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9 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. Please refer to the EQIA Guidance Document while completing this form. 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 [CITAdminTeam@ggc.scot.nhs.uk](mailto:CITAdminTeam@ggc.scot.nhs.uk) for further details or call 0141 2014560.

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

Glasgow HSCP Integrated Children's Services' Plan 2023-2026

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.**

The Integrated Children's Services Plan (CSP) is the Children's Services strategy that the Scottish Government requires every Health Board and Local Authority to provide in partnership every three years. The [Children and Young People \(Scotland\) Act 2014](#) outlines how the plan should be prepared and what it should contain. The CSP articulates how the Glasgow Children's Services Planning Partnership (CSPP) will support children in Glasgow City. It details the priorities, strategy and actions being taken by partners across the partnership to support children, young people and families.

Glasgow's Children's Services Plan for 2023-2026 sets out the actions being taken to support children and young people in relation to six key priority areas:

- **PRIORITY 1: Children and young people are safe, protected and valued in their communities and neighbourhoods**
- **PRIORITY 2: Children and young people's health and wellbeing is promoted and improved**
- **PRIORITY 3: Children, young people and their families receive flexible support to address the impact of poverty and the Cost of Living crisis**
- **PRIORITY 4: Children and young people are well supported in their families and communities**
- **PRIORITY 5: Children and young people are supported to achieve their full potential through excellent and inclusive education, employment and life opportunities**
- **PRIORITY 6: Children and young people are involved and included and their views are influential in the development and delivery of services**

The Scottish Government provided feedback on how the 2020 – 23 CSP could be improved, suggesting that the previous version lacked specific identifiers of "progress, baselines or targets within the CSP" upon which the partnership could improve, noted that there were no specific references to Adverse Childhood Experiences, and that there was no specific consultation with children on what should comprise a strategy for children's services.

In response, a set of performance measures have been developed to measure the impact of the implementation of the Plan, and the Plan also highlights the aim to improve the quality and

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consistency of strengths-based and nurturing approaches across children's services.

The development of the Plan was informed by feedback from children and young people. The consultation for the Integrated Children's Services Plan was carried out throughout the course of the last plan (2020-23), and then supplemented with additional creative engagement sessions carried out in 2023. The method of consultation was largely through focus group discussions and creative art exercises. The creative engagement sessions were designed to be as inclusive as possible, led by HSCP staff and professional artists, with children and young people supported by teachers, group leaders and third sector workers. The creative arts exercises included development of videos to develop the child friendly version of the CSP, drama and multimedia interpretive art projects. Children and young people developed items to take home, including tote bags, pictures and models.

The discussion started with asking children and young people about the areas most important to them, and then elicited some feedback on the priorities from the 2020-23 CSP:

- Feeling safe
- Health and wellbeing
- Feel supported at home and in the community
- Achieving potential
- Shaping and influencing services

Creative consultation methods were used to minimise the barriers to participation and ensure that a breadth of children and young people could comfortably participate. A budget was provided for several professional artists with experience of working with children and in schools to engage children in fun, innovative and meaningful engagement approaches in order to inform the priorities of the Children's Services Plan.

### **Engagement Methods**

Groups of children and young people from nurseries, schools, youth and voluntary groups were invited to participate in arts activities through which they could express their views on aspects of the plan. They were introduced to key elements of the Children's Services Partnership and the Children's Services Plan, and the discussion started with a summary of the issues most important to children and young people, and then moved on to focus on the key priorities.

In total, there were more than 200 consultation participants. All of them were children and young people up to the age of 18. Groups were largely comprised of children from mainstream schools across the City, supplemented with additional sessions with LGBT Youth Scotland, Scottish Council for Refugees, Quarriers, Spider Arts nursery, Cub and Scout and Parkhead Youth Project youth groups in order to provide feedback from groups of young people broadly representative of the population demographics of the City. The groups also incorporated a breadth of SIMD backgrounds.

### **Addressing Young People's Feedback**

Children and young people were generally positive about the priorities within the previous Children's Services Plan. Children and young people expressed concerns about poverty, mental health and feeling safe at school, at play and in their communities. Young People continued to express the view that more mental health support for children and young people is required to help them navigate difficult periods in their lives so they can develop better resilience in the future.

