

EQUALITY ANALYSIS

This Equality Analysis considers the effect of Bury Council/ Bury CCG activity on different groups protected from discrimination under the Equality Act 2010. This is to consider if there are any unintended consequences for some groups from key changes made by a public body and their contractor partners organisations and to consider if the activity will be fully effective for all protected groups. It involves using equality information and the results of engagement with protected groups and others, to manage risk and to understand the actual or potential effect of activity, including any adverse impacts on those affected by the change under consideration.

For support with completing this Equality Analysis please contact corporate.core@bury.gov.uk / 0161 253 6592

SECTION 1 – RESPONSIBILITY AND ACCOUNTABILITY	
<i>Refer to Equality Analysis guidance page 4</i>	
1.1 Name of policy/ project/ decision	Awarding the Frozen Food Contract for the Schools Catering Service
1.2 Lead for policy/ project/ decision	David Catterall
1.3 Committee/Board signing off policy/ project/ decision	Cabinet
1.4 Author of Equality Analysis	<i>Name: David Catterall Role: Head of Commercial Services Contact details: d.catterall@bury.gov.uk</i>
1.5 Date EA completed	<i>15/04/24</i>
1.6 Quality Assurance	<i>Name: Lee Cawley Role: EDI Manager Contact details: l.cawley@bury.gov.uk Comments: EqlA complete – no further action required</i>
1.7 Date QA completed	<i>16/04/24</i>
1.8 Departmental recording	<i>Reference: Date:</i>
1.9 Next review date	

SECTION 2 – AIMS AND OUTCOMES OF POLICY / PROJECT	
<i>Refer to Equality Analysis guidance page 5</i>	
2.1 Detail of policy/ decision being sought	Awarding a Fresh Fruit and Vegetable Contract for Schools Catering
2.2 What are the intended outcomes of this?	To award Ralph Livsey Service the schools catering Fresh Fruit and Vegetable contract to ensure service delivery.

SECTION 3 – ESTABLISHING RELEVANCE TO EQUALITY & HUMAN RIGHTS

Refer to Equality Analysis guidance pages 5-8 and 11

Please outline the relevance of the activity/ policy to the Public Sector Equality Duty

General Public Sector Equality Duties	Relevance (Yes/No)	Rationale behind relevance decision
<p>3.1 To eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by Equality Act 2010</p>	<p>Yes</p>	<p>The procurement of food for the school meal service must ensure that all suppliers included in the process are compliant and can provide food products to meet the need of the service users. During the process, the 'shopping list' includes a wide range of food items to meet these needs. If the preferred supplier cannot provide an element of the food provision an alternative supplier will be procured. All scoring during the procurement of food includes the social value as part of the EDI requirement linked to the Quality scoring.</p>
<p>3.2 To advance equality of opportunity between people who share a protected characteristic and those who do not.</p>	<p>Yes</p>	<p>The procurement of fresh fruit and vegetables via the YPO Framework does not impact the opportunity to progress equality either positively or negatively. During the procurement process, food items included within the non-exhaustive 'shopping list' includes the opportunity to supply frozen food which is halal and kosher compliant. Additional dietary requirements such as lactose and gluten have been included.</p>
<p>3.3 To foster good relations between people who share a protected characteristic and those who do not</p>	<p>Yes</p>	<p>The procurement of fresh fruit and vegetables via the YPO Framework which includes EDI policies supports the offer of diverse food to meet the needs and cultural requirements of people accessing the school meal service. During the procurement process, food items included within the non-exhaustive 'shopping list' includes the opportunity to supply food which can be served to all communities.</p>
<p>3.4 Please outline the considerations taken, including any mitigations, to ensure activity is not detrimental to the Human Rights of any individual affected by the decision being sought.</p>		
<p>YPO, the framework used to procure the preferred supplier has a robust Equality and Diversity policy which all suppliers must adhere to be on their framework. Further information can be found here:</p> <p>file:///C:/Users/d.catterall/Downloads/IGov-Survey-Report-YPO-Public-Sector-Attitudes-to-Working-with-SME-Suppliers-Final%20(1).pdf</p> <p>Section 15 Social Responsibility covers equality and diversity responsibilities of suppliers</p> <p>https://www.ypo.co.uk/-/media/07d5dff084d431390cdc0d651bdc52e.ashx</p>		

