

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

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| Title of Activity/Proposal/Policy/Practice | Dignity & Respect Policy & Procedure | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Sue Clyne / Irene Michie | Date | 23/04/24 |
| Type of Policy/Practice/ (tick box) | New  |  |
| Existing |  x |
| Revised |  |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people will be involved.

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| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?See Note 1 | The aim of updating the existing Edinburgh College Bullying & Harassment Policy & Procedure is to ensure it complies with current employment legislation, uses up to date terminology and provides a transparent, supportive framework which covers raising, addressing and resolving concerns about individual and/or organisational behaviour. The College also looks to provide a working environment that respects the rights of all employees and regards any incident of bullying, harassment and/or discrimination as a serious matter and will respond promptly and sensitively to complaints, and where appropriate take formal action using this policy & procedure (and the College’s Grievance and Disciplinary Procedures). |
| Who will be affected? See Note 2 | All employees and managers will benefit from a consistent, supportive and transparent framework being available. |
| Who will be consulted?See Note 3 | Both EIS-FELA & Unison were members of the Joint Management and Union Group who put forward, reviewed, provided feedback and reached agreement on proposed changes to the Dignity & Respect policy & procedure. This is not a new policy but one which has been embedded and utilised across the College for some time but required updating to be more relevant and current in its approach. |

**Step 2 – Consider the Evidence**

What are the evidence we need and how we can gather them?

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| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?Evidence could be quantitative, qualitative or anecdotal.Do we have enough evidence to judge what the impact may be?See note 4 | It is not possible to gain specific evidence of the impact on specific groups from previous cases within the College. Although, we could potentially review cases previously managed under the Grievance procedure (in conjunction with HR Partners) for an indication of how many of the annual cases over the last couple of years were in fact first raised under the Bullying & Harassment Procedure (now renamed Dignity & Respect). This is an area we can monitor going forward as we now have the ability to produce anonymised statistics from iTrent (as basic casework details are now recorded on iTrent) and we compile Quarterly & Annual Casework Dashboards.Ongoing review and discussion with both EIS-FELA and Unison on the implementation of the updated policy and procedure may provide evidence going forward.Ensure updated policy & procedure is available on the intranet and circulated to all employees so they are aware of what they can do should they feel they are being discriminated, bullied or harassed at work. |

**Step 3 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

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| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-*** **Removing disadvantage**
* **Meeting different needs**
* **Encouraging participation**
 | **Fostering good relations*** **Tackling prejudice**
* **Promoting understanding**
 |
| Provides a consistent, supportive and transparent framework to support ALL employees when they feel they are being discriminated, bullied or harassed at work.It clearly outlines the different types of discrimination, bullying and harassment which an employee may be subjected to. | It conveys a commitment to take issues raised seriously and sensitively, and clearly outlines what is regarded as ‘unacceptable’ behaviour. | P&P will be well publicised to all employees so they can come forward to seek help and support and action if they are being bullied or harassed at work.This P&P supports formal action being taken through the College’s Grievance Procedure, but also provides additional information and guidance on discrimination, bullying and harassment situations. |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their age, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Older employees may feel reluctant to raise their concerns as they may feel that by doing so they may be putting their role/future at risk, and that due to their age it may prove difficult to gain another role.Younger employees may also be reluctant to raise concerns due to lack of experience in the workplace. |
| Disability | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their disability, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Disabled employees may feel reluctant to raise their concerns because of the potential impact this may have on their employment/working environment, and the difficulties they may face gaining another role. |
| Gender reassignment | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to transitioning to another gender, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Transitioning employees may feel reluctant to raise their concerns because they may feel that it is unlikely that behaviour/views related to their transitioning will change. |
| Marriage/civil partnership (relevant in employment law) | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their relationship status, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes  | Employees in a civil partnership may not be aware that they are protected from discrimination, bullying and harassment on this basis as their relationship status is different from marriage. |
| Pregnancy and Maternity | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their pregnancy or being/having been on maternity, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Pregnant employees, or those on maternity/returning from maternity leave may be reluctant to raise their concerns because they have other responsibilities, their confidence may have been affected after having time away from work and they may feel that they won’t be listened to or taken seriously. |
| Race | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their race, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | BME employees may be reluctant to raise their concerns as they may feel that it is unlikely that behaviour/views related to their race will change. |
| Religion or belief | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their religion or belief, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Employees with religious beliefs may be reluctant to raise their concerns as they may feel that it is unlikely that behaviour/views related to their religion will change. |
| Sex | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their gender, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Female / male / non-binary employees may be reluctant to raise their concerns if they work in a department/area which is mainly dominated by employees of other gender. They may feel they are unlikely to be listened too and may be victimised for doing so. |
| Sexual orientation | Yes | If any employee feels they are being discriminated, bullied or harassed at work, due to their sexual orientation, they have a process in which to raise this and have it addressed and resolved/ceased. | Yes | Non-heterosexual employees may be reluctant to raise their concerns as they may feel that it is unlikely that behaviour/views related to their sexual orientation will change. |

