

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Resources & Performance
Title of the activity etc.	Catering Review
Aims of the activity	Provision of a comprehensive school meals service to primary, secondary and special schools, including the provision of free school meals in all schools and universal free school meals to P1 to P3
Author(s) & Title(s)	Catering Services Manager

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Meal uptake information, customer feedback
Internal consultation with staff and other services affected.	Consultation with school based catering teams and school management Working with other services (Finance, HR, Legal and Property)
External consultation (partner organisations, community groups, and councils).	Benchmarking with other Scottish local authorities
External data (census, available statistics).	APSE Performance Networks, Scottish Governments’ Healthy Living Survey statistics

Other (general information as appropriate).	
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Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	None

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger			Yes	
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	

Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	Provision of free school meals to all P1 to P3 pupils	
	Upgrading of meal preparation facilities and service counters in many schools	
	Ability to pay for primary school meals on line	
	Improved information available on school catering web pages	
	Restructure of catering management team to meet service demands	

Stage 7: Have any of the affected groups been consulted?

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	No
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These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.	Providing information via the school catering web pages on the Council's website and also leaflets sent home from schools. On line access to pay for primary school meals improves access to service for parents and pupils
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Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Further improvement to anonymity of pupils in receipt of free school meals
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Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).	None
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Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	The activity provides budget proposals with regard to the provision of catering services to Aberdeenshire's primary, secondary and special schools, highlighting increased meal uptakes and service improvement	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	None	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

	N/A
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* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.
N/A

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Catering Services		
	2) Title of Policy/Activity	Catering Review		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Liz Powell Position: Catering Services Manager (Acting) Date: 10/8/16 Signature:	Name: Craig Clement Position: Head of Service Date: January 2017 Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Alex Bain Date: 10/8/16		
	5) Authorisation by Director or Head of Service	Name: Craig Clement Position: Head of Resources and Performance Date: 10/8/16	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:	

(Equalities team to complete)

Has the completed form been published on the website? YES/NO

Date:

