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| <b>Name of policy/procedure/strategy:</b> University Safety, Health and Wellbeing Policy  |   |
| <b>School/Directorate:</b> Directorate of People Services   |   |
| <b>Name of policy/procedure/strategy owner:</b> Alex Killick, Director of People  |   |
| <b>Date of Assessment:</b> 8 June 2015  |   |
| 1. Briefly describe the aims, objectives and purpose of the policy/procedure/strategy.  | <p>This policy:</p> <ul style="list-style-type: none"> <li>• Takes into account the requirements of the Health and Safety at Work Act 1974 and associated legislation.</li> <li>• Sets out the policy of Glasgow Caledonian University and sets out the organisation and arrangements which the University Court has established to put the policy into effect</li> </ul>   |
| 2. What are the intended outcomes?  | This policy aims to ensure that all members of the University are aware of their responsibilities in relation to health and safety and to assist them to discharge those responsibilities.  |
| 3. Who are the main stakeholders? (e.g. staff, students, visitors)  | Staff, students, visitors and contractors   |
| 4. How does the policy/procedure/strategy take into account different needs and circumstances (e.g. Ethnicity: cultural sensitivities, plain English; Disability: Alternate/ accessible formats; Gender: inclusive to women and men; Sexual Orientation; Faith or Belief, religious practices; Age: needs of younger and older people)?             | <p>The policy does not explicitly cover specific groups or circumstances – by its very nature, the policy focuses on protecting the health, safety and welfare of <i>all</i> staff and students (as well as visitors and contractors) and therefore does not make a distinction.</p> <p>However, in implementing the policy statement, specifically the commitment to “ensure that adequate arrangements are in place to provide, so far as reasonable practicable, a safe and healthy environment, including appropriate welfare facilities and emergency arrangements” the University must ensure that this includes consideration of reasonable adjustments for staff with disabilities. For example, alternative alert systems for staff with hearing or visual impairments; PEEPS (Personal Emergency Evacuation Plan) for staff with physical disabilities.</p> |
| 5. What is the likely impact on the general duty to have <i>due regard</i> to the need to <b>eliminate unlawful discrimination, harassment, victimisation</b> and any other conduct prohibited by the Equality Act?<br><br><i>E.g. Is there evidence to indicate that the policy may result in less favourable treatment for particular groups?</i> | The policy is likely to have no impact on this duty as it applies to everyone, regardless of protected characteristic. However, the University must ensure that this blanket approach does not directly or indirectly disadvantage people, for example in their ability to understand or implement the policy. For example, the University should strive to ensure that that the policy is in an accessible format and language so that it is understood.   |

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| <p>6. What is the likely impact on the general duty to have <i>due regard</i> to the need to <b>advance equality of opportunity</b> between people who share a protected characteristic and people who do not share it?</p> <p><i>E.g. Is there evidence to show that the policy helps to remove disadvantage or encourages the participation of particular groups?</i></p> | <p>The policy is likely to have a positive impact on this duty as the principles include promoting positive mental health and wellbeing – mental health is covered as a disability under the Equality Act 2010, and in implementing the policy, its inclusion suggests that the University is adopting a holistic approach to wellbeing.</p>   |
| <p>7. What is the likely impact on the general duty to have <i>due regard</i> to the need to <b>foster good relations</b> between people who share a protected characteristic, or not?</p> <p><i>E.g. Is there evidence to illustrate that the policy helps to tackle prejudice or promote understanding?</i></p>   | <p>The policy is likely to have a positive impact on this duty as the principles include promoting positive mental health and wellbeing – mental health is covered as a disability under the Equality Act 2010. Although there is no direct reference to mental health awareness, further information can be found in the Mental Health and Wellbeing Procedure.</p>   |
| <p>8. How will any negative impact identified above be addressed?</p>   | <p>No negative impact has been identified. However, the monitoring of the implementation of this policy should include feedback on equality and diversity impact. Furthermore, the University should continue to meet its commitment under the Dignity at Work and Study Policy to ensure that staff, students and other stakeholders have an awareness of equality and diversity in fulfilling their respective roles, including mental health awareness.</p> |
| <p>9. What is the overall impact rating?</p> <p>(Choose one rating)</p>   | <p><b>Low:</b> There is little or no evidence that some people from different groups are (or could be) differently affected by the policy/procedure/decision (positively or negatively).</p>   |
| <p>10. How will the results of the equality impact assessment be published?</p>   | <p>The equality impact assessment will be published as part of the policy, and as on the University' Equality and Diversity website.</p>   |
| <p>11. How will the implementation of the policy, procedure, strategy and its impact on equality be monitored and reviewed?</p>   | <p>The annual policy review will take into account any new evidence, and the equality impact assessment will be amended accordingly.</p>   |