

**Equality Impact Assessment Form**

**Name and brief description of proposal / policy / service being assessed**  
 Capital maintenance programme is a series of works to improve the condition and health and safety of schools across the City.

**Information used to analyse the effects on equality**  
 Schools are consulted throughout the programme of works to assess the impact on equality. As part of the procurement process, Key Performance Indicators (KPIs) are used to assess the performance of contractors in relation to equality and diversity.

	<b>Could particularly benefit (X)</b>	<b>May adversely impact (X)</b>	How different groups could be affected: Summary of impacts	Details of actions to reduce negative or increase positive impact (or why action not possible)
People from different ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	The works will improve the school environment for children across the City and ensure their learning environment is safe and in good condition.  The works will be procured using the Scape framework.  If applicable, works will be DDA compliant.	Schools are consulted as part of the design and works process to ensure the impact is positive and to mitigate any negative impact. There is no negative impact anticipated.  The Scape framework KPIs include: <ul style="list-style-type: none"> <li>Achievement of Fair Payment from Consultant to sub-consultants – measured as a % of payments (by number not value) within contractual payment dates. 100% of supply chain paid within 30 days of Consultant invoice to Client.</li> <li>Respect for People KPI's as defined by Constructing Excellence (employee satisfaction, investors in people, pay, qualifications and skills, safety, sickness and absence, staff turnover, training, travel to</li> </ul>
Men, women (including maternity/pregnancy impact), transgender people	<input type="checkbox"/>	<input type="checkbox"/>		
Disabled people or carers	<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 or younger people	<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"/>		

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				work time and working hours).
<p><b>Outcome(s) of equality impact assessment:</b>          No major change needed <input checked="" type="checkbox"/>    Adjust the policy/proposal <input type="checkbox"/>    Adverse impact but continue <input type="checkbox"/>    Stop and remove the policy/proposal <input type="checkbox"/></p>				
<p><b>Arrangements for future monitoring of equality impact of this proposal / policy / service:</b>          Ongoing review of impact of works by school and project officer responsible for works.</p>				
<p>Approved by (manager signature): Rob Caswell, Programme Manager, Major Programmes, Development</p>			<p>Date sent to equality team for publishing: 19 March 2014</p>	