

Initial Equalities Screening Record Form

Appendix 3

Date of Screening: August 2019	Directorate: People		Section: Education, Property, Places & Admissions
1. Activity to be assessed	Please give full details of the activity; A tender for the provision of a school meals service.		
2. What is the activity?	<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change		
3. Is it a new or existing activity?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing		
4. Officer responsible for the screening	Mr Chris Taylor		
5. Who are the members of the screening team?	David Eagle – Contracts Monitoring Officer Jo Alderson – Principle Procurement Officer		
6. What is the purpose of the activity?	To ensure that a new contract for the supply of School meals is established before the current contract expires in July 2020.		
7. Who is the activity designed to benefit/target?	Pupils in full-time education		
Protected Characteristics	Please tick yes or no	Is there an impact? What kind of equality impact may there be? Is the impact positive or adverse or is there a potential for both? If the impact is neutral please give a reason.	What evidence do you have to support this? E.g equality monitoring data, consultation results, customer satisfaction information etc Please add a narrative to justify your claims around impacts and describe the analysis and interpretation of evidence to support your conclusion as this will inform members decision making, include consultation results/satisfaction information/equality monitoring data
8. Disability Equality – this can include physical, mental health, learning or sensory disabilities and includes conditions such as dementia as well as hearing or sight impairment.	N	No impact identified	The successful tenderer will need to be able to react quickly to any demand from a disabled child, depending on the school requirement, in order to ensure that anyone suffering with a disability can still access the service in exactly the same way that any other pupils would be able to. This might include the following:- <ul style="list-style-type: none"> - Menu Boards to be accessible and displayed in larger font - Menu Choices for Diabetics / Gluten sufferers /

			Special Diets It is important to note, that the team would not expect the Contractor to have this in place at all sites where disability is not an issue, but the team must ensure that any contractor that is appointed has the ability to adapt to such requirements should they arise or be needed.
9. Racial equality		N	Bracknell Forest Schools currently have (2011) 16.1% of pupils enrolled that are from black and minority ethnic groups. This has continued to increase year on year from the statistics taken in 2001. Data from the latest school census, (January 2011), also shows that 91% of pupils speak English as their 1 st language. The next most common language is Nepali with 251 (1.6%) of pupils having this as their 1 st language. Menus need to reflect the racial mix of children
10. Gender equality		N	No impact identified
11. Sexual orientation equality		N	No impact identified
12. Gender re-assignment		N	No impact identified
13. Age equality		N	Figures from the National Diet and Nutrition Survey of Young People revealed that many children have inadequate intakes of many nutrients, including vitamin A, riboflavin (vitamin B2), zinc, potassium, magnesium, calcium and iron, particularly once they reach the teenage years and have more control over what they eat. Any successful tenderer will therefore be required to demonstrate that they are providing balanced food options that are helping to improve the intake of valuable nutrients.

<p>14. Religion and belief equality</p>		<p>N</p>		<p>Ethnicity data from the 2011 Census indicates that the majority of people living in Bracknell Forest are White British (84.9%), compared with 90.6% in the 2001 Census. The BME (Black and Minority Ethnic) population has increased over the past decade. Due to the increase in the BME community, the team will need to consider the following:-</p> <p>Food Preparation and Storage</p> <ul style="list-style-type: none"> - Is Halal meat available if required? (Please note: Halal is chosen merely as an example) - Do they actively promote Festival days within menu choices? <p>It is intended that all of the above can be addressed in the Method Statement contained within the Invitation to Tender documents sent out to all tenderers or explored during the Supplier Interviews.</p>
<p>15. Pregnancy and maternity equality</p>		<p>N</p>		<p>Pregnancy – Whilst this is unlikely to be of high concern within Schools, any successful Contractor must be capable of providing catering staff that are able to provide information on the foods used within the cooking process.</p>
<p>16. Marriage and civil partnership equality</p>		<p>N</p>		<p>No impact identified</p>
<p>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders, armed forces communities) and on promoting good community relations.</p>	<p>Please explain</p> <p>Deprivation - Bracknell Forest is one of the least deprived areas in England. However, there are areas of Bracknell Forest that have relatively high levels of deprivation in comparison with the rest of the borough. This needs to be considered due to the stigma attached with receiving a 'free school meal' and therefore the team must ensure that tenderers have decided on a suitable process which prevents those receiving free school meals to be treated differently or being made clearly visible to those pupils that pay for their own meals.</p> <p>This must also be a consideration when deciding what price to charge pupils for school meals. With meals currently being charged at £2.20, there would be an impact on numbers using the service if this was to rise considerably.</p>			

18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?	Please explain Not applicable – actions have been identified which should help to advance equalities within Schools opposed to causing any adverse / negative impacts.		
19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?	Please explain Not applicable – activities are not considered to be significantly different		
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?		N	Please explain for each equality group Not applicable
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	No further information or data is required at this time		
22. On the basis of sections 7 – 17 above is a full impact assessment required?		N	Please explain your decision. If you are not proceeding to a full equality impact assessment make sure you have the evidence to justify this decision should you be challenged. Initial Screening is considered to be sufficient.
23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.			
Action	Timescale	Person Responsible	Milestone/Success Criteria
As part of the annual review process, we will request the successful contractor to assist us in reviewing the EIA to identify any new actions taken by either party to actively promote equalities within the workplace. We will also look to review workforce monitoring KPI's on a quarterly basis to ensure that we monitor any potential issues.	Annual/Quarterly	Chris Taylor	Evidenced in minutes of the meetings.

<p>School Meals are provided to both paying pupils and children that are entitled to a free school meal.</p> <p>Schools have a legal duty to ensure that their children have access to a school meal.</p>	Ongoing	School governing bodies	Ongoing monitoring
<p>24. Which service, business or work plan will these actions be included in?</p>	Not applicable		
<p>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</p>	Not applicable		
<p>26. Head of Service/Assistant Director signature.</p>	Signature:		Date: