

## NHS Greater Glasgow and Clyde Equality Impact Assessment Tool

Equality Impact Assessment is a legal requirement as set out in the Equality Act (2010) and the Equality Act 2010 (Specific Duties)(Scotland) regulations 2012 and may be used as evidence for cases referred for further investigation for compliance issues. Evidence returned should also align to Specific Outcomes as stated in your local Equality Outcomes Report. Please note that prior to starting an EQIA all Lead Reviewers are required to attend a Lead Reviewer training session or arrange to meet with a member of the Equality and Human Rights Team to discuss the process. Please contact Equality@ggc.scot.nhs.uk for further details or call 0141 2014560.

Name of Policy/Service Review/Service Development/Service Redesign/New Service:

Your Body Matters curriculum pack – 16/03/2023

Is this a: Current Service  Service Development  Service Redesign  New Service  New Policy  Policy Review

Description of the service & rationale for selection for EQIA: (Please state if this is part of a Board-wide service or is locally driven).

*What does the service or policy do/aim to achieve? Please give as much information as you can, remembering that this document will be published in the public domain and should promote transparency.*

*Why was this service or policy selected for EQIA? Where does it link to organisational priorities? (If no link, please provide evidence of proportionality, relevance, potential legal risk etc.). Consider any locally identified Specific Outcomes noted in your Equality Outcomes Report.*

The *Your Body Matters (YBM): A Primary Health and Wellbeing Curriculum Pack* for primary schools was originally developed by Health Improvement and Education across Greater Glasgow & Clyde (GG&C) in 2008. The pack was last updated in 2014 and supports the implementation of a whole school approach to nutrition and physical activity for all primary school across Greater Glasgow and Clyde (GG&C). The pack aims to provide a coherent and progressive curriculum from P1-P7 for health and wellbeing in line with the Curriculum for Excellence, specifically in relation to food and health, physical education, activity and sport. The pack is solely held by teachers who have the responsibility to incorporate the pack into daily lessons according to the lesson plans and teachers notes provided. The teachers notes are very detailed and therefore provided to aid the teachers with the delivery of each lesson plan.

The YBM pack is under review in order to ensure it is fit for purpose and meets the experiences and outcomes within Curriculum for Excellence. Eating well, having a healthy weight and being physically active are priority action areas for Scotland and across GG&C. An updated YBM pack aims to be inclusive of diverse classrooms and to equip teachers and education staff with the knowledge and resource to deliver education around food and health, physical education, activity and sport with consideration of climate change, waste and sustainability.

Who is the lead reviewer and when did they attend Lead reviewer Training? (Please note the lead reviewer must be someone in a position to authorise any actions identified as a result of the EQIA)

Name: Mary Kate Harte and Aimee Dale	Date of Lead Reviewer Training: 01/02/2023 (met with Glasgow City HI Lead for Equalities and Fairer Scotland – Afton Hill)
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Please list the staff involved in carrying out this EQIA

(Where non-NHS staff are involved e.g. third sector reps or patients, please record their organisation or reason for inclusion):

Mary Kate Harte Aimee Dale
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		<i>Example</i>	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
1.	What equalities information is routinely collected from people currently using the service or affected by the policy? If this is a new service proposal what data do you have on proposed service user groups. Please note any barriers to collecting this data in your submitted evidence and an explanation for any protected characteristic data omitted.	<i>A sexual health service collects service user data covering all 9 protected characteristics to enable them to monitor patterns of use.</i>	<p>This curriculum pack will be available to all primary schools across Greater Glasgow and Clyde, this will include both mainstream and ASN schools. The population of pupils within these schools are representative of GGC's diverse population.</p> <p>NHS Greater Glasgow and Clyde (GGC) health board has a total population of 1,185,040 residents, according to the latest available NRS mid-year population estimates for 2021. Glasgow City accounts for more than half of the population of GGC (53.6%) and thus heavily influences all statistics for GGC overall. Glasgow contains 4 in 10 of Scotland's 20% most deprived areas with 36,000 children living in food poverty in 2020.</p> <p>School data from Pupil Census 2021- this data considers East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, Renfrewshire and West Dunbartonshire:</p> <ul style="list-style-type: none"> <li>• There are a total of 84,080 primary school children across GGC with an average class size of 23.8 children</li> </ul>	Review evaluation mechanisms to ensure adequate and relevant data can be collected regarding how/when/where the pack is being utilised in schools

