

**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 | Risk management policy and procedure | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Portfolio Manager | Date | 07/03/2024 |
| 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 | This policy and procedure details the College’s approach to risk management and the evaluation of internal controls, and is part of the College’s internal control and Corporate Governance arrangements. |
| Who will be affected?  See Note 2 | The college communities include student/s, staff member/s, people working in the College, or any other key college stakeholders. |
| Who will be consulted?  See Note 3 | The following groups have had buy-in and assisted in the shaping of this policy and procedure:   * Risk Management and Assurance Group (SMT, Executive, Board member, Portfolio manager) * Audit and Risk Assurance Committee * Board of management |

**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 | This policy and procedure outlines Edinburgh College’s approach to minimizing the institution's exposure to various risks while also leveraging opportunities that may arise. These risks include ethical, social, reputational, compliance, and financial considerations. However, the policy does not explicitly identify the specific risks faced by protected groups. Instead, it focuses on how the college manages these risks to mitigate any adverse impacts on the institution and its community which includes protected groups. |

**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** |
| Edinburgh College's Risk Management Policy and Procedure can help eliminate discrimination, harassment, and victimisation by ensuring that all risks, including those related to discrimination and harassment, are identified, assessed, and effectively managed. By incorporating considerations for diversity, equality, and inclusion into risk management practices, the college can proactively address potential issues that may lead to discrimination or harassment. This includes implementing measures to prevent discriminatory practices, providing training and awareness programs to staff and students, and establishing clear reporting mechanisms for incidents of discrimination or harassment. | **Removing disadvantage**: By systematically identifying and addressing risks that may disproportionately affect certain groups, such as those with disabilities or from disadvantaged backgrounds, the policy helps remove barriers and inequalities that could otherwise hinder their participation or success within the college community.  **Meeting different needs**: The policy ensures that risk management practices are tailored to meet the diverse needs of all individuals within the college community. This may include implementing accessibility measures, providing support services, or offering alternative arrangements to accommodate varying abilities, backgrounds, and circumstances.  **Encouraging participation**: By promoting transparency, inclusivity, and engagement in the risk management process, the policy encourages active participation from all stakeholders, including staff, students, and external partners. This collaborative approach fosters a sense of ownership and responsibility among diverse groups, ensuring that their voices are heard and valued in decision-making processes related to risk management. | **Tackling prejudice**: The policy establishes a framework for identifying and addressing potential biases or discriminatory practices within the college's operations. By promoting fairness, equity, and respect in risk management decisions and actions, the policy helps to mitigate the influence of prejudice and discrimination, creating a more inclusive and supportive environment for all individuals.  **Promoting understanding**: Through clear communication, training, and awareness-raising initiatives, the policy enhances understanding among stakeholders about the importance of risk management and its impact on the college community. By promoting dialogue and collaboration, the policy facilitates greater understanding and empathy among diverse groups, fostering a culture of mutual respect and cooperation. |

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 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
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| Age | Y | **Inclusive Decision-Making**: The policy ensures that risk management decisions consider the needs and perspectives of individuals of all ages, promoting inclusivity in decision-making processes.  **Safety Measures**: By identifying and addressing risks comprehensively, the policy helps create a safer environment for individuals of all ages, including older adults who may be more vulnerable to certain hazards.  **Age-Friendly Practices**: The policy may include measures to accommodate the specific needs of different age groups, such as accessibility features or flexible scheduling options, enhancing the college's overall age-friendliness.  **Intergenerational Collaboration**: Through risk management activities, the policy encourages collaboration and interaction among individuals of different ages, fostering positive relationships and knowledge sharing across generations.  **Confidence and Trust**: By demonstrating a commitment to addressing risks effectively, the policy enhances confidence and trust among individuals of all ages in the college's ability to prioritise their safety and well-being. | Y | **Exclusion of older individuals**: If risk management strategies disproportionately prioritise the needs or concerns of younger individuals, older staff or students may feel marginalized or overlooked in decision-making processes.  **Limited opportunities for career advancement**: Age-related biases in risk assessment could result in older staff members being perceived as less capable or adaptable, potentially hindering their opportunities for career progression within the college.  **Lack of tailored support**: Risk management policies that do not account for the diverse needs and preferences of different age groups may fail to provide appropriate support or accommodations for older individuals, leading to feelings of frustration or disengagement.  **Stereotyping and age discrimination**: Inadequate consideration of age-related factors in risk management decisions may perpetuate stereotypes or biases against older individuals, contributing to a negative work or learning environment based on ageist attitudes. |