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SECTION 4 – EQUALITIES DATA			
<i>Refer to Equality Analysis guidance page 8</i>			
Protected characteristic	Usage / Service Users	Base data	Data gaps (to include in Section 8 log)
4.1 Age	Ages between Nursery Age and 18	Numbers on roll, held within the schools for each academic year group	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps.
4.2 Disability	Fully accessible	Fully Accessible	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps. Additional dietary requirements such as lactose and gluten have been included in the procurement
4.3 Gender	All Genders	No barriers	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps.
4.4 Pregnancy or Maternity	N/A	N/A	N/A
4.5 Race	No barriers to access	No barriers	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps.
4.6 Religion and belief	No barriers to access	No barriers	Schools provide robust and clear information

			around cultural belief and religion.
4.7 Sexual Orientation	No barriers to access	No barriers	N/A
4.8 Marriage or Civil Partnership	N/A	No barriers	N/A
4.9 Gender Reassignment	No barriers to usage	No barriers	N/A
4.10 Carers	No barriers to usage	No barriers to usage	Gaps in current data will be resolved with the public and staff consolation as it includes all protected characteristics
4.11 Looked After Children and Care Leavers	No barriers to usage	No barriers to usage. Additional support for Looked after children including Free School Meal provision and breakfasts clubs support access to the service.	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps.
4.12 Armed Forces personnel including veterans	No barriers to usage	N/A	N/A
4.13 Socio-economically vulnerable	No barriers to usage	Support through Free School Meal provision supports access to the service.	No data gaps, due to considerable data from the schools and catering service management information. Data is continuously reviewed to ensure there are no gaps.

SECTION 5 – STAKEHOLDERS AND ENGAGEMENT

Refer to Equality Analysis guidance page 8 and 9

	Internal Stakeholders	External Stakeholders
5.1 Identify stakeholders	Schools Catering Staff	School Head Teachers and Business Managers / Suppliers
5.2 Engagement undertaken	None required	Procurement through YPO and suppliers
5.3 Outcomes of engagement	All catering staff, Operations Assistant Directors and Exec director fully aware. Procurement, Star Procurement, S151 officer and legal are fully aware via the cabinet report.	Suppliers who have not been successful have been made aware and can feedback. The awarded contractor has been made aware provisionally whilst the cabinet decision is ratified.
5.4 Outstanding actions following engagement. (include in Section 8 log)	The final Cabinet report and decision to award needs to be ratified and processed.	Official awarding of the contract must be communicated to the preferred supplier.

SECTION 6 – CONCLUSION OF IMPACT

Refer to Equality Analysis guidance page 9

Please outline whether the activity/ policy has a positive or negative effect on any groups of people with protected inclusion characteristics

Protected Characteristic	Positive/ Neutral Negative/	Impact (include reference to data/ engagement)
6.1 Age	Positive	By awarding the preferred contractor via the procurement exercise, the provision of the school meals service will be of a higher quality and of a lower cost. Improved quality increases uptake. Increased uptake of quality meals within a school setting supports better learning outcomes, improves wellbeing and impacts positively to reduce health inequalities.
6.2 Disability	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified. Additional dietary requirements such as lactose and gluten have been included.
6.3 Gender	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.4 Pregnancy or Maternity	Neutral	It is unlikely that this protected group will access the school meals service. However, if this occurred the school meals service will ensure an individual school meal provision is delivered in conjunction with parents / guardian, the pupil, social services and the school.
6.5 Race	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.6 Religion and belief	Positive	During the procurement exercise all current religion and cultural requirements for school meal provision has been considered. If however, a further need is established the schools meal service can offer a bespoke solution in consultation with the school business manager, head teacher, parents / guardian and pupil where appropriate.
6.7 Sexual Orientation	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or

		disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.8 Marriage or Civil Partnership	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.9 Gender Reassignment	Neutral	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.10 Carers	Positive	By awarding the preferred contractor via the procurement exercise, the provision of the school meals service will be of a higher quality and of a lower cost. Improved quality increases uptake. Increased uptake of quality meals within a school setting supports better learning outcomes, improves wellbeing and impacts positively to reduce health inequalities. Through support to access the service via Free School meal provision, it is likely carers will access the service more effectively.
6.11 Looked After Children and Care Leavers	Positive	By awarding the preferred contractor via the procurement exercise, the provision of the school meals service will be of a higher quality and of a lower cost. Improved quality increases uptake. Increased uptake of quality meals within a school setting supports better learning outcomes, improves wellbeing and impacts positively to reduce health inequalities. Through support to access the service via Free School meal provision, it is likely carers will access the service more effectively. Further support for care leavers will be required through Adult Care, where appropriate.
6.12 Armed Forces personnel including veterans	N/A	No direct impact however this will be reviewed during the process to ensure no demographic adversely impacted or disadvantaged. We will continue to review the process to ensure that no one is disadvantaged due to the protected characteristic. We will ensure that the process is fair and equitable, and any relevant adjustments will be made if any disadvantage is identified.
6.13 Socio-economically vulnerable	Positive	By awarding the preferred contractor via the procurement exercise, the provision of the school meals service will be of a higher quality and of a lower cost. Improved quality increases uptake. Increased uptake of quality meals within a school setting supports better learning outcomes, improves wellbeing

		and impacts positively to reduce health inequalities. Through support to access the service via Free School meal provision, it is likely those who are socio-economically vulnerable will access the service more effectively.
6.14 Overall impact - What will the likely overall effect of your activity be on equality, including consideration on intersectionality?		There will be an overall positive equality impact. All policies and Governance will be followed in accordance with agreed policies.

SECTION 7 – ACTION LOG			
<i>Refer to Equality Analysis guidance page 10</i>			
Action Identified	Lead	Due Date	Comments and Sign off (when complete)
7.1 Actions to address gaps identified in section 4			
Gaps in data will be managed and reviewed. If additional information is gathered, the data will be included in the review / evaluation. A review of the process will continue throughout to ensure that no impact on people with protected characteristics or identified groups occurs	DC	1-4-2025	
7.2 Actions to address gaps identified in section 5			
A review of the process will continue throughout to ensure that no impact on people with protected characteristics or identified groups occurs.	DC	1-4-2025	
7.3 Mitigations to address negative impacts identified in section 6			
A review of the process will continue throughout to ensure that no impact on people with protected characteristics or identified groups occurs.	DC	1-4-2025	
7.4 Opportunities to further inclusion (equality, diversity and human rights) including to advance opportunities and engagements across protected characteristics			
No current action required			

SECTION 8 - REVIEW
Refer to Equality Analysis guidance page 10

Review Milestone	Lead	Due Date	Comments (and sign off when complete)
Op Dec to Procure	DC / AC	15-4-2024	Completed
Procure via Framework to ensure EDI policy is in place	AC	15-4-2024	Completed
Scoring to include social value and EDI underpinning	AC-Via YPO assurance	15-4-2024	Completed
Awarding of the contract following agreed governance	DC / AC	As approved via Cabinet	Equality Impact Assessment is part of the cabinet report to award the preferred contractor

Please make sure that every section of the Equality Analysis has been fully completed. The author of the EA should then seek Quality Assurance sign off and departmental recording.

SECTION 9 – QUALITY ASSURANCE		
<i>Refer to Equality Analysis guidance page x</i>		
Consideration	Yes/No	Rationale and details of further actions required
Have all section been completed fully?	Yes	
Has the duty to eliminate unlawful discrimination, harassment, victimization and other conducted prohibited by the PSED and Equalities Act been considered and acted upon?	Yes	
Has the duty to advance equality of opportunity between people who share a protected characteristic and those who do not been considered and acted upon	Yes	
Has the duty to foster good relations between people who share a protected characteristic and those who do not, been consider and acted upon	Yes	
Has the action log fully detailed any required activity to address gaps in data, insight and/or engagement in relation to inclusion impact?	Yes	
Have clear and robust reviewing arrangements been set out?	Yes	
Are there any further comments to be made in relation to this EA	EqIA is fully complete with no further actions required.	