			<ul style="list-style-type: none"> <li>• Across GGC there are 300 primary schools and 33 ASL schools (this includes both primary and secondary).</li> <li>• 20, 847 children across GG&amp;C have additional support needs</li> <li>• A total of 57, 730 children across GGC are registered for free school meals.</li> <li>• 1630 primary school pupils are asylum seekers and 2,197 are refugees across GG&amp;C with the biggest count in Glasgow City.</li> <li>• There are 38,341 primary school pupils from the most deprived SIMD 1 compared to 14, 760 pupils from the least deprived SIMD 10 across GG&amp;C.</li> <li>• 2,226 children are new to English speaking (data was only available for Glasgow City, Renfrewshire and Inverclyde).</li> <li>• 59, 106 primary school pupils identify as White British, 4398 identify as white other and 15,473 identify as ethnic minorities.</li> </ul> <p>Data from Health and Wellbeing Census 2021/22 has been useful in terms of planning content for the review of YBM and although does not directly relate to primary school children, the data highlights that more work can be done around body image, healthy eating and health and wellbeing in general. We hope that the revised YBM pack will have a positive impact on primary school children transitioning into secondary school.</p> <ul style="list-style-type: none"> <li>• 44% of young people said they were unhappy with their body and the way they look (P7-S6)</li> <li>• 31% said they did vigorous physical activity every day (S5-6)</li> <li>• 54% said they usually have breakfast every weekday and 68% at weekends (P5-S3 and S5-6).</li> <li>• Worryingly, 27% said they sometimes go to school or bed hungry.</li> </ul>	
		<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
2.	Please provide details of how data captured has been/will be used to inform	<i>A physical activity programme for people with long term conditions reviewed service user data and found very low</i>	<ul style="list-style-type: none"> <li>• Included information on different cultures and backgrounds in the pack e.g., cultural foods and religious celebrations</li> <li>• The activities in the pack have considered different bodies and abilities</li> </ul>	

	<p>policy content or service design.</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. X <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>uptake by BME (Black and Minority Ethnic) people. Engagement activity found promotional material for the interventions was not representative. As a result an adapted range of materials were introduced with ongoing monitoring of uptake. (Due regard promoting equality of opportunity)</i></p>	<ul style="list-style-type: none"> <li>• We have included ASN school specific PEPASS resources for delivery of physical activity, education and sport in schools.</li> <li>• Health inequalities and socio-economic factors that influence food choices such as the impact of poverty and the current cost of living crisis have been considered when reviewing the pack.</li> <li>• We have incorporated resources and information to support learning for pupils with ASN in ASN and mainstream schools</li> <li>• We have considered neurodiverse pupils and the impact on learning such as including additional information and resources for teachers and adaptations to lesson plan activities.</li> <li>• We have included some information on Type 2 Diabetes which is of particular concern to BME populations. This information is provided as a means of prevention by educating from a young age.</li> </ul>	
	<p><i>Example</i></p>	<p>Service Evidence Provided</p>	<p>Possible negative impact and Additional Mitigating Action Required</p>	
<p>3.</p>	<p>How have you applied learning from research evidence about the experience of equality groups to the service or Policy?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p>	<p><i>Looked after and accommodated care services reviewed a range of research evidence to help promote a more inclusive care environment. Research suggested that young LGBT+ people had a disproportionately difficult time through exposure to bullying and harassment. As a result</i></p>	<ul style="list-style-type: none"> <li>• Invited all schools from across GG&amp;C to participate in our consultations to gather feedback from a wide range of school populations. Through this, we engaged with both mainstream and ASN schools and gathered feedback on how the curriculum pack could be implemented to meet varying needs of pupils. We used this feedback to update information, activities, language and resources included within the pack</li> <li>• To ensure the information within the pack was evidence-based and up to date, we consulted with topic experts (listed below) on food and nutrition, physical activity, sustainability and food waste, body image and eating disorders. For each of these topics, experts considered the impact on equalities and suggested changes to the pack to ensure it is inclusive and representative of a diverse population. This included,</li> </ul>	

