

## Equality Impact Assessment (EqIA)

The purpose of this document is to ensure that decision makers consider the impact of their policies and procedures on those who share protected characteristics. An EqIA should be undertaken for new practices or changes to current practices that could directly or indirectly affect staff, students and stakeholders.

<b>Title of the Action Considered:</b>	<b>Bullying and Harassment Policy and Procedure</b>
<b>Impact Assessed by:</b>	<b>Ralph Burns</b>
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	<b>Dec 2023</b>

### Step 1: (a) Identify the aims of the action.

<ul style="list-style-type: none"> <li>(i) What is the purpose of the action?</li> <li>(ii) Why has this action been come about?</li> <li>(iii) How does the action seek to achieve its purpose?</li> </ul>
<p>The purpose of the Bullying and Harassment Policy and Procedure is to set out the college's commitment to preventing bullying and harassment at work, including the procedure for raising and investigating complaints of bullying and harassment.</p> <p>The college has a duty to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010</p>

### Step 1: (b) Identify who is affected by the action.

<ul style="list-style-type: none"> <li>(i) Who benefits from this action?</li> <li>(ii) How does the group of people benefit from the action?</li> <li>(iii) Who does not benefit from the action? Is anyone disadvantaged either directly or indirectly?</li> <li>(iv) If so, how is the group of people disadvantaged by this action?</li> </ul>
<p>All current and future staff members with the College benefit from this policy as the policy and procedure are clear and consistent on the scope of the policy and the process to be followed.</p> <p>It is to help every employee to make the right decisions about their conduct and behaviour every day.</p> <p>Staff have options to highlight concerns via managers, Bullying and Harassment Advisors, Mental Health Ambassadors, HR, unions or through the grievance policy. A number of these methods support anonymous reporting. The independent Employee Counselling Service figures do not report any incidents of staff re this area.</p> <p>It is not envisaged that anyone would be disadvantaged by this policy.</p>

## Step 2: Consultation

Where an action is organisation specific, it can be useful to consult those that will be directly impacted. This may not always be appropriate or proportionate. It may be useful to explore other types of information available such as college data, Listening to Learners, cultural surveys etc.

Is a consultation required for any stage of this process?	
<input checked="" type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>
Detail why there is a need or no need for a consultation.	
Where a consultation was identified as being proportionate and appropriate	
(i)	Outline the analysis of the data gathered during the consultation
(ii)	The recommendations identified following this analysis
<p>Data from college stats, consultation with recognised unions, changes to legislation. Data is limited to GDPR restrictions on data retention. Bullying and Harassment Advisors were asked their opinion.</p> <p>Allegations of bullying do occur at FVC. There is little evidence to link this to protected characteristics and harassment however allegations are taken seriously and investigated as appropriate. Formal Grievances or informal mediation are options considered.</p>	

## Step 3: Consider the evidence and assess impact by protected characteristic.

<p>(i) What data or evidence have you used to consider the impact of the action on each protected characteristic? For example student/staff demographic data; consultation responses; national data/reports. If you lack data/evidence, where else could you look for/gather data? Is this reasonable/proportionate to the change proposed?</p> <p>(ii) Referring to the evidence you do have available, would this policy positively or negatively impact on those who share protected characteristics?</p> <p>(iii) If there is an identified impact, where negative, detail the action required to mitigate this impact. Where positive or no impact, are there any other actions that could be identified to further enhance the positive impacts of the action?</p>				
Protected Characteristic	Evidence	Impact	Action Required	
Disability	<b>Disability</b>	Positive	Managers responsible for the implementation of this policy should take guidance on how some neurodiverse conditions may affect perceptions of risk, danger, and inability to effectively 'read' certain social situations.	
	No known disability			76.55%
	Disability declared			20.19%
	Information refused			3.26%
	<b>100.00%</b>			

