

Equality Impact Assessment

Document:	Reopening of the Campuses (Staff Focus)
Executive Summary:	<p>This assessment aims to consider the equality impact of the college's plan to reopen campuses to staff, students and visitors. The health and wellbeing of the college community is paramount and there may be specific equality-related issues that need to be addressed to ensure campuses are re-opened in a way that protects the wellbeing of all involved.</p> <p>There may be a range of issues that need consideration during the lifespan of Covid-19 and planning to return to working on campus. These may require tailored support and/or risk assessment.</p> <p>It is recognised that plans to reopen the campuses may be beneficial to all staff in relation to mental health and wellbeing, connecting with peers, team working and support. It does however have particular benefits for certain characteristics, which are detailed within this document.</p> <p>Although social distancing remains in place, being back on campus will be an opportunity to connect with staff and student across and variety of cultures and backgrounds. This will increase awareness, understanding, tolerance and acceptance of difference.</p> <p>We want to be certain that:</p> <ul style="list-style-type: none">• We consider equality within our decision making in order that we comply with legislative requirements and to ensure our decision-making is inclusive and fair.• The health, safety and wellbeing of the college community is protected.• College campuses minimise the risk of becoming a centre for the spread of Covid-19.• The wellbeing of the college community is not compromised by any changes to onsite staffing• The safety and wellbeing of non-Borders College individuals is not compromised by our Borders College actions. <p>The EIA actions will be reviewed by end of Sept 2020 to ensure it works as intended.</p> <p>This EIA supports the college and any resulting policies/guidelines/procedures.</p>

	<p>All spaces on campus groups will consider health and safety first and foremost and this EIA should be read in conjunction with risk assessments that include;</p> <ul style="list-style-type: none"> • Safe use of toilets and washing facilities • Safe use of communal spaces • Safe use of stairwells/lifts • Safe use of workspaces • Getting around campus safely • Safe fire evacuation <p>And protocols on:</p> <ul style="list-style-type: none"> • Protective measures (safe working practices, social distancing and PPE use and disposal). <p>The development of Equality Impact Assessments as part of Covid-19 planning demonstrates our commitment to mainstreaming equalities throughout the process.</p>
--	--

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

1: Does the policy/practice eliminate discrimination, harassment and victimisation?

2: Does the policy/practice promote equality of opportunity?

3: Does the policy/practice promote good relations?

Protected Characteristic	<p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p> <ol style="list-style-type: none"> 1. <i>Change the policy so impact is no longer negative</i> 2. <i>Justify why it has to be done e.g. health and safety legislation</i> 3. <i>Consider how you are going to mitigate the impact</i>
<p>Age <i>Someone belonging to a particular age, or range of ages</i></p>	<p>Negative impacts to mitigate:</p> <p>Current evidence indicates that impact of Covid-19 is age-related, with younger groups being more asymptomatic and older age groups more at risk of serious health complications.</p> <ul style="list-style-type: none"> - All managers will undertake a workplace risk assessment and then support staff to complete an individual risk assessment using the COVID-19 occupational risk assessment tool. This will support staff and managers to agree a course of action on working duties. The assessment will calculate risk level based on a range of

	<p>factors, with outcomes to be discussed with line manager/HR.</p> <p>People in the mid-age ranges, particularly women, are more likely to be carers for children and parents and are more likely to be impacted by caring responsibilities and be in contact with relatives in the ‘high risk’ category</p> <ul style="list-style-type: none"> - Consider actions to support staff who are parents and carers e.g. flexible working, remote working procedures, special leave procedures. - Opportunities are available for all staff to discuss additional support needs with line manager/HR. <p>Younger staff are more likely to be on lower-paid contracts, sharing accommodation with other and may find it harder to establish effective work-space at home. This may affect ability to work remotely. They may also have caring responsibilities.</p> <ul style="list-style-type: none"> - Loan of IT equipment and support to improve internet connectivity where required - Consider actions to support parents and carers. <p>Positive impact:</p> <ul style="list-style-type: none"> • Younger staff may be in lower paid jobs and therefore less likely to be able to set up a home office. They are also more likely to be in shared accommodation. The return to campus to access the necessary equipment and space may be a positive for this group.
<p>Care Experienced <i>Someone who has been or is currently in care or from a looked-after background at any stage in their life. This includes adopted children who were previous looked-after.</i></p>	<p>No identified issues.</p>
<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No identified issues.</p>

