

# Fairness and Equalities Impact Assessment (FEIA)

Version 3.6 May 2017

The purpose of this assessment is to provide balanced information to support decision making and to promote better ways of working in line with equalities (Equalities Act 2010), Welsh language promotion (The Welsh Language (Wales) Measure 2011), sustainable development (Wellbeing of Future Generations (Wales) Act 2015), and the four parameters of debate about fairness identified by the Newport Fairness Commission (NFC Full Report to Council 2013).

**Completed by:** Sarah Morgan      **Role:** Chief Education Officer  
**Head of Service:** Sarah Morgan      **Date:** 09/09/2020

**I confirm that the above Head of Service has agreed the content of this assessment**

Yes

**When you complete this FEIA, it is your responsibility to submit it to**  
impact.assessments@newport.gov.uk

## **1. Name and description of the policy / proposal being assessed. Outline the policy's purpose.**

### **Re-introduction of Breakfast Clubs**

Welsh Government's expectation is that where a free school breakfast scheme ran prior to the COVID-19 outbreak, there is a legal duty to provide a free school breakfast at the start of the new school term (section 88 of the School Standards and Organisation (Wales) Act 2013). As schools open to all pupils full time from the beginning of September, breakfast clubs should operate as normal, unless it would be unreasonable for them to do so. The Welsh Government has not outlined what they feel will or will not be unreasonable in any particular situation but the following factors will need to be considered:

- demand for the provision of free breakfast in the school;
- availability and suitability of a venue to undertake the provision of free breakfast;
- availability and suitability of facilities within the school to provide the provision;
- availability and suitability of staff to supervise the breakfast provision.

In the current circumstances, another major consideration is the health and safety of pupils and staff and social distancing requirements.

### **Roles and Responsibilities:**

The local authority and its schools have specific roles in facilitating Breakfast Club provision:

**The role of the local authority is to 'enable' schools to provide the Breakfast Club facility. This includes:**

1. Providing the framework, funding and claims process for primary Breakfast Clubs.
2. Commissioning the food, preparation and provision of Breakfast as a meal.

**The role of schools is to coordinate the operation of the Breakfast Club:**

1. Organising the venue / space for the Breakfast Club.
2. Determining the length of time that the Breakfast Club operates.
3. Determining the number of pupil places available and setting a criteria for admission (recognising that FSM entitlement should be the main factor).
4. Providing supervision for the Breakfast Club.

**Newport City Council Position:**

NCC can continue to provide the funding for Breakfast Club provision. Chartwells, the school meals and Breakfast Club provider are able to offer all schools with 'grab bag' Breakfast packs and accommodate alternative / regular breakfasts as requested by individual schools.

**Considerations**

In re-establishing breakfast clubs Gaer Primary School school has risk assessed the ability to resume breakfast club provision. The following issues have been considered

- how social distancing and hygiene can be maintained
- ventilation and cleaning arrangements
- how contact groups will be managed
- Whether traditional hall-based provision is suitable or whether a smaller contact group approach should be pursued.
- If adequate supervision is available

**Outcome: Gaer Primary School is currently unable to resume its entire Breakfast Club due to the following reasons:**

- **Lack of additional staffing to manage each of the class bubbles we currently implement**
- **Lack of additional staffing to provide additional cleaning**

As a result this FEIA will consider some of the implications on specific school community groups.

**2. Outline how you have/will consult with stakeholders who will be affected by the policy/proposal.**

On a local authority basis, consultation has included:

- Head teacher’s representatives of Newport Association of Primary Head teachers.
- Health & Safety Manager for NCC
- Newport City Council Officers in the GOLD group
- Chartwells school meal providers

Additionally this FEIA has been developed in collaboration with the Connected Communities Manager based within Newport City Council People, Policy and Involvement Team.

On a school basis consultation has taken place with:

Staff, Trade Union representatives, the Health & Safety Manager for NCC, Governors.

**3. What information/evidence do you have on stakeholders? e.g. views, needs, service usage etc. Please include all the evidence you consider relevant.**

This FEIA has been informed by:

- Welsh Government Operational guidance for schools autumn 2020.
- A risk assessment
- Feedback from Headteacher and NCC Officers





**4. Equalities and Welsh language impact**


Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is possible that specific adult age groups will be impacted. This includes adults of working age with school aged pupils who would use Breakfast Club provision to support childcare in order for them to work specific hours. This could have a negative impact on family incomes and disadvantage children and adults.  Pupils of school age may also be impacted as they may not benefit from additional social interaction with their peers during a Breakfast Club session.

