

Appendix A – EAA - Full Equalities Analysis Assessment

1. Proposal Summary Information	
EAA Title	Authority to Tender the School Meal Service
Please describe your proposal?	Contract: tender the contract for the school meal service on behalf of primary and special schools which form the Ealing School Catering Consortium (ESCC)
Is it HR Related?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Corporate Purpose	Cabinet Decision

1. What is the Initiative/Function/Policy/Project/Scheme (<i>pick one</i>) looking to achieve? Who will be affected?
<p>Seeks authority from Cabinet to tender the contract for the school meal service on behalf of 57 Primary and Special schools which form the Ealing School Catering Consortium (ESCC) as the existing contract with Harrison Catering Services Limited expires on 31st July 2020.</p> <p>Seeks authority from Cabinet to research options available in respect of tendering the contract for this service with either a neighbouring authority and/or a consortium of other London Boroughs.</p> <p>Seeks a commitment for the Council to provide contract management services for the duration of the new contract.</p>

2. What will the impact of your proposal be?
<p>The impact of the proposal is to commence the process to ensure a new school meal service contract is in place for when the existing school meal service contract comes to an end on 31st July 2020.</p> <p>Responsibility for the provision of a mid-day meal service has been delegated to all schools and their governing bodies. The provision of a meal service is a legal requirement under the Education Act 1996. Consequently, schools are able to make their own arrangements regarding the provision of a mid-day meal service.</p> <p>The continuation of a consortium of schools is regarded as desirable as it offers economies of scale, protects smaller schools, provides consistency across all member schools, offers training opportunities to the staff that would be difficult for an individual school to provide, assists with making improvements to the staff's employment terms & conditions and reduces the administrative burden for member schools.</p>

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2. Impact on Groups having a Protected Characteristic

AGE: <i>A person of a particular age or being within an age group.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
It is considered that this will have a positive effect on young people who use the service through the provision of high quality nutritional meals and the good value that meals purchased through the contract will provide to schools.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

DISABILITY: <i>A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities¹.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
This proposal should have a positive impact on users of the service who have disabilities.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

¹ Due regard to meeting the needs of people with disabilities involves taking steps to take account of their disabilities and may involve making reasonable adjustments and prioritizing certain groups of disabled people on the basis that they are particularly affected by the proposal.

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GENDER REASSIGNMENT: <i>This is the process of transitioning from one sex to another. This includes persons who consider themselves to be trans, transgender and transsexual.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
There should be a neutral impact on gender reassignment.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

RACE: <i>A group of people defined by their colour, nationality (including citizenship), ethnic or national origins or race.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
There should be a neutral impact on race.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

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RELIGION & BELIEF: *Religion means any religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect a person's life choices or the way you live for it to be included.*

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact

There should be a neutral impact on religion and belief.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

No negative effect identified.

SEX: *Someone being a man or a woman.*

State whether the impact is positive, negative, a combination of both, or neutral:

Describe the Impact

Neutral effect identified in terms of the above recommendations.

Alternatives and mitigating actions which have been considered in order to reduce negative effect:

Describe the Mitigating Action

No negative effect identified.

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SEXUAL ORIENTATION: <i>A person's sexual attraction towards his or her own sex, the opposite sex or to both sexes.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
No differential impact on people based on sexual orientation so neutral impact identified.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

PREGNANCY & MATERNITY: <i>Description: Pregnancy: Being pregnant. Maternity: The period after giving birth - linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
There should be a neutral impact on pregnancy & maternity.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

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MARRIAGE & CIVIL PARTNERSHIP: <i>Marriage: A union between a man and a woman. or of the same sex, which is legally recognised in the UK as a marriage</i> <i>Civil partnership: Civil partners must be treated the same as married couples on a range of legal matters.</i>
State whether the impact is positive, negative, a combination of both, or neutral:
Describe the Impact
There should be a neutral impact on marriage & civil partnership.
Alternatives and mitigating actions which have been considered in order to reduce negative effect:
Describe the Mitigating Action
No negative effect identified.

3. Human Rights²
4a. Does your proposal impact on Human Rights as defined by the Human Rights Act 1998?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4b. Does your proposal impact on the rights of children as defined by the UN Convention on the Rights of the Child?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
4c. Does your proposal impact on the rights of persons with disabilities as defined by the UN Convention on the rights of persons with disabilities?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

² For further guidance please refer to the Human Rights & URNC Guidance on the Council Equalities [web page](#).

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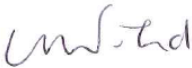

4. Conclusion
The proposals are not considered to disadvantage any equality groups or sub-groups. The proposals are considered to have a positive impact on children at schools who use the service.
4a. What evidence, data sources and intelligence did you use to assess the potential impact/effect of your proposal? Please note the systems/processes you used to collect the data that has helped inform your proposal. Please list the file paths and/or relevant web links to the information you have described.
School Food Plan, School Food Standards http://www.schoolfoodplan.com/

5. Action Planning: (What are the next steps for the proposal please list i.e. what it comes into effect, when migrating actions³ will take place, how you will measure impact etc.)				
Action	Outcomes	Success Measures	Timescales/ Milestones	Lead Officer (Contact Details)
Additional Comments:				
No mitigating actions to be taken.				

³ Linked to the protected characteristics above

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6. Sign off: (All EAA's must be signed off once completed)

Completing Officer Sign Off:	Service Director Sign Off:	HR related proposal (Signed off by directorate HR officer)
Signed:  Name (Block Capitals): L M FIELD Date: 28 February 2019	Signed:  Name (Block Capitals): G REDHEAD Date: 28 February 2019	Signed: Name (Block Capitals): Date:

For EA's relating to Cabinet decisions: received by Committee Section for publication by (date):

Appendix 1: *Legal obligations under Section 149 of the Equality Act 2010:*

- As a public authority we must have due regard to the need to:
 - a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The protected characteristics are: AGE, DISABILITY, GENDER REASSIGNMENT, RACE, RELIGION & BELIEF, SEX, SEXUAL ORIENTATION, PREGNANCY & MATERNITY, MARRIAGE & CIVIL PARTNERSHIP
- Having due regard to advancing equality of opportunity between those who share a protected characteristic and those who do not, involves considering the need to:
 - a) Remove or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b) Take steps to meet the needs of persons who share a relevant characteristic that are different from the needs of the persons who do not share it.
 - c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Having due regard to fostering good relations between persons who share a relevant protected characteristic and persons who do not, involves showing that you are tackling prejudice and promoting understanding.

Complying with the duties may involve treating some people more favourably than others; but this should not be taken as permitting conduct that would be otherwise prohibited under the Act.