<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>Negative impacts to be mitigated: Reports of an increase in hate crime towards particular ethnicities e.g. South East Asian population due to Covid-19 initiating in China.</p> <ul style="list-style-type: none"> - Awareness and messaging to Borders College community around zero-tolerance approach to racism as well as how and where to report hate crime. <p>BME (Black and Minority Ethnic) staff appear to be at greater risk to the ill effective of Covid-19, the causes at this moment are unknown.</p> <ul style="list-style-type: none"> - Individual risk factors will be picked up within the COVID-19 occupational risk assessment tool. Outcomes and support requirements to be discussed with line manager/HR.
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Negative impacts to be mitigated: There may be potential for disclosure/privacy issues e.g. where a staff member has different identities at home and on campus.</p> <ul style="list-style-type: none"> - Examine mechanisms that may mitigate against this e.g. messaging through comms - Ensure recommended protocols for using online platforms are effectively communicated to ensure the online environment is inclusive for all e.g option to keep camera off/blur background <p>Positive Impacts: Staff may be estranged from their families due to their sexual orientation or gender identity and therefore may have been isolated during lockdown. A return to campus may impact positively on their mental health and wellbeing as they can connect with peers and access support services.</p> <ul style="list-style-type: none"> - Ensure clear and accessible comms on support services for LGBT+ staff.
<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities</i></p>	<p>Negative impacts to mitigate: Some staff may require additional support to work remotely and on campus due to disability or health condition.</p> <ul style="list-style-type: none"> - Individual risk factors will be picked up within the COVID-19 occupational risk assessment tool. Outcomes and support requirements to be discussed with line manager/HR. - PEEP assessments to be reviewed - DSE assessment promoted to staff - Assistive technologies may be required to allow staff with disabilities to work remotely - Staff may require additional support and training to ensure all materials are accessible for students - Staff may require additional training to support facilitation of blended learning – in particular where a

staff member has a disability or communication difficulty

- Ensure blue badge holders can still park close to buildings but also at social distance, ensure signage is clear for a range of disabilities including visual impairment (e.g. capital letters can be difficult for people with dyslexia)
- Rest points may be required at queuing areas and around campus
- Consider accessibility when erecting any barriers.
- Ensure lifts are accessible for those with disabilities, with access for carers where required.

This may be the first time staff disclose a disability or health condition because e.g. it has not had an impact on their work until now or has worsened as a result of Covid-19.

- Individual risk factors will be picked up within the COVID-19 occupational risk assessment tool. Outcomes and support requirements to be discussed with line manager/HR.
- Health and wellbeing are being considered across the college and this may support a culture where staff feel confident to disclose health challenges.
- Clear messages around where to access support would be useful

Staff with mental health issues may be anxious about returning to campus. This could worsen these health conditions or trigger them when they may normally be well controlled.

- Proactive steps taken within teams and the Occupational Health Service will be supportive in these instances.
- Return to Campus document and business continuity risk assessment to be shared with all staff prior to attendance at any Borders College site.
- Updating virtual tours to include disability and social distancing information – particularly beneficial for those who experience anxiety about returning back to campus

Some disabilities put people at higher risk from coronavirus e.g. immunosuppressed staff.