	<p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>staff were trained in LGBT+ issues and were more confident in asking related questions to young people. (Due regard to removing discrimination, harassment and victimisation and fostering good relations).</i></p>	<p>consideration of cultural foods, diets and celebrations, varying abilities of physical activity and sport, the impact of physical abilities on eating and food choices, and the impact of the media on body image and self-esteem with considerations for neurodiverse pupils who may have a higher risk of developing an eating disorder.</p> <ul style="list-style-type: none"> <li>• Topic experts</li> <li>– <b>Lana Buchheim, Advanced Occupational Therapist</b></li> <li>– <b>Gerry Boyle, Zero Waste Scotland (Food Systems)</b></li> <li>– <b>Pete Richie, Executive Director, Nourish Scotland</b></li> <li>– <b>Andrea Crawford, PEPASS manager (Physical Education, Physical Activity, School Sport).</b></li> <li>– <b>Aimee Dale, NHS GGC Board specialist- Public Health Nutritionist (ANutr)</b></li> <li>– <b>Conor Mclean, NHS GGC Board specialist- Health Improvement Senior, Physical Activity.</b></li> <li>– <b>Dominika Bugajska, Locality specialist, Community Nutritionist.</b></li> <li>• We considered potential barriers to participating in physical activity for different genders and different physical abilities. We worked with PEPASS and included their wide-ranging resources within the pack to meet the needs of all pupils. For example, activities specifically for ASN schools.</li> <li>• The YBM pack includes lesson plans and activities that are age and stage appropriate for children in P1 – P7. These have been linked to the experiences and outcomes within the curriculum for excellence to support teachers delivering lessons to pupils at different stages to their age, based on their abilities and developmental needs.</li> <li>• The YBM pack has gone through the NHS GGC Clear to All process to ensure it meets the accessibility standards.</li> </ul>	
	<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>	
4.	Can you give details of how you have engaged with	<i>A money advice service spoke to lone parents</i>	As part of the YBM pack review, an initial consultation via online feedback form was shared with contacts targeting primary school	We did not engage directly with young people however hope to do

<p>equality groups with regard to the service review or policy development? What did this engagement tell you about user experience and how was this information used? The Patient Experience and Public Involvement team (PEPI) support NHSGGC to listen and understand what matters to people and can offer support.</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>(predominantly women) to better understand barriers to accessing the service. Feedback included concerns about waiting times at the drop in service, made more difficult due to child care issues. As a result the service introduced a home visit and telephone service which significantly increased uptake.</i></p> <p><i>(Due regard to promoting equality of opportunity)</i></p> <p><i>* The Child Poverty (Scotland) Act 2017 requires organisations to take actions to reduce poverty for children in households at risk of low incomes.</i></p>	<p>staff working in Greater Glasgow and Clyde (GG&amp;C). There was a total of 110 respondents. Engagement varied per locality with numbers included below. This consultation was offered to both mainstream and ASN primary schools across GG&amp;C. There was representation from all localities excluding East Dunbartonshire, who engaged at a later stage.</p> <p>A further consultation was carried out with education staff using focus groups to gather feedback throughout the progress of the review. This aimed to ensure, education was involved in the development of the pack and were given the opportunity to actively contribute to the content and structure of the pack ensuring it is fit for purpose. The working group hosted 3 focus groups and invited education staff working in GG&amp;C to attend. There was a total of 10 participants who took part in the focus groups with 3 localities represented from GG&amp;C: Glasgow City, East Dunbartonshire and West Dunbartonshire. There were 2 representatives from ASN schools in attendance.</p> <p>Additional engagement and considerations have been given to the following:</p> <ul style="list-style-type: none"> <li>• NHS GGC Equalities/ Clear to All – consulted with HI Lead for Equalities for information on how to ensure the YBM pack is more accessible and inclusive to all. We have considered this feedback in the development and amendments made to the YBM pack. The YBM pack been reviewed by the Clear to All process to ensure it meets the accessibility guidelines outlined.</li> <li>• BSL considerations – the YBM pack provides teachers with evidence-based information on the topics covered to deliver meaningful lessons and activities within their school/classrooms. Schools/ teachers may use additional resource as required to meet the needs of their pupils such as; providing a BSL interpreter to support lesson delivery and/or any additional resource in place to support pupil needs.</li> <li>• Throughout consultations, we engaged with ASN schools across GG&amp;C. We gathered feedback on how the curriculum pack could be implemented to meet varying needs of pupils.</li> </ul>	<p>this in the future once the pack has been fully reviewed and implemented into the new curriculum in 2023.</p>
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		<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
5.	Is your service physically accessible to everyone? If	<i>An access audit of an outpatient physiotherapy</i>	<ul style="list-style-type: none"> <li>• The YBM pack will be hosted on the NHS GGC Website where it can be accessed by all schools across GG&amp;C.</li> </ul>	

