

Equality Impact Assessment

Document:	Educational Excursions Policy
Executive Summary:	The Educational Excursions Policy has been reviewed and updated to improve the process. The key changes are simplification of the policy and a move from a paper to electronic recording system. There is no change to the process for students. Improvement of the policy will have a positive impact on reducing risk for students, staff and the organisation as a whole and improve documentation.

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	Commentary <i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	No change
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>	No change

Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	No change
Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	No change
Sexual Orientation A persons sexual and/or romantic attraction to other people, or lack thereof	No change
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>	Positive impact. Digital processing will make the process more accessible to all staff groups and assistive technology can be utilised where appropriate.
Gender identity/ reassignment 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)	No change

Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	No change
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	No change
Sex <i>Gender assigned at birth</i>	No change
Student Carer <i>Providing unpaid care to a family member or friend who could not cope without their support.</i>	No change
Employment or Trade Union Membership	No change
Past Criminal Convictions	No change
Poverty or Deprivation	No change

Owner:	Anne-Marie Sturrock	
Date initiated:	21/10/24	
Consultation:	Vice Principal Student Experience, Business & Project Support Team Leader	
Signature (Owner)	Anne-Marie Sturrock	28.10.24
Signature (Equalities Officer)	Hilary Broatch	28.10.24

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

