

**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 | Grievance Policy & Procedure | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Sue Clyne (Director of HR & OD)  Fumie Nakamura (Projects and Systems Assistant)  HR Partners | Date | November 2024 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | X |

**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 revised Policy and Procedure aim to achieve for promoting and ensuring effective employment relations as well as fair and consistent treatment of all employees for dealing with grievance cases. This Policy and Procedure provide a fair, reasonable and effective means by which to resolve employee grievances.  Where possible, aiming for resolving cases informally and everyone being involved the process should commit to a problem-solving approach. |
| 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 consulted on the changes to this Policy and Procedure. Updating takes account of current College practice. |

**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 | There is no data collected on people who take out grievances by protected characteristic. All grievances are dealt with under the Grievance Policy and Procedure and follow a pre-determined process that doesn’t have different provisions for any protected characteristics.  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.  Collecting relevant feedback from HR partners will be also useful for further analysis.  Ongoing review and discussion with both EIS-FELA and Unison on the implementation of the updated policy and procedure may provide evidence going forward.  Thea updated policy & procedure is available on the intranet and accessible to all employees so they are aware of their right and the framework of the process. |

**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** |
| In order to use this Policy and Procedure effectively, the College will train all managers in the use and application of the College’s Grievance Policy and Procedure. The College takes the underpinning principle of equality of opportunity and diversity. Raising a grievance will not result in any employees being disadvantaged in any way. | It conveys a commitment to take issues raised seriously and sensitively, and clearly outlines occasions when employees have problems or concerns relating to their work. | This Policy and Procedure will be well publicised to all employees so they can fully understand and come forward to seek help and support.  Throughout this Procedure the principles of fairness, common sense and reasonableness shall be applied.  The College always seeks informal solution first, such as one to one discussion, mediation, coaching, counselling, to resolve workplace issues. It is only when all possibilities at the informal stage are exhausted that the grievance should move to the formal stage. |

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 |
| --- | --- | --- | --- | --- |
| Age | Yes | This Policy and Procedure ensures that employees will not be disadvantaged in any way due to taking out a grievance. | Yes | Older employees may feel reluctant to raise their concerns.  Younger employees may also be reluctant to raise concerns due to lack of experience in the workplace. |
| Disability | Yes | This Policy and Procedure ensures that employees will not be disadvantaged in any way due to taking out a grievance. | Yes | Disabled employees may feel reluctant to raise their concerns. |
| Gender reassignment | Yes | This Policy and Procedure ensures that employees will not be disadvantaged in any way due to taking out a grievance.  The College has a Trans and Non-Binary Inclusion Policy to provide further support for this group of employees. | Yes | Trans and Non-Binary employees may be reluctant to raise grievance of their experience of harassment or hate incidents. |
| Marriage/civil partnership (relevant in employment law) | Yes | Personal Relationship at Work Guidance is in place. | Yes | Relationship between employees may not be the problem, however, it may cause unnecessary conflict between employees. |
| Pregnancy and Maternity | Yes | Adjustments may need to be made for pregnant employees and those returning from maternity leave. | Yes | Pregnant employees, or those on maternity/returning from maternity leave may be reluctant to raise their concerns because they have other responsibilities. |
| Race | Yes | The College provide a variety of training to understand and respect other culture and beliefs.  Additionally, a Dignity and Respect Policy and Procedure is in place for all employees. | Yes | Throughout this Policy and Procedure, the principles of fairness, common sense and reasonableness shall be applied. Employees of different ethnic groups may have different norms and values. |
| Religion or belief | Yes | The College provide a variety of training to understand and respect other culture and beliefs.  Additionally, a Dignity and Respect Policy and Procedure is in place for all employees. | Yes | The principles of fairness, common sense and reasonableness shall be applied. Employees of different faith groups may have different practices and values. |
| Sex | Yes | In addition to this Policy and Procedure, a Dignity and Respect Policy and Procedure is in place. | Yes | Employees may be reluctant to raise their concerns if they work in a department/area which is gender imbalanced. |
| Sexual orientation | Yes | In addition to this Policy and Procedure, a Dignity and Respect Policy and Procedure is in place. | Yes | Non-heterosexual employees may be reluctant to raise their concerns. |

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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 | Yes | Additional support is provided by their manager and HR Partners to tackle issues proactively. | Yes | An employee who is experiencing social deprivation may feel isolated from their colleagues and as a result, they may be reluctant to raise any. |
| Care Experienced people | Yes | Additional support is provided by their manager and HR Partners to tackle issues proactively. | 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. |
| People with caring responsibilities | Yes | Addition to this Policy and Procedure, the Flexible Working Policy and Procedure is in place for helping employees who required additional support.  Employee can also use additional leave as proscribed by the Leave of Absence Policy. | 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 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 | The College will continue to commit to promoting and ensuring effective employment relations as well as fair and consistent treatment of all employees. Clear messages are communicated to all employees that no forms of discrimination, bullying or harassment will be tolerated at the College.  Ensure managers are trained in the implementation of this Policy and Procedure so they can take timely, relevant action to resolve concerns at the earliest possible stage.  HR will encourage all employees to fill in and update their sensitive information in iTrent so that we can capture an accurate information and can act proactively to resolve the case at informal stage. |
| Is there a need to address any gaps in evidence? | HR can monitor the protected characteristics of those employees who are affected through this policy and procedure and review and identify if particular groups are raising more grievances or are the subject of grievance from other employees.  Regular requests for general feedback on the implementation of this policy and procedure from the Unions at local JNC meetings. |
| How will equality be advanced/ good relations be fostered? | This policy and procedure aim to deal with grievance with promoting and ensuring effective employment relations as well as fair and consistent treatment of all employees. 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 |
| 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 |  |
| 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? | | |
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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:** |
| Ensure all employees are made aware of the existence and purpose of this policy and procedure. | Sue Clyne | Ongoing |
| Arrange training for managers on dealing with grievances so they can manage grievances appropriately. | Sue Clyne/Nyree Grierson | Ongoing |
| Run annual 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 | Ongoing - Quarterly |
| Additional support to managers who have employees with any protected characteristics for dealing and supporting them by HR Partners. | HR Partners | Ongoing |
| Regular reviews at LNC 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 |
| 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 | Ongoing – every 3 years |
| **Signature of Lead:**   **Date: 7 November 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** | **11 December 2024** |
| **Date of Publication** | **11 March 2025** |