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In the consultation sessions for the development of this Plan, children and young people expressed the importance of addressing the impact of poverty. Younger children framed the need to address poverty through awareness of other children having access to the same resources and opportunities they have, and when asked to explain this further they emphasised that children need enough food to live:

“[F]ood – definitely the most important. Give them food – go to a foodbank; give them money to get food.” (School pupil, aged 10)

“Some families can’t afford food for their children or clothes for their children so we should start a foundation to help families and children in need. I know some charities but I forgot their names.” (School pupil, aged 11)

“[We should] make sure you have food because if you don’t have food you’ll die. And water because if you don’t have that you’ll die.” (School pupil, aged 9)

“Being kind. And helping the people who don’t have food.” (School pupil, aged 10)

A new priority was introduced focusing specifically on poverty, to consolidate the feedback of children and young people. This priority highlights a range of actions being taken to address poverty across the CSPP.

***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.)***

Glasgow’s Integrated Children’s Services Plan is a strategy document mandated by the Scottish Government that drives the strategic context for delivering services for children, young people and families across the Community Planning Partnership for a period of three years. The framework for developing the Plan is outlined in the Children and Young People (Scotland) Act 2014, and aligns with the key policy areas governing children’s services including GIRFEC, Curriculum for Excellence, the Child Poverty (Scotland) Act 2017, and UNCRC. The HSCP has a key role to coordinate the development of the Plan, in collaboration with key partners across the Community Planning Partnership, including Glasgow City Council Education Services, Greater Glasgow and Clyde Health Board, Glasgow Life, Police Scotland, Scottish Children’s Reporter Administration and a range of third sector organisations.

**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)**

<b>Name:</b> Vincent Henry	<b>Date of Lead Reviewer Training:</b> 07/05/2019
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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):**

Vincent Henry (Senior Planning Officer) and Dominique Harvey, Head of Planning for Children’s Services, HSCP Children’s Services Plan Steering Group (Children and Families Health Services, Education, Social Work Services, Neighbourhoods and Sustainability, GCVS, Third Sector representatives, Glasgow Life, and Police Scotland). The group includes a range of statutory and third sector partners, as required by [S.10 of the Children and Young People \(Scotland\) Act 2014](#) to include “organisations which represent the interests of persons who use or are likely to use any children’s service or related service in the

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area of the local authority”.

<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
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<p>1.</p>	<p><b>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.</b></p>	<p><b><i>A sexual health service collects service user data covering all 9 protected characteristics to enable them to monitor patterns of use.</i></b></p>	<p>Equalities information is routinely collected on CareFirst and EMIS, for all children, young people and families supported by the HSCP to enable equalities monitoring, and to support planning for future service delivery to ensure that the full spectrum of children, young people's and families' needs are being met.</p> <p>Data is also provided on a twice weekly basis with respect to a range of indicators around the ethnicity of those children looked after and accommodated and in kinship. In addition, a further analysis was completed in 2021/22 with respect to the cohort of children's background in formal care.</p>	<p>Collecting data on current service users fails to detect underrepresented cohorts/ groups failing to access services, and therefore the HSCP needs to continue to keep track of changing demographics within the City to ensure that all groups have equal access to services, and to mitigate against any potential barriers to engagement. The strategy also seeks to adjust the focus to ensure all children's rights are protected in line with both UNCRC and with getting it right for every child's aspiration around children getting the help they need when they need it.</p> <p>Currently, the Local Authority and Health Board report annually on action taken to reduce Child Poverty (Child Poverty (Scotland) Act 2017). This requires detail on engagement with families more vulnerable to experiencing poverty including:</p> <ul style="list-style-type: none"> <li>• Lone or young parents</li> <li>• Families from ethnic minority backgrounds</li> <li>• Families with a member with a disability</li> </ul> <p>These characteristics are protected under the Equalities Act. Therefore, the annual Local Child Poverty Action Reporting will provide equalities data in addition to that being collected by Children's Services.</p> <p>Additionally, the Council conducts an analysis of data on Council administered benefits and use of educational entitlements. This reporting informs anti-poverty initiatives to ensure accessibility</p>
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				<p>of services to families most in need, based on the learning from the pandemic. The Child Poverty pathfinder work is seeking to improve approaches to collating data to improve supports and services.</p> <p>There is a new reporting framework being tested with third sector partners through the Family Support Services contract, with the first report scheduled to go to IJB in 2024.</p>
	<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>	
<p>2.</p>	<p><b>Please provide details of how data captured has been/will be used to inform policy content or service design.</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination, harassment and victimisation</b> <input checked="" type="checkbox"/></p> <p><b>2) Promote equality of opportunity</b> <input checked="" type="checkbox"/></p> <p><b>3) Foster good relations between protected characteristics.</b> <input type="checkbox"/></p>	<p><i><b>A physical activity programme for people with long term conditions reviewed service user data and found very low 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)</b></i></p>	<p>The Children’s Services Plan underpins the strategic direction of all children’s services across the Community Planning Partnership. The consultation for the Plan used creative engagement approaches to try to invite participants with a range of preferences and styles of communication to participate.</p> <p>Engagement approaches included drama, art and craft workshops. Staff in schools were very positive about the sessions, and the level of participation of pupils, and many asked to participate in future engagement sessions.</p> <p>Pupils’ feedback was captured on a proforma and was used to inform the development of the priorities governing the CSP, the actions to be delivered and the performance framework for evaluating the outcomes of the Plan over the next three years.</p> <p>The creative engagement approach will be incorporated into future consultation and engagement programmes with children and young people in order to support increased engagement and equality of access, as well as to inform service development and improvement, in line with the recommendations of the Promise.</p>	<p>The consultation was significantly smaller than the prior consultation for the CSP due to the positive feedback about the previous set of priorities in the 2023 – 23 Plan. The engagement was therefore used to effectively refresh the existing CSP and to check that the priorities were still relevant to children, young people and families.</p> <p>Co-production and engagement is a key area of development across the HSCP and Children’s Services Planning Partnership, reflecting the recommendations of the Promise and the UNCRC Incorporation Act (in particular Article 12 of the Convention). This has meant an increase in focus on engagement and consultation with children and young people, with oversight from the HSCP Equalities Group and Public Engagement Committee.</p>

