

INTEGRATED IMPACT ASSESSMENT COVERING

- EQUALITIES & SOCIO ECONOMIC DUTIES
- HUMAN RIGHTS AND RIGHTS OF THE CHILD

STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

Name of policy or proposal: School Catering – Dynamic Pricing	
Is this a	Mark X below
New activity, programme or policy?	X
Change to an existing activity, programme or policy?	
Budget proposal?	

Duties: tick the boxes you think apply	No	Maybe	Yes
<p>Equalities: Will your proposal have an impact on groups with protected characteristics?</p> <p><i>Consider the impact of your proposal on people and how they access your services and information without barriers.</i></p>	X		
<p>Socio-economic</p> <p><i>Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them</i> <i>Note: Dynamic pricing will not be used for items which form core elements of a school meal but incidental purchases which although popular not required for a nutritious meal e.g. pancakes, some carbonated soft drinks</i></p>		X	
Does your proposal impact on the human rights of people?	X		
Does your proposal impact on the rights of children and young people	X		

Reasoning

Briefly describe your reasoning for the responses given above:

Socio Economic:

There could be socio economic impacts from pupils choosing to spend their money at school rather than in premises on the high street.

If you have answered “maybe” or “yes” to any of the Stage 1 questions above then proceed to complete the Stage 2 Integrated Impact Assessment questions below.

If you have answered “no” to the Stage 1 questions above then provide the details below and submit to [email]

Lead Officer for developing the contract	
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	

STAGE 2: INTEGRATED IMPACT ASSESSMENT

Brief description of the affected service

<p>1. Describe what the service does: The Councils school catering section currently procure food and drinks for the provision of school meals. Whilst the cost to the Council for these goods will fluctuate throughout the year, the cost charged to pupils within the school environment are set for the year.</p>
<p>2. Who are your main stakeholders? The main stakeholders are: School Pupils Catering Staff</p>
<p>3. What changes as a result of the proposals? Is the service reduced or removed? The proposal entails delegated authority being given to the Head of Environmental and Commercial Services to dynamically set prices for discretionary items that are not included within the nutritional requirements of school lunches based on market fluctuations to ensure the cost is competitive within the market, and, that the Council is maximising it potential for income generation whilst still providing a fair price to pupils.</p>
<p>4. How will this affect your customers? The impact would be that schools pupils would pay a price which is still competitive with the price charged on the high street but for some items may be higher than the current in-school price.</p>
<p>5. Impact on staff providing the service There would be no direct impact on staff.</p>

6. Please indicate if these apply to any of the protected characteristics	
Protected groups	Potential impacts and considerations
Race	
Disability	
Carers (for elderly, disabled or minors)	
Sex	
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	
Age (include children, young people, midlife and older people)	
Religion, and or belief	
Gender reassignment	

Inequalities arising from socio-economic differences	There could be socio economic impacts from school pupils choosing to buy food items at school rather than in establishments on the high street.
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Human rights

List of convention rights	Describe, where applicable, if and how specific rights are engaged
Article 5: Right to liberty and security	
Article 6: Right to a fair trial	
Article 8: Right to respect for private and family life, correspondence and the home	
<i>Article 10: Freedom of expression</i>	
<i>Article 11: Freedom of assembly and association</i>	
<i>Article 12: Right to marry</i>	
<i>Article 14: Prohibition of discrimination (in relation to the convention rights)</i>	
<i>Article 1 of Protocol 1: Protection of property</i>	
<i>Article 2 of Protocol 1: Right to education</i>	
<i>Article 3 of Protocol 1: Right to free elections by secret ballot</i>	

Children's Rights and Wellbeing

Relevant articles – UNCRC	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	
Article 3.1 – Best interest of the child	
Article 6.2 – Right to survival and development	

7. Evidence. What information have you used to make your assessment?

Performance data	
Internal consultation	Catering Management Team Head of Service Members

Consultation with affected groups	Discussions with school pupils with regards what food and drink items they are purchasing from the outlets on the high street.
Local statistics	
National statistics	
Other	Visual Observation from catering officers with regards what food and drink items are purchased by pupils from the outlets on the high street. Monitoring by the catering team of the differential in price for products sold in school compared to the sale price on the high street.

8. Evidence gaps

Do you need additional information in order to complete the information in the previous questions?

No additional information is needed.

9. Mitigating action

Can the impact of the proposed policy/activity be mitigated? Please explain

Mitigation would involve:

- 1) Monitoring to ensure that prices remain competitive so that pupils are not over charged for products.
- 2) Not all prices of food/drink items will be affected so there will still be a choice for pupils with regards the food/drink items they purchase.

Items are already retailed competitively compared to the High Street pricing

10. Justification

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

There is no statutory regulations regarding the pricing of items that are out of the scope of the nutritional value standards.

The proposal is still proportionate as pupils will still have the option of free water, purchasing school meals or buying their food from the high street.

SECTION 3 CONCLUDING THE IIA

Concluding the IIA

1. No potential negative impacts on any of the protected groups were found.	
2. Some potential negative impacts have been identified. The impacts relate to: <ul style="list-style-type: none"> • Protected characteristics under the Equalities Act • Socio Economic impact and inequality • Human rights/rights of the Child 	X
Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010	
Promoting equality of opportunity	
Fostering good relations	
3. The proposals interfere with human rights and/or the rights of the child	
4. Negative impacts can be mitigated the proposals as outlined in question 8	
5. The negative impacts cannot be fully mitigated but are justified as outlined in question 9.	X
6. Further consultation with affected groups is needed.	
7. It is advised not to go ahead with the proposals.	

Decision

Set out the rationale for deciding whether or not to proceed with the proposed actions:

Date of Decision: 11.10.23 RG in absence of NM

Sign off and authorisation:

Service	
Department	
Policy/activity subject to IIA	
We have completed the integrated impact assessment for this policy/activity.	Name: Paul Wolverson Position: Service Manager Date: 22 September 2023
Authorisation by head of service	Name: Nicola Moss Position: Head of Environmental & Commercial Services Date: 29 September 2023
Permission to publish on website -	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	