


Initial Equalities Screening Record Form

Date of Screening:	Directorate: Communities		Section: Education Capital
1. Activity to be assessed	Please give full details of the activity Design & Construction Works to create new SRP and SEMH as part of the Council's Safety Valve Programme		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
4. Officer responsible for the screening	Kamay Toor		
5. Who are the members of the screening team?	Simon Kneafsey		
6. What is the purpose of the activity?	To commission a contractor to construct a new SRP, SEMH and Autism School as part of the Council's Safety Valve Programme		
7. Who is the activity designed to benefit/target?	General Public		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral, please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	Y	N	<p>Work undertaken relates to a wide variety of projects. Some of which can affect publicly accessed buildings. The building work shall comply with the Building Regulations, BB 104 and DDA regulations where this applies, and it is expected that the designers shall have knowledge of this.</p> <p>Where staff are employed by the appointed organisation, it is expected that they will hold a policy relating to employing people who have disabilities and ensuring that they are not disadvantaging individuals from employment.</p>
			<p>Compliance and sign off on designs in accordance with Part M of the Building Regulations and BB 104</p> <p>Equal opportunities employment policy to be provided and reviewed as part of the quality assessment submission in the ITT.</p>

9. Racial equality	Y	N	<p>It is not expected that any project work will disadvantage people of a different racial background.</p> <p>Where staff are employed by the consult organisation, it is expected that they will hold a policy relating to employing people who have a different racial background and ensuring that they are not disadvantaging individuals from employment.</p>	<p>The contractor's selected to carry out the construction works will need to evidence that have an equal opportunity policy and how the project will not affect people of a different racial background. This policy will be required as part of the ITT and assessment criteria.</p>
10. Gender equality	Y	N	<p>It is not expected that any project work will disadvantage people of a different gender. Work shall comply with the Building Regulations where applicable, which stipulates features such as adequate design of toilet facilities etc.</p> <p>The contractor is expected to hold a policy relating to gender equality and ensuring that they are not disadvantaging individuals from employment.</p>	<p>Compliance and sign off on designs in accordance with Part M of the Building Regulations</p> <p>Check to ensure that the contracting organisations equal opportunities policy and equal pay report, and how the project will not affect people of different genders. This policy will be required as part of the ITT and assessment criteria.</p>
11. Sexual orientation equality	Y	N	<p>It is not expected that any project work will disadvantage people of a different sexual orientation.</p> <p>Where staff are employed by the contracting organisation, it is expected that they will hold a policy relating to equal employment of people with a different sexual orientation, and how they ensure that they are not disadvantaging individuals from employment.</p>	<p>Equal opportunities employment policy to be provided and reviewed.</p> <p>to check any contracting organisations equal opportunity policy, and how the project will not affect people of a different sexual orientation. This policy will be required as part of the ITT and assessment criteria.</p>
12. Gender re-assignment	Y	N	<p>Whilst it is not a requirement of the building regulations to provide gender neutral facilities, it is expected that the facilities be designed so as to not discriminate against individuals and will meet current government guidelines. Design solutions to be reviewed at key stages to ensure compliance.</p>	<p>To check any contracting organisations equal opportunity policy, and how the project will not affect people of a different sexual orientation. This policy will be required as part of the ITT and assessment criteria.</p>

13. Age equality	Y	N	It is expected that any design solutions provided will be designed to meet the age range of the school and not to disadvantage individuals due to their age in accordance with BB104 design guide. Whilst Part M of the Building Regulations relates mainly to disabilities, some of these are a result of age.	<p>Designs to comply with Part M of the Building Regulations and BB104 design guide.</p> <p>Designs to be reviewed at key project milestones to ensure that they do not discriminate against an individual's age or requirements.</p>
14. Religion and belief equality	Y	N	It is not anticipated that the School projects will have the opportunity to affect people of different religious backgrounds. However, it is expected that the design of new provisions do not discriminate against individuals. Design solutions to be reviewed at key stages to ensure compliance.	Designs to be reviewed specialist advice will be sought if any concerns are raised.
15. Pregnancy and maternity equality	Y	N	Not Applicable	
16. Marriage and civil partnership equality	Y	N	Not Applicable	
17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.	Opportunity through the new SEMH provision to provide therapy and rehabilitation services to the wider community through any health related referral. Opportunities to be explored during the development of the design to maximise any potential community uses.			
18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	N/A			
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	N/A			
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	Y	N	This is because where construction works are being undertaken, this is controlled by the Building Regulation, and where employment is offered, this is protected by employment law. Therefore, equality policies should be generally available and in line with employment law.	

21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	N/A – Data sources have been outlined above		
22. On the basis of sections 7 – 17 above is a full impact assessment required?	Y	N	Please explain your decision. If you are not proceeding to a full equality impact assessment, make sure you have the evidence to justify this decision should you be challenged.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
Regular review meetings with key stakeholders in the Authority who have responsibilities for key areas of policy regarding the above areas of consideration.	Duration of the project and at key stages of the design process	Simon Kneafsey / design and contractor teams.	Scrutiny of the design through specific workshops with key stakeholders at key stages of the project. Obtaining comments, agreeing any corrective action and sign off the design to ensure compliance. Project programme to pick up key dates for this workshop review and all comments/ suggestions to be included in RIBA Staged reports.
24. Which service, business or work plan will these actions be included in?	The contractor invitation to tender documents and quality statements and submissions.		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Please list Ensuring that the councils Invitation to Tender documentation to provide the requested information. Internal discussions with key officers within the authority to ensure all stakeholders are engaged in the design and development process.		
26. Assistant director's signature.	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-between;"> Signature: Date: 30.04.24 </div>		