

# Equality Impact Assessment

Guidance on completing Equality Impact Assessments can be found on the intranet in the equality and inclusion section

Document:	<i>Health &amp; Safety Procedures</i>
Executive Summary:	<p><i>This policy/procedure will help ensure that the College complies with the following HSE regulations (list is not exhaustive):</i></p> <p><i>Health and Safety at Work Act, 1974.</i>  <i>Health and Safety at Work Regulations 1999.</i>  <i>Workplace (Health, safety and Welfare) Regulations 1992.</i>  <i>Personal Protective Equipment at Work Regulations 1992.</i>  <i>Manual handling Operations Regulations 1992.</i>  <i>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.</i>  <i>Health and Safety (Display Screen Equipment) Regulations 1992.</i>  <i>The Provision and Use of Work Regulations 1998.</i>  <i>Control of Substances Hazardous to health (COSHH) 2002.</i>  <i>Control of Asbestos Regulations 2012.</i>  <i>Lifting Operations and Lifting Equipment Regulations (LOLER).</i>  <i>Safety signs and signals. The Health and Safety Regulations 1996.</i>  <i>Provision and Use of Work Equipment Regulations 1998 (PUWER).</i>  <i>(Display Screen Equipment) Regulations 1992.</i>  <i>Manual Handling Operations Regulations 1992 (as amended) (MHOR).</i></p> <p><i>Overall, it is anticipated that this policy will have a positive impact on all protected characteristic groups for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>- The provision of procedures relating to accessing occupational health and the safety and welfare of all staff and students.</i></li> <li><i>- Details on arrangements and procedures for specific work activities within the college.</i></li> </ul>

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?

<p><b>Protected Characteristic</b></p>	<p><b>Commentary</b>  <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"> <li>1. <i>Change the policy so impact is no longer negative</i></li> <li>2. <i>Justify why it has to be done e.g. health and safety legislation</i></li> <li>3. <i>Consider how you are going to mitigate the impact</i></li> </ol>
<p><b>Age</b>  <i>Someone belonging to a particular age, or range of ages</i></p>	<p><b>Risk:</b>  <i>For many young people the workplace will be a new environment and they will be unfamiliar with 'obvious' risks and the behaviour expected of them.</i></p> <p><i>Young persons:</i></p> <ul style="list-style-type: none"> <li>• <i>They may lack experience or maturity. Make sure they understand what is expected of them.</i></li> <li>• <i>They may not have reached physical maturity and be more at risk if their muscle strength is not fully developed. They may be less skilled in handling techniques or in pacing work according to their ability.</i></li> <li>• <i>Young people may be unaware of how to raise concerns</i></li> <li>• <i>Young people may be eager to impress or please people they work with, and not understand risks</i></li> </ul> <p><i>(Young Persons Guidance, HSE)</i></p> <p><b>Mitigation:</b>  <i>Unique risk assessment will be completed to determine: activity, risk and relevant mitigation measures.</i></p> <p><i>A Health &amp; Safety induction will be completed by the College for all students</i></p> <p><i>Regular and ongoing; training, supervision and instruction will be given to each young person.</i></p>
<p><b>Care Experienced</b>  <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</i></p>	<p><i>There is no negative impact.</i></p>

<p><i>children who were previous looked-after.</i></p>	
<p><b>Marriage/Civil Partnership</b>  <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p><i>The is no negative impact</i></p>
<p><b>Race</b>  <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p><i>The is no negative impact</i></p>
<p><b>Sexual Orientation</b>  <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p><i>The is no negative impact</i></p>
<p><b>Disability</b>  <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><b>Risk:</b>  <i>A physical or mental impairment may have an adverse effective on a person's ability to carry out normal day-to-day activities</i></p> <p><b>Mitigation:</b>  <i>A unique risk assessment will be completed to determine: activity, risk and relevant mitigation measures.  The College has a flexible approach to always ensure support.  The College will ensure that reasonable adjustments are made where practicable.</i></p>
<p><b>Gender identity/ reassignment</b>  <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><b>Risk</b>  <i>Transgender and non-binary people are not always able to access appropriate PPE.</i></p> <p><b>Mitigation</b>  <i>Ensure a variety of suitable and relevant PPE options are available.</i></p>

<p><b>Pregnancy/maternity</b>  <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p><b>Risks:</b></p> <p><b>Posture and position</b> - Pregnant people and new mothers could be more prone to injury, which may not become apparent until after birth.</p> <p><i>Postural problems can occur at different stages of pregnancy</i></p> <p><b>Working/studying conditions</b> - Long hours, can have a significant effect on the health of pregnant people, new mothers and their children. They may also be particularly vulnerable to work-related stressors.</p> <p><i>Not all pregnant people will be affected in the same way, but mental and physical fatigue generally increase during pregnancy and following birth.</i></p> <p><b>Risk of physical injury:</b></p> <p><i>Some work carries the risk of physical injury, and the consequences for pregnant workers and new mothers can be more serious.</i></p> <p><b>Exposure to harmful substances:</b></p> <p><i>Many chemical and biological agents can cause harm to pregnant people or new mothers. They can also be passed on to their child during pregnancy or breastfeeding.</i></p> <p><i>These could include:</i></p> <p><i>Lead, radioactive material, toxic chemicals such as mercury and pesticides, infectious diseases, antimetabolic (cytotoxic) drugs.</i></p> <p><b>Personal protective equipment (PPE):</b> is often not designed for pregnant workers.</p> <p><b>Mitigation:</b></p> <p><i>A return to work/study, must depend on the individual and their working conditions.</i></p> <p><i>The College will complete a unique risk assessment to determine: activity, risk and relevant mitigation measures.</i></p> <p><i>The College has a flexible approach to always ensure support.</i></p>
<p><b>Religion or Belief</b>  <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p><b>Risk</b>  <i>Prohibiting religious clothing on health and safety grounds (i.e. prohibiting religious headwear in order to wear hardhats)</i></p> <p><b>Mitigation</b></p>

	<ul style="list-style-type: none"> <li>- Ensure all colleagues understand the health and safety requirements related to their role.</li> <li>- Work with the staff member to explore the possibility of modifying the task and risk, which may change the PPE requirements if appropriate/feasible.</li> <li>- Consider assigning the individual to an alternative role that doesn't require PPE, in discussion with the staff member</li> </ul> <p><i>*Health and safety is a priority. However, it is our duty under equality law to do make reasonable adjustments, where possible to accommodate religious beliefs without compromising safety.</i></p>
<b>Sex</b> <i>Gender assigned at birth</i>	<i>The is no negative impact</i>
<b>Employment or Trade Union Membership</b>	<i>The is no negative impact</i>
<b>Past Criminal Convictions</b>	<i>The is no negative impact</i>
<b>Poverty or Deprivation</b>	<i>The is no negative impact</i>

Owner:	Katrina Fitzgerald	
Date initiated:	12 <sup>th</sup> May 2022 (updated revision)	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> <i>Health &amp; Safety Committee</i>	
Signature (Owner)	 Katrina Fitzgerald	Date 18/01/2023
Signature (Equalities Officer)	 Amy Brydon	Date 19/01/2023

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