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	<p>4) Not applicable <input type="checkbox"/></p>			<p>The HSCP has submitted an application for a Social Media officer who will have the responsibility to generate content and communicate with children and young people using their preferred methods of communication as a forum for discussing issues important to them and gathering their views.</p> <p>These ongoing efforts to improve communication and co-production will generate additional data on children and young people's views, which will inform a range of service developments, as well as the actions and priorities within the CSP.</p>
	<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>3.</p>	<p><b>How have you applied learning from research evidence about the experience of equality groups to the service or Policy?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination,</b></p>	<p><i><b>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 staff were trained in</b></i></p>	<p>From the consultation with children and young people, the breadth of issues raised were similar to those which emerged in the last consultation for the 2020-23 CSP. Key concerns raised were in relation to poverty, mental health and safe environments and communities. In response, the Children's Services Strategic priorities were maintained from the last CSP with another added to reflect the importance of poverty as a key considerations in understand and responding to families' needs. These priorities underpin work to support families across the Partnership, with a number of detailed actions under each priority to provide details of ongoing work, with progress reported in the Annual Reports.</p> <p>External research was also reviewed in the process of developing the Plan (see introductory section) in order to understand families' needs in the context of the current economic climate and in light of ongoing</p>	<p>Progress across key workstreams is reported to the GIRFEC Lead Officer Group and Children's Services Executive Group on a regular basis to ensure a consistent partnership approach to addressing key issues. Work is ongoing with Scottish Government colleagues to align the Child Poverty Pathfinder with the Whole Family Wellbeing Fund and Employability work in order to ensure seamless pathways of support for families.</p>



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	<p>harassment and victimisation</p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>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>feedback about mental health.</p>	<p>Ensuring the voices of families with experience of poverty is a focus of planning across the city, and there is current work underway to understand pathways to participation for parents including barriers and enablers for different population groups.</p> <p>Tier 1 and 2 Community Mental Health funding is also being used to continue to expand approaches which are working well to support children, young people and families, including the expansion of the Youth Health Service given that the primary reasons for referral are related to mental health, with anxiety and depression the main presenting issue for 80% of the young people referred to the service in 2021/22.</p> <p>Following the mental health survey devised by PAC (People Achieving Change) Champions' Board in 2022, a follow up is intended in order to assess the extend to which services are meeting the needs of care experienced young people.</p>
	<p><i>Example</i></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>	