	<p>this is a policy that impacts on movement of service users through areas are there potential barriers that need to be addressed?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>department found that users were required to negotiate 2 sets of heavy manual pull doors to access the service. A request was placed to have the doors retained by magnets that could deactivate in the event of a fire. (Due regard to remove discrimination, harassment and victimisation).</i></p>	<ul style="list-style-type: none"> <li>• The YBM pack will be linked on Glow (Scotland's national digital learning platform provided by the Scottish Government), and other education platforms used within each locality area to ensure equal access to the pack.</li> <li>• The YBM pack will be shared in pdf format via the NHS GGC website for download or print. This provides options for education and can potentially reduce the cost of printing for all establishments.</li> <li>• The YBM pack has been reviewed through the Clear to All process which has ensured the pack uses plain language, is easy to read and the font size and colour contrast meets the accessibility guidelines outlined by Clear to All. The colours used for resources have been considered in engaging pupils and what is accessible to all.</li> <li>• We do not have quality assurance control over external resources linked within the pack, however, we have made sure to use trusted sources of information which include NHS Scotland and Public Health Scotland messaging and National health campaigns relative to the topic areas.</li> </ul>	
	<p><i>Example</i></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>	
<p>6.</p>	<p>How will the service change or policy development ensure it does not discriminate in the way it communicates with service users and staff?</p> <p>Your evidence should show which of the 3 parts of the</p>	<p><i>Following a service review, an information video to explain new procedures was hosted on the organisation's YouTube site. This was accompanied by a BSL signer to explain service</i></p>	<p>The YBM pack has been designed to work in tandem with the Curriculum for Excellence experiences and outcomes (E's and O's). Education staff have autonomy to tailor how the pack is used to meet these E's and O's in their specific setting based on the needs of the class pupils. This ensures that schools or classes with specialist requirement e.g., BSL, ASN can deliver YBM in an appropriate way using their specialist skills, knowledge and training.</p>	

	<p>General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p> <p>The British Sign Language (Scotland) Act 2017 aims to raise awareness of British Sign Language and improve access to services for those using the language. Specific attention should be paid in your evidence to show how the service review or policy has taken note of this.</p>	<p><i>changes to Deaf service users.</i></p> <p><i>Written materials were offered in other languages and formats.</i></p> <p><i>(Due regard to remove discrimination, harassment and victimisation and promote equality of opportunity).</i></p>	<ul style="list-style-type: none"> <li>• NHS GGC have considered providing capacity building opportunities for staff to increase knowledge, confidence and skills on delivering on each of the topics included and to different pupil populations. The YBM pack has been developed to be adaptable for individual pupil population needs.</li> <li>• There are resources included to support pupils with protected characteristics including games, documents, handouts, videos etc. This will support different learning needs of pupils and teachers who many prefer using more practical resources as opposed to written.</li> <li>• The YBM pack will be an online resource that can be accessed via school devices or printed.</li> <li>• Parent handouts have been created to go alongside lessons within the pack, providing a whole-school approach to learning around food, nutrition, physical activity, sustainability and body image. These will be translated into the most common languages across Glasgow to ensure families have equal access outside of education.</li> <li>• The YBM pack has gone through the Clear to All process which has ensured the pack uses plain language, is easy to read and the font size and colour contrast meets the accessibility guidelines outlined by Clear to All. The colours used for resources have been considered in engaging pupils and what is accessible to all.</li> </ul>	
7	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required	

