

Proposed Sanitary Products (Free Provision) (Scotland) Bill

Page 2: About you

Are you responding as an individual or on behalf of an organisation?

on behalf of an organisation

Which of the following best describes you? (If you are a professional or academic, but not in a subject relevant to the consultation, please choose "Member of the public".)

No Response

Please select the category which best describes your organisation

School, college or university

Please choose one of the following; if you choose the first option, please provide your name or the name of your organisation as you wish it to be published.

I am content for this response to be attributed to me or my organisation

Please insert your name or the name of your organisation. If you choose the first option above, this should be the name as you wish it to be published. If you choose the second or third option, a name is still required, but it will not be published.

Janine McGarvey

Please provide details of a way in which we can contact you if there are queries regarding your response. Email is preferred but you can also provide a postal address or phone number. We will not publish these details.

Page 7: Your views on the proposal

Q1. Which of the following best expresses your view of the proposed Bill?

Fully Supportive

Page 8: Universal provision of sanitary products

Q2. Do you think a universal, card-based system (modelled on the c-card system for free condoms) would be an effective means of providing sanitary products for free to those who need them?

Yes

Q3. Which of the following best expresses your view in relation to a card-based system?

The card should be available to anyone; card-holders should have unlimited access to free sanitary products

Q4. Do you have a view on which locations would be most suitable for dispensing free sanitary products (e.g. GP surgeries, pharmacies, community centres, health clinics)?

I think all proposed locations should be used however schools and colleges see pupils every week day most of the year and free supplies should be available in these locations too.

Page 11: Schools, colleges and universities

Q5. Do you agree that there should be specific obligations on schools, colleges and universities to make sanitary products available for free (via dispensers in toilets)?

Yes

Page 12: Personal experience (questions 6 and 7 are for individual respondents only)

Q6. Have you ever struggled to access or afford sanitary products during menstruation? (e.g. financial barriers, unexpected circumstances, health issues)

Yes, occasionally

Please explain or give an example of your experience if you feel able to do so.

In a location where I was unexpectedly needing sanitary supplies and there was nowhere to access them despite it being a public building.

Q7. If sanitary products were available for free, which of the following would apply to you?

I would not expect to claim free products

Page 14: Financial implications

Q8. Taking account of both costs and potential savings, what financial impact would you expect the proposed Bill to have on:

	Significant increase in cost	Some increase in cost	Broadly cost-neutral	Some reduction in cost	Significant reduction in cost	Unsure
(a) Government and the public sector (e.g. local authorities, the NHS)		X				
(b) Colleges and universities		X				
(c) Businesses (including suppliers/retailers of sanitary products)		X				
(d) Individuals (including consumers of sanitary products)					X	

Q9. Are there ways in which the Bill could achieve its aim more cost-effectively (e.g. by reducing costs or increasing savings)?

Target free supplies in places where they are most required public buildings, school and colleges especially in areas where there is most need. A card system whereupon those who require them can claim free or reduced cost sanitary products from a range of locations such as chemists and doctors.

Page 16: Equalities

Q10. What overall impact is the proposed Bill likely to have on equality, taking account of the following protected characteristics (under the Equality Act 2010): age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation?

Positive

Q11. In what ways could any negative impact of the proposed Bill on equality be minimised or avoided?

No Response

Page 18: Sustainability

Q12. Do you consider that the proposed Bill can be delivered sustainably i.e. without having likely future disproportionate economic, social and/or environmental impacts?

Yes

Page 19: General

Q13. Do you have any other comments or suggestions on the proposal?

I work in a primary school and feel we would be missing a trick if free sanitary products weren't available to those girls who require them. Often young girls start their period when at primary school or in their upper school year, we have pupils from P5 onwards menstruating. We already provide supplies and a private space where they can access these but we have cost implications. There are also cost implications for establishments getting specific bins emptied.

I feel looking at the whole hygiene issue in upper primary is really important. Due to poverty issues many primary school already provide basic hygiene packs to P6 and P7 pupils to allow them materials to brush their teeth, wash, use deodorant and comb or brush hair. This is an issue that foodbanks say is increasing also with many putting out regular calls for toiletries to made available. Part of the curriculum in P6/7 looks at puberty and the growing hygiene issues that brings along with menstruation and sexual relationships so it is the ideal time in my opinion to provide free sanitary and hygiene products to pupils so that they are aware of the products they can use at these times. Many parents continue to not speak to their children about these issues for many reasons and school provide a great deal of information to pupils to allow them to look after and make good decisions about their own health and bodies it would be a great help if these lessons could be backed up with resources which many school s are presently struggling to provide themselves.