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<p>4.</p>	<p><b>Can you give details of how you have engaged with 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?</b></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 checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><b><i>A money advice service spoke to lone parents (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></b></p> <p><i>(Due regard to promoting equality of opportunity)</i></p> <p><b><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></b></p>	<p>A range of schools and youth groups were asked to participate in the CSP engagement from across the City. By asking a cross-section of schools from a breadth of areas and SIMD levels, the aim was to engage a representative cohort of children and young people, reflecting the demographic characteristics of the population of children and young people living in Glasgow.</p> <p>Community sessions were carried out to ensure children and young people with a range of protected characteristics were included, including ethnicity and LGBTQIA+ status. Overall, more than 200 children and young people participated, across a range of ages:</p> <table border="1" data-bbox="958 651 1458 975"> <thead> <tr> <th>Age Group</th> <th>Number of Children/ Young People</th> </tr> </thead> <tbody> <tr> <td>3-5</td> <td>9</td> </tr> <tr> <td>8-11</td> <td>104</td> </tr> <tr> <td>11-13</td> <td>74</td> </tr> <tr> <td>13-17</td> <td>24</td> </tr> <tr> <td>17-20</td> <td>9</td> </tr> <tr> <td>Total</td> <td>220</td> </tr> </tbody> </table> <p>One of the engagement sessions involved a LGBTQIA+ Community Group, and another was set up involving children and young people from refugee, asylum seeking and non-English speaking backgrounds.</p> <p>The six key priority areas of the Children’s Services Plan apply to all children and young people living in Glasgow. A children’s version of the previous plan has been developed, with support from pupils from a local secondary and Additional Support Needs primary school, and this work will continue for the 2023 – 26 version of the Plan.</p>	Age Group	Number of Children/ Young People	3-5	9	8-11	104	11-13	74	13-17	24	17-20	9	Total	220	<p>As detailed in the CSP Action Plan, better and more effective co-production of services and strategies with children and young people – including developing the use of social media in response to the CSP consultation – will improve mechanisms for obtaining feedback from children and young people from a range of backgrounds, including those with protected characteristics.</p> <p>The CSP Action plan contains a range of actions to support children and young people with protected characteristics, and these will be updated in the annual report, and other relevant reports and for a, including the Child Poverty Action Report, the Child Poverty Pathfinder Board and through Children’s Services governance groups, including Children’s Services Executive Group and GIRFEC Lead Officers Group.</p> <p>Progress with developing services for children and young people with a range of protected characteristics, including LGBTQIA+ and black and minority ethnic children and young people, is being reported to Scottish Government on a six monthly basis, with direct feedback and case studies included to support the learning about what works. A <a href="#">recent report</a></p>
Age Group	Number of Children/ Young People																	
3-5	9																	
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				published by the HSCP in 2022 provides a number of recommendations for improving support to BME children, young people and families which are being implemented through further development of tier 1 and 2 services.
		<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
5.	<p><b>Is your service physically accessible to everyone? If this is a policy that impacts on movement of service users through areas are there potential barriers that need to be addressed?</b></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</p>	<p><i>An access audit of an outpatient physiotherapy 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>	<p>The CSP integrates a number of workstreams with the aim of improving outcomes for children and young people by increasing the level of neighbourhood, community supports, and keeping families, and brothers and sister living together through high quality family support and preventing accommodation. All services seek to comply with accessibility requirements, and where this is not possible (e.g. within listed buildings), adapt their service model to ensure accessibility for all children, young people and families.</p>	<p>The poverty, WFWF and mental health work across the Partnership is focusing on meeting the range of children, young people and families' needs, with more seamless pathways of support.</p> <p>The learning from the ADHD test of change is being scaled up to respond to children's needs associated with neurodiversity at an earlier stage, and the review of the Autism Resource Centre will contribute to developing a more consistent approach to understanding and responding to needs.</p> <p>In developing social media as a means of engaging children and young people based on their preferences, we will build on the learning from the Digital Resilience Group for Care Experienced children</p>

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	characteristics. <input type="checkbox"/>  4) Not applicable <input type="checkbox"/>			and young people to ensure we address any accessibility issues in relation to engagement.
	<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>	
6.	<p><b>How will the service change or policy development ensure it does not discriminate in the way it communicates with service users and staff?</b></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 type="checkbox"/></p> <p>The British Sign Language (Scotland) Act 2017 aims to</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 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>	<p>There has been continuous engagement with partners including Third Sector organisations, Education Services, Glasgow Life, Police Scotland, Neighbourhoods &amp; Sustainability and various departments of the HSCP in the development of the Integrated CSP. The priorities and action plan have been developed to reflect the needs of children, young people and families with protected characteristics, and partners have shared their views on the best means of engaging children, young people, families, in person and through online communication, taking account of protected characteristics, and the range of needs and preferences of children, young people and families.</p> <p>The Plan (and an accessible child-friendly version developed with children and young people) will be published on the HSCP website, with links distributed through social media platforms to reach a wider group of children, young people, families and practitioners.</p> <p>In keeping with other HSCP documents, the Plan can be translated into any language, as requested.</p>	<p>HSCP will ensure the Children's Services Plan is available in accessible formats, including a child friendly version and in other languages, if requested.</p> <p>A funding application has been submitted for a Social Media Officer, with the intention of improving communication through a range of platforms favoured by young people.</p>

