****

 **Equality Impact Assessment Form (EqIA)**

 **As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its new or revised policies, practices, procedures or projects may have on protected groups (as defined by the Act).**

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the policy, practice, procedure or project that is being assessed may have on the people it affects or is intended for.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the policy, practice, procedure or project it refers to and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by an executive lead and either the Head of Student Support and Development or GSA’s Equality Officer, however, support from the Equality Officer is available at any stage of completion.

**Further guidance on how to complete an EqIA can be found on GSA’s website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact** **equality@gsa.ac.uk****.**

|  |  |
| --- | --- |
| **Name of Equality Impact Assessment**(E.g. Area of decision making/title of policy, procedure, programme or relevant practice) | **Visitor Policy and Guidance. (Health and Safety)** |
| **New or reviewed** | **New Policy and Reviewed Guidance.** |
| **Owner/Review Lead and role** | **Ian Hackford Head of Health and Safety and Security Intelligence** |
| **Department or School** | **Health and Safety**  |
| **Date of assessment** | **11/03/25** |

|  |
| --- |
| 1. **Purpose of policy / practice / procedure / project being assessed** – brief description
 |
| The GSA recognises the important contribution that visitors make to the GSA and this Policy and associated Guidance sets out the GSA’s position on looking after the health and safety and welfare of visitors and provides a clear process for those hosting guests at the GSA.It also clarifies the procedures for the issuing of visitor permits to students and staff that might have forgotten their cards. The documents bring together some existing guidance into one place and improves the clarity on responsibilities and process for all students, staff and visitors. The Policy is a new document and sets out the aims of the GSA in regard to visitor access.The processes described in these documents will support and form part of the overall GSA security Policy and Plan once this is finalised. |
| 1. **Evidence used when undertaking this assessment** – this can comprise of internal and external reports, survey data, etc
 |
| The policy and guidance were written after a review of other smaller HE approaches to visitor access taking into account the Health and Safety Executive recommendations made in the publication “protecting the Public”. Myerscough College Management of visitors [Policy and Procedure](https://www.myerscough.ac.uk/media/11722/management-of-visitors-policy-and-procedure.pdf).Edinburgh Napier University [Visitor Policy](https://staff.napier.ac.uk/services/governance-compliance/healthandsafety/policies/Documents/Visitors%20Policy%20v3.0%202022-09.pdf)Royal College of Music [Visitor Access Policy](https://www.rcm.ac.uk/media/Visitor%20Access%20Policy%20Updated%20Nov%202024%20-%20for%20website.pdf) Health and Safety Executive. [Protecting the Public](https://www.hse.gov.uk/construction/safetytopics/publicprotection.htm) **Relevant Internal Documents available on the GSA** [**Student**](https://gsofa.sharepoint.com/sites/StudentIntranet/ProfessionalSupport/HS/Pages/default.aspx) **and** [**Staff**](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/HS/Pages/default.aspx) **Health and Safety Intranet include:** * Fire Safety Policy and Arrangements.
* Health and Safety Policy and Arrangements.
* First Aid Policy and Guidance.
* General Risk Assessment Policy and Guidance.
* Events Risk Assessment Policy and Guidance.
* Offsite Work and Study Policy and Guidance.
* Children and Young Persons Policy and Guidance.
* Personal Emergency Evacuation Plan (PEEP) Guidance.

**Relevant internal documents available on the Estates** [**Staff**](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/Estates/Pages/default.aspx) **Intranet*** Visitors and Access Control Guidance

Relevant internal documents available on the IT staff Intranet include:* [Computing Security](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/Information-Technology/Pages/Computing-Security.aspx)

**Relevant internal documents available on the** [**Human Resources**](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/HR/pages/default.aspx) **Intranet.*** The GSA [Child Protection Policy](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/HR/PublishingImages/Pages/HR-Policies/Child%20Protection%20Policy.pdf).
* The GSA [Protecting Vulnerable Groups](https://gsofa.sharepoint.com/sites/intranet/ProfessionalSupport/HR/PublishingImages/Pages/HR-Policies/Protecting%20Vulnerable%20Groups%20Scheme%20Policy.pdf) Scheme Policy.

