**University of Stirling Equality Impact Assessment**

#  Equality Impact Relevance

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| Title of policy, practice, activity or proposed decision | Respect at Work & Study Policy  |
| Purpose/aim of above | The purpose of this policy is to:* Confirm the University’s commitment to providing an environment within which all employees, students and visitors are treated with respect at all times.
* Confirm the University’s commitment to providing an environment which is based on a sense of community and which is free from discrimination, harassment, bullying and victimisation.
* Ensure that the University complies with its legal requirements as defined under the Equality Act 2010.
* Outline the informal and formal mechanisms and support, which are available to employee and students if they perceive that they have been harassed, bullied or victimised.
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| Faculty or Professional Services area responsible | HR&OD  |
| Will the policy/practice/activity/proposal impact on people?  | Yes – an EIA is required. Proceed to section 2.No – no EIA required; sign off at end of template  |

1. **Identifying and mitigating risks of disadvantage and discrimination**

Will any aspect of the policy/practice/activity/proposal be likely to result in a differential impact for people sharing a particular characteristic, and, if so, could this result in disadvantage, discrimination, harassment, victimsation or any other conduct prohibited by the Equality Act (2010)[[1]](#footnote-1)? In answering these questions, please summarise the evidence you have considered and the issues you have identified.

*Note: 9 of the characteristics listed are protected in law under the Equality Act 2010. These are denoted below by (PC). The other characteristics are those which the University has identified should be considered as part of its work to achieve its published equality outcomes.*

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| **Characteristic** | **Is there potential for a differential impact between people who share a characteristic and those who do not? (YES/NO/UNKNOWN)** | **If yes, is there potential for that differential outcome to result in disadvantage/ discrimination? (YES/NO/UNKNOWN)** | **If disadvantage was identified, is this lawful, justifiable and proportionate[[2]](#footnote-2)?****(YES/NO/ UNKNOWN)** | **Summarise the reasoning behind your findings, and any evidence you have drawn upon in coming to that conclusion.** **If the answer to any of the 3 questions is “unknown”, note what steps will be taken to investigate further.** |
| Age (PC) | No |  |  |  |
| Caring responsibilities  | No |  |  |  |
| Disability (PC) | No |  |  |  |
| Gender identity | No |  |  |  |
| Gender Re‐assignment (PC) | No |  |  |  |
| Marriage and civil partnership (PC) | No |  |  |  |
| Mental health and wellbeing[[3]](#footnote-3) | No |  |  |  |
| Pregnancy and Maternity (PC) | No |  |  |  |
| Race (including ethnicity, nationality & skin colour) (PC) | No |  |  |  |
| Religion or belief (PC) | No |  |  |  |
| Sex (PC) | No |  |  |  |
| Sexual orientation (PC) | No |  |  |  |
| Socio-economic status | No |  |  |  |
| Experience of the care system (“careexperienced”) | No |  |  |  |

# Promotion of equality and good relations

Does this policy/practice/activity/proposal help the University fulfil its [statutory duties to promote equity and good relations](https://www.equalityhumanrights.com/sites/default/files/essential-guide-public-sector-equality-duty-scotland.pdf) between people who share a characteristic and those who do not?

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| **Characteristic** | **YES/NO/ UNKNOWN** | **Summarise the reasoning behind your findings, and any evidence you have drawn upon in coming to that conclusion.** **If the answer is “unknown”, note what steps will be taken to investigate further.** |
| Age (PC) | Yes | This policy states that all members of the University community are entitled to be treated with dignity, fairness and respect. With a commitment to develop and maintain an environment in which all staff, students and visitors can experience university life free from any form of bullying, harassment or victimisation. There is particular attention to ensuring there is an environment that is safe for those with protected characteristics and will be taken very seriously if instances of bullying and harassment do occur and indeed is the case for those without a protected characteristic. Therefore this policy serves to promote equity and good relations within the University of Stirling community regardless of background. |
| Caring responsibilities  | Yes | As above |
| Disability (PC) | Yes | As above |
| Gender identity | Yes | As above |
| Gender Re‐assignment (PC) | Yes | As above |
| Marriage and civil partnership (PC) | Yes | As above |
| Mental health and wellbeing[[4]](#footnote-4) | Yes | As above |
| Pregnancy and Maternity (PC) | Yes | As above |
| Race (including ethnicity, nationality and skin colour) (PC) | Yes | As above |
| Religion or belief (PC) | Yes | As above |
| Sex (PC) | Yes | As above |
| Sexual orientation (PC) | Yes | As above |
| Socio-economic status | Yes | As above |
| Experience of the care system (“care experienced”) | Yes | As above |

1. As a result of the thought and engagement process in steps 2 and 3, if you have identified (a) risks of disadvantage, discrimination, harassment or victimisation; or (b) opportunities to help better promote equity and good relations between people who share a characteristic and those who do not, summarise below **what steps need to be taken/adjustments need to be made to** the policy/practice/activity/proposal

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| --- | --- |
| **Characteristic** | **Steps/adjustments required to mitigate risks of disadvantage/discrimination or promote equity and good relations** |
| Age (PC) |  |
| Caring responsibilities  |  |
| Disability (PC) |  |
| Gender identity |  |
| Gender Re‐assignment (PC) |  |
| Marriage and civil partnership (PC) |  |
| Mental health and wellbeing[[5]](#footnote-5) |  |
| Pregnancy and Maternity (PC) |  |
| Race (including ethnicity, nationality and skin colour) (PC) |  |
| Religion or belief (PC) |  |
| Sex (PC) |  |
| Sexual orientation (PC) |  |
| Socio-economic status |  |
| Experience of the care system (“care experienced”) |  |

1. **Action Plan**

Summarise any actions required as a result of the EIA

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| --- | --- | --- | --- | --- |
| **Action/change required** | **Responsibility** | **Timescale** | **Resources required** | **Who else needs to be involved in approval of** **actions/resources?**  |
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| **Equality Impact Assessment completed by[[6]](#footnote-6)** |  Joanne O’Leary (Signature 1) Angela Frazer (Signature 2) | Date23 October 202028 October 2020 |

 Once the EIA has been completed and signed off, please submit to equality@stir.ac.uk

 Findings of the EIA including the action plan will be published, in line with the University’s statutory duties.

1. See appendix 2 of the full guidance on conducting an EIA <https://stir.app.box.com/file/676999536175> [↑](#footnote-ref-1)
2. Consider the definitions of discrimination in the Equality Act (2010) – refer to guidance. [↑](#footnote-ref-2)
3. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-3)
4. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-4)
5. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-5)
6. Note that an EIA should be carried out by at least two people responsible for the policy, activity, practice or proposal. [↑](#footnote-ref-6)