| Disability | Y | **Accessibility improvements**: The policy may prioritise identifying and mitigating risks related to physical accessibility barriers, ensuring that facilities, services, and events are accessible to individuals with disabilities. This could lead to a more inclusive and accommodating environment for students, staff, and visitors with disabilities.  **Proactive risk identification**: By considering the needs and experiences of individuals with disabilities in risk assessments, the policy can help identify potential barriers or challenges they may face and implement proactive measures to address them. This could include measures such as providing assistive technologies, alternative formats for materials, or designated accessible spaces.  **Enhanced safety measures**: The policy may include measures to ensure the safety and well-being of individuals with disabilities in emergency situations or during campus activities. This could involve developing specific evacuation plans, communication protocols, or training for staff to assist individuals with disabilities in case of emergencies.  **Promoting inclusivity and diversity**: By integrating considerations of disability into risk management practices, the policy reinforces the college's commitment to inclusivity and diversity. This sends a positive message to the college community that individuals with disabilities are valued and their needs are taken seriously. | Y | **Accessibility barriers**: Risk management decisions that do not consider the needs of individuals with disabilities may result in physical or digital environments that are inaccessible, creating barriers to participation and inclusion for students, staff, or visitors with disabilities.  **Exclusion from decision-making processes**: If risk management protocols do not involve consultation with individuals with disabilities, their perspectives and experiences may be overlooked, leading to policies and procedures that fail to address their unique needs or concerns.  **Increased vulnerability to harm**: Inadequate risk assessments may overlook hazards or risks that disproportionately affect individuals with disabilities, leaving them more vulnerable to accidents, emergencies, or other adverse events within the college environment.  **Discriminatory practices**: Risk management policies that fail to accommodate the needs of individuals with disabilities may inadvertently perpetuate discriminatory practices or attitudes, leading to feelings of marginalisation or exclusion among affected individuals.  **Lack of reasonable accommodations**: Without provisions for reasonable accommodations in risk management processes, individuals with disabilities may face challenges accessing educational or employment opportunities on an equal basis with their peers, exacerbating existing disparities in outcomes. |
| Gender reassignment | Y | **Inclusive risk assessments**: The policy may include provisions to ensure that risk assessments consider the diverse needs and experiences of individuals undergoing gender transition. By incorporating a gender-inclusive approach to risk management, the college can identify and address potential risks that may disproportionately affect transgender or non-binary individuals.  **Respect for gender identity**: By incorporating principles of respect and dignity into risk management practices, the policy can help create a college environment that affirms and validates the gender identity of transgender and non-binary individuals. This can contribute to a more inclusive and supportive campus culture where individuals feel accepted and valued for who they are.  **Access to appropriate facilities**: The policy may include measures to ensure that gender-affirming facilities are available and accessible to individuals of all gender identities. This can help mitigate feelings of discomfort or exclusion among transgender and non-binary individuals and promote their full participation in college activities.  **Training and awareness**: The policy may include provisions for training staff and stakeholders on issues related to gender diversity and inclusion. By increasing awareness and understanding of gender identity issues, the college can foster a more supportive and welcoming environment for transgender and non-binary individuals, reducing the risk of discrimination or harassment.  **Advocacy and support**: The policy may outline procedures for addressing concerns or complaints related to discrimination or mistreatment based on gender identity. By providing clear channels for reporting and addressing issues, the college can ensure that transgender and non-binary individuals receive appropriate support and advocacy to address any challenges they may face. | Y | **Lack of gender-inclusive facilities**: If risk management decisions do not consider the needs of transgender individuals, there may be insufficient provision of gender-neutral or gender-inclusive facilities, such as bathrooms or changing rooms, leading to discomfort or exclusion for transgender students, staff, or visitors.  **Misgendering and discrimination**: Inadequate risk assessments may result in policies or procedures that do not recognise or respect individuals' affirmed gender identities, leading to misgendering, discriminatory treatment, or harassment within the college environment.  **Exclusion from decision-making processes**: Transgender individuals may be marginalised or overlooked in risk management discussions or planning processes, resulting in policies or measures that fail to address their specific safety concerns or vulnerabilities.  **Increased risk of gender-based violence**: If risk management protocols do not adequately address the risk of gender-based violence or harassment, transgender individuals may face heightened risks of discrimination, bullying, or assault within the college community.  **Psychological impact**: Discriminatory or exclusionary risk management practices can contribute to feelings of alienation, stress, or mental health issues among transgender individuals, impacting their overall well-being and academic or professional performance. |