	<p>Some people may not be able understand the situation or impact of their action, for example employees who are neuro diverse. This may affect both perception and judgement. Whilst this may explain a potential breach of this policy, it may not necessarily excuse it</p> <p>Those with disabilities are found in society to suffer higher levels of discrimination. This policy makes it clear on what actions will be taken where those staff are bullied or harassed.</p>																		
<p><b>Sex (man or woman)</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Sex</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>57.52%</td> </tr> <tr> <td>Male</td> <td>42.48%</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>100.00%</b></td> </tr> </tbody> </table> <p>Bullying and Harassment Advisors were asked their opinion. For those who responded, they reported that women have used their services more however they also reported that it was women who were the cause or the need for advice. Bullying studies vary but find that both men and women are affected. This policy identifies sexual harassment along with harassment and bullying. It is recognised that women are more likely to suffer sexual harassment than men thus this policy supports understanding of the colleges position against such behaviour and of the consequences of such if found.</p>	Sex		Female	57.52%	Male	42.48%	<b>100.00%</b>		<p>Positive</p>	<p>Continued Monitoring will take place. The policy and its associated procedures have been created with the purpose of ensuring that all staff are treated with dignity and respect, irrespective of their sex</p>								
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<p><b>Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Ethnicity</th> </tr> </thead> <tbody> <tr> <td>Scottish</td> <td>78.34%</td> </tr> <tr> <td>Other British</td> <td>11.56%</td> </tr> <tr> <td>Any other white background</td> <td>3.42%</td> </tr> <tr> <td>BAME</td> <td>1.79%</td> </tr> <tr> <td>Any other background/Mixed</td> <td>1.30%</td> </tr> <tr> <td>Prefer not to say</td> <td>3.58%</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>100.00%</b></td> </tr> </tbody> </table> <p>We support a culture that actively values difference, recognising that people from different backgrounds and experiences can bring valuable insights and enhance the way we work. This policy supports clarity in how employees of all backgrounds should expect to be treated. Though minority groups may be more likely to the subject of harassment there is no evidence of such a culture within the college</p>	Ethnicity		Scottish	78.34%	Other British	11.56%	Any other white background	3.42%	BAME	1.79%	Any other background/Mixed	1.30%	Prefer not to say	3.58%	<b>100.00%</b>		<p>Positive</p>	<p>Continued Monitoring will take place. The policy and its associated procedures have been created with the purpose of ensuring that all staff are treated with dignity and respect, irrespective of their race</p>
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<b>Gender Reassignment</b> (the process of transitioning from one gender to another)	There is no relevant data to make any conclusion in this area.	Positive	The College will continue to collect and monitor data in this area																		
<b>Sexual Orientation</b> (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	<table border="1"> <thead> <tr> <th colspan="2">Sexual orientation</th> </tr> </thead> <tbody> <tr> <td>Heterosexual or straight</td> <td>86.11%</td> </tr> <tr> <td>Bisexual</td> <td>2.47%</td> </tr> <tr> <td>Gay Man</td> <td>0.93%</td> </tr> <tr> <td>Gay Woman/Lesbian</td> <td>0.77%</td> </tr> <tr> <td>Other sexual orientation</td> <td>0.15%</td> </tr> <tr> <td>Prefer not to say</td> <td>9.57%</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>100.00%</b></td> </tr> </tbody> </table> <p>There is no data to suggest any impact of this characteristic however it clarifies expected behaviour that cross generational divides</p>	Sexual orientation		Heterosexual or straight	86.11%	Bisexual	2.47%	Gay Man	0.93%	Gay Woman/Lesbian	0.77%	Other sexual orientation	0.15%	Prefer not to say	9.57%	<b>100.00%</b>		Positive	There is nothing to suggest that anything in the policy or procedure will have an adverse impact on sexual orientation		
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	All religions including no religion can experience discrimination. There is no evidence of such culture at the college																
<b>Pregnancy and Maternity</b>	There are normally small numbers of women pregnant or on maternity leave at any time and employed at the college Pregnant women may feel bullied when adjustments are made to support them at work or when returning to work and requesting e.g. a flexible working pattern. This policy clearly outlines the colleges position against bullying and the consequences of such if found	Positive	Continued Monitoring will take place. The policy and its associated procedures have been created with the purpose of ensuring that all staff are treated with dignity and respect, irrespective of their current status														
<b>Marriage and Civil Partnership</b>	<table border="1"> <thead> <tr> <th colspan="2">Marital Status</th> </tr> </thead> <tbody> <tr> <td>Civil Partnership</td> <td>2.14%</td> </tr> <tr> <td>Married</td> <td>52.47%</td> </tr> <tr> <td>Not Married/Civil Partnership</td> <td>27.47%</td> </tr> <tr> <td>Other</td> <td>10.03%</td> </tr> <tr> <td>Prefer not to say</td> <td>7.89%</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>100.00%</b></td> </tr> </tbody> </table> <p>There is limited evidence on which to determine impact</p>	Marital Status		Civil Partnership	2.14%	Married	52.47%	Not Married/Civil Partnership	27.47%	Other	10.03%	Prefer not to say	7.89%	<b>100.00%</b>		Positive	There is nothing to suggest that anything in the policy or procedure will have an adverse impact on marital status
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<b>Other Identified Groups (e.g. carers, care experienced, SIMD10 and 20)</b>	There is limited evidence on which to determine impact	Positive	The college is supportive of staff with caring responsibilities and this area will be monitored as more data becomes available.														

**(iv) If it has been identified that more evidence is required, detail the action plan to collect that evidence and identify the timescale for this;**

Data monitoring and capturing processes will continue to be used to review the impact of the policy. For the areas that have been identified as having no data or limited data, these areas will be addressed during the next data capturing exercise. In general, further work on raising awareness of the Bullying and Harassment Policy can take place at a local level within team meetings.

**Step 4: Decision Making**

Select an option below that identifies the next stage of the implementation stage;

No amendment to the action is required. It has been concluded that the action is robust with no negative impact.

**x**

Adjustments the action are required to take steps to meet the general duty and reduce negative impact on those who share protected characteristics.	
Adverse impact has been identified but a decision has been made to implement the action without adjustment.	
Adverse effects have been identified and the impact cannot be justified or be considered reasonable or proportionate. The action will not proceed.	

### Step 5: Publication:

*It is best practice to publish Equality Impact Assessments. It may not always be appropriate to publish EqlAs at the time of development.*

	Does this group need to be aware of this EqlA?	How will information be shared with this group?
<b>Students</b>	No	
<b>Employees</b>	Yes	<b>Published on SharePoint</b>
<b>Partner organisations &amp; stakeholders</b>	Yes	<b>Via ASC and Procurement</b>
<b>Other - please state:</b>	No	
<b>Are there any barriers to communicating with the groups identified?</b>	No	
If yes, how will any barriers to communication be overcome?		

### Step 6: Monitoring and Review

<b>Is monitoring required as part of the process of implementation?</b>	Yes
<b>If yes, how will this policy/decision be monitored to assess its impact on protected characteristics groups?</b> E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	Data is collected from staff and manager feedback

<b>Staff member/designation responsible for ensuring monitoring/review takes place:</b>	<b>Ralph Burns Head of HR</b>
<b>Review date:</b>	

Please send the completed EqlA to [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

If you require any assistance in completing an EqlA, please contact [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)