

## Equalities Analysis in Lambeth

Proposal Title \*

The Schools Capital Maintenance Programme

Author

Stella Denyoh

Please provide name of lead author and/or those within project team who may be required to contribute to this assessment

Who will sign off the assessment?

Jonathan Nethercoat

Please indicate who will be involved in approving this assessment. This will need to be signed off by the designated Head of Service or Director

Q1a. What is changing?

This EIA is in relation to the Capital Maintenance Programme for all schools in the borough.

There are up to 80 schools within the 5year programme.

There are some special needs schools may be included. We have a robust Tender selection criteria aand only appoint contractors who have experience working within Special Needs Schools.

The Capital Maintenance Programme for Schools is an annual programme of maintenance and renewal works intended to keep the schools operational and safe. It covers major works such as roofing replacement, boiler renewals and so on. The programme is from 2018-2023. We will take advice from the EIA Team on whether we need to re-submit an EIA on a yearly basis

What is the most significant or key change taking place? Can you indicate the type of change in your response (e.g. policy/decision/strategy/ service/procedural/ geographic/procurement etc.) so it is clear what is being equalities assessed? Why is this change happening? What do you aim to achieve? Can you clearly indicate what decision-makers are being asked to take a decision on?

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Q1b. Who will be involved in approving this decision?

Deputy Leader of the Council (Children and Young People): Councillor  
Jennifer Braithwaite

Who else will be involved in signing-off this decision?

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## Q2a. What do we know about the people who will be impacted by this change?

The staff and pupil populations of the various schools in the borough will be most impacted by the change. The works will be planned to mitigate any negative impacts of such works on the population which ultimately will improve both the schools' resilience and provide a more secure environment for those within the confines of the schools. The programme is itself a matter of technical design and delivery and protected groups where impacted will be so only positively as we seek to improve the school condition for all users.

Arrangements are made with the schools as to when aspects of the works are carried out. The contractors have experience working on similar projects and have robust health and safety policies in place. This is all checked during tendering and references are sought from clients who have used them in the past.

What does your information tell you about the people who will be affected by this change? Are protected groups impacted? What information do you hold on the protected characteristics of the people affected by the change? (Age, disability, gender reassignment, pregnancy and maternity, race/ethnicity, religion or belief, gender, sexual orientation, health, socio-economic, language) Are there any gaps or missing information?

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## Q2b. How will they be impacted by the change?

A positive outcome/impact is expected as the schools will no longer suffer from further damage and closures that might impact lessons.

The schools mainly ask for the work to be done. Some of the work need to be done in order to avoid serious issues in future. The schools will arrange for any facilities to be replaced temporarily.

Would you assess the impact as positive, adverse, neutral? Do you have any uncertainty about the impact of your proposal? Is there a likelihood that some people will be more impacted than others? Can you describe the ways in which they will be affected? How might this change affect our 'general duty'?

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## Q3a. How do you plan to promote and deliver any positive impacts of the proposal?

A positive outcome will be that the school no longer suffers closure or further damage. This will be checked and monitored during the defects liability period of the completed contract. The boilers and Air Handling Units are replaced in some of the schools. This has more of a positive impact on the children, but also the teachers who may be struggling with cold rooms and unacceptable air quality.

How might the principles of fairness, equality of opportunity and positive relationships be further promoted as a consequence of this proposal? How do you propose to measure your positive outcomes and the benefits outlined to find out if these have been achieved?

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## Q3b How do you plan to address and mitigate any negative impacts of the

## proposal?

To avoid or mitigate disruption while works are carried out, we have developed work programmes which operate during the summer holidays for some works and then continue into term time but with works limited to evening delivery only after school activity has ceased.

The individual work programmes ensure that the works carried out during school hours have a minimum impact on the school.

All works carried out during school hours adhere to stringent health and safety regulations for working in a live school environment.

What impact has this evidence had on what you are proposing? What can you do differently that might lessen the impact on people within the timeframes i.e. development-implementation? Who can help you to develop these solutions?

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## Q4. How will you review/evaluate your proposal, mitigating actions and/or benefits? Who will be responsible for this?

A project board oversees the delivery of the Capital Maintenance Programme and is responsible for such measures. These are then reported to senior management via highlight reporting.

Who will you be accountable to for the above actions/outcome? How will those responsible know these actions have worked? What performance indicators will you use to demonstrate this? Are there any other forms of evidence you can use to support this assessment of their effectiveness?

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## Section to be completed by Sponsor/Director/Head of Service

Outcome of equality impact assessment

- No adverse impact, no change required
- Low adverse impact, minor adjustment required
- Significant adverse impact, further action required
- Significant impact identified unable to mitigate fully
- Unlawful in/direct discrimination, stop and rethink

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## Comments from Sponsor/Director/Head of Service

I am content that the EIA in the context of this project reflects accurately the impacts of this Emergency Work and ultimately the benefits it will deliver.

Submit for approval

Submit for approval

## Executive Approval

Approved

## Attachments

Close