

**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 | Adverse Weather & Disruption to Work P&P | | 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) | Date | November 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 | The Policy and Procedure provide guidance to all employees and managers. It clarifies the processes and responsibilities for both employees and managers how to handle the occurrence of adverse weather and disruption to work. |
| Who will be affected?  See Note 2 | This existing Policy and Procedure applies to all employees of the College affected by adverse weather and disruption to work. |
| Who will be consulted?  See Note 3 | This Policy and Procedure will be regularly reviewed with recognised trade unions to ensure it continues to comply with current legislation and College needs. A review will take place every three years. |

**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 | The data has not been collected to assess the impact of this Policy & Procedure to date. The impact of poor weather on the ability to attend on campus was negated by lock down and has been reduced since 2022.  Collecting the feedback from HR Partners who may be consulted by managers whose employees are impacted by adverse weather and disruption to work how to handle the situation could be considered.  For the past few years there have not been concerns raised about this Policy & Procedure.  Ensure the updated Policy & Procedure is available on the intranet for access by all employees.  This Policy & Procedure complement the College’s Business Continuity Planning. |

**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** |
| It clearly outlines the processes and responsibilities for both employees and managers available to ALL employees.  The College offer variety of options, such as working from home, where the job role permits, if employees are unable to attend on campus. | In the occurrence of adverse weather and disruption to work, all employees are treated fairly, however there will be further considerations for pregnant employees and employees with disabilities whether any reasonably practicable steps can be taken by the College to assist them. | This Policy and Procedure will be well publicised to all employees and outlines what needs to be considered when dealing with adverse weather and disruption at work.  It removes potential barriers which could put off employees from requesting absence or additional support due to adverse weather and disruption at work. |

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 | The College will take a flexible approach to reduce any disruption at work due to adverse weather. Any decision to alter normal working arrangements will only be taken after following the provisions of the Business Continuity Plan. | Yes | Older employee may be reluctant to ask/request for alternative working patterns although there is no evidence of this having happened. |
| Disability | Yes | This Policy and Procedure clarifies where, because of disability or pregnancy, an employee advises their manager that they would have, or have had, greater difficulty travelling to work during periods of adverse weather or travel disruption, managers should consider individual needs to ensure that the employee does not suffer any detriment. | Yes | Disabled employees may be more vulnerable to alterations to their normal routines or working environment. |
| Gender reassignment | Yes | Managers will reduce any disruption at work due to adverse weather as far as possible, the safety of employees and students will always take precedence over other considerations. Any decision to alter normal working arrangements will only be taken in line with the Business Continuity Plan advice from external authorities (e.g. the Scottish Government, the Police) and any other relevant factors. | Yes | During the transitional period, they may have more restriction of movements. |
| Marriage/ civil partnership (relevant in employment law) | Yes | This Policy and Procedure applies fairly to all employees regardless they are in marriage or in civil partnership. | No | No negative impact has been identified. |
| Pregnancy and Maternity | Yes | This Policy and Procedure clarifies where, because of disability or pregnancy, an employee advises their manager that they would have, or have had, greater difficulty travelling to work during periods of adverse weather or travel disruption, managers should take account of individual needs to ensure that the employee does not suffer any detriment. | Yes | Pregnant employees or those returned from maternity leave may face additional challenges in changing their work environment or being able to work from home. |
| Race | Yes | This Policy and Procedure applies fairly to employees of all ethnic groups. | Yes | Some minority ethnic staff are disproportionally affected as they tend to work as frontline staff, such as Security or Reception, and they may feel to be pressured to be in the College. |
| Religion or belief | Yes | This Policy and Procedure applies fairly to employees of all faith groups. | No | No negative impact has been identified. |
| Sex | Yes | Other policies, such as the Leave of Absence Policy and Procedure, may be appropriate in these circumstances. | Yes | Women tend to take more responsibility than men for looking after their children, which may impact for altering their work condition due to adverse weather and disruption to work. |
| Sexual orientation | Yes | This Policy and Procedure applies fairly to employees of all sexual orientation. | No | No negative impact has been identified. |

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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 | The College will take a flexible approach to reduce any disruption at work due to adverse weather. Any decision to alter normal working arrangements will follow the provisions of the Business Continuity Plan. | Yes | Employees who have affected social deprivation may not be able to take alternative arrangements to attend the College. |
| Care Experienced people | Yes | This Policy and Procedure applies fairly to all employees regardless of the care experienced background. | Yes | Manager may need to pay additional attention to these employees to ensure that they are safe and secure at their home environment during any adverse weather conditions. |
| People with caring responsibilities | Yes | Where an employee can travel to work but has to provide emergency care for a dependant as a result of other closures (e.g. schools, nurseries) then the College’s policy in relation to care for dependants will apply (please see College’s Leave of Absence Policy & Procedure for further details). | Yes | Employees with caring responsibilities may not be aware that there are separate Policy and Procedure such as Leave of Absence Policy and Procedure, or different absence categories, such as emergency dependant’s care or carer’s leave for dealing with their absence. |
| 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 | Edinburgh College will regularly review this policy and procedure with recognised trade unions to ensure it continues to comply with current legislation and College needs. A review will take place every three years or as soon as practicable after any change to relevant legislation.  Ensure this Policy and Procedure is circulated to all employees and all employees are aware of principal and processes how to deal with adverse weather and disruption to work. |
| Is there a need to address any gaps in evidence? | Going forward HR can monitor the employees hold protected characteristics if they handle well for adverse weather and disruption following this Policy and Procedure, and review and identify if particular groups are disproportionately being affected by adverse weather and disruption. |
| How will equality be advanced/ good relations be fostered? | We will take further considerations for those employees with certain protected characteristic if we found the evidence of disproportional absence rate due to adverse weather and disruption.  Manager should take flexible approach for dealing with each case depending upon each circumstance and requirement with HR support. |
| 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 | **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:** |
| Monitor and collect feedback from HR partners where possible. | Systems Team (Irene Michie) | Ongoing |
| Additional support for managers who deal with their employees with protected characters. | 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 (as part of the management/union group) | Ongoing – every 3 years |
| Distribute positive messages, on a regular basis, about the confidential support employees can access as and when needed | Sue Clyne | Ongoing |
| **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** |