

Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts, and provides us with evidence that we have met our legal duties.

For support to complete your FEIA, please contact the [Equalities Team](#)

What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

Equity	Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)?
	Will the gap between those with more, and those with less be reduced?
	Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account?
Priority	Have the needs of the most disadvantaged and vulnerable across the city been given priority?
	Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions?
Inclusion	Will the voices of all those affected by your decision be heard?
	Are people able to participate in and shape a service, as well as receiving it?
	Have you considered the impact of your decision on the relationship between communities, and the spaces they share?
Communication	Are decisions being made transparently and consistently?
	How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback?

Part 1: Identification

Name of person completing the FEIA	Joanne James
Role of person completing the FEIA	Senior Procurement Officer
Date of completion	September 2023
Head of Service who has approved this FEIA	Sarah Morgan, Head of Education

1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New or revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- New project proposals affecting staff, communities or access to the built environment
- Public events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other *please explain in the box below:*

Proposal to increase to School Meal prices for Free School Meals (FSM) and paying pupils as from September 2023.

2. Please describe the overall aims, objectives and intended outcomes of your decision

The School Meals Catering Contract allows the contractor to request an increase to the school meal price in primary and the FSM allowance in secondary on an annual basis. Chartwells, the contractor, has requested an increase from September 2023 due to the inflationary increases currently being experienced in both prices and wage levels. The aim is to increase school meal prices for all pupils, both FSM and paid, so the service is sustainable and to ensure that it continues.

3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.

The main stakeholders who may be impacted by the proposed increase to School Meal prices are:

- Pupils in schools in Newport and their parents or guardians
- People living in households containing school-age children
- Schools within the local authority
- The School Meals Catering Board
- Newport City Council, particularly the Contracts and Commissioning Team

Information about Newport's population can be found here:

[Community Wellbeing Profile - Newport 2021](#)

Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

Initial consultation was undertaken with primary and secondary school representatives at the School Meals Catering Board. The outcome of these meetings was the proposed increase in school meal prices for all pupils with a request that the proposed increase for secondary schools for a set meal of £2.95.

Discussions included consideration of the impact on all pupils.

2. What do you know about the views or experiences of people who may be affected by your decision?

The proposed increases for school meals will affect all those who currently receive them, FSM or paid within the secondary sector. The roll out of Universal Primary Free School Meals (UPFSM) for Reception and KS1 from September 2022 and for KS2 from September 2023 removes any increase to paying parents within primary schools. The increase for FSM pupils will be absorbed by the school meal catering budget.

In secondary schools as the service is commercial, pupils can access food at breakfast, mid-morning break and lunchtime. There are differing menus for each, and the increases will be spread across the food products and drinks available, with some products being swapped for cheaper alternatives. The increases will be variable, and pupils should not see a dramatic change in what they are able to spend as it is the responsibility of the contractor to ensure that the menus are attractive, so uptake does not decrease. FSM pupils will see an increase in their allowance which will offset the increases. However, those pupils who pay, particularly from lower income households, may see a reduction of products that they can buy but it is Chartwell's responsibility to ensure that the increases across the product range have minimal impact.

Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council's [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The proposed increase in school meals will potentially have a negative impact on children and young people of secondary school age, particularly those from lower income households who aren't eligible for FSM.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.

Protected characteristic	Impact:			<p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> 1. Promote equal opportunity across different groups 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation
	Positive	Negative	Neither	
Marriage or civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Pregnancy or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Religion or Belief or non-belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.

2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).






	Impact:			
	Positive	Negative	Neither	
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There is no evidence that suggests the proposed increase will have a disproportionate impact on people that share this Protected Characteristic.

1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.

n/a

3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

<p>Long term</p> 	<p><i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i></p>	<p>There is a danger if the proposed increases were not approved, that the contractor for the school meals catering contract in Newport may terminate the contract as it is no longer sustainable resulting in there being no service at all until a new contractor could be appointed which will take up to 9 months.</p>
<p>Prevention</p> 	<p><i>Putting resources into preventing problems occurring or getting worse</i></p>	<p>This decision is not preventative, but the Council have no ability to be able to impact the root cause of the issue (increases in global food and fuel prices, central government increases to National Living wage and national insurance contributions) and so we have to act at this level.</p>
<p>Integration</p> 	<p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p>	<p>There are no specific contributions to Wales Well-being Goals or Newport City Council's Well-being Objectives.</p>
<p>Collaboration</p> 	<p><i>Working together to deliver objectives.</i></p>	<p>There are no specific contributions to collaboration represented by this proposal outside of those to be found in the provision of school meals more generally.</p>
<p>Involvement</p> 	<p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p>	<p>The proposed increases in school meals are informed by insight from initial consultation undertaken with primary and secondary school representatives at the School Meals Catering Board.</p>