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| OthercharacteristicSee Note 7 | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation | Yes | ALL employees should be treated equally at work and respected, this P&P provides a framework for these employees to raise any concerns if they feel they are being bullied or harassed at work. | Yes | An employee who is experiencing social deprivation may feel isolated from their colleagues and as a result may be reluctant to raise any issues if they are being discriminated, bullied or harassed, due to feelings of overall lack of support. |
| Care Experienced people | Yes | ALL employees should be treated equally at work and respected, this P&P provides a framework for these employees to raise any concerns if they feel they are being bullied or harassed at work. | Yes | An employee who is care experienced may find it more difficult to build relationships at work and as a result may feel isolated from their colleagues. This may then make them reluctant to raise any issues if they are being discriminated, bullied or harassed, due to feelings of overall lack of support. |
| People with caring responsibilities | Yes | ALL employees should be treated equally at work and respected, this P&P provides a framework for these employees to raise any concerns if they feel they are being bullied or harassed at work. | Yes | An employee with caring responsibilities may feel over loaded when managing their work life balance. This may result in them being reluctant to raise any issues if they are being discriminated, bullied or harassed, due to conflicting responsibilities on their time. |
| Any other groups that need to be taken in consideration? | No |  | No |  |

**Step 4 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?See note 8 | Clear messages communicated to all employees that no forms of discrimination, bullying or harassment will be tolerated at the College.Hate reporting tool for employees has been implemented so it would be good to anonymously review the types of incidents being reported and take appropriate actions to address these and pro-active action to prevent other incidents arising.Ensure managers are trained in the implementation of this P&P so they can take timely, relevant action to resolve concerns. |
| Is there a need to address any gaps in evidence? | Going forward HR can monitor the protected characteristics of those employees who are supported through this policy/procedure and review and identify if particular groups are being discriminated, bullied or harassed at the College.Regular requests for general feedback on the implementation of this policy/procedure from the Unions at local JNC meetings |
| How will equality be advanced/ good relations be fostered? | This policy and procedure aims to supports employees to raise any incidents of discrimination, bullying or harassment they feel they have been subjected to in order that they can be addressed and resolved. All employees should be treated with dignity and respect throughout their time working at the College. |
| Who has been involved in carrying out this assessment?  | HR team and circulated to union colleagues for input/feedback |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | See above comments |

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| **Recommended decision:** (place an x against relevant outcome)See note 9 | Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken |  |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality | **x** |
| Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4: Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations?  |
| No |

**Step 5: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision*** Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed.
* Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc.
* How will the impact of the policy/procedure/decision be monitored?

See Note 10 |
| **Action to be Taken:**  | **Person Responsible:** | **Completion/Review Date:** |
| Ensure all employees are made aware of the existence and purpose of this policy and procedure and that discrimination, bullying and harassment will not be tolerated at the College. | Sue Clyne | August 2024 |
| Arrange training for managers on the Dignity & Respect P&P so they can implement it appropriately and supportively. | Sue Clyne/Nyree Grierson | December 2024 |
| Review usage of Hate Reporting Tool currently in place to assess (anonymously) the type of incidents being reported and addressed during 2023/24. | Sue Clyne / Nina Munday | December 2024 |
| Review grievance cases from 2022/23 & 2023/24 to identify the number of grievances raised relating to discrimination, bullying or harassment and the outcome reached in these cases i.e. upheld, partially upheld, not upheld. | Sue Clyne/Irene Michie | August 2024 |
| Run quarterly statistical reports on cases which were active/live during this period by each protected characteristic to identify if those in any particular group(s) are being disproportionately affected. | Systems Team (Irene Michie) | Ongoing - quarterly |
| Regular reviews at JNC meetings to be undertaken with Unions to request any appropriate general feedback on the impact of the implementation of the policy & procedure. | Sue Clyne  | Ongoing - quarterly |
| Undertake a 3-yearly review of the policy and procedure, or sooner if legislative changes require it, to ensure it remains in line with current legislation, terminology etc. | Sue Clyne  | 3 yearly (or more frequently if required) |
| **Signature of Lead:**   **Date: 24 April 2024** |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to equality@edinburghcollege.ac.uk for

* review by Quality and Improvement;
* publication in whole or in part on the College website.

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| **Date of Review** | **24 April 2024** |
| **Date of Publication** | **30 April 2024** |