



Equality Impact/Fairer Scotland Duty Assessment Form

Name of Proposal - Expansion of Free School Meal Support

Is this only a **screening** Equality Impact Assessment No

(B) If you have answered No to the above, please indicate the following:

Is this a full Equality Impact Assessment Yes

Is this a Fairer Scotland Duty Assessment No

If you have answered Yes to either or both of the above, continue with Step 3.

If your proposal is a **strategy** please ensure you complete Step 13 which is the Fairer Scotland Duty Assessment.

Step 3

(i)Lead Directorate/Service: Education & Lifelong Learning

(ii)Are there any **relevant** statutory requirements affecting this proposal? If so, please describe.

Angus Council are required to provide a Free School Meal service that meets the Scottish Government's nutritional requirements to all eligible young people.

(iii)What is the aim of the proposal? Please give full details.

To provide Elected Members with an update on the expansion of Free School Meal Support

(iv)Is it a new proposal? No Please indicate OR

Is it a review of e.g. an existing budget saving, report, strategy, policy, service review, procedure or function? Yes

Step 4: Which people does your proposal involve or have consequences for?

Employees Yes

Job Applicants No

Service users Yes

Members of the public No

Step 5: List the evidence/data/research that has been used in this assessment (links to data sources, information etc which you may find useful are in the Guidance). This could include:

Internal data (e.g. customer satisfaction surveys; equality monitoring data; customer complaints).

Financial data and school meal uptake

Internal consultation (e.g. with staff, trade unions and any other services affected).

With relevant directors and their representatives and Tayside Contracts.

External data (e.g. Census, equality reports, equality evidence finder, performance reports, research, available statistics)

Scottish government guidance documentation

External consultation (e.g. partner organisations, national organisations, community groups, other councils.

NA

Other (general information as appropriate).

NA

Step 6: Evidence Gaps.

Are there any gaps in the equality information you currently hold? No

Step 7: Are there potential differential impacts on protected characteristic groups?

Please complete for each group, including details of the potential impact on those affected. Please remember to take into account any particular impact resulting from **Covid-19**.

Please state if there is a potentially positive, negative, neutral or unknown impact for each group. Please state the reason(s) why.

Age - **Impact – children and young people – positive**

The report details the expansion of free school meal provision to P5 pupils and an update on the expansion of free school meal provision to P4-P7 pupils.

Disability - **Impact – children and young people – positive**

Children and young people with disabilities are included within the expansion

Gender reassignment - **Impact - neutral**

Marriage and Civil Partnership - **Impact - neutral**

Pregnancy/Maternity - **Impact - neutral**

Race - (includes Gypsy Travellers) - **Impact – children and young people – positive**

Children and young people from all ethnic groups, including Gypsy Travellers, are being supported through the steps identified above.

Religion or Belief - **Impact - neutral**

Sex - **Impact - neutral**

Sexual orientation - **Impact - neutral**

Step 8: Consultation with any of the groups potentially affected

If you have consulted with any group potentially affected, please give details of how this was done and what the results were.

N/A

Step 9: What mitigating steps will be taken to remove or reduce potentially negative impacts?

N/A

Step 10: If a potentially negative impact has been identified, please state below the justification.

N/A

Step 11: In what way does this proposal contribute to any or all of the public sector equality duty to: eliminate unlawful discrimination; advance equality of opportunity; and foster good relations between people of different protected characteristics?

N/A

Step 12: Is there any action which could be taken to advance equalities in relation to this proposal?

N/A

Step 14: What arrangements will be put in place to monitor and review the Equality Impact/Fairer Scotland Duty Assessment?

This EIA may be reviewed in light of any further developments in the expansion.

Step 15: Where will this Equality Impact/Fairer Scotland Duty Assessment be published?

On the Council website with the committee report.

Step 16: Sign off and Authorisation. Please state name, post, and date for each:

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Approved by: Kelly McIntosh, Director of Education and Lifelong Learning 18/01/22