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	<p>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>			
7	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required	
(a)	<p><b>Age</b></p> <p><b>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).</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination, harassment and victimisation</b> <input type="checkbox"/></p> <p><b>2) Promote equality of opportunity</b> <input checked="" type="checkbox"/></p> <p><b>3) Foster good relations between protected characteristics.</b> <input type="checkbox"/></p>	<p>The Children’s Services Plan covers all children and young people defined as children under the Children and Young People (Scotland) Act 2014, up to the age of 18, and those young people who have left care up to the age of 26. The organisations and services design and deliver their services in keeping with this legislation, with some services offering specific support to children and young people within specific age ranges, due to the efficacy of approaches when supporting children and young people at different developmental stages.</p> <p>The Strategy (<a href="#">Participation and Engagement Strategy</a>) details our commitment to involve children, young people and families in the design and improvement of services specific to their needs, and this is also an action of the CSP. Effective co-production of services will develop services that will respond to the preferences of children, young people and families.</p> <p>The development of the CSP and subsequent reporting will be overseen by a range of governance groups, including the Children’s Services Executive Group, the Public Engagement</p>	<p>It is possible that young people older than 18 and care leavers above the age of 26 may not receive the same type of support as younger age groups, based on need and developmental stage. Supporting young people at the point of transition from children’s to adult service is an area for improvement identified in the Plan. A number of actions within the plan (16+ Services, Priority 1; Transitions to adult services, Priority 3) explicitly detail how young people moving on from children’s to adult services will be supported, including in relation to housing and employment. The Plan also outlines the actions for improving support to care experienced young people, young</p>	

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	<p>4) Not applicable <input type="checkbox"/></p>	<p>Committee and the IJB.</p>	<p>people with disabilities, and young people with complex needs.</p> <p>Expanding partnerships with registered social landlords and improving transitions is a focus area for the 16+ review and will report into Children’s Services Executive Group.</p>
<p>(b)</p>	<p><b>Disability</b></p> <p><b>Could the service design or policy content have a disproportionate impact on people due to the protected characteristic of disability?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></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 type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>6% of children aged 0-15 years old identify as having a disability in Glasgow (based on the 2011 census). A lack of support for children, young people and families affected by disability was identified as a key area for improvement as outlined in the CSP, particularly building on the learning from families’ experience over the course of the pandemic.</p>	<p>The CSP action plan outlines the strategy for children and young people with disabilities to be “supported to live at home with their families and be given opportunities to thrive through full and effective implementation of GIRFEC which will ensure that the right families get the right support at the right time” (p.58).</p> <p>The transition into adult services is also included as an area for improvement within the Plan.</p> <p>In the <a href="#">Local Child Poverty Action Report 2021-22</a>, engaging with families with a member with a disability has been highlighted as a key priority for city planning related to child poverty. The annual reporting on the LCPAR will detail progress on engaging with and supporting disabled children and their families.</p>
	<p><b>Protected Characteristic</b></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action</b></p>

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			<b>Required</b>
(c)	<p><b>Gender Identity</b></p> <p><b>Could the service change or policy have a disproportionate impact on people with the protected characteristic of gender identity?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination, harassment and victimisation</b> <input type="checkbox"/></p> <p><b>2) Promote equality of opportunity</b> <input type="checkbox"/></p> <p><b>3) Foster good relations between protected characteristics</b> <input type="checkbox"/></p> <p><b>4) Not applicable</b> <input type="checkbox"/></p>	<p>The CSP is designed to respond to the needs of all children and young people, and to shape services which address the full range of children and young people's needs. The priorities are specifically seeking to improve the available range of mental health supports and services, address poverty, and keep all children and young people safe.</p> <p>All Children's Services will be developed and implemented with sensitivity to young people who identify as transgender or who are undergoing gender reassignment. Key actions in the current Plan to continue to develop supports and services for LGBTQIA+ children and young people include anti-bullying initiatives and tailored health and wellbeing support. For example, the Glasgow Youth Health Service is working towards LGBTQIA+ Gold Status to ensure they provide effective, inclusive and holistic support to all young people in their care.</p>	<p>Through the Youth Health Service, CAMHS, and tier 1 and 2 mental health services, support is being improved to meet the range of needs of LGBTQIA+ children and young people. The six monthly Scottish Government reporting on community mental health services includes direct feedback from children and young people, and supports learning across the partnership in relation to good practice.</p>
	<b>Protected Characteristic</b>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
(d)	<p><b>Marriage and Civil Partnership</b></p> <p><b>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Marriage and Civil Partnership?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant</b></p>	<p>Not applicable.</p>	

