



## Equality Impact Assessment

The Council has a duty to consider the needs and requirements of the community who are affected by our policies and procedures. This checklist has been developed to ensure that relevant groups are neither directly or indirectly discriminated against in the planning and delivery of Council services in compliance with legislation and good practice.

An impact assessment is a systematic way of finding out the impact of a policy or proposed policy on different groups. Officers are required to identify the likely outcomes/impacts that may result from introducing a policy/procedure.

Examples of groups that can be disadvantaged if their specific needs are not considered are women/parents/carers, people from different ethnic minorities, people with disabilities/impairments and Welsh speakers.

### **How should you assess impact?**

1. Identifying the objectives of your policy and how it will work
2. Examining the data and research available
3. Assessing the likely impact on equality
4. Consulting people who are likely to be affected by your policy
5. Making arrangements to monitor and review your policy and its impact
6. Publishing the results of the assessment

**It is the responsibility of the Head of Service or Operational Manager responsible for each policy to ensure that an assessment has been completed for the policy identified.**

The form should be completed electronically and returned to the Equalities Section :

[LJBrown@valeofglamorgan.gov.uk](mailto:LJBrown@valeofglamorgan.gov.uk)

If you have any queries, telephone: 01446 709362

**Policy/practice title: Increase School Meal Charges by 10p to £1.90 for Primary Pupils**

**Who is responsible for developing and implementing the policy/practice?**

Name: Carole Tyley	Job Title: Business Manager
Directorate: Learning & Development	Division: Vale Catering Services
Assessment Date: 18 May 2011	

**1. Objectives**

**What are the objectives of the policy/practice being developed or reviewed?**

To ensure sufficient income is received to cover food costs, labour costs and overheads within the Primary Schools Catering provision

**2. Background data:**

<b>Who is intended to benefit from this policy/practice?</b>	<b>Please ✓</b>
All residents of the Vale of Glamorgan	
Internal departments (please state):	
Customers/residents in a specific geographical location	
Specific customers (age, gender, etc.) Please identify: People over 65 dementia related illnesses and resultant residential needs.	All pupils aged 5-11 years
Other Please specify:	
<b>What research or baseline information do you have about how your service is used by various groups of people?</b>	
Little research is known as Catering tend to work on meal numbers not the various groups that utilise the service	

**3. Gender**

Will the policy/practice have a **negative impact** directly or indirectly on different genders?

<b>Please ✓</b>	<b>Yes</b>	<b>No</b>
Women		✓
Men		✓

Will the policy/practice have a **positive impact** directly or indirectly on different genders?

<b>Please ✓</b>	<b>Yes</b>	<b>No</b>
Women		✓
Men		✓

**Please give details of the negative impact?**

**Please give details of the positive impact?**

**What action(s) can you take to mitigate the negative impact?**

<b>What action(s) can you take to have a more positive impact?</b>
<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on a specific gender

#### 4. Race

People from different black and minority ethnic communities may use Council services differently (for example will women from certain minority communities use the Council’s swimming pool more often if same sex swimming arrangements are in place).

Will the policy/practice have a **negative impact** on the following groups?

<b>Please</b> ✓	<b>Yes</b>	<b>No</b>
Black and minority ethnic population		✓
Economic migrants		✓
Asylum seekers and refugees		✓

Will the policy/practice have a **positive impact** on the following groups?

<b>Please</b> ✓	<b>Yes</b>	<b>No</b>
Black and minority ethnic population		✓
Economic migrants		✓
Asylum seekers and refugees		

<b>Please give details of the negative impact?</b>
<b>Please give details of the positive impact?</b>
<b>What action(s) can you take to mitigate the negative impact?</b>
<b>What action(s) can you take to have a more positive impact?</b>
<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on a specific race. Future monitoring will determine if there is an impact for this protected characteristic.

#### 5. Disability

Will the policy/practice have a **negative impact** on people with disabilities?

<b>Disability: please</b> ✓	<b>Yes</b>	<b>No</b>
Visually impaired		✓
Hearing impairment		✓
Physically disabled		✓
Learning disability		✓
Mental health problem		✓

Other:		
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Will the policy/practice have a **positive impact** on people with disabilities e.g. will services be more accessible?

<b>Disability: please</b> ✓	<b>Yes</b>	<b>No</b>
Visually impaired		✓
Hearing impairment		✓
Physically disabled		✓
Learning disability		✓
Mental health problem		✓
Other:		

<b>Please give details of the negative impact?</b>
<b>Please give details of the positive impact?</b>
<b>What action(s) can you take to mitigate the negative impact?</b>
<b>What action(s) can you take to have a more positive impact?</b>
<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on people with disabilities

## 6. Welsh language

Will the policy/practice have a **negative impact** on the Welsh language?

<b>Please</b> ✓	<b>Yes</b>	<b>No</b>
		✓

Will the policy/practice provide a **positive impact** on the Welsh language, in accordance with the Council’s Welsh Language Scheme, e.g. translation of documents, Welsh speaking member of staff, bilingual automated telephone system, bilingual forms, etc.?