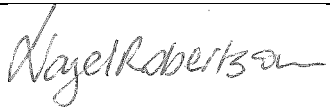
- Individual risk factors will be picked up within the COVID-19 occupational risk assessment tool. Outcomes and support requirements to be discussed with line manager/HR.
- May be prudent to plan for an increase in demand for counselling services and also in the area of risk assessment.

	<p>British Sign Language users may require support to work online and on campus. They may also struggle more with understanding and communicating if people are wearing masks.</p> <ul style="list-style-type: none"> - Be aware of this in planning work streams - Consider wearing shields instead of masks where possible or have this as an alternative where required. - Where use of face shield is not possible, investigate alternative methods of communication e.g. iPad for written communication <p>Some staff may be exempt from face coverings on medical grounds. This might open these individuals up to potential challenges by other staff and students.</p> <ul style="list-style-type: none"> - Provide coloured lanyards for those who would like to wear one - Develop guidance on how to politely challenge those not wearing a face covering - Where there is a significant risk to health and safety, ensure individual risk assessments are completed for individuals with exemptions <p>Positive Impacts: Staff with a disability may have been more isolated due to shielding measures and therefore a return to campus may be positive in relation to reducing isolation. This may impact positively on mental health and wellbeing</p> <ul style="list-style-type: none"> - Supportive measures put in place to ease the transition to working on campus <p>British Sign Language users may find face-to-face interaction easier (depending on use of facemasks) than working remotely.</p> <ul style="list-style-type: none"> - Consider type of mask to ensure clear communication is possible.
<p>Gender identity/ reassignment <i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	<p><i>Negative impacts to be mitigated:</i> There may be potential for disclosure/privacy issues e.g. where a staff member working at home has different identities at home and on campus.</p> <ul style="list-style-type: none"> - Examine mechanisms that may mitigate against this e.g. messaging through comms <p><i>Positive impacts:</i> A return to campus may be positive in order for staff to access face-to-face support and to have confidential conversations if they are going through or thinking about going through gender reassignment.</p>






	<ul style="list-style-type: none"> - Ensure communication that services might operate differently but are open to staff. - Trans inclusion guidance may be helpful to staff.
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p><i>Negative impact to be mitigated:</i> Pregnant staff are considered a high-risk group in relation to Covid-19</p> <ul style="list-style-type: none"> - Current guidance suggests individuals over 28 weeks gestation should minimise contact with others. The usual Health and Safety Assessment may need to be revised. - Maternity risk assessments to be completed as per standard health and safety requirements <p>Some pregnant people with existing health conditions may be required to shield</p> <ul style="list-style-type: none"> - Examine ways to support this through home working. <p>Individuals undergoing fertility treatment (e.g. IUI, IVF) are being advised to minimise social contact during treatment cycles.</p> <ul style="list-style-type: none"> - Examine ways to support this through home working. <p>Positive impacts: Those who are pregnant or on maternity may have been shielding and therefore a return to campus may have a positive impact on mental health and wellbeing.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>Negative impacts to mitigate: Some individuals may require access to the prayer room when on campus.</p> <ul style="list-style-type: none"> - Ensure prayer room is accessible and social distancing measures are in place – to be discussed with HW to agree process - Provide comms regarding accessibility of prayer room. <p>Positive impacts: Staff may have greater access to others in their faith group on a face-to-face basis and access to use prayer facilities (if it is safe to do so). This may increase mental health and wellbeing.</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>Negative impacts to mitigate: Female staff are over represented in roles that may increase their exposure to people and thus to Covid-19, e.g. cleaning (in relation to bodily fluids).</p> <ul style="list-style-type: none"> - This may require additional protective measures and PPE to work safely. <p>Staff who are experiencing menopause may find it more difficult to wear PPE due to flushing.</p> <ul style="list-style-type: none"> - Consideration of additional PPE and washing facilities.






