

## Equality Impact Assessment (EIA) Tool

Please ensure you have read the [guidance pages](#) prior to completing this tool

### Document Control

<b>Control Details:</b>	
Title of EIA/ Decision (DDM):	
Budget booklet code (if applicable):	Schools Capital Maintenance Grant Allocations 2024/2025 – Executive Board December 2024
<b>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</b>	
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1	Caroline Butrymowicz	22.10.24
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### Contributors/Reviewers (Anyone who has contributed to this document to be named)

Name	Title role	Date
Nasreen Miah	Equality & Employability Consultant	25/10/2024, 29/10/2024

### Glossary of Terms

Term	Description
DFE	Department for Education
SCAPE	Systems, Components, Architectural Products and Environments. This is a Procurement Framework to appoint designers and contractors.
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 annual capital maintenance grant allocation from the Department for Education (DfE) for 2024/25 was confirmed in March 2024. The grant is to improve the condition of school buildings maintained by the Council. The first priority is to keep schools safe and the second is to keep schools warm and dry. This report seeks authority to accept the grant and approve the delivery of fourteen schemes at Nottingham City schools and to also approve a contingency delegated to the Corporate Director for Children and Education Services to authorise how this contingency is spent. The proposed schemes are:

- Southwold Primary – Asbestos and roofing works
- Crabree Primary – Roofing works
- Carrington Primary – Roofing works
- Dunkirk Primary (Abbey Campus) – Roofing works
- Dunkirk Primary ( Highfields Campus) – Roofing works
- Rise Park Primary - Roofing works
- Heathfield Primary – Roofing works
- Westglade Primary – Roofing works
- Hempshill Hall Primary – Structural works
- Walter Halls Primary – Access and roofing works
- Melbury Primary – Heating works
- Fernwood Primary – Heating works
- Mellers Primary – Heating works
- Seely Primary – Heating works

1. b. Information used to analyse the equalities implications

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 fourteen schemes have been prioritised using the draft strategy as noted at Executive Board December 2021. The remit of these works is in the majority maintenance and in the main will be carried out during the main Summer holidays. Some of the schemes may have a duration longer than the school holidays and if this is the case we will as always work with the individual school and Health and Safety professionals to ensure that all risk and method statements are in place to ensure the school can remain safe and operational.

If the report is approved then contractors will be procured using the SCAPE Regional Framework, which is a direct award process although it is a competitive tender to get on the framework. This is a compliant route 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 Council's Procurement team. The monitoring is ongoing.

1. c. Who will be affected and how?

Equality group/ individual	Impact type	Positive	Negative	None
<b>People from different ethnic groups</b>	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input checked="" type="checkbox"/> Citizens <input type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	The schools serve an ethnically diverse pupil community. The grant enables us to make improvements to the schools where we deliver capital maintenance schemes. The benefits are felt by pupils, teachers, staff and any visitors to the schools.			

Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Men</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Women</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Trans</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Disabled people/ Carers</b>	<input type="checkbox"/> NCC staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community			
Reasons for your assessment (Including evidence)	One of the schemes in the programme is to address structural issues which are impacting the main entrance to the school. By carrying out the works we will ensure that the entrance remains accessible for all.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Pregnancy and maternity</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				

Equality group/ individual	Impact type	Positive	Negative	None
<b>Marriage/ Civil Partnership</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>People of different faiths/ beliefs and those with none</b>	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	The schools serve diverse communities and the capital maintenance projects being carried out in this programme of works will ensure that schools can continue to serve these communities and provide an environment where pupils can learn and thrive.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for				

future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Lesbian/ Gay/ Bisexual people</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Older</b>	<input 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)				
Details of mitigation/ actions taken to advance equality				



Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Younger</b>	<input type="checkbox"/> NCC staff <input checked="" type="checkbox"/> Service users <input type="checkbox"/> Citizens <input checked="" type="checkbox"/> Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for your assessment (Including evidence)	The works will be carried out at schools with Primary aged pupils and will ensure the school buildings can continue to benefit pupils and continue to provide an environment where they can learn and thrive.			
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Care Experience</b> (Please refer to the guidance notes for further information)	<input 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)				
Details of mitigation/ actions taken to advance equality				

Details of any arrangements for future monitoring of equality impact (Including any action plans)				
Equality group/ individual	Impact type	Positive	Negative	None
<b>Other</b> (E.g. Cohesion/ good relations, vulnerable children/ adults), socio-economic background (e.g. financial vulnerable)	<input 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)				
Details of mitigation/ actions taken to advance equality				
Details of any arrangements for future monitoring of equality impact (Including any action plans)				

1. d. Summary of any other potential impact (Including cumulative impact/ human rights implications):

## 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

<b>Equality Outcome</b>	<b>Adjustments to proposal and/or mitigating SMART actions</b>	<b>Lead Officer</b>	<b>Date for Review/ Completion</b>	<b>Update/ complete</b>
Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.				
Advance equality of opportunity between those who share a protected characteristic and those who don't				
Foster good relations between those who share a protected				

characteristic and those who don't				
(Please add other equality outcomes as required – e.g., mitigate adverse impact identified for people with a disability)	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. If any equality impacts have arisen, the EIA will be updated to reflect the impacts along with mitigation.	Caroline Butrymowicz and Robert Caswell	Review in the first six months after project completion (October 2025 to March 2026).	

**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

<p><b>The assessment must be approved by the manager responsible for the service /proposal.</b></p> <p><b>Approving Director details</b> (name, role, contact details):</p> <p><b>Approving Director Signature: Nick Lee, Director of Education Services</b> <b>Nicholas.lee@nottinghamcity.gov.uk</b></p>	<p><b>Date sent for advice:</b></p>
<p><b>Author Signature: Caroline Butrymowicz , Project Manager, Corporate PMO.</b> <b>caroline.butrymowicz@nottinghamcity.gov.uk</b></p>	<p><b>29.10.24</b></p>
<p><b>Equality Team Signature:</b></p> <p><b>Nasreen Miah</b></p>	<p><b>Date of final approval:</b></p> <p><b>30.10.2024</b></p>

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](mailto:edi@nottinghamcity.gov.uk)

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