

# Equality Impact Assessment

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

Document:	Induction Guidance for Managers
Executive Summary:	<p>An employee's first impressions of the College has a significant impact on their integration within the team and job satisfaction. Induction is an opportunity for the College to welcome their new recruit, help them settle in and ensure they have the knowledge and support they need to perform their role. For an employer, effective induction may also affect employee turnover, absenteeism and employer brand.</p> <p>The induction guidance document provides an outline of key information and activities that will ensure an inclusive start to employment at Borders College. It is anticipated that this guidance will have a positive impact on all protected characteristic groups by providing focused time to support new employees, model college values and build positive working relationships with team mates. In combination, this should lead to an inclusive and supportive induction experience.</p> <p>All staff are expected to complete mandatory online Equality Diversity and Inclusion training during their induction period, which provides all new staff with an understanding of the Equality Act and their rights and responsibilities within it. This should help mitigate the risk of discrimination, harassment and victimisation at work.</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?

<b>Protected Characteristic</b>	<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"> <li>1. <i>Change the policy so impact is no longer negative</i></li> </ol>
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	<p>2. Justify why it has to be done e.g. health and safety legislation</p> <p>3. Consider how you are going to mitigate the impact</p>
<p><b>Age</b> Someone belonging to a particular age, or range of ages</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Care Experienced</b> 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.</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Marriage/Civil Partnership</b> Married couples and civil partnership should be treated the same on a wide range of matters</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Race</b> Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Sexual Orientation</b> A persons sexual and/or romantic attraction to other people, or lack thereof</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Disability</b> 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</p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</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><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</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><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Religion or Belief</b>  <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Sex</b>  <i>Gender assigned at birth</i></p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Employment or Trade Union Membership</b></p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Past Criminal Convictions</b></p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>
<p><b>Poverty or Deprivation</b></p>	<p><i>No negative impacts are anticipated in relation to this protected characteristic. It is expected that a clear and well-understood induction programme will provide opportunity for staff to disclose information that will enable the college to better support them in their employment.</i></p>

<p>Owner:</p>	<p>Debbie Kerr</p>
<p>Date initiated:</p>	<p>09/01/2023</p>

Consultation:	<i>Which groups were consulted with in the development of this EIA? Equality Diversity and Inclusion Officer, Director of People Services</i>	
Signature (Owner)		Date
Signature (Equalities Officer)		Date 09/01/2023

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