<p>(a)</p>	<p><b>Age</b></p> <p>Could the service design or policy content have a disproportionate impact on people due to differences in age? (Consider any age cut-offs that exist in the service design or policy content. You will need to objectively justify in the evidence section any segregation on the grounds of age promoted by the policy or included in the service design).</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>This pack is aimed at primary school aged children from P1-P7. Lesson plans have been grouped into stages to meet the needs of the pupils.</p> <p>Education around food, nutrition and physical activity is continued in secondary school to meet the experiences and outcomes at the next developmental stage for pupils.</p> <p>The content in the pack has been developed for education staff to deliver at an age and stage appropriate level to pupils in the school and classrooms. Activities and resources have been developed to meet the needs of each stage from P1-P7.</p>	
<p>(b)</p>	<p><b>Disability</b></p> <p>Could the service design or policy content have a disproportionate impact on people due to the protected characteristic of disability?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p>	<p>The pack has made considerations of pupils with varying abilities in the classrooms using the pack and has included additional resources to support activities and learning outlined within the pack. For example: physical education resources specifically for ASN schools.</p> <p>The content of the pack has been developed to support teacher planning and development of lessons. The information and resources included are intended to be adapted by education staff to meet the needs of their pupils. The pack aims to build knowledge, confidence and skills for education staff to deliver lessons on the topics of food, nutrition and physical activity.</p>	

	<p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>		
	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(c)	<p>Gender Reassignment</p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristic of Gender Reassignment?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>	<p>The assessment did not identify impact on the protected characteristic of gender reassignment</p>	
	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required

<p>(d)</p>	<p><b>Marriage and Civil Partnership</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Marriage and Civil Partnership?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>	<p>The assessment did not identify impact on the protected characteristic of marriage and civil partnership</p>	
<p>(e)</p>	<p><b>Pregnancy and Maternity</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Pregnancy and Maternity?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p>	<p>The assessment did not identify impact on the protected characteristic of pregnancy and maternity</p>	

	<p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>		
	<b>Protected Characteristic</b>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
(f)	<p><b>Race</b></p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristics of Race?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>We have included some information on Type 2 Diabetes which is of particular concern to BME populations. This information is provided as a means of prevention by educating from a young age.</li> <li>Included information on different cultures and backgrounds in the pack e.g., cultural foods and religious celebrations.</li> </ul>	
(g)	<p><b>Religion and Belief</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Religion and Belief?</p>	<p>Education staff will be aware of the various religions and beliefs of pupils in their classroom. The YBM pack has been designed to be adapted to meet the needs of each classroom and includes information on the following religions and beliefs:</p> <ul style="list-style-type: none"> <li>Judaism</li> <li>Islam</li> <li>Rastafarian</li> <li>Buddhism</li> <li>Hinduism</li> </ul>	

	<p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Vegetarianism</li> <li>• Veganism</li> </ul> <p>The pack discusses various diets and cultural celebrations around food, health and nutrition. Including conversations around diverse communities and food will encourage learning about different cultures and beliefs in the classroom with an aim to tackle stigma and discrimination. It is hoped this will encourage curiosity from pupils on how culture and beliefs influence food choices.</p>	
	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(h)	<p>Sex</p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sex?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• The YBM pack discusses body image and self-esteem and is not specific to sex or gender as this can be experienced by all.</li> </ul>	<p>Although the pack doesn't specifically go into detail about "sex", NHS GGC have suggested signposting for support with issues around mental health/body image and gender that are raised within the school settings.</p>

(i)	<p><b>Sexual Orientation</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sexual Orientation?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>	<p>The assessment did not identify impact on the protected characteristic of sexual orientation</p>	
	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(j)	<p><b>Socio – Economic Status &amp; Social Class</b></p> <p>Could the proposed service change or policy have a disproportionate impact on people because of their social class or experience of poverty and what mitigating action have you taken/planned?</p> <p>The Fairer Scotland Duty (2018) places a duty on public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions. If relevant, you should evidence here what steps have been taken to assess and mitigate risk of</p>	<p>The pack addresses the impact of food poverty for children in Scotland and GG&amp;C and encourages teachers to be mindful of different circumstances and opportunities for pupils.</p> <p>The pack includes a Parent/Carer Handout for teachers to encourage a whole school approach to learning and to signpost to local support and access to food for families experiencing food poverty. The handout will also include tips for eating on a budget. The handout template provides a space for teachers to include information on local activities and resources around food and physical activity for families in their area. Teachers are encouraged to include free and accessible resources within this space.</p>	

exacerbating inequality on the ground of socio-economic status. Additional information available here: [Fairer Scotland Duty: guidance for public bodies - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2019/04/Fairer_Scotland_Duty_guidance_for_public_bodies_-_gov.scot)