The documents were reviewed by Estates and TUF for comment before going to the OHSMC for further comment and approval.All Health and Safety Policy is written with the provisions and requirements of the Equalities Act 2010 in mind and with the aim of making the GSA a fair and accessible institution for all. |
| **3. Type of impact by protected characteristic** – please provide details of the potential impact (could be more than just one type); make reference to relevant evidence (from the list you provided above) where applicable |
| **Age** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Disability** | **Positive impact** | **Negative impact** | **Neutral impact** |
| This policy and guidance provides advice, guidance and a frame work for staff to follow in regards to the management and enabling of access for all visitors. The policy and guidance makes it clear that visitor hosts must provide persons with a disability with relevant assistance, reasonable adjustments where appropriate, and make them aware of the evacuation plan, including refuge points as well as discussing and assessing the need for a Personal Emergency Evacuation Plan. References are made in the document to the PEEP policy and guidance |  | **Positive** |
| **Gender reassignment** (covers Trans identities) | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Marriage and Civil Partnership** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Pregnancy and Maternity** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Race** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Religion or Belief** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Sex** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Sexual orientation** | **Positive impact** | **Negative impact** | **Neutral impact** |
|  |  | **Neutral** |
| **Impact on other groups** (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc) | **Positive impact** | **Negative impact** | **Neutral impact** |
| **Children and Young persons**This policy and guidance provides advice, guidance and a frame work for staff to follow in regards to the management and enabling of access for all visitors. The policy and guidance makes it clear that where a visit includes persons under 18 or persons that might be classified as vulnerable adults the host needs to ensure that the risk assessment takes into consideration the specific concerns regarding these groups. References are provided to the Health and Safety Children and Young Persons Policy and Guidance and the GSA child protection Policy and vulnerable groups policy.  |  | **Positive** |
| **4. How has the identified negative impact been mitigated?** – please provide details of undertaken actions broken down by protected characteristic |  |  |  |
| No negative impacts. The policy and guidance has been written with the aim of providing the Health and Safety Team with a means of assessing the performance of Health and Safety Policy and providing metrics for reporting to management committees. The Aims of the Policy are to improve the management of health and safety at the GSA for the benefit of all students, staff and visitors. |
| **5. Any outstanding mitigation (where applicable)** – please provide a concise action plan with action owner and a timescale for completion |
| **Action** | **Equality Impact** | **Person Responsible** | **Time frame** |
| **None** |  |  |  |
| **6. How does the outcome of this assessment and the actions undertaken support GSA’s** [**2021 - 2025 Equality Outcomes**](https://www.gsa.ac.uk/media/1876891/glasgow-school-of-art-2021-2025-equality-outcomes-publish.pdf) |
| This policy and guidance will support all persons working, studying or visiting the GSA and help them to participate in GSA activities regardless of any protected characteristics. |
| **7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010** [**Equality Act 2010**](https://www.equalityhumanrights.com/en/corporate-reporting/public-sector-equality-duty)  **to:****- eliminate discrimination, harassment and victimisation;****- advance equality of opportunity;****- foster good relations between people who share a relevant protected characteristic and those who do not?** |
| This policy and guidance will support all persons working, studying or visiting the GSA and help them to participate in GSA activities regardless of any protected characteristics. We will continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders |
| **8. Where/when will action progress and outcome be reported and reviewed?**  |
| This policy and guidance will be reviewed according to the H&S policy and guidance review plan. It may be reviewed sooner if circumstances or legislation change. |

|  |  |
| --- | --- |
| **Next review date** – please consider any outstanding actions outlined above; the review period must be in line with the policy/service review and/or at intervals of no more than three years | **February 2028** |

|  |  |
| --- | --- |
| **Signed off by Owner/Review Lead** (name and role) Ian Hackford Head of Health and Safety and Security Intelligence | 11/03/25 |
| **Signed off by Executive Lead** (name and role) Eleanor Magennis Director of Estates and Infrastructure | 12/03/25 |
| **Signed off by Equality Lead** Ceit Mackintosh, Equality Officer | 13/03/25 |
| **Signed off by Education Committee**  | NA |