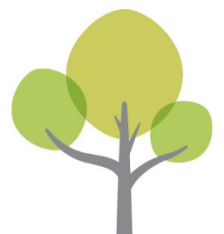


# Equality Impact Assessments Toolkit

## EqlA Template



You must consider the [Equality Impact Assessment Guidance](#) when completing this template.

The EDI team can provide help and advice on undertaking an EqlA and also provide overview quality assurance checks on completed EqlA documents.

EDI team contact email: [edi\\_team@sandwell.gov.uk](mailto:edi_team@sandwell.gov.uk)

<b>Quality Control</b>	
Title of proposal	Schools Capital Programme 2025/26 – School Condition
Directorate and Service Area	Children and Education, Education Support Services, School Organisation
Officer completing EqlA	Martyn Roberts, Service Manager, School Organisation
Contact Details	<a href="mailto:martyn_roberts@sandwell.gov.uk">martyn_roberts@sandwell.gov.uk</a>
Other officers involved in completing this EqlA	Rachel Hill, Project Officer, Education Support Services
Date EqlA completed	17 June 2025
Date EqlA signed off or agreed by Director or Executive Director	
Name of Director or Executive Director signing off EqlA	Sally Giles
Date EqlA considered by Cabinet	
Where the EqlA is Published  (please include a link to the EqlA and send a copy of the final EqlA to the EDI team)	

## **Section 1.**

The purpose of the project, proposal or decision required

To allocate £1.77m of School Condition Allocation grant funding from the council's reserves to deliver of programme of cyclical works at maintained schools.

The grant is specifically allocated to LA's to fund the repair and maintenance of local authority controlled maintained schools.

Decisions required by Cabinet:

- 2.1 Approve the allocation of £1.77m School Condition grant funding to support cyclical maintenance of local authority-maintained schools as detailed in Appendix 1 to the report, subject to a satisfactory financial appraisal being completed by Strategic Finance.
- 2.2 Require that in connection with 2.1, the following actions are implemented to reduce any risk to the council in connection with School Condition; ensure that repair / maintenance work for schools is undertaken following an analysis of pre-determined criteria and that records are maintained to demonstrate the priority need of each school:
  - ensure that a corporate Risk Register is maintained and reviewed to ensure all risks are appropriately identified and assessed, with adequate mitigation; and
- 1.1 that cost estimates are reviewed to ensure that any future costs can be managed within the allocated funding.

## **Section 2.**

Evidence used and considered. Include analysis of any missing data

School Condition survey data and information obtained from schools on school building repair and maintenance priorities.

## **Section 3.**

## Consultation

This is a school repair maintenance programme to address cyclical maintenance such as the replacement of boilers, main roofs, windows, fire alarm systems and external works.

Not all maintained schools opt to buy back into the School Repair Account. For those that don't they are requested to submit their key priorities for maintenance of the council's building asset and those priorities are considered against all other priorities identified for the maintained school estate.

Following Cabinet decision schools will be advised on progress of the programme through representatives attending the School Organisation Programme Board. The board is managed by the Children and Education Directorate.

## Section 4.

Summary assessment of the analysis at section 4a and the likely impact on each of the protected characteristics (if any)

***Section 4a - What are the potential/actual impacts of the proposal on the protected characteristics?***

<b>Reviewed Characteristic</b>	<b>Impact? Positive (P) Negative (N) Neutral (Ne)</b>	<b>Details of impact</b>	<b>Actions to address negative impact or promote positive impact (use section 8 table)</b>	<b>Owner of action/ Timescale</b>
<b>Age</b>	Ne	The Local Authority has a duty to provide sufficient and suitable school places for children and young people.	There is no negative age-related impact as the provision for children and young people that are of statutory school age range.	
<b>Disability</b>	P	As above.	There is no negative disability related impact relating to the planned programme of works.	
<b>Gender Reassignment</b>	Ne	As above.		
<b>Marriage and civil partnership</b>	Ne	Not relevant for children.		

<b>Reviewed Characteristic</b>	<b>Impact? Positive (P) Negative (N) Neutral (Ne)</b>	<b>Details of impact</b>	<b>Actions to address negative impact or promote positive impact (use section 8 table)</b>	<b>Owner of action/ Timescale</b>
<b>Pregnancy and maternity</b>	Ne	Not relevant for children.		
<b>Race</b>	Ne	The Local Authority has a duty and to provide education for all children and young people and facilitate their attendance at an appropriate education provision.		
<b>Religion or belief</b>	Ne	As above.		
<b>Sex</b>	Ne	As above.		
<b>Sexual Orientation</b>	Ne	As above.		
<b>Could other socio-economic groups be affected?</b>				

<b>Reviewed Characteristic</b>	<b>Impact? Positive (P) Negative (N) Neutral (Ne)</b>	<b>Details of impact</b>	<b>Actions to address negative impact or promote positive impact (use section 8 table)</b>	<b>Owner of action/ Timescale</b>
<b>Carer</b> <b>Low income groups</b> <b>Veterans/Armed Forces</b> <b>Community</b> <b>Other</b>	Ne	As above.	There is no negative impact for other socio-economic group as eligibility for education is not means tested and the Authority has a statutory duty to provide.	

If there are no adverse impacts or any issues of concern or you can adequately explain or justify them, then please move to Sections 6.

5. What actions can be taken to mitigate any adverse impacts?

There are no adverse impacts with regards to the proposal to deliver the cyclical programme of works at the group of maintained schools.

6. Section 6: Decision or actions proposed

See Section 1.

7. Monitoring arrangements



**Section 8 Action planning (if required)**

<b>Question no. (ref)</b>	<b>Action required</b>	<b>Lead officer/ person responsible</b>	<b>Target date</b>	<b>Progress</b>

If you have any suggestions for improving this process, please contact [EDI\\_Team@Sandwell.gov.uk](mailto:EDI_Team@Sandwell.gov.uk)