

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

**Title of EIA/ DDM: Dovecote Primary School Heating**  
**Department: Chief Executives**  
**Service Area: Major Projects**

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**Director: Alison Michalska**  
**Strategic Budget EIA Y/N**

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

This report focuses on the allocation of the funding from the Health and Safety Contingency to complete the final phase of heating works at Dovecote Primary School. If this report is approved the heating will be complete throughout the school. The original system had reached the end of its life and needed replacing.

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

Experience of managing the previous phases of work and discussions with schools and contractors.

	<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"/>	There is no significant benefit or adverse impact on any groups as a result of the works. The works will improve the heating and longevity of existing school buildings but the remit of these works is maintenance rather than improving accessibility for particular groups.	A contractor will be procured using the East Midlands Property Alliance (EMPA) framework that offers a compliant mechanism for procuring works. 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"/>		
<b><i>Please underline the group(s) /issue more adversely affected or which benefits.</i></b>				

**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 during the works and post completion by liaising with the contractor and school to ensure there have been no adverse impacts on any particularly group.

**Comments from Equality and Diversity:**

This proposal provides an opportunity to advance equality in a number of ways, for example, by ensuring that solutions to health and safety/maintenance issues are fully assessable to all building users. There may also be an opportunity to incorporate social and equality outcomes in the contracts made with builders, suppliers and other agents linked to the delivery of the programme. This could include setting targets to include the use of local labour, or through the use of businesses led by BME, LGB&T and/or Female providers.

Monitoring arrangements should be set in place that include end user/client satisfaction surveys and the use of accessibility audits.

**Approved by (manager signature):**

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Send document or link to:

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