| Marriage/civil partnership (relevant in employment law) | Y | **Equal treatment in risk assessments**: The policy aims to see that individuals in marriage/civil partnerships are included and treated equally in risk assessments and management processes. This promotes fairness and consistency in addressing safety concerns and vulnerabilities, regardless of marital status or partnership status.  **Support for work-life balance**: By addressing potential risks in the college environment, such as workplace hazards or security concerns, the policy promotes a safe and supportive workplace that enables individuals in marriage/civil partnerships to maintain a healthy work-life balance. This can contribute to overall job satisfaction and well-being.  **Recognition of spousal rights**: The policy may incorporate provisions that recognise and respect the rights of spouses or civil partners in accessing information, support services, or benefits related to risk management and emergency response. This ensures that individuals in marriage/civil partnerships receive equitable treatment and support during critical incidents or emergencies.  **Inclusive community engagement**: Risk management practices that prioritise inclusivity and diversity foster a sense of belonging and community cohesion among individuals in marriage/civil partnerships. By involving diverse voices in risk assessment and decision-making processes, the college demonstrates its commitment to creating an inclusive and supportive environment for all members of the community. | Y | **Inadequate recognition of family status**: Risk management decisions may overlook the needs of individuals in marriage or civil partnerships, failing to consider the unique circumstances or responsibilities associated with these relationships. This could result in policies or measures that do not adequately support employees or students who require accommodations related to their family status.  **Limited flexibility for caregivers**: Individuals in marriage or civil partnerships may face challenges balancing their caregiving responsibilities with their academic or professional commitments. If risk management protocols do not accommodate the needs of caregivers, individuals may experience stress, burnout, or conflict between their personal and professional lives.  **Exclusion from decision-making processes**: Risk management discussions or planning processes may not adequately involve individuals in marriage or civil partnerships, leading to policies or measures that overlook their perspectives or concerns. This could result in decisions that disproportionately impact individuals in these relationships without considering their input or feedback.  **Discrimination or bias**: If risk management practices are not sensitive to the diverse family structures represented within the college community, individuals in marriage or civil partnerships may face discrimination, stereotyping, or bias based on their relationship status. This could create a hostile or unwelcoming environment for these individuals, affecting their sense of belonging and inclusion. |
| Pregnancy and Maternity | Y | **Enhanced safety measures**: The risk management procedures may prioritise the safety and well-being of pregnant individuals by identifying and addressing potential hazards or risks in the college environment that could pose a threat to their health or the health of their unborn child. This could involve implementing safety protocols, providing ergonomic accommodations, or offering alternative work arrangements to minimise exposure to risks.  **Accommodations for maternity leave**: Risk management practices may include provisions for managing risks related to maternity leave, such as ensuring adequate coverage for tasks or responsibilities during the absence of individuals on maternity leave. By having clear procedures in place, the college can maintain continuity of operations and support individuals transitioning in and out of maternity leave without disruption.  **Supportive workplace culture**: Risk management practices that considers the needs of pregnant individuals can contribute to a supportive and inclusive workplace culture. By recognising the unique challenges and requirements associated with pregnancy and maternity leave, the policy promotes respect, understanding, and empathy among colleagues and supervisors, fostering a positive work environment for all employees.  **Improved retention and morale**: By proactively addressing risks and providing support to pregnant individuals, risk management practices can contribute to higher levels of employee retention, job satisfaction, and morale. Pregnant employees who feel supported and valued by their employer are more likely to remain engaged and committed to their work, leading to greater productivity and overall organisational success. | Y | **Inadequate support for pregnant individuals**: If risk management protocols do not consider the needs of pregnant individuals, they may not receive the necessary accommodations or support to ensure their health and well-being during pregnancy. This could result in increased risk of health complications, stress, or discomfort for pregnant employees or students.  **Lack of flexibility for maternity leave**: Risk management decisions that do not accommodate maternity leave may create challenges for pregnant individuals who need time off to care for their newborn or recover from childbirth. Without adequate provisions for maternity leave, individuals may feel pressured to return to work prematurely, impacting their physical and emotional recovery and potentially leading to burnout or strain.  **Discrimination or bias**: Risk management practices that fail to address the unique needs and challenges faced by pregnant individuals may contribute to discrimination, stereotyping, or bias based on pregnancy or maternity status. This could result in unequal treatment, exclusion from opportunities, or negative attitudes toward pregnant employees or students, undermining their sense of belonging and inclusion within the college community.  **Limited career advancement opportunities**: Pregnant individuals or new parents may face barriers to career advancement or professional development if risk management policies do not provide mechanisms for flexible work arrangements, parental leave, or childcare support. This could contribute to career stagnation, reduced earning potential, or diminished opportunities for professional growth and advancement. |
