

Glasgow Kelvin College

Equality Impact Assessment

Dignity and Respect Policy and Procedure



Contents

Step 1 – Identification and Scope	3
Step 2 – Research and Consultation	4
Step 3 – Assessing the Impact.....	5
Step 4 – Taking Action	6
Step 5 – Monitoring and Evaluation	6
Step 6 – Approval	7
Appendix.....	8

Practitioners conducting assessment		
Name	Designation	Date
Doreen Shiels	Director of HR	17.05.19
Patricia Currie	EDI Manager	17.05.19

Step 1 – Identification and Scope

Brief description of the decision, policy or practice being assessed

Dignity and Respect Policy and Procedure revised in accordance with the Policy Review Schedule and taking into account the updated ACAS guidance Bullying and Harassment at work.

Aims of the decision, policy or practice?

The revised document continues to seek to promote a culture of dignity and respect within the learning and working environment, to eliminate bullying and harassment. It seeks to prevent bullying, harassment and victimisation and appropriately manage allegations if they arise. To build capacities of staff and learners to respond effectively and quickly to potential incidents.

It also provides a source of support and avenues of redress for anyone who feels that their dignity has been violated through bullying, harassment, victimisation, discrimination or in any other way.

Who is affected by the decision, policy or practice?

- Students
- Staff
- Members of the public

Step 2 – Research and Consultation

Outline evidence / research

Equality Act 2010 – legislative requirements
ACAS - Bullying and Harassment at work: a guide for managers and employees
CIPD – recommended best practice
Case law and case studies
Bullying at work UNISON guidelines
EIS - Managing Bullying and Harassment Guidelines
EAP website
ECU – Dignity at work: a good practice guide for higher education institutions

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Trade Union representatives - Unison – undertook consultation with staff
Trade Union representatives – EIS/FELA – undertook consultation with staff
Trade Union – EIS – full-time representative
Students Association
College Legal Advisors;
Staff
Health and Safety Manager
HR Committee members – 29th May 2019

Research Key Findings

The revision of the policy considered and reconsidered a number of key documents which outline best practice. The document was also considered in light of case law and legislation.

The Trade Union representatives were consulted including a full-time EIS representative based on lessons learned.

The policy document was considered by the College's legal advisors and the recommendations put forward were incorporated into the document. Data gathered through the stop and check process was considered.

The document now incorporates a reference to the College Social Media Procedure and it now includes online trolling and cyber bullying as forms of bullying.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	Yes	Neutral	Potentially	Not known
Age		X		
Disability		X		
Gender		X		
Gender reassignment		X		
Marriage and Civil partnership		X		
Pregnancy and Maternity		X		
Racial group		X		
Religion or belief		X		
Sexual orientation		X		

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	Likely Impact
Age	The policy applies to all regardless of age and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Disability	The policy applies to all regardless of disability and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable. Policy is available on intranet and therefore available in different fonts, text size and through assisted technology.
Gender	The policy applies to all regardless of gender and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Gender reassignment	The policy applies to all regardless of gender reassignment and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Marriage and Civil partnership	The policy applies to all regardless of marital status and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Pregnancy and Maternity	The policy applies to all regardless if the woman is pregnant or on maternity leave and classifies characteristics protected from unlawful harassment and gives examples of types of harassment that are unacceptable .
Racial group	The policy applies to all regardless of race and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Religion or belief	The policy applies to all regardless of religion or belief and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Sexual orientation	The policy applies to all regardless of sexual orientation and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

Policy will be reissued to all existing staff to raise awareness.
Policy is issued to all new staff as part of induction process.
Policy is issued to learners as part of induction process.
Policy is issued to contractors, service providers and partners.
Policy available on the intranet and internet.
Training by legal adviser for managers.
Briefings for staff.
Monitoring and reporting of incidents.
Employee Assistance Programme – external provider in place.
Promotional Activities.
Monitoring of policies and procedures and reporting data.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Informal and formal allegations, incidents or concerns are recorded through:

Students:

- Commendations and Complaints Procedure
- general feedback through the Students' Association
- general feedback from the Learner Engagement Officer
- ILP's
- Student Satisfaction Survey
- Stop and Check

Staff:

- recorded incidents of bullying, harassment, victimisation or discrimination through dignity and respect, discipline and grievance policies
- Self-Evaluation Reports
- Exit Interviews
- Staff Survey
- HSE Stress Survey
- general feedback through the Trade Union representatives
- quarterly from the Employee Assistance Service
- information gained from sickness absence procedures

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval

Identify outcome

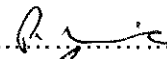
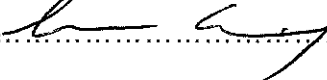
<p>A. Proceed –</p> <ul style="list-style-type: none"> • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken. 	<p>Yes</p>
<p>B. Proceed with adjustments to:</p> <ul style="list-style-type: none"> • remove barriers identified or • better advance equality. 	
<p>C. Stop and rethink as actual or potential unlawful discrimination has been identified.</p>	

<p>Approved</p>	<p>Yes/No</p>
<p>*Not Approved and Requires Further Information</p>	

**Please add Comments*

Person(s) responsible

Name	Designation	Date
DARWIN GONKIE	605 MANAGER	4/6/19
Arlene Sweeney	learner Engagement Officer	4/6/19.

Signed  Date 4.6.19
 Signed  Date 4.6.19.

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**
 - a) discrimination,
 - b) harassment,
 - c) victimization; or
 - d) any other prohibited conduct

2. **Advance** equality of opportunity by
 - a) removing or minimising disadvantage
 - b) meeting the needs of particular groups that are different from the needs of others
 - c) encouraging participation in public life

3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in *employment*, not to learners)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.