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
				Pupils of school age not receiving a free breakfast maybe nutritionally disadvantaged.
<b>Disability</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children or families with children who are disabled or have additional learning needs may be disadvantaged by a lack of Breakfast Club provision as this may be used for respite care or to enhance social interaction with other pupils.  Pupils with disabilities or additional needs (Including special dietary requirements) may not have their needs fulfilled without this provision.
<b>Gender reassignment/ transgender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is not anticipated that this proposal will have any impact, positively or negatively, on this protected characteristic.
<b>Marriage or civil partnership</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is not anticipated that this proposal will have any impact, positively or negatively, on this protected characteristic. However single parents / carers maybe additionally disadvantaged by a reduction in childcare provision or the ability to be supported with a free breakfast for their children.
<b>Pregnancy or maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is not anticipated that this proposal will have any impact, positively or negatively, on this protected characteristic.
<b>Race</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Many minority groups are economically disadvantaged. The absence or reduction of spaces available at a Breakfast Club may increase this disadvantage with an absence of childcare (previously needed for parents to work specific hours) or through an absence of food / nutritional content for the pupil.
<b>Religion or Belief or non-belief</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pupils attending a faith school do not always live within walking distance. School transport journeys can be longer than an average walking route and as a consequence some pupils have to leave earlier. The absence of a breakfast facility may result in a pupil missing breakfast.

Protected characteristic	Impact:			Provide further details about the nature of the impact in the section below. Does it: 1. Promote equal opportunity 2. Promote community cohesion 3. Help eliminate unlawful discrimination/ harassment/ victimisation?
	Positive	Negative	Neither	
<b>Sex</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is not anticipated that this proposal will have any impact, positively or negatively, on this protected characteristic.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	It is not anticipated that this proposal will have any impact, positively or negatively, on this protected characteristic.
<b>Welsh Language</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pupils attending a Welsh Medium school do not always live within walking distance. School transport journeys can be longer than an average walking route and as a consequence some pupils have to leave earlier. The absence of a breakfast facility may result in a pupil missing breakfast. However the local authority will ensure that the breakfast meal remains available.

## 5 How has your proposal embedded and prioritised the sustainable development principle in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p>Long Term</p> <p>Balancing short term need with long term needs</p>	<p>The proposal reflect the ‘first do no harm’ approach which advises that it is in the best interest of the pupil to consider a wider risk assessment of Breakfast Club provision. It is sensible to maintain whole school health and safety rather than continue to run a Breakfast Club at full capacity and increase the risk of Covid 19.</p> <p>Risk assessments will need to be reviewed on an ongoing basis to evaluate the balance of benefits and harms for Breakfast Club provision. Breakfast Club provision will remain under review as the pandemic continues and advice maybe modified if community prevalence changes.</p>
 <p>Collaboration</p> <p>Working together to deliver objectives</p>	<p>The proposal is based on schools being supported with their risk assessment planning by the local authority. The school is also working together with its school community to sustain full school opening in a safe and effective way.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The proposal allows the local authority to work with Head teachers and schools to engage with pupils and families to co-produce approaches to maintaining a Covid-19 secure environment.</p>
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The proposal reflect the requirement for each school in Newport to complete a Covid-19 risk assessment which aims to allow it to reopen in a way that minimises the transmission of the Covid-19 virus. Risk assessments are based upon the principle of minimising the amount of time that pupils are required to be outside of their contact groups.</p> <p>The most important controls to prevent infection continue to be hand and surface hygiene, maintaining separate cohorts of students (and importantly staff), avoiding close face to face conversations, careful 2m distancing between adults at all times, and adults maintaining 2m social distancing from children over 11 in the school setting.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.
 <p data-bbox="244 943 336 965">Integration</p> <p data-bbox="145 983 424 1122">Considering impact on all wellbeing goals together and on other bodies</p>	<p data-bbox="459 302 772 336"><b>A prosperous Wales</b></p> <p data-bbox="459 338 1407 445">Enabling children to continue to access education without disruption will support their progress into employment, education or training on leaving school.</p> <p data-bbox="459 486 719 519"><b>A resilient Wales</b></p> <p data-bbox="459 521 1407 629">This proposal demonstrates the flexibility of schools in Wales, allowing each school to make a decision about their Breakfast Club provision based on their own context and environment.</p> <p data-bbox="459 669 730 703"><b>A healthier Wales</b></p> <p data-bbox="459 705 1407 853">This proposal has been developed in line with Welsh Government advice and guidance to mitigate the risk of virus transmission. It may also support the continuation of a healthy breakfast (garb bags) without the ability to support early morning childcare.</p> <p data-bbox="459 893 767 927"><b>A more equal Wales</b></p> <p data-bbox="459 929 1407 1037">This proposal looks to ensure that all learners in Newport, have the opportunity to return to educational norms in a safe learning environment.</p> <p data-bbox="459 1077 1066 1111"><b>A Wales of more cohesive communities</b></p> <p data-bbox="459 1113 1407 1261">This proposal looks to mitigate against the long-term impacts of potential educational disparity, which have been accentuated by school closures and distancing learning, by enabling learners to access a safe learning environment as possible.</p> <p data-bbox="459 1301 1297 1335"><b>A Wales of vibrant culture and thriving Welsh Language</b></p> <p data-bbox="459 1337 1407 1444">This proposal will have a positive impact on ensuring that pupils are supported to attend schools and continue to access opportunities to develop the Welsh language.</p> <p data-bbox="459 1485 906 1518"><b>A globally responsible Wales</b></p> <p data-bbox="459 1520 1407 1653">The precautionary measures that will be put in place by individual schools demonstrates the commitment to providing as safe of a learning environment as possible, and the role Wales is playing in keeping down instances of community virus transmission.</p>