| Race | Y | **Fair and equitable treatment**: Robust risk management practices ensures that all individuals, regardless of race, are treated fairly and equally when assessing and addressing risks within the college environment. By implementing standardised procedures and protocols, the policy helps mitigate the risk of discriminatory practices or biases based on race, fostering an environment of inclusivity and respect for diversity.  **Cultural competence and awareness**: Risk management practices that consider the racial and cultural backgrounds of individuals can enhance cultural competence and awareness within the college community. By acknowledging and respecting the unique perspectives, values, and experiences of individuals from diverse racial backgrounds, the policy promotes understanding and appreciation of cultural diversity, contributing to a more inclusive and harmonious environment.  **Prevention of racial discrimination and harassment**: Comprehensive risk management practices include measures to prevent and address incidents of racial discrimination, harassment, or prejudice within the college setting. By establishing clear protocols for reporting and addressing such incidents, the policy helps create a safe and supportive environment where individuals feel empowered to raise concerns about discriminatory behaviour and where perpetrators are held accountable for their actions.  **Promotion of diversity and representation**: Risk management practices that values diversity and representation can contribute to greater diversity among staff, students, and leadership positions within the college. By actively promoting recruitment, retention, and advancement opportunities for individuals from racially diverse backgrounds, the policy fosters a more inclusive and representative college community that reflects the diversity of the broader society.  **Enhanced reputation and community trust**: By demonstrating a commitment to equitable risk management practices that prioritise the well-being and rights of individuals from all racial backgrounds, Edinburgh College can enhance its reputation as an inclusive and socially responsible institution. This can help build trust and credibility within the community, attract a diverse range of students and staff, and strengthen partnerships with external stakeholders who value diversity and social justice. | Y | **Racial bias in risk assessment**: If risk assessment processes are not conducted in a fair and unbiased manner, there is a risk of racial bias influencing decisions. For example, if certain racial groups are disproportionately targeted or scrutinized in risk assessments, it could lead to unfair treatment and exacerbate existing inequalities within the college community.  **Underrepresentation of diverse perspectives**: If risk management teams lack diversity and representation from individuals of different racial backgrounds, there is a risk that the perspectives and experiences of racially diverse groups may be overlooked or marginalised in the decision-making process. This could result in policies and procedures that are not fully inclusive or responsive to the needs of all racial groups within the college.  **Insufficient consideration of cultural factors**: Risk management policies and procedures may fail to adequately consider the cultural factors and nuances that impact risk perception and mitigation strategies for different racial groups. This could result in approaches that are not culturally sensitive or relevant, leading to misunderstandings or resistance from individuals whose cultural perspectives are not taken into account.  **Perpetuation of racial stereotypes**: If risk management practices reinforce negative stereotypes or assumptions about certain racial groups, it can contribute to discrimination and prejudice within the college environment. For example, if risk assessments disproportionately target or stigmatize students or staff from particular racial backgrounds based on unfounded assumptions about their behaviour or capabilities, it can create a hostile or unwelcoming atmosphere for those individuals.  **Lack of trust and confidence**: If individuals from racial minority groups perceive that risk management processes are discriminatory or biased against them, it can erode trust and confidence in the college's leadership and governance structures. This could lead to feelings of alienation, marginalisation, and disengagement among affected individuals, negatively impacting their overall experience and sense of belonging within the college community. |
| Religion or belief | Y | **Accommodation of religious practices**: Risk management practices may include provisions to accommodate religious practices and observances within college activities and operations. By considering the needs of individuals from different religious backgrounds, such as offering designated prayer spaces, the policy can promote inclusivity and respect for diverse religious beliefs.  **Prevention of religious discrimination**: A robust risk management framework can help identify and address potential sources of religious discrimination or bias within the college environment. By proactively addressing issues such as harassment or exclusion based on religious beliefs, the policy can create a more tolerant and respectful campus culture where individuals feel valued and supported regardless of their religious affiliation.  **Protection of freedom of religion**: Well-defined risk management practices can help to safeguard individuals' rights to freedom of religion or belief within the college setting. By establishing clear guidelines and procedures for addressing conflicts or infringements on religious freedoms, the policy can ensure that all members of the college community are able to practice their faith without fear of discrimination or persecution.  **Enhancement of diversity and cultural competence**: By incorporating considerations of religious diversity into risk assessment processes and decision-making frameworks, the policy can promote greater awareness and understanding of different religious traditions and practices. This can contribute to the development of a more culturally competent and inclusive college environment where individuals of diverse religious backgrounds feel respected and valued. | Y | **Religious discrimination in risk assessment**: Without proper consideration and sensitivity to religious beliefs and practices, there is a risk that risk assessment processes may inadvertently discriminate against individuals based on their religion or belief. For example, if certain risk mitigation measures conflict with religious practices or observances, it could disproportionately affect individuals of certain faiths and create barriers to their full participation and engagement within the college community.  **Lack of accommodation for religious practices**: Failure to accommodate religious practices and observances in risk management policies and procedures may lead to conflicts between individuals' religious obligations and their responsibilities within the college. For instance, if emergency response protocols do not account for religious dietary restrictions or prayer times, it could create hardships for students or staff members who adhere to specific religious practices.  **Perpetuation of religious stereotypes**: Risk management practices that rely on assumptions or stereotypes about certain religious groups may reinforce existing biases and prejudices within the college environment. This can contribute to a climate of religious intolerance and discrimination, where individuals feel marginalized or stigmatised based on their religious affiliation or beliefs.  **Exclusion of religious minority perspectives**: If risk management decision-making processes are dominated by individuals from majority religious groups, there is a risk that the concerns and perspectives of religious minorities may be overlooked or marginalized. This lack of representation can lead to policies and procedures that do not fully account for the diverse religious landscape within the college community, resulting in inequitable outcomes for individuals of different faith backgrounds.  **Religious harassment or victimisation**: Inadequate safeguards against religious harassment or victimisation in risk management practices may leave individuals vulnerable to discriminatory treatment based on their religion or belief. This can manifest in various forms, such as verbal harassment, exclusionary practices, or hostile work or learning environments, all of which can have a detrimental impact on individuals' well-being and sense of belonging within the college. |
| Sex | Y | **Gender-sensitive risk assessment**: The policy can ensure that risk assessment processes take into account gender-specific risks and vulnerabilities. For example, it may consider the safety and security concerns of female students or staff, particularly in contexts where they may be at higher risk of harassment or violence.  **Equal access to resources**: By implementing gender-inclusive risk management practices, the policy can help ensure that all individuals, regardless of sex, have equal access to resources and support services in times of crisis or emergency. This may include provisions for gender-neutral facilities, accommodations, and assistance tailored to the diverse needs of male and female students and staff.  **Prevention of gender-based discrimination**: Risk management practices can incorporate measures to prevent and address gender-based discrimination in risk management processes. This includes safeguarding against bias or stereotyping in risk assessments and ensuring fair and equitable treatment for individuals of all genders.  **Promotion of gender diversity**: By promoting gender diversity in risk management teams and decision-making bodies, effective risk management can ensure that a range of perspectives and experiences are considered in identifying and mitigating risks. This can contribute to more comprehensive and effective risk management strategies that address the diverse needs and concerns of the college community.  **Support for gender-specific challenges**: Risk management practices may include provisions for addressing gender-specific challenges and barriers that individuals may face in managing or responding to risks. This could involve targeted support for issues such as sexual harassment, gender-based violence, or discrimination based on sex or gender identity. | Y | **Gender bias in risk assessment**: Without proper training and awareness, there's a risk that risk assessment processes may inadvertently reflect gender biases or stereotypes. This could lead to certain risks being overemphasised or overlooked based on assumptions about gender roles or behaviours.  **Differential access to resources**: In cases where risk management measures are not gender-sensitive, there may be disparities in access to resources and support services based on sex. For example, if emergency response plans are not inclusive of diverse gender identities, individuals who do not conform to traditional binary notions of gender may face challenges in accessing appropriate assistance.  **Perpetuation of gender norms**: If risk management practices reinforce traditional gender norms or expectations, they may contribute to the perpetuation of gender inequalities within the college community. For instance, if safety protocols prioritise the protection of male students over female students based on assumptions about strength or vulnerability, it could reinforce harmful gender stereotypes.  **Insufficient consideration of gender-based risks**: Inadequate attention to gender-specific risks, such as sexual harassment or gender-based violence, may leave certain individuals more vulnerable to harm. Without tailored risk management strategies to address these issues, students and staff may be at greater risk of experiencing discrimination or violence based on their sex.  **Lack of representation in decision-making**: If gender-diverse perspectives are not adequately represented in risk management processes and decision-making bodies, the policy may fail to address the unique needs and concerns of individuals of all sexes. This could result in oversight or neglect of certain risks that disproportionately affect specific gender groups. |