	<p>Women are more likely to be primary care givers and domestic care-takers. Ability to work at home will be challenged further if schools are closed and sick and aged relatives require care. This will also impact staff who do not normally have caring responsibilities who will be required to support their extended families. Consideration should also be given to partners of key workers who will have additional childcare responsibilities if schools are partially/fully closed.</p> <ul style="list-style-type: none"> - Consider actions to support staff who are parents and carers, e.g. flexible working, remote working procedures, special leave procedures. <p>Positive impacts: Staff who are victims of domestic violence may be safer on campus than working or studying remotely. Gender-based violence is more likely to impact women but can impact on all genders.</p> <ul style="list-style-type: none"> - Borders College have been providing guidance and information for staff in relation to gender-based violence and support services. This should continue as we know that GBV, for many individuals, is not a new situation but has been exacerbated by lock down and social distancing measures. - Planning for increased demand on GBV information, signposting and services once out of lockdown.
<p>Employment or Trade Union Membership</p>	<p><i>No negative impact</i></p> <p>Positive Impacts:</p> <p>A return to campus will provide staff with enhanced support and increased contact with union representatives.</p> <p>Throughout the pandemic, senior managers have observed significantly increased engagement with trade unions which has provided valuable representation operation of the college.</p>
<p>Past Criminal Convictions</p>	<p><i>No negative impact</i></p>
<p>Poverty or Deprivation</p>	<p>Negative impact to be mitigated: Staff may need to share IT provision with others in their household.</p> <ul style="list-style-type: none"> - Consider flexible working patterns - Provide IT equipment where possible. - Boosting Wi-Fi connectivity

<p>Owner:</p>	<p>TBC</p>
---------------	------------



Date initiated:		
Consultation:	<i>Covid-19 IMT, Equality Diversity & Inclusion Officer, Wider Leadership Team</i>	
Signature (Owner)		Date 22 Sept 2020
Signature (Equalities Officer)	Amy Brydon	Date 29 Sept 2020

Please return the completed Equality Impact Assessment to the Equalities Officer (abrydon@borderscollege.ac.uk)


Not started		Complete		Progressing to plan		Some slippage but will be complete by deadline		Will not be complete by deadline	
-------------	--	----------	--	---------------------	--	--	--	----------------------------------	--






Equality Impact	Action	Responsibility	Progress	Detail
Protected Characteristic: Age				
Current evidence indicates that impact of Covid-19 is age-related, with younger groups being more asymptomatic and older age groups more at risk of serious health complications.	COVID-19 occupational risk assessment to be completed by all staff to identify level of vulnerability, outcomes to be discussed with line manager/HR	Managers/D Kerr		Risk assessments distributed to staff
People in the mid-age ranges, particularly women, are more likely to be carers for children and parents and are more likely to be impacted by caring responsibilities and be in contact with relatives in the 'high risk' category	Support parents/carers as per flexible working, home working and special leave policy and procedures	Managers/D Kerr		College ethos, policies and procedures already support this approach.
	Consider any additional support requirements as part of COVID-19 risk assessment discussions	Managers/D Kerr		College ethos, policies and procedures already support this approach.
Younger staff are more likely to be on lower-paid contracts, sharing accommodation with other and may find it harder to establish effective work-space at home. This may affect ability to work remotely. They may also have caring responsibilities.	Provide access to necessary IT/office equipment	S Moncrieff/R Hewitt		Staff were able to request any required IT/office equipment inc monitors, desks, chairs etc.
	Support parents/carers as per flexible working, home working and special leave policy and procedures	Managers/D Kerr		College ethos, policies and procedures already support this approach.