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	<p>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 type="checkbox"/></p>		
(e)	<p><b>Pregnancy and Maternity</b></p> <p><b>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Pregnancy and Maternity?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></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 type="checkbox"/></p>	<p>The Integrated Children’s Services Plan applies to supports and services across the partnership for children and young people from pre-birth up to 18 years old (or up to age 26 for care experienced young people). There are actions to continue to resource and expand the Family Nurse Partnership service (Priority 2), which is a targeted service for pregnant young women, and GGC has based its perinatal mental health service within Glasgow. There are also actions to continue to deliver the antenatal visit, and to improve perinatal mental health.</p> <p>Martha’s Mammies has also been developed to support pregnant mothers who have previously lost care of their child(ren) to help to address a range of issues to increase their chance of caring for their child.</p>	<p>Research was recently published by the Centre for Population Health with NHSGGC and NHSAA on the <a href="#">Cost of Pregnancy Pathway</a>. It details some of the cost-related barriers for women on low incomes to accessing ante- and post-natal appointments. The statutory duty on the Health Board to support income maximisation for new and expectant mothers – reported in the LCPAR- has provided baseline measures against which we can measure the impact of the CSP actions to raise income and protect families from poverty.</p> <p>Women, and mothers of young children in particular, have been disproportionately affected economically by welfare reform and the residual impact of the pandemic. The CSP will seek to ensure that women and mothers are well</p>

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			supported as the plan develops.  Progress with the other actions described to support pregnant young mothers will be reported in the CSP Annual Report and across Children's Services governance groups.
	<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><b>Could the service change or policy have a disproportionate impact on people with the protected characteristics of Race?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination, harassment and victimisation</b> <input checked="" type="checkbox"/></p> <p><b>2) Promote equality of opportunity</b> <input type="checkbox"/></p> <p><b>3) Foster good relations between protected characteristics</b> <input type="checkbox"/></p> <p><b>4) Not applicable</b> <input type="checkbox"/></p>	<p>Glasgow currently has a significant and growing asylum-seeking population settling into the city. Some of these children, young people and their families have experienced significant trauma. In addition, poverty will present a significant challenge to these families who have no recourse to public funds and are unable to access employment opportunities. There has been direct payments issued to families to relieve distress in light of the Cost of Living crisis, with positive feedback from families and practitioners on the impact, and Health Visitors now have access to Section 22 funds in order to provide flexibility to provide financial support.</p> <p>Further work is required in relation to fully explore the needs and experiences of asylum seeking children, young people and families, and a 'community connectors' programme has been developed to support families into appropriate supports, which has been positively evaluated.</p> <p>Services are accessible to families for whom English is not their first language through interpreting support.</p> <p>Scottish Refugee Council via the Third Sector Forum supported the consultation to collect the views of asylum seekers and refugee children and young people, including a group of young people who contributed to developing a video to the child-friendly version of the CSP. Engagement with the Scottish Refugee Council will continue to inform work to meet the needs of refugees and asylum seekers in Glasgow.</p>	<p>A report on the prevalence of poverty among Black and Ethnic Minority families estimates that they are twice as likely experience poverty than people of white Scottish ethnicity.</p> <p>Families from an ethnic minority background are therefore a key priority group for child poverty work across the city.</p> <p>Progress against baselines included in the LCPAR will be reported in the annual update of the Poverty Action Report. The Steering Group will monitor support to BME families.</p>

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		Also, the CSP can be made available in any language, in response to individual requests.	
(g)	<p><b>Religion and Belief</b></p> <p><b>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Religion and Belief?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p>1) Remove discrimination, harassment and victimisation <input checked="" 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 type="checkbox"/></p>	<p>In line with the HSCP code of conduct, and the code of conduct of partner agencies, all services and supports are designed and delivered to respect the beliefs of individuals and groups of children and young people, with an inclusive, flexible and responsive approach to meeting the individual – including religious – needs of children, young people and families. One of the actions of the CSP is “that a series of cultural competence training with further work planned for 2023-26 in partnership with the third sector in collaboration with community groups will develop culturally competent approaches to supporting local children, young people and families.” to increase staff diversity and work collaboratively with existing community organisations to “ensure that supports are accessible and culturally appropriate.”</p>	
	<b>Protected Characteristic</b>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
(h)	<p><b>Sex</b></p> <p><b>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sex?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant</b></p>	<p>Glasgow has the highest proportion of lone parents in Scotland, with 40% of households across the City headed up by a lone parent, and some neighborhoods rising to as much as 72%, with a vast majority of these lone parents being female. The CSP outlines the citywide review of approaches to addressing Domestic Abuse is recognising the impact of the burden of responsibility traditionally being placed on women, and is seeking to enhance strengths-based approaches, and to more</p>	<p>A review of the Domestic Abuse work is currently underway and will inform the future direction of the work.</p> <p>The Adult Protection Committee reports biennially on their provision of services for those affected by gender-based violence.</p>