| Sexual orientation | Y | **Inclusive risk assessment**: By incorporating considerations for sexual orientation into risk assessment processes, the college can identify and addresses potential risks that may specifically affect individuals based on their sexual orientation. This helps create a safer and more supportive environment for LGBTQ+ students and staff.  **Prevention of discrimination and harassment**: Risk management practices that take into account discrimination and harassment based on sexual orientation helps to foster a culture of respect and inclusivity within the college community. Clear guidelines for reporting and addressing incidents of discrimination or harassment can empower LGBTQ+ individuals to seek support and take action against such behaviours.  **Access to inclusive support services**: Risk management practices that take into account protocols for providing support services that are inclusive of LGBTQ+ individuals, including counselling, mental health resources, and crisis intervention can ensure that individuals of all sexual orientations have access to the support they need in times of distress or crisis.  **Representation and visibility**: Inclusion of LGBTQ+ perspectives and experiences in risk management processes, such as representation on risk assessment teams or advisory committees, ensures that the policy reflects the needs and concerns of LGBTQ+ individuals. This visibility helps affirm the presence and contributions of LGBTQ+ members of the college community. | Y | **Exclusionary risk assessment criteria**: If risk assessment criteria are not inclusive of diverse sexual orientations, there is a risk of overlooking or underestimating risks that are specific to LGBTQ+ individuals. For example, safety protocols may not adequately address the unique challenges or vulnerabilities faced by students or staff members who identify as LGBTQ+, such as discrimination or harassment based on sexual orientation.  **Lack of targeted support services**: Without explicit consideration of sexual orientation in risk management practices, LGBTQ+ individuals may not receive the tailored support services they need in times of crisis. For instance, emergency response plans may not account for the specific needs of LGBTQ+ students or staff members, such as access to affirming mental health resources or safe accommodations.  **Increased vulnerability to discrimination or bias**: In the absence of inclusive risk management measures, LGBTQ+ individuals may be at heightened risk of experiencing discrimination, bias, or microaggressions within the college environment. Failure to address risks related to homophobia, biphobia, or transphobia could contribute to a hostile or unwelcoming climate for LGBTQ+ students and staff.  **Underreporting of incidents**: If risk management practices do not address issues related to sexual orientation, LGBTQ+ individuals may be less likely to report incidents of harassment, violence, or discrimination for fear of not being taken seriously or facing further stigma. This could result in underreporting of incidents and a lack of accountability for addressing systemic issues of bias or prejudice.  **Limited representation and advocacy**: In the absence of LGBTQ+-inclusive risk management practices, LGBTQ+ students and staff may experience a lack of representation and advocacy in decision-making processes related to safety and security. This could lead to the marginalisation of LGBTQ+ voices and perspectives, further exacerbating feelings of alienation or exclusion. |

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| Other  characteristic  See Note 7 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation | Y | **Increased safety and security**: By identifying and mitigating risks effectively, risk management practices can contribute to a safer environment within the college premises and surrounding areas. This enhanced safety is particularly beneficial for individuals from socially deprived backgrounds who may face higher levels of vulnerability to crime or unsafe conditions.  **Equitable access to resources**: Considered risk management practices can help ensure that resources and support services are allocated fairly and equitably, addressing the needs of students and staff from socially deprived backgrounds. By prioritising risk management strategies that address systemic inequalities, the policy can help bridge the gap in access to essential resources and opportunities.  **Improved well-being**: Through proactive risk management practices, the policy can help prevent or mitigate adverse events that may disproportionately impact individuals experiencing social deprivation, such as accidents, emergencies, or security incidents. By promoting a safer and more secure environment, these practices can contribute to the overall well-being and sense of security of these individuals.  **Empowerment and participation**: By involving individuals from socially deprived backgrounds in the risk management process, the policy can empower them to actively contribute to decision-making and problem-solving efforts. This inclusive approach fosters a sense of ownership and agency among marginalised groups, enabling them to advocate for their needs and concerns more effectively.  **Community resilience**: Risk management practices can strengthen the resilience of communities affected by social deprivation by promoting collaboration, communication, and collective action in response to shared risks and challenges. By fostering partnerships and engagement with local stakeholders, the risk management procedure can facilitate community-led initiatives aimed at addressing underlying risk factors and building resilience to external threats. | Y | **Limited access to resources**: Individuals experiencing social deprivation may already have limited access to resources such as financial support, housing, or healthcare. If risk management protocols are not designed with their specific needs in mind, these individuals may face additional barriers to accessing necessary resources during emergencies or crises.  **Heightened vulnerability**: Socially deprived individuals may be more vulnerable to certain risks, such as economic instability, food insecurity, or inadequate living conditions. If risk management practices do not take into account these underlying vulnerabilities, individuals experiencing social deprivation may face heightened risks during emergencies or adverse events.  **Inequitable distribution of support**: Without targeted interventions, there is a risk that support services provided as part of the risk management process may not reach individuals experiencing social deprivation equitably. This could exacerbate existing disparities and contribute to further marginalisation of these groups within the college community.  **Limited engagement in risk management processes**: Individuals experiencing social deprivation may face barriers to participating in risk management processes, such as lack of access to information, language barriers, or competing priorities. Failure to address these barriers may result in their voices being marginalized in decision-making processes, leading to inadequate risk mitigation measures.  **Reinforcement of social inequalities**: In the absence of measures to address social deprivation within the risk management framework, there is a risk that existing social inequalities will be reinforced or perpetuated. This could contribute to a cycle of disadvantage, where individuals experiencing social deprivation continue to face disproportionate risks and limited access to support services. |
| Care Experienced people | Y | **Enhanced support systems**: The policy outlines procedures which assist in identifying and addressing risks specific to Care Experienced individuals, such as trauma triggers or emotional distress. By implementing targeted support systems, the college can better meet the needs of Care Experienced people and provide them with the necessary resources to navigate challenging situations.  **Increased sense of safety and security**: Clear protocols for risk management can help Care Experienced individuals feel safer and more secure within the college environment. Knowing that potential risks are being actively monitored and addressed can alleviate anxiety and provide reassurance that their well-being is being prioritised.  **Improved access to support services**: Effective risk management practices can identify when provisions are needed for connecting Care Experienced individuals with relevant support services, such as counselling, advocacy, or peer support groups. By facilitating access to these resources, the college can empower Care Experienced people to seek help when needed and build a stronger support network within the college community.  **Prevention of retraumatisation**: Effective risk management practices can help prevent situations that may trigger or retraumatise Care Experienced individuals, such as exposure to violence or harassment. By proactively identifying and mitigating potential risks, the college can create a safer and more welcoming environment where Care Experienced people can thrive academically and personally.  **Recognition of unique needs**: Effective risk management practices can acknowledge the experiences and challenges faced by Care Experienced individuals, and therefore demonstrates a commitment to inclusivity and equity. This recognition can help validate the experiences of Care Experienced people and foster a more supportive and understanding environment within the college. | Y | **Lack of tailored support**: Care Experienced individuals may have unique needs and vulnerabilities stemming from their experiences in care, such as trauma, mental health challenges, or unstable housing situations. If the risk management policy and procedure do not account for these specific needs, Care Experienced individuals may not receive the tailored support necessary to address their vulnerabilities during emergencies or crises.  **Increased risk of retraumatisation**: Without sensitivity to the experiences of Care Experienced individuals, the risk management process may inadvertently trigger memories of past trauma or reinforce feelings of powerlessness and mistrust. This can exacerbate existing mental health challenges and make it more difficult for Care Experienced individuals to engage effectively in risk management processes.  **Limited access to support networks**: Care Experienced individuals may have smaller support networks or fewer resources to draw upon during times of crisis. If the effective risk management practices do not prioritise outreach to these individuals or provide adequate support services, Care Experienced individuals may feel isolated and unsupported during emergencies, exacerbating feelings of vulnerability and distress.  **Barriers to participation**: Care Experienced individuals may face barriers to participating in risk management processes, such as lack of access to information, limited trust in authority figures, or competing priorities related to housing, employment, or education. Failure to address these barriers may result in Care Experienced individuals being marginalised in decision-making processes, leading to inadequate risk mitigation measures that fail to address their specific needs.  **Reinforcement of stigma and discrimination**: If the risk management policy and procedure do not explicitly recognize the experiences and needs of Care Experienced individuals, there is a risk of reinforcing stigma and discrimination against this group. This can perpetuate negative stereotypes and attitudes, further marginalising Care Experienced individuals within the college community and hindering their access to support services and resources. |