Seven useful questions to consider when seeking to demonstrate ‘due regard’ in relation to the Duty:

1. What evidence has been considered in preparing for the decision, and are there any gaps in the evidence?
2. What are the voices of people and communities telling us, and how has this been determined (particularly those with lived experience of socio-economic disadvantage)?
3. What does the evidence suggest about the actual or likely impacts of different options or measures on inequalities of outcome that are associated with socio-economic disadvantage?
4. Are some communities of interest or communities of place more affected by disadvantage in this case than others?
5. What does our Duty assessment tell us about socio-economic disadvantage experienced disproportionately according to sex, race, disability and other protected characteristics that we may need to factor into our decisions?
6. How has the evidence been weighed up in reaching our final decision?
7. What plans are in place to monitor or evaluate the impact of the proposals on inequalities of outcome that are associated with socio-economic disadvantage? ‘Making Fair Financial Decisions’ (EHRC, 2019)<sup>21</sup> provides useful information about the ‘Brown Principles’ which can be used to determine whether due regard has been given. When engaging with communities the National Standards for Community Engagement<sup>22</sup> should be followed.

The pack encourages pupils to use school meals and encourages conversations to reduce stigma and increase uptake. This is in line with *Healthy Eating in School Guidance (2020)*.

	<p>Those engaged with should also be advised subsequently on how their contributions were factored into the final decision.</p>		
(k)	<p><b>Other marginalised groups</b></p> <p>How have you considered the specific impact on other groups including homeless people, prisoners and ex-offenders, ex-service personnel, people with addictions, people involved in prostitution, asylum seekers &amp; refugees and travellers?</p>	<p>The pack does not specifically address other marginalised groups. However, the pack discusses various diets and cultural celebrations around food, health and nutrition. Including conversations around diverse communities and food will encourage learning about different cultures and beliefs in the classroom with an aim to tackle stigma and discrimination. It is hoped this will encourage curiosity from pupils on how culture and beliefs influence food choices.</p> <p>The pack also encourages teachers to consider the impact of poverty and deprivation in the delivery of lessons and activities and to be mindful of the varying circumstances of pupils on their classroom.</p>	
8.	<p>Does the service change or policy development include an element of cost savings? How have you managed this in a way that will not disproportionately impact on protected characteristic groups?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p>	<p>Through consulting with staff from education, it was highlighted that some schools were using PEF funding to access paid-for resources to support learning around food, nutrition and physical activity. This YBM pack will provide a free, quality assured resource for all schools across GG&amp;C which will release funding within the school's budget to provide additional resource where required.</p>	

	4) Not applicable ■		
		Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
9.	What investment in learning has been made to prevent discrimination, promote equality of opportunity and foster good relations between protected characteristic groups? As a minimum include recorded completion rates of statutory and mandatory learning programmes (or local equivalent) covering equality, diversity and human rights.	<p>NHS GGC YBM Working Group members have completed mandatory Equality and Diversity training which has influenced the development and amendments made to this pack.</p> <p>Teachers across GG&amp;C, currently, do not complete any equalities mandatory training, however this is under review at this present time. The pack provides considerations to diverse population groups and protected characteristics throughout and how these should be considered in delivering lesson plans and activities. There are additional resources linked within the pack to further teacher knowledge, confidence and skills in these topic areas, where appropriate.</p>	

10. In addition to understanding and responding to legal responsibilities set out in Equality Act (2010), services must pay due regard to ensure a person's human rights are protected in all aspects of health and social care provision. This may be more obvious in some areas than others. For instance, mental health inpatient care or older people's residential care may be considered higher risk in terms of potential human rights breach due to potential removal of liberty, seclusion or application of restraint. However risk may also involve fundamental gaps like not providing access to communication support, not involving patients/service users in decisions relating to their care, making decisions that infringe the rights of carers to participate in society or not respecting someone's right to dignity or privacy.