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	<p>boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" 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 type="checkbox"/></p>	<p>carefully consider approaches to supporting fathers. There is also a greater emphasis on Family Group Conferencing and Family Group Decision Making approaches within family support to ensure that all family members, including fathers, are included in developing a care plan which aims to prevent accommodation, and keep brothers and sisters together. The focus of the Family Support Strategy and the Family Support Services is to work with <i>whole</i> families to improve outcomes, and to understand the needs of individual family members, irrespective of sex, or household, to ensure that parents can have an involvement in caring for their children, and that family assets are fully explored in order to keep families together.</p>	
(i)	<p><b>Sexual Orientation</b></p> <p><b>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sexual Orientation?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></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 type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>Services produced, improved and delivered under the Integrated Children's Services Plan will take into account the protected characteristic of sexual orientation. All services will provide support to children of all genders and sexual orientations on the basis of need irrespective of sexual orientation.</p> <p>The CSP consultation partnered with LGBTQ Youth Scotland to hold an engagement session with LGBTQ+ young people aged 14-17 years to include their views on the strategy, priorities and actions.</p> <p>The Youth Health Service are working with LGBT Youth Scotland and Scottish Trans to develop their services using approaches that are supportive and inclusive of all young people.</p>	<p>Youth Health Service, CAMHS and reporting to Scottish Government about the impact of the Community Mental Health services detail how services, co-produced with LGBTQI+ youth and third sector representatives, are meeting the needs of LGBTQIA+ young people.</p>
	<p><b>Protected Characteristic</b></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action</b></p>

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		<b>Required</b>	
<p>(j)</p>	<p><b>Socio – Economic Status &amp; Social Class</b></p> <p><b>Could the proposed service change or policy have a disproportionate impact on the people because of their social class or experience of poverty and what mitigating action have you taken/planned?</b></p> <p><b>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 in strategic planning. You should evidence here steps taken to assess and mitigate risk of exacerbating inequality on the ground of socio-economic status.</b></p>	<p>Local data analysed in 2022 suggested that the proportion of children living in relative poverty has increased to 25% as compared to pre-pandemic levels of 24%. Family income is on average £117 below the poverty line on average per week, which has worsened in comparison to the average weekly gap before the pandemic of £107. In households with no adults in employment, households with children are on average £5 per week worse off than pre pandemic at £117 per week below the poverty line. The impact of this fall in weekly household income – calculated before the Cost of Living crisis – is now being exacerbated by inflationary increases in food, fuel and general living costs (ONS, 2023), which have served to intensify the challenge for families. Addressing poverty is therefore a key priority for the partnership, and is a standalone priority within the 2023 – 26 CSP. There are a range of universal, early intervention and targeted actions within the Plan designed to maximise income, optimise benefits within households, reduce the impact of poverty and improve access to services for those living in poverty. The Child Poverty Pathfinder programme is being aligned with the Whole Family Wellbeing Funding in order to ensure accessibility of support to families most in need, with seamless pathways into a range of services to increase families’ resilience.</p>	<p>Aligning the Child Poverty Pathfinder, Whole Family Wellbeing Fund and Employability programmes will provide more accessible services, and create opportunities to share learning about approaches that are effective in addressing poverty.</p> <p>The Local Child Poverty Action Report provides an annual update on approaches to tackling child poverty across the Local Authority and Health Board, with poverty a focus of several workstreams, and embedded within the approach to supporting families across the Council and Health and Social Care Services.</p>
<p>(k)</p>	<p align="right" style="border: 1px solid black; padding: 2px;">X</p> <p><b>Other marginalised groups</b></p> <p><b>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?</b></p>	<p><b>Care Experienced Young People</b></p> <p>Young people transitioning from children’s services into aftercare services and adult services require extra support and assistance in securing accommodation to reduce their risk of homelessness. The CSP outlines work to continue to improve the range of accommodation options in partnership with Registered Social Landlords as part of the 16+ review, and to develop suitable housing options for young people with complex</p>	