| People with caring responsibilities | Y | **Enhanced support systems**: Effective risk management practices may outline procedures for identifying and addressing risks specific to Care Experienced individuals, such as trauma triggers or emotional distress. By implementing targeted support systems, the college can better meet the needs of Care Experienced people and provide them with the necessary resources to navigate challenging situations.  **Increased sense of safety and security**: Clear protocols for risk management can help Care Experienced individuals feel safer and more secure within the college environment. Knowing that potential risks are being actively monitored and addressed can alleviate anxiety and provide reassurance that their well-being is being prioritised.  **Improved access to support services**: Effective risk management practices may include provisions for connecting Care Experienced individuals with relevant support services, such as counselling, advocacy, or peer support groups. By facilitating access to these resources, the college can empower Care Experienced people to seek help when needed and build a stronger support network within the college community.  **Recognition of unique needs**: By explicitly acknowledging the experiences and challenges faced by Care Experienced individuals, effective risk management practices can demonstrate a commitment to inclusivity and equity. This recognition can help validate the experiences of Care Experienced people and foster a more supportive and understanding environment within the college.  **Prevention of retraumatisation**: Effective risk management practices can help prevent situations that may trigger or retraumatise Care Experienced individuals, such as exposure to violence or harassment. By proactively identifying and mitigating potential risks, the college can create a safer and more welcoming environment where Care Experienced people can thrive academically and personally. | Y | **Lack of tailored support**: Care Experienced people often have unique needs and experiences resulting from their time in care, including potential trauma, attachment issues, and gaps in education or support networks. If the risk management practices do not account for these specific needs, Care Experienced individuals may not receive the tailored support required to address their vulnerabilities during emergencies or crises.  **Increased risk of retraumatisation**: Care Experienced people may have experienced significant adversity and trauma in their lives, and certain risk management practices or responses may inadvertently trigger or retraumatise them. For example, situations involving emergency evacuations or institutional settings may evoke memories of past experiences in care, leading to heightened distress or anxiety.  **Limited access to support networks**: Care Experienced individuals may have smaller or less stable support networks compared to those who have not experienced care. If risk management practices rely heavily on existing support networks for communication or assistance during emergencies, Care Experienced people may face barriers to accessing the support they need, exacerbating feelings of isolation or vulnerability.  **Stigmatization and discrimination**: Care Experienced people may already face stigma and discrimination due to their past experiences, and certain risk management practices or responses may inadvertently reinforce these negative attitudes. For example, assumptions about resilience or self-sufficiency may lead to Care Experienced individuals being overlooked or excluded from support services during emergencies.  **Disproportionate impact of punitive measures**: If risk management practices include punitive measures or disciplinary actions, Care Experienced people may be disproportionately affected due to their past experiences with authority figures or institutional settings. This could further perpetuate feelings of marginalisation and distrust within the college community. |
| Any other groups that need to be taken in consideration? |  |  |  |  |

**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 | Establish a process for regularly reviewing and evaluating the effectiveness of the Risk Management Policy and Procedure in addressing the needs of protected groups as necessary. |
| Is there a need to address any gaps in evidence? | Implement a systematic 2 yearly review process for the policy and procedure. This approach ensures that the policy remains responsive and relevant over time, adapting to emerging challenges, feedback, and best practices in the field. |
| How will equality be advanced/ good relations be fostered? | Implementing a systematic 2yearly review approach ensures that the policy remains dynamic and relevant, continuously adapting to address emerging challenges, incorporate feedback, and align with best practices in the field. This commitment to ongoing evaluation promotes equality by ensuring that the policy remains inclusive, responsive, and reflective of evolving societal needs and expectations. |
| Who has been involved in carrying out this assessment? | Portfolio Manager completed this assessment |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? |  |

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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 | **X** |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality |  |
| 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? | | |
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**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:** |
| Review of full procedure by key SMT, Executive Team, Audit and Risk Assurance Committee and the Board of Management | Portfolio Manager will oversee | Every 2 years |
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| **Signature of Lead: Emma Miller** **Date: 07/03/2024** | | |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto: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** | **07/03/2024** |
| **Date of Publication** |  |