4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- Socio-economic Background – for example, parents' education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

Negative Impact		Positive Impact	
N1	Negative impact – mild	P1	Positive impact – mild
N2	Negative impact – moderate	P2	Positive impact – moderate
N3	Negative impact – significant	P3	Positive impact – significant
N4	Potential for negative impact (but unsure)	P4	Potential for positive impact (but unsure)

Areas of inequality that may arise from socio-economic disadvantage – definitions							
Education :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society							
Work : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation							
Living Standards : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary.							
Justice, Personal Security and Community Safety : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law							
Health : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life							
Participation : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself							
Groups	Areas of inequality						
	Living Standards	Work	Health	Education	Justice and community safety	Participation	Physical Environment
Children living in poverty	N4			N4			
Low income households without dependent children							
Unemployed young people							
Long term unemployed							
Homeless households							
Refugees, migrants and asylum seekers							
Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA							
People on Universal Credit / income related benefits							

Adults with no qualifications or low qualifications							
People living in low quality housing or in Houses of Multiple Occupation							

1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?

The proposed increase in school meal prices is anticipated to potentially increase inequalities of outcome for secondary school children living in poverty likely to experience socio-economic disadvantage if their household does not meet the criteria for FSM.

This proposed increase from September 2023 will increase potential inequalities of outcome of living standards and education as all secondary school children living in poverty who are not eligible for FSM will be affected. In secondary schools, as the service is commercial, the contractor will need to ensure that the increases vary across all food and drink products, so the impact is minimal to all pupils.

2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.

The school meals contract Board provide governance for the school meals contract. This Board has representatives from primary and secondary schools both teaching and non-teaching staff. The board facilitates discussions regarding changes to the contract including operational practice, pricing, quality etc.

The initial consultation for this year's increase was undertaken with primary and secondary school representatives at the School Meals Catering Board. The outcome of these meetings was the proposed increase in school meal prices for all pupils with a request that the proposed increase for secondary schools for a set meal of £2.95.

Discussions included the consideration of children living in Newport who are affected by socio-economic disadvantage.

3. Does this decision contribute to a cumulative impact?

A. Approval may have a cumulative impact for low-income households for children that are in secondary schools not accessing FSMs or any benefits.

As part of our FEIA process, we will continue to monitor the impact of this proposal, including any potential impacts identified at this stage, actual impacts if implemented and the potential cumulative impact. This document will be reviewed and may be updated to reflect any changes.

Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
The proposed increase in school meal prices will potentially have a negative impact on children and young people of secondary school age, particularly those from lower income households who aren't eligible for FSM.	In secondary schools as the service is commercial, pupils can access food at breakfast, mid-morning break and lunchtime. There are differing menus for each, and the increases will be spread across the food products and drinks available, with some products being swapped for cheaper alternatives. The increases will be variable, and pupils should not see a dramatic change in what they are able to spend as it is the responsibility of the contractor to ensure that the menus are attractive, so uptake does not decrease. FSM pupils will see an increase in their allowance which will offset the increases. However, those pupils who pay, particularly from lower income families, may see a reduction of products that they can buy but it is Chartwell's responsibility to ensure that the increases across the product range have minimal impact.	Data from schools and Contractor	Contractor-Chartwells and Contract Manager NCC Education
IMPACT ON WELSH LANGUAGE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner
SOCIO-ECONOMIC IMPACTS			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner

<p>The proposed increase in school meal prices is anticipated to potentially increase inequalities of outcome for secondary school children living in poverty likely to experience socio-economic disadvantage as their household does not meet the criteria for FSM.</p>	<p>In secondary schools as the service is commercial, pupils can access food at breakfast, mid-morning break and lunchtime. There are differing menus for each, and the increases will be spread across the food products and drinks available, with some products being swapped for cheaper alternatives. The increases will be variable, and pupils should not see a dramatic change in what they are able to spend as it is the responsibility of the contractor to ensure that the menus are attractive, so uptake does not decrease. FSM pupils will see an increase in their allowance which will offset the increases. However, those pupils who pay, particularly from lower income families, may see a reduction of products that they can buy but it is Chartwell's responsibility to ensure that the increases across the product range have minimal impact.</p>	<p>Data from schools and Contractor</p>	<p>Contractor- Chartwells and Contract Manager NCC Education</p>
SUSTAINABLE DEVELOPMENT PRINCIPLE			
Summary of impact	Action to reduce negative impact / opportunities to increase positive impacts	How this impact will be monitored	Owner

Once your FEIA is complete, please forward to ncequality@newport.gov.uk