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		<p>needs.</p> <p><b>Victims of Gender Based Violence</b> The CSP outlines a programme of partnership work which is aiming to improve the range and quality of services available to address domestic abuse, including the roll out of the Safe and Together approach to support families experiencing domestic abuse.</p> <p><b>Mental Health</b> Mental Health was identified as a key area of focus for the CSP, and underpins many of the actions detailed under Priority 2. The CSP outlines a number of actions focusing on emotional wellbeing, parental and perinatal mental health (in alignment with the <a href="#">National Mental Health Strategy</a>), nurture support in schools and children’s houses and development of online mental health supports, as well as expansion and improvement of a range of services, including Tier 1 and Tier 2 level supports. The emphasis on improving young people’s mental health aligns with the Community Mental Health funding from Scottish Government which is supporting new mental health supports and services for children, young people and families.</p>	
<p>8.</p>	<p><b>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?</b></p> <p><b>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</b></p> <p><b>1) Remove discrimination, harassment and victimisation</b> <input type="checkbox"/></p>	<p>The Children’s Services Plan aligns with the aims of Getting It Right for Every Child in aiming to deliver the right support by the right person at the right time to meet children, young people’s and families’ needs through appropriate provision of services at Universal, Early Intervention and Targeted levels. The aim of the children’s transformational change programme is to provide appropriate early, strengths-based support to children, young people and families, in order to prevent escalation of need, and to support families to live together within their homes and communities. Through continued investment in family support</p>	<p>The city’s transformational change agenda, outlined in the Family Support Strategy, Children’s Services Plan and the HSCP Strategic Plan is focused on shifting the balance of care. Developing the infrastructure of family support services, and number of families supported in the community, continues to be a focus area, and will continue to be reported</p>

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	<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 type="checkbox"/></p>	<p>and intensive services, it is anticipated that fewer families will require statutory Social Work support, fewer young people will be accommodated, and more families will be supported to live together in their communities, maintaining children's connections with their schools, friends and families.</p>	<p>through the HSCP annual reporting framework, with regular monitoring and reporting to CSEG from the CSP Steering Group, Family Support Planning Group and Locality Planning Groups.</p>
		<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>
<p>9.</p>	<p><b>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.</b></p>	<p>In designing the consultation for the Integrated CSP, every effort was made to provide equality of opportunity to all children and young people to access and contribute. Schools and community groups were selected to reflect a broad cohort of children and young people, including those with protected characteristics, in order to achieve a sample representative of Glasgow's demographics and to ensure inclusion of a wide range of children and young people's views. The creative engagement approach was also used to encourage children and young people to express themselves in ways they felt most comfortable, including through drama, art and craft workshops.</p>	<p>Priority 6 of the CSP relates to young people being involved and included and outlines the strategy for supporting children and young people with protected characteristics. Tracking progress at annual intervals will ensure learning is shared about effective approaches to meaningfully engaging children, young people and families with protected characteristics.</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.

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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 Integrated Children's Services Plan includes references to the United Nation Convention on the Rights of the Child, UNCRC Incorporation (Scotland) Bill 2021 and Equalities Act. The strategy outlined in the Plan upholds the right to respect for private and family life, the right to protection from discrimination and right to freedom of expression.

A Children's Rights and Wellbeing Impact Assessment will be undertaken for the Integrated Children's Services' Plan.

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\* .

The Children's Services Plan was developed to take account of the principles of participation, accountability, non-discrimination, equity, empowerment and legality. Throughout the development of the city-wide strategy, a focus on co-production and engagement has shaped the content and principles of the strategy that aims to deliver nurturing and strengths-based support to children and young people for the next three years.

\*

- 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.

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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)
- X  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)

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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.

The recent Test of Change has helped to deliver assessment procedures, multi-agency training and development of non-clinical models of support for families with children with ASD. A new approach to assessment based on the My Work Triangle delivered by Health Visitors recognises and validates families' challenges at an earlier stage and children and families are being supported in line with their individual needs, taking into consideration protected characteristics.

**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:  
EQIA Sign Off:**

**Name  
Job Title  
Signature  
Date**

**Vincent Henry  
Senior Officer, Planning & Change, Children Services  
V. Henry**

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**Quality Assurance Sign Off:**

<b>Name</b>	<b>Alastair Low</b>
<b>Job Title</b>	<b>Planning Manager</b>
<b>Signature</b>	<b>Alastair Low</b>
<b>Date</b>	<b>14/08/2023</b>

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**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:			

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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

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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)

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