## 6 Will the proposal/policy have a disproportionate impact on a specific geographical area of Newport?

Potentially. As schools are based within communities, the absence of Breakfast Club provision may be prevalent more in one area or ward than another.

## **7 How does the proposal/policy relate to the parameters of debate about Fairness identified by the Newport Fairness Commission**

The proposal for all Newport schools is in line with Welsh Government policy



## 8. Equality Impacts and Actions

Please complete the below action plan which sets out steps that will/will not be taken in order to mitigate any negative impacts that your assessment has identified.

Impact identified	Who does it affect?	What will you do to mitigate the impact? If you plan to take no action, please justify your rationale	Who is responsible?
1. There will be no Breakfast Club provision in some Newport Schools	Working Parents of Primary aged pupils.  Primary aged pupils	Schools can still organise a free breakfast to any pupil which previously received it. This reduces any nutritional impact.  The school will repeat a risk assessment at various pre-determined intervals to re-consider whether its Breakfast Club provision can resume partially or in full.	Individual School
2. There will be capped or limited Breakfast Club provision in some Newport Schools.	Working Parents of Primary aged pupils.  Primary aged pupils	Schools can still organise a free breakfast to any pupil which previously received it. This reduces any nutritional impact.  The school will repeat a risk assessment at various pre-determined intervals to re-consider whether its Breakfast Club provision can resume partially or in full.	Individual School

## 9. Monitoring, evaluating and reviewing

How and when will the impact of the proposal/ policy be monitored and reported on?

- The LA will monitor impact through continuing to consult with Head teachers and through feedback from the public.
- The school will monitor the impact through communicating with parents and pupils.

## 10. Involvement

How will people be advised of the changes and of the FEIA?

- Information will be shared on the NCC website and through the school website / newsletters informing parents of the current Breakfast Club arrangements.

## 11. Summary of Impact (for inclusion in any report)

### **Equality Act 2010 Welsh**

Key community and equality impacts in this Fairness and Equalities Impact Assessment (FEIA) include:

- Working parents of school aged pupils maybe without Breakfast Club provision due to the inability of a school to mitigate risks linked to COVID 19 or supervision.
- A free Breakfast will remain available for any pupils who previously received this prior to March 23<sup>rd</sup> 2020.

### **Welsh Language**

Pupils attending a Welsh Medium school do not always live within walking distance. School transport journeys can be longer than an average walking route and as a consequence some pupils have to leave earlier. The absence of a Breakfast facility may result in a pupil missing breakfast. However the local authority will ensure that the breakfast meal remains available.

### **Wellbeing of Future Generations (Wales) Act 2015**

The NCC Strategic Recovery Aims support the Council's Corporate Plan 2017-22, Public Services Board 'One Newport' Wellbeing Plan 2018-23 and the Wellbeing for Future Generations (Wales) Act 2015. The delivery of these strategic aims and actions, which includes the re-opening of schools and maximising pupil attendance, will ensure that the Council is able to respond in the short term to the Covid-19 pandemic but also ensure that we are able to prevent longer term impacts on the children and their education.

### **Parameters of Fairness**

The proposal for all Newport schools is in line with Welsh government recommendations.

