

# Equality Impact Assessment

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

Document:	<i>What policy/procedure is under review?</i>  Staff Code of Conduct
Executive Summary:	It is anticipated that this document will provide clear guidelines to current staff and new staff on appropriate conduct during employment.

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><i>1. Change the policy so impact is no longer negative</i></li> <li><i>2. Justify why it has to be done e.g. health and safety legislation</i></li> <li><i>3. Consider how you are going to mitigate the impact</i></li> </ol>
<b>Age</b> <i>Someone belonging to a particular age, or range of ages</i>	<b>Negative Impact:</b> No negative impacts identified. The policy recognises students who are under 18 years of age, and that there may be specific legislation or duties which apply to this age group.

<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 children who were previous looked-after.</i>	<b>Negative Impact:</b> No negative impacts identified
<b>Marriage/Civil Partnership</b> <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	No negative impacts identified

<b>Race</b> <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	No negative impacts identified
<b>Sexual Orientation</b> <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	No negative impacts identified

<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>	No negative impacts identified
<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>	No negative impacts identified
<b>Pregnancy/maternity</b> <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	No negative impacts identified

<b>Religion or Belief</b> <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	No negative impacts identified
-------------------------------------------------------------------------------------------------------------	--------------------------------

<b>Sex</b> <i>Gender assigned at birth</i>	No negative impacts identified
<b>Employment or Trade Union Membership</b>	No negative impact identified
<b>Past Criminal Convictions</b>	No negative impact identified
<b>Poverty or Deprivation</b>	No negative impacts identified

Owner:	Debbie Kerr
Date initiated:	21.08.25
Consultation:	Equality, Diversity & Inclusion Officer

Signature (Owner)	<i>Deborah Kerr</i>	Date 21.08.25
Signature (Equalities Officer)	<i>Hilary Broatch</i>	Date 21.08.25

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