

## Equality Impact Assessment Form

[screentip-sectionA](#)

### 1. Document Control

#### 1. Control Details

Title:	School Capital Maintenance Grant Allocation 2019/20
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Exempt from publication Y/N	N

#### 2. Document Amendment Record

Version	Author	Date	Approved
1	Caroline Butrymowicz	24/01/19	SW/SC

#### 3. Contributors/Reviewers

Name	Position	Date

#### 4. Glossary of Terms

Term	Description

#### [screentip-sectionB](#)

### 2. Assessment

#### 1. Brief description of proposal / policy / service being assessed

This report focuses on the anticipated condition funding allocation . The funding is to address condition issues of schools maintained by the local authority. Works to improve roofs, remove asbestos, address heating systems and fire alarm issues will be undertaken if the report is approved.

#### [screentip-sectionC](#)

#### 2. Information used to analyse the effects on equality:

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 but the remit of these works is maintenance rather than improving accessibility for particular groups.

Contractors will be procured using the Scape Regional Framework which offers a compliant mechanism for procuring works. Works are banded depending on the on value and there are likely to be a number of contractors appointed to

carry out works. Contractors have key performance indicators in place to ensure they monitor local spend and involvement with any small to medium enterprises. The information is monitored by SCAPE and reviewed by the City Council procurement team.

**3. Impacts and Actions:**

<u><a href="#">screentip-sectionD</a></u>	Could particularly benefit X	May adversely impact X
People from different ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>
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>		

[screentip-sectionE](#)

**How different groups could be affected**  
(Summary of impacts)

Provide details for impacts / benefits on people in different protected groups.

Note: the level of detail should be proportionate to the potential impact of the proposal / policy / service. Continue on separate sheet if needed (click and type to delete this note)

The works will improve the condition of school buildings.

[screentip-sectionF](#)

**Details of actions to reduce negative or increase positive impact**  
(or why action isn't possible)

**1 Actions will need to be uploaded on Pentana.**

Continue on separate sheet if needed (click and type to delete this note)

- The works will be assessed for any impact on equality both during construction and post completion. This will be achieved by liaising with the contractor and school to ensure there have been no adverse impacts on any particular group.

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**4. 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

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

Once the works are complete, a post-occupancy review will be undertaken to ensure that the projects have met the needs of the individual schools.

**6. Approved by (manager signature) and Date sent to equality team for publishing:**

<p><b>Approving Manager: Sarah White , Programme Manager , Major Projects team. Tel: 91563410.Sarah.white1@nottinghamcity.gov.uk</b></p> <p>The assessment must be approved by the manager responsible for the service/proposal. Include a contact tel &amp; email to allow citizen/stakeholder feedback on proposals.</p>	<p><b>Date sent for scrutiny: 24.01.19</b>  <u><a href="mailto:equalityanddiversityteam@nottinghamcity.gov.uk">equalityanddiversityteam@nottinghamcity.gov.uk</a></u></p>
<p><b>SRO Approval: Sarah White</b></p>	<p><b>Date of final approval: 29.01.19     Adisa Djan</b></p>

**Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:**

1. Read the guidance and good practice EIA's  
<http://intranet.nottinghamcity.gov.uk/media/1924/simple-guide-to-eia.doc>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user-friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly, when this is going to happen.
7. Clearly cross-referenced your impacts with SMART actions.