<b>Please</b> ✓	<b>Yes</b>	<b>No</b>
		✓

<b>Please give details of the negative impact?</b>
<b>Please give details of the positive impact?</b>
<b>What action(s) can you take to mitigate the negative impact?</b>
<b>What action(s) can you take to have a more positive impact?</b>

<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on the Welsh language

### 7. Age

Will the policy/practice have a **negative impact** for younger/older people?

<b>Please ✓</b>	<b>Yes</b>	<b>No</b>
Under 25 years	✓	
Over 50 years	✓	

Will the policy/practice provide a **positive impact** for younger/older people?

<b>Please ✓</b>	<b>Yes</b>	<b>No</b>
Under 25 years	✓	
Over 50 years	✓	

<b>Please give details of the negative impact?</b>
Parents of pupils may withdraw them from the school meal provision if it is too costly thus possibly reducing labour in the workforce and face possible redundancies
<b>Please give details of the positive impact?</b>
Continued service provision of school meals to all primary pupils allowing the labour workforce to remain in post or have additional hours paid if the numbers increase
<b>What action(s) can you take to mitigate the negative impact?</b>
Change the service provision to our customers. If we have a reduced workforce menu changes will need to be made to ensure staff can produce a nutritionally balanced meal in less time
<b>What action(s) can you take to have a more positive impact?</b>
Continue to offer a quality service to all primary pupils
<b>What supporting evidence do you have?</b>
Newsletter to parents, primary menu to inform of menu offer to primary pupils. Launch of catering website

### 8. Religion and belief

Will the policy/practice provide a **negative impact** for people with different religions or beliefs?

<b>Religion/belief: please ✓</b>	<b>Yes</b>	<b>No</b>
		✓

Will the policy provide a **positive impact** for people with different religions or beliefs?

<b>Religion/belief: please ✓</b>	<b>Yes</b>	<b>No</b>
		✓

<b>Please give details of the negative impact?</b>
<b>Please give details of the positive impact?</b>
<b>What action(s) can you take to mitigate the negative impact?</b>
<b>What action(s) can you take to have a more positive impact?</b>
<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on a specific religion or belief

### 9. Sexual orientation

Will the policy provide a **negative impact** for gay men/lesbians/bisexuals

<b>Sexual orientation: please</b> ✓	<b>Yes</b>	<b>No</b>
Gay men/lesbians/bisexuals		✓

Will the policy provide a **positive impact** for gay men/lesbians/bisexuals?

<b>Sexual orientation: please</b> ✓	<b>Yes</b>	<b>No</b>
Gay men/lesbians/bisexuals		✓

<b>Please give details of the negative impact?</b>
<b>Please give details of the positive impact?</b>
<b>What action(s) can you take to mitigate the negative impact?</b>
<b>What action(s) can you take to have a more positive impact?</b>
<b>What supporting evidence do you have?</b>
Research – ‘How Fair is Britain’ has found no evidence, either locally or nationally, to identify that the proposals will have a negative impact on specific sexual orientation

### 10. Consultation

What arrangements have been made to consult with:

- men/women/parents/carers
- the black and minority ethnic community (including asylum seekers, refugees, economic migrants)
- people with disabilities / impairments (sensory, physical, learning, medical etc)
- the Welsh speaking community
- other ‘hard to reach’ or vulnerable groups (e.g. young/older people, low income families)

<b>Consultation activities that have taken place (include the method of consultation e.g. focus group, survey, public meeting, citizens panel, etc.)</b>
No consultation has taken place regarding the increase in meal prices as the business is driven by food costs, transportation costs and the global market place. Annual price increases are necessary to pay for this provision and generally the cost of living increases for salary costs to staff
<b>Who was consulted?</b>
<b>How have the results of the consultation been implemented?</b>

**11. Monitoring**

<b>How will you monitor the impact of this policy on service users?</b>
Available data from schools will be analysed to identify any adverse impact
<b>What monitoring data will you collect (number of people with a disability, black and minority ethnic communities, women/men, Welsh speakers, etc.)?</b>
Sample monitoring will be conducted on an annual basis to identify uptake by gender, race, disability etc and will be shared with equalities section to ascertain any disadvantages.

**Publication of policy**

How will you publish and publicise the policy to ensure equality of access to this information (including raising awareness with minority groups, publishing information in accessible formats, etc.)?

Details: Information supplied to Headteachers from Vale Catering Services in English and Welsh. Headteachers will need to ensure that the information is supplied in accessible formats to pupils that need it eg large print, Welsh language.
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**12. Further action**

Any recommendations for action that you plan to take as a result of this impact assessment (listed in the sections above) should be included in your Team Plan or Departmental Service Plan.

**13. Completed Impact Assessments:**

Email a copy of this form to the Corporate Equalities Officer. Completed forms will be published on the Council’s website.

**14. Authorisation**

(This form should be authorised by the relevant Head of Service or Operational Manager for the department).

Approved by (name): Paula Ham <i>PA Ham</i>	Date: 08 02 12
Designation: Head of Strategic Planning & Performance	