

# 2015-16 Full Equalities Analysis Assessment

## 1. Proposal Summary Information

EAA Title	Children's Services Capital Approvals – Summer 2017 High Priority Condition capital works for schools
Please describe your proposal?	<b>Schemes</b>
Is it HR Related?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Corporate Purpose	<b>Cabinet</b>

### 1. What is the **Initiative/Function/Policy/Project/Scheme** (*pick one*) looking to achieve? Who will be affected?

The scheme is the High Priority Condition capital works for schools to take place in the Summer 2017 holiday period.

The works include: fire alarm replacements, structural works, asbestos removal and reinstatement works (requiring refurbishment and demolition surveys, by accredited providers, using controlled processes and methodologies), replacement of external cladding/windows/roof coverings/suspended ceiling systems and other building fabric elements, provision of essential electrical refurbishment, or replacement works in the form of distribution boards, switchgear, wiring, lightning protection, replacement of heating systems and radiators, ventilation works and replacement of hot and cold water systems.

The proposed list of projects with the estimated outturn costs is set out in Confidential Appendix A of the Cabinet report "Children's Services Capital Approvals" 14 February 2017.

### 2. What will the impact of your proposal be?

High Priority Condition works have been identified in various schools where existing building fabric elements and systems are beyond their expected and reliable working life and where there is a high risk of failure which has the potential to lead to school closures or significant disruption.

The outcome of the High Priority Condition schemes described in the report will be to carry out the Council's statutory duty to provide a safe environment for staff and pupils and maintain school places.

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### 2. Impact on Groups having a Protected Characteristic

**AGE:** *A person of a particular age or being within an age group.*

**State whether the impact is positive, negative, a combination of both, or neutral:**

**Describe the Impact**

Neutral. This proposal focuses on school age children, school staff and other users as service users and should have a neutral impact.

**Alternatives and mitigating actions which have been considered in order to reduce negative effect:**

**Describe the Mitigating Action**

N/a.

**DISABILITY:** *A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities<sup>1</sup>.*

**State whether the impact is positive, negative, a combination of both, or neutral:**

**Describe the Impact**

Neutral. This proposal should have a neutral impact on users who have disabilities.

**Alternatives and mitigating actions which have been considered in order to reduce negative effect:**

**Describe the Mitigating Action**

N/a.

<sup>1</sup> Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

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<b>GENDER REASSIGNMENT:</b> <i>This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral. There should be a neutral impact on gender reassignment.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
N/a

<b>RACE:</b> <i>A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral. There should be a neutral impact on race.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
N/a.

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**RELIGION & BELIEF:** *Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.*

State whether the impact is positive, negative, a combination of both, or neutral:

**Describe the Impact**

Neutral. There should be a neutral impact on religion and belief.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

**Describe the Mitigating Action**

N/a.

**SEX:** *Someone being a man or a woman.*

State whether the impact is positive, negative, a combination of both, or neutral:

**Describe the Impact**

Neutral. There should be a neutral impact on sex.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

**Describe the Mitigating Action**

N/a.

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<b>SEXUAL ORIENTATION:</b> <i>A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral. There should be a neutral impact on sexual orientation.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
N/a.

<b>PREGNANCY &amp; MATERNITY:</b> <i>Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.</i>
<b>State whether the impact is positive, negative, a combination of both, or neutral:</b>
<b>Describe the Impact</b>
Neutral. There should be a neutral impact on pregnancy & maternity.
<b>Alternatives and mitigating actions which have been considered in order to reduce negative effect:</b>
<b>Describe the Mitigating Action</b>
N/a.

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**MARRIAGE & CIVIL PARTNERSHIP:** *Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage*  
*Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.*

**State whether the impact is positive, negative, a combination of both, or neutral:**

**Describe the Impact**

Neutral. There should be a neutral impact on marriage & civil partnership.

**Alternatives and mitigating actions which have been considered in order to reduce negative effect:**

**Describe the Mitigating Action**

N/a.

### 3. Human Rights<sup>2</sup>

**4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?**

Yes  No

**4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?**

Yes  No

**4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?**

Yes  No

*(If yes, please describe the effect and any mitigating action you have considered.)*

<sup>2</sup> For further guidance please refer to the Human Rights & URNC Guidance on the Council Equalities [web page](#).

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### 4. Conclusion

The schemes will not disadvantage any equality groups or sub-groups;

**4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.**

Condition Surveys are carried out across Ealing's maintained school estate every five years as part of the Asset Management process. In addition the survey data is refreshed annually after condition works are completed or when further need is identified.

Ealing's condition surveys are undertaken by external surveyors appointed by Children's Services Schools Property to carry out these surveys on a consistent basis. Data is stored on the Asset Management data-base and schools have access to their condition data via a dedicated portal.

The level of need is categorised in accordance with the widely recognised DfE asset management ratings for building elements

**5. Action Planning: (What are the next steps for the proposal please list i.e. what it comes into effect, when migrating actions<sup>3</sup> will take place, how you will measure impact etc.)**

Action	Outcomes	Success Measures	Timescales/ Milestones	Lead Officer (Contact Details)

**Additional Comments:**

No mitigating actions to be taken.

<sup>3</sup> Linked to the protected characteristics above

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### 6. Sign off: *(All EAA's must be signed off once completed)*

Completing Officer Sign Off:	Service Director Sign Off:	HR related proposal <i>(Signed off by directorate HR officer)</i>
Signed:    Name (Block Capitals):  L M FIELD  Date:  27 January 2017	Signed:    Name (Block Capitals):  G REDHEAD  Date:  27 January 2017	Signed:    Name (Block Capitals):    Date:
For EA's relating to Cabinet decisions: received by Committee Section for publication by (date):		

### Appendix 1: *Legal obligations under Section 149 of the Equality Act 2010:*

- As a public authority we must have due regard to the need to:
  - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP
- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
  - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
  - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.
  - c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.

Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.

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