

EQUALITY IMPACT ASSESSMENT (EQIA): SCREENING FORM

1. IDENTIFY THE POLICY, PROJECT, SERVICE REFORM OR BUDGET OPTION:

a) Name of the Policy, Project, Service Reform or Budget Option to be screened

Glasgow Club Holyrood, Drumoyne, Haghill, John Paul, and Milton Community Campus Recovery Plans.

Re-opening of Glasgow Life Facilities in this instance indoor and outdoor facilities will resume access for **school use only** from week beginning 10th August.

b) Reason for Change in Policy or Policy Development

The easing of rules relating to lockdown due to the COVID 19 epidemic in Scotland with the Scottish Government allowing schools to reopen with a range of public health restrictions remaining in place.

Glasgow Life aim to work with their partners in Education/Amey to provide access to the indoor and outdoor sports facilities.

c) List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option

Access will be provided to Glasgow Club Holyrood with Education/Amey taking responsibility for all Covid 19 Mitigation arrangements including cleaning sanitisation social distancing and signage protocols to facilitate the PE Department curriculum.

There will be on access to the public at any time.

d) Name of officer completing assessment (signed and date)

James Newall - 5 Aug 2020

e) Assessment Verified by (signed and date)

Bill Hayburn – 20 August 2020

2. GATHERING EVIDENCE & STAKEHOLDER ENGAGEMENT

The best approach to find out if a policy, etc is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

Please name any research, data, consultation or studies referred to for this assessment:	Please state if this reference refers to one or more of the protected characteristics: <ul style="list-style-type: none"> <input type="checkbox"/> age <input type="checkbox"/> disability, <input type="checkbox"/> race and/or ethnicity, <input type="checkbox"/> religion or belief (including lack of belief), <input type="checkbox"/> gender, <input type="checkbox"/> gender reassignment, <input type="checkbox"/> sexual orientation <input type="checkbox"/> marriage and civil partnership, <input type="checkbox"/> pregnancy and maternity, 	Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation.
Scottish Government directive on lockdown measures 22/6/20 with reference to specific actions in relation to performance athlete training.	All protected characteristic groups	No – Education/Amey have responsibility adhering to Scottish Government Guidelines on reopening of schools.
Scottish Government directive on lockdown measures 29/6/20 in particular the access to outdoor court facilities.	All protected characteristic groups	
Scottish Government directive to ease lockdown measures further to allow indoor gym facilities to open	All protected characteristic groups	

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Cushman and Wakefield's "Recovery Readiness: A How-To Guide for Reopening Your Workplace",	All protected characteristic groups	
Knight Frank's "COVID-19 Office Re-Occupancy Roadmap	All protected characteristic groups	
BOMA International's Guidance Document "Getting Back to Work: Preparing Buildings for Re-Entry amid Covid-19	All protected characteristic groups	
The World Health Organization (WHO), national health organisations, and UK and Scottish Governments are the primary sources for guidance on COVID-19 and other health-related issues and will act as the central point of guidance out with this document.	All protected characteristic groups	

3. ASSESSMENT & DIFFERENTIAL IMPACTS

Use the table below to provide some **narrative** where you think the **Policy, Project, Service Reform or Budget Option** has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Protected Characteristic	Specific Characteristics	Positive Impact (it could benefit an equality group)	Negative Impact – (it could disadvantage an equality group)	Socio Economic / Human Rights Impacts
SEX/ GENDER	Women	Positive health and fitness benefits to the entire school community to resume PE activities within the curriculum for excellence with consequential benefits for mental health particularly for those experiencing social isolation during lockdown	None Known	There will be no public/community access to the venue. Glasgow Life are providing access for school use only Monday to Friday 8.00am – 4.00 pm
	Men	As above	As above	As above
	Transgender	As above	As above	As above
RACE*	White	As above	As above	As above
<i>Further information on the breakdown below each of these headings, as per census, is available here. For example Asian includes Chinese, Pakistani and Indian</i>	Mixed or Multiple Ethnic Groups	As above	As above	As above
	Asian	As above	As above	As above
	African	As above	As above	As above
	Caribbean or Black	As above	As above	As above

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<i>etc</i>	Other Ethnic Group	As above	As above	As above
DISABILITY	Physical disability	As above	As above	As above
<i>A definition of disability under the Equality Act 2010 is available here.</i>	Sensory Impairment (sight, hearing,)	As above	As above	As above
	Mental Health	As above	As above	As above
	Learning Disability	As above	As above.	As above
LGBT	Lesbians	As above	As above	As above
	Gay Men	As above	As above	As above
	Bisexual	As above	As above	As above
AGE	Older People (60 +)	N/A	N/A	As above
	Younger People (16-25)	As above	As above	As above
	Children (0-16)	As above	As above	As above
MARRIAGE & CIVIL PARTNERSHIP	Women	N/A	N/A	N/A
	Men	N/A	N/A	N/A
	Lesbians	N/A	N/A	N/A

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	Gay Men	N/A	N/A	N/A
PREGNANCY & MATERNITY	Women	As above	As above	As above
RELIGION & BELIEF** A list of religions used in the census is available here .	See note	As above	As above	As above

* For reasons of brevity race is not an exhaustive list, and therefore please feel free to augment the list above where appropriate; to reflect the complexity of other racial identities.

** There are too many faith groups to provide a list, therefore, please input the faith group e.g. Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts. A list of religions used in the census is available [here](#).

Summary of Protected Characteristics Most Impacted

There will be no public access only school use of the venue.

Summary of Socio Economic Impacts

There will be no public access only school use of the venue.

Summary of Human Rights Impacts

None identified

4. OUTCOMES, ACTION & PUBLIC REPORTING

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<p>Screening Outcome</p>	<p>Yes /No Or / Not At This Stage</p>
<p>Was a significant level of negative impact arising from the project, policy or strategy identified?</p>	<p>Not at this stage We will continue to monitor impacts in order to identify any unforeseen negative effects experienced by the school community</p>
<p>Does the project, policy or strategy require to be amended to have a positive impact?</p>	<p>Not at this stage GCC Education are constrained by public health and Scottish Government guidelines and are thus limited in what we can do to ameliorate identified negative impacts.</p>
<p>Does a Full Impact Assessment need to be undertaken?</p>	<p>Not at this stage</p>

Actions: Next Steps

(i.e. is there a strategic group that can monitor any future actions)

Further Action Required/ Action To Be Undertaken	Lead Officer and/or Lead Strategic Group	Timescale for Resolution of Negative Impact (s) / Delivery of Positive Impact (s)
<p>Monitoring of participants' observance of the social distancing rules applicable to outdoor recreation in Scotland (28/5/20)</p> <p>Continual monitoring of the lockdown rules to enable changes in operation in line with these as they change over time</p>	<p>GCC Education/Amey</p> <p>GCC Education/Amey</p>	<p>Ongoing from facility opening to the school community week beginning 10 August 2020</p> <p>Ongoing</p>

Public Reporting

All completed EQIA Screenings are required to be publicly available on the [Council EQIA Webpage](#) once they have been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. (See [EQIA Guidance](#): Pgs. 11-12)

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