



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education Learning and Leisure
Section	School Catering Budget
Title of the activity etc.	Providing a School Meal Service to pupils across Aberdeenshire
Aims of the activity	To provide meals to primary and secondary pupils throughout Aberdeenshire including the provision of free school meals where the qualifying criteria applies.
Author(s) & Title(s)	 Director of Education, Learning & Leisure

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Free school meal pupil assessment data, school meal uptake information, customer survey data, primary school menus, special diet information relating to specific pupils
Internal consultation with staff and other services affected.	Staff briefings/newsletters, training courses, health& safety, Head Teachers, staff input to menu planning group. Environmental Health.
External consultation (partner organisations, community groups, and councils).	APSE (Association of Public Service Excellence), ASSIT FM (Facilities Management National Body), Parent Councils, Parent Evenings, Scottish Government on statistical matters, HMIE, supplier presentations, Soil Association
External data (census, available statistics).	APSE benchmarking data (specific to education catering), HMIE reports, Soil Association (Gap Analysis), Scottish Government (national uptake data).
Other (general information as appropriate).	Trade magazines, trade events and networking events

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	N/A

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	Not applicable			
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief	Yes			
Gender – male/female			Yes	
Pregnancy and maternity	Not applicable			
Sexual orientation – (includes Lesbian/ Gay/Bisexual)	Not Applicable			
Gender reassignment – (includes Transgender)	Not applicable			
Marriage and Civil Partnership	Not applicable			

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.	Age-(Younger) Provides pupils with the opportunity to have a nutritionally balanced meal every school day.	
	Age-(Younger) Free School Meals provision ensures pupils from deprived or low income families have access to a balanced meal.	
	Age-(Younger) Increased utilisation of technologies has removed potential stigma associated with free school meal qualification	

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?	<p>Consultation with pupil groups; e.g. pupil councils promoting issues such as healthy living</p> <p>Occasional input to school assemblies</p>
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Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?

These should be included in any action plan at the back of this form.	Mitigating Steps N/A	Timescale
	No negative impacts of this provision	

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

These should be included in the action plan.

Continuation of pupil and parental communications, consultations and providing information on a regular basis.

Development and promotion of service provided to continue increasing trend of meal uptake.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

School meals are available to all pupils and for those pupils who are from low income families free school meals are provided

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Customer surveys, continuous monitoring of service delivery

Stage 12: What is the outcome of the Assessment?



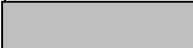
Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	Provision of nutritionally balanced meals to pupils promotes health and well being and provides value for money for parents.	
	There are no negative impacts identified	
	2	Impacts have been identified, these can be mitigated- please explain
	N/A	
	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		

* 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	Education, Learning and Leisure	
	2) Title of Policy/Activity	School Meals Service	(if appropriate)
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: <input type="text"/>	Name: <input type="text"/>
		Position: Director Date: Oct 2013 Signature:	Position: Support Services Manager Date: January 2014 Signature:
	4) Consultation with Service Manager	Name:	Name:
		Position: Date: Signature:	Position: Date: Signature:
	5) Authorisation by Director or Head of Service	Name: Position: Date:	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@abdshire	Date:		
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Continuous monitoring of service provision	Ongoing			Quality of service maintained and potentially improved	Within existing staff resources
Promotion of School Meals Service	Ongoing			Increase in meal uptake. (current statistics support this)	Within existing staff resources
Implementation of Scottish Government Initiatives (e.g. Still Hungry for Success, Free Meals P1-3)	Ongoing			Implementation of initiatives in line with laid down criteria	Within existing resources and utilising any additional funding.