Protected Characteristic: Race









<p>Reports of an increase in hate crime towards particular ethnicities e.g. South East Asian population due to Covid-19 initiating in China.</p>	<p>Communicate clear messaging regarding zero-tolerance approach to racism as well as how and where to report hate crime.</p>	<p>D Kerr/A Brydon</p>	<p></p>	<p>Anti-racism statement and remote reporting procedures available on website.</p> <p>Anti-racism cards posted out to all full time students from w/c 7th Sept.</p> <p>Harassment and discrimination and the Equalities Act 2010 module has been included in student online induction</p>
<p>BME (Black and Minority Ethnic) staff appear to be at greater risk to the ill effective of Covid-19, the causes at this moment are unknown.</p>	<p>COVID-19 occupational risk assessment to be completed by all staff to identify level of vulnerability, outcomes to be discussed with line manager/HR</p>	<p>Managers/D Kerr</p>	<p></p>	<p>Risk assessments distributed to staff</p>






Protected Characteristic: Sexual Orientation






<p>There may be potential for disclosure/privacy issues e.g. where a staff member</p>	<p>Examine mechanisms that may mitigate against this</p>	<p>D Kerr/A Brydon</p>	<p></p>	<p>Further promote LGBT Charter and inclusive practices</p>
---	--	------------------------	--	---






has different identities at home and on campus.	e.g. messaging through comms			
	Ensure recommended protocols for using online platforms are effectively communicated to ensure the online environment is inclusive for all e.g option to keep camera off/blur background	Covid IMT/S Moncrieff		Social media etiquette section included within online induction. Policies and procedures to be updated in line with blended learning approach.
Protected Characteristic: Disability				
Some staff may require additional support to work remotely and on campus due to disability or health condition.	COVID-19 occupational risk assessment to be completed by all staff to identify level of vulnerability, outcomes to be discussed with line manager/HR	Managers/D Kerr		Risk assessments distributed to staff.
	Review PEEP assessments	K Fitzgerald		PEEP assessments part of H&S regulations.
	DSE assessments to be promoted to staff	K Fitzgerald		
	Assistive technologies may be required to allow staff with disabilities to work remotely	Managers/D Kerr		



	Staff may require additional support and training to ensure all materials are accessible for students	Managers/D Kerr/S Moncrieff		Staff in place to provide additional support for staff who require support for online delivery
	Staff may require additional training to support facilitation of blended learning – in particular where a staff member has a disability or communication difficulty	Managers/D Kerr/S Moncrieff		
	Ensure blue badge holders can still park close to buildings but also at social distance, ensure signage is clear for a range of disabilities including visual impairment (e.g. capital letters can be difficult for people with dyslexia)	R Hewitt		
	Rest points may be required at queuing areas and around campus	R Hewitt		Can be put implemented at short notice if required.
	Consider accessibility when erecting any barriers.	R Hewitt		



	Ensure lifts are accessible for those with disabilities, with access for carers where required.	R Hewitt		Amend Return to College document to include access for carers where necessary
This may be the first time staff disclose a disability or health condition because e.g. it has not had an impact on their work until now or has worsened as a result of Covid-19.	COVID-19 occupational risk assessment to be completed by all staff to identify level of vulnerability, outcomes to be discussed with line manager/HR	Managers/D Kerr		Risk assessments distributed to staff.
	Continue to promote health and wellbeing across the college to support a culture where staff feel confident to disclose challenges	D Kerr/A Brydon		Consider additional approaches through Wellbeing Committee
	Clear communication around where to access support	D Kerr/A Brydon		
Staff with mental health issues may be anxious about returning to campus. This could worsen these health conditions or trigger them when they may normally be well controlled.	Signposting to Occupational Health services	Managers/D Kerr		Already part of HR support procedures
	Ensure Return to Campus document and business continuity risk assessment are shared with all staff	Managers		Tracking and monitoring in place via HR21.
	Create and promote virtual tours including disability and social distancing information	C Reith		Video complete.
Some disabilities put people at higher risk from	COVID-19 occupational risk assessment to be completed by all staff to identify level of	Managers/D Kerr		Risk assessments distributed to staff.

