

## Equality Impact Assessment Form (Page 1 of 2)

**Title of EIA/ DDM: Fernwood Primary School Expansion works**

**Department: Children and Adults**

**Service Area: Major Projects  
(underline)**

**Author (assigned to Covalent): N/A**

**Name of Author: Caroline Butrymowicz**

**Director: Alison Michalska (Corporate Director)**

**Strategic Budget EIA Y/N (please**

**Brief description of proposal / policy / service being assessed:**

There is a need to provide additional accommodation at Fernwood Primary school. There was a significant shortage of reception catchment places in Wollaton for 2015/16 and the shortage is set to remain for 2016/17 onwards.

**Information used to analyse the effects on equality:**

Experience of managing building programme of works for a number of years and consultation with schools and contractors. The brief to the contractor will ensure that it is clear that any options must be compliant with the Equality Act 2010 and that the impact on the local community is demonstrated. Discussions have taken place with school around the needs of staff, pupils and other users. These discussions will be ongoing throughout the duration of the project.

	<b>Could particularly benefit X</b>	<b>May adversely impact X</b>	<b>How different groups could be affected (Summary of impacts)</b>	<b>Details of actions to reduce negative or increase positive impact (or why action isn't possible)</b>
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	All works will comply with the Equality Act 2010.  The main Contractor will be procured using the East Midlands Property Alliance (EMPA) framework that offers a compliant mechanism for procuring works	The Access Officer will be consulted as part of the design development process.  Contractors have Key Performance Indicators (KPIs) in place to ensure they monitor local spend and involvement with any Small to Medium Enterprises (SMEs). This information is monitored by SCAPE and reviewed by the City Council's procurement team.
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"/>	All works will reflect the needs of the service users which are mainly young people.	Discussions with the school around the needs of staff, pupils and other users on site will take place throughout the duration of the project through regular meetings with the school's senior management team.

***Please underline the group(s)  
/issue more adversely affected  
or which benefits.***

**Outcome(s) of equality impact assessment:**

- No major change needed  •Adjust the policy/proposal  •Adverse impact but continue
- Stop and remove the policy/proposal

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

The works will be assessed for any impact on equality due construction and post completion by liaising with the contractor and school to ensure there have been no adverse impacts on any particularly group.

**Approved by (manager signature):**

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**Date sent to equality team for publishing:**

*Draft version sent 26/01/16*

Send document or link to:

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