The Human Rights Act sets out rights in a series of articles – right to Life, right to freedom from torture and inhumane and degrading treatment, freedom from slavery and forced labour, right to liberty and security, right to a fair trial, no punishment without law, right to respect for private and family life, right to freedom of thought, belief and religion, right to freedom of expression, right to freedom of assembly and association, right to marry, right to protection from discrimination.

Please explain in the field below if any risks in relation to the service design or policy were identified which could impact on the human rights of patients, service users or staff.

The assessment did not identify impact on the human rights of patients, service users or staff.

Please explain in the field below any human rights based approaches undertaken to better understand rights and responsibilities resulting from the service or policy development and what measures have been taken as a result e.g. applying the PANEL Principles to maximise Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality or FAIR\* .

F – consultations with education throughout

A – completed EQIA

I – education responsibility to deliver learning / signpost to further resource and information

R –evaluation of pack throughout 2023/24 in partnership with University of Glasgow

\*

- Facts: What is the experience of the individuals involved and what are the important facts to understand?
- Analyse rights: Develop an analysis of the human rights at stake
- Identify responsibilities: Identify what needs to be done and who is responsible for doing it
- Review actions: Make recommendations for action and later recall and evaluate what has happened as a result.

Having completed the EQIA template, please tick which option you (Lead Reviewer) perceive best reflects the findings of the assessment. This can be cross-checked via the Quality Assurance process:

- Option 1: No major change (where no impact or potential for improvement is found, no action is required)
- Option 2: Adjust (where a potential or actual negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements)
- Option 3: Continue (where a potential or actual negative impact or potential for a more positive impact is found but a decision not to make a change can be objectively justified, continue without making changes)
- Option 4: Stop and remove (where a serious risk of negative impact is found, the plans, policies etc. being assessed should be halted until these issues can be addressed)

11. If you believe your service is doing something that 'stands out' as an example of good practice - for instance you are routinely collecting patient data on sexual orientation, faith etc. - please use the box below to describe the activity and the benefits this has brought to the service. This information will help others consider opportunities for developments in their own services.

Actions – from the additional mitigating action requirements boxes completed above, please summarise the actions this service will be taking forward.

Date for completion	Who is responsible?(initials)
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Ongoing 6 Monthly Review please write your 6 monthly EQIA review date:

Lead Reviewer:	Name	Aimee Dale Mary-Kate Harte
EQIA Sign Off:	Job Title	Health Improvement Senior (Nutrition) Health Improvement Senior
	Signature	Aimee Dale Mary-Kate Harte
	Date	16/03/2023
Quality Assurance Sign Off:	Name	Alastair Low
	Job Title	Planning Manager
	Signature	

Date

16/03/23

**NHS GREATER GLASGOW AND CLYDE EQUALITY IMPACT ASSESSMENT TOOL**  
**MEETING THE NEEDS OF DIVERSE COMMUNITIES**  
**6 MONTHLY REVIEW SHEET**

Name of Policy/Current Service/Service Development/Service Redesign:

Please detail activity undertaken with regard to actions highlighted in the original EQIA for this Service/Policy

		Completed	
		Date	Initials
Action:			
Status:			
Action:			
Status:			
Action:			
Status:			
Action:			
Status:			

Please detail any outstanding activity with regard to required actions highlighted in the original EQIA process for this Service/Policy and reason for non-completion

		To be Completed by	
		Date	Initials
Action:			
Reason:			
Action:			
Reason:			

Please detail any new actions required since completing the original EQIA and reasons:

		To be completed by	
		Date	Initials
Action:			
Reason:			
Action:			
Reason:			

Please detail any discontinued actions that were originally planned and reasons:

Action:	
Reason:	
Action:	
Reason:	

Please write your next 6-month review date

Name of completing officer:

Date submitted:

If you would like to have your 6 month report reviewed by a Quality Assuror please e-mail to: [alastair.low@ggc.scot.nhs.uk](mailto:alastair.low@ggc.scot.nhs.uk)