coronavirus e.g. immunosuppressed staff.	vulnerability, outcomes to be discussed with line manager/HR			
	Consider plan for increased demand for counselling services	D Kerr		
	Consider plan for increase in risk assessment requirements	K Fitzgerald		Business continuation risk assessment has been developed, manager accountability for completing department risk assessments
British Sign Language users may require support to work online and on campus. They may also struggle more with understanding and communicating if people are wearing masks.	Consider use of shields instead of masks where possible	D Kerr/K Fitzgerald		Shields and masks available
	Where use of face shield is not possible, investigate alternative methods of communication e.g. using iPad for written communication	D Kerr/S Moncrieff		Apps, 1-1 support and other assistive technologies available to support communication requirements.
Some staff may be exempt from face coverings on medical grounds. This might open	Provide coloured lanyards for those who would like to wear one	R Hewitt		Lanyards to be distributed from Student Services and HR.

these individuals up to potential challenges by other staff and students.	Develop guidance on how to politely challenge those not wearing a face covering	A Brydon		Draft complete and to be circulated via e-mail and social media
	Where there is a significant risk to health and safety, ensure individual risk assessments are completed for individuals with exemptions	K Fitzgerald		To be embedded as part of H&S processes. Still to be communicated to staff.
Protected Characteristic: Gender Identity/Reassignment				
There may be potential for disclosure/privacy issues e.g. where a staff member working at home has different identities at home and on campus.	Ensure recommended protocols for using online platforms are effectively communicated to ensure the online environment is inclusive for all e.g option to keep camera off/blur background	Covid IMT/S Moncrieff		Further promote LGBT Charter and inclusive practices
Protected Characteristic: Pregnancy/maternity				
Pregnant staff are considered a high-risk group in relation to Covid-19	Current guidance suggests individuals over 28 weeks gestation should minimise contact with others. Support through home working procedures.	D Kerr/Managers		College ethos, policies and procedures already support this approach.
	Maternity risk assessments to be completed as per standard health and safety requirements	K Fitzgerald/Managers		Completed as standard H&S protocol

Some pregnant people with existing health conditions may be required to shield	Support through home working procedures	Managers/D Kerr		College ethos, policies and procedures already support this approach.
Individuals undergoing fertility treatment (e.g. IUI, IVF) are being advised to minimise social contact during treatment cycles.	Support through home working procedures	Managers/D Kerr		College ethos, policies and procedures already support this approach.
Protected Characteristic: Religion or Belief				
Some individuals may require access to the prayer room when on campus.	Agree process with HWU in terms of social distancing and hygiene measures	R Hewitt		Sanitising station outside the room, single occupancy, wipes and hand sanitiser available in the room.
	Communicate details on accessibility within Return to Campus documentation	R Hewitt		To be included in welcome to campus document
Protected Characteristic: Sex				
Female staff are over represented in roles that may increase their exposure to people and thus to Covid-19, e.g. cleaning (in relation to bodily fluids).	Additional protective measures and PPE required to work safely.	K Fitzgerald/R Hewitt		Cleaning staff have received all required PPE

Staff who are experiencing menopause may find it more difficult to wear PPE due to flushing.	Consideration of additional PPE and washing facilities	Managers/R Hewitt/D Kerr		
Women are more likely to be primary care givers and domestic care-takers. Ability to work at home will be challenged further if schools are closed and sick and aged relatives require care. This will also impact staff who do not normally have caring responsibilities who will be required to support their extended families. Consideration should also be given to partners of key workers who will have additional childcare responsibilities if schools are partially/fully closed.	Consider actions to support staff who are parents and carers, e.g. flexible working, remote working procedures, special leave procedures.	Managers/D Kerr		College ethos, policies and procedures already support this approach.
Protected Characteristic: Poverty/Deprivation				

Staff may need to share IT provision/Wi-Fi bandwidth with others in their household.	Provision of IT equipment where possible	S Moncrieff		Staff were able to request any required IT/office equipment inc monitors, desks, chairs etc.
	Providing support to boost Wi-Fi connectivity where possible	S Moncrieff		Support provided where required