove they were safe to use. Without statutory maintenance it's envisaged that all citizens of Nottingham would be impacted upon as the LA education portfolio would not be compliant with statutory, legislative and insurance requirements and therefore assets would have to close or if they decided to remain open they would be in breach of legislation and would potentially become a risk to all citizens and colleagues using them.

1. c. Who will be affected and how?

Equality group/ individual	Impact type	Positive	Negative	None
People from different ethnic groups	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	The Local Authority (LA) has a statutory duty regarding Health and Safety of maintained school sites. To ensure that the LA is able to carry out its statutory duty it has to on an annual basis request Schools Forum to approve the de-delegation of this funding.			
Details of mitigation/ actions taken to advance equality	<p>By implementing this proposal, it will stop the likelihood of schools incurring unnecessary budget pressures caused by having to fund health and safety maintenance costs in relation to their sites. If schools had to fund this and the costs were higher than they had budgeted it may require them to move resources from the education of their pupils to cover health and safety maintenance costs of the site.</p> <p>By retaining this funding centrally, it will enable a consistent approach as to how money is spent pupils by resources not being taken away from the education of pupils in some schools and not in others.</p> <p>There are no staffing issues generated by this decision Fully managed statutory compliance testing through a CAFM system</p>			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	There is no specific monitoring arrangement required as this EIA and report are annual to release education funds for Building Services to undertake their Statutory maintenance			
Equality group/ individual	Impact type	Positive	Negative	None
Men	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Women	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None

Trans	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Disabled people/ Carers	<input checked="" type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			

Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Pregnancy and maternity	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Marriage/ Civil Partnership	<input checked="" type="checkbox"/> NCC staff <input type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			

Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
People of different faiths/ beliefs and those with none	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Lesbian/ Gay/ Bisexual people	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Older	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Younger	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<input type="checkbox"/> Community			
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Care Experience (Please refer to the guidance notes for further information)	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasons for your assessment (Including evidence)	As per 'ethnic groups'			
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'			
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'			
Equality group/ individual	Impact type	Positive	Negative	None
Other (E.g. Cohesion/ good relations, vulnerable children/ adults), socio- economic background (e.g. financial vulnerable)	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input type="checkbox"/> Community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reasons for your assessment (Including evidence)	As per 'ethnic groups'
Details of mitigation/ actions taken to advance equality	As per 'ethnic groups'
Details of any arrangements for future monitoring of equality impact (Including any action plans)	As per 'ethnic groups'

1. d. Summary of any other potential impact

(Including cumulative impact/ human rights implications):

The LA are recommending this delegation proposal to reduce the likelihood of a negative impact on the pupils of maintained primary schools.

Section 2 – Equality outcome

Please include summary of the actions identified to reduce disproportionate negative impact, advance equality of opportunity and foster good relations. Please pull out all the mitigations you have identified and summarise them in this action plan

Equality Outcome	Adjustments to proposal and/or mitigating SMART actions	Lead Officer	Date for Review/ Completion	Update/ complete
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Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.	Not applicable as this EIA is an annual task to ensure Education can release funds to Building Service to undertake statutory maintenance.			
Advance equality of opportunity between those who share a protected characteristic and those who don't	As above			
Foster good relations between those who share a protected characteristic and those who don't	As above			
(Please add other equality outcomes as required – e.g., mitigate adverse impact identified for people with a disability)	As above			

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

Please note: All actions will need to be uploaded onto Pentana

Section 3 – Approval and publishing

The assessment must be approved by the manager responsible for the service /proposal.	Date sent for advice: 15/11/2024
Approving Director details (name, role, contact details):	Trevor Bone Head of Building Services trevor.bone@nottinghamcity.gov.uk

Approving Director Signature:	Trevor Bone
Author Signature:	Trevor Bone
Equality Team Signature: <i>Rosey Donovan</i>	Date of final approval: 18/11/2024

For further information and guidance, please visit the [Equality Impact Assessment Intranet Pages](#)

Alternatively, you can contact the Equality and Employability Team by telephone on 0115 876 2747

Send document or link for advice and/ or publishing to: edi@nottinghamcity.gov.uk

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