

## Appendix E: Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact [equality@rbwm.gov.uk](mailto:equality@rbwm.gov.uk)

### 1. Background Information

|                                       |                                      |
|---------------------------------------|--------------------------------------|
| <b>Title of policy/strategy/plan:</b> | Schools Condition Allocation 2023-24 |
| <b>Service area:</b>                  | Operations                           |
| <b>Directorate:</b>                   | Children's Services                  |

#### Provide a brief explanation of the proposal:

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

This report proposes works to be carried out in 2023/24 to maintain and improve the condition of community and voluntary controlled school buildings and sites. These works are funded by the government's School Condition Allocation, an annual grant awarded to local authorities to keep schools safe, warm and dry. Projects are prioritised according to need.

### 2. Relevance Check

#### Is this proposal likely to directly impact people, communities or RBWM employees?

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage (for example, for a forthcoming action plan)?

Yes.

If 'No', proceed to 'Sign off'. If unsure, please contact [equality@rbwm.gov.uk](mailto:equality@rbwm.gov.uk)

### 3. Evidence Gathering and Stakeholder Engagement

|  |
|--|
| <p><b>Who will be affected by this proposal?</b><br/>For example, users of a particular service, residents of a geographical area, staff.</p>  |
| <p>Children, young people and staff receiving their education or working in community or voluntary controlled school buildings.</p>  |
| <p><b>Among those affected by the proposal, are protected characteristics (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) disproportionately represented?</b> For example, compared to the general population do a higher proportion have disabilities?</p> |
| <p>No.</p>   |
| <p><b>What engagement/consultation has been undertaken or planned?</b></p> <ul style="list-style-type: none"> <li>• How has/will equality considerations be taken into account?</li> <li>• Where known, what were the outcomes of this engagement?</li> </ul>  |
| <p>Consultation has taken place with schools in terms of projects they would like to be carried out at their schools to keep them safe, warm and dry.</p>  |
| <p><b>What sources of data and evidence have been used in this assessment?</b><br/>Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>  |
| <p>N/A</p>   |

### 4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

|            | Details and supporting evidence   | Potential positive impact | Potential negative impact |
|------------|---|---------------------------|---------------------------|
| Age        | The new provision will benefit children and young people of school age. | Yes                       |                           |
| Disability |   |                           | No                        |

|  |  |  |    |
|--|--|--|----|
| Sex  |  |  | No |
| Race, ethnicity and religion                           |  |  | No |
| Sexual orientation and gender reassignment             |  |  | No |
| Pregnancy and maternity                                |  |  | No |
| Marriage and civil partnership                         |  |  | No |
| Armed forces community                                 |  |  | No |
| Socio-economic considerations e.g. low income, poverty |  |  | No |
| Children in care/Care leavers                          |  |  | No |

### 5. Impact Assessment and Monitoring

If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.

**What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it?**

For example, adjustments needed to accommodate the needs of a particular group

N/A

**Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?**

For planned future actions, provide the name of the responsible individual and the target date for implementation.

N/A

**How will the equality impacts identified here be monitored and reviewed in the future?**

See guidance document for examples of appropriate stages to review an EQIA.

N/A

## 6. Sign Off

|   |                                |
|---|--------------------------------|
| <b>Completed by:</b><br>Ben Wright<br>School Place Planning & Capital Programme Manager | <b>Date:</b><br><br>30/03/2023 |
| <b>Approved by:</b><br>Lynne Penn<br>Associate Director Operations                      | <b>Date:</b><br><br>30/03/2023 |

If this version of the EQIA has been reviewed and/or updated:

|                     |              |
|---------------------|--------------|
| <b>Reviewed by:</b> | <b>Date:</b> |
|---------------------|--------------|