

EQIA

Please refer to the guidance document to support the completion of this EQIA.
This EQIA has five sections A, B, C, D & E

Section A: Planning Process

Information Required	Response
EQIA Owner	Health & Safety Manager
Policy, practice, process, project/activity or delivery change being assessed.	Health & Safety Procedures
Purpose and anticipated outcomes.	• Ensure fairness and inclusion Make sure all visitors are treated equally and without discrimination • Identify potential barriers Highlight any aspects of the policy that may disadvantage certain groups (e.g. disability, language needs) • Promote accessibility Ensure access arrangements (entry, facilities, communication) are suitable for everyone • Meet legal responsibilities Support compliance with equality legislation such as the Equality Act 2010 • Improve safety for all Ensure health and safety procedures are appropriate for diverse needs • Support good practice and reputation Demonstrate commitment to equality, diversity, and inclusion
Is this a new or existing policy, practice, process, project/activity or delivery change being assessed?	Review and update of an existing document
List of participants and who will be consulted in EQIA <i>e.g. staff, stakeholders, students, etc.</i>	Health, Safety and Safeguarding Committee
Who is likely to be affected? <i>e.g. employees, visitors, women, men, young people, older people, people with disabilities etc.</i>	• Visitors – including parents, guests, and external professionals • Staff – responsible for managing access and ensuring procedures are followed



	• Students – may be impacted Protected or vulnerable groups • People with disabilities (mobility, hearing, visual impairments) • People with medical conditions • Different age groups • Different religions or beliefs (e.g. dress requirements) • Different genders • Pregnant individuals • People with language or communication needs Anyone accessing or affected by the premises could be impacted, especially those with additional needs or protected characteristics under the Equality Act 2010.
What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups? <i>Evidence could be data, research, gaps consultation etc</i>	Completed Equality Impact Assessment (EIA) document Shows the policy has been formally reviewed for equality impacts Policy review records Evidence that equality considerations were included during development Consultation feedback Input from staff, students, or stakeholders (e.g. surveys, meetings) Risk assessments Demonstrating consideration of different needs (e.g. access, safety) Accessible information Policies available in clear formats (e.g. simple language, alternative formats if needed) Training records Staff trained in equality, diversity, and inclusion Incident/complaint records Evidence of monitoring and addressing any equality-related issues Adjustments made Examples of reasonable adjustments (e.g. access arrangements, signage) Monitoring and review process Records showing the policy is regularly reviewed and updated



Are there any other policies, practices etc. that may be affected?	NO
Date EQIA started	18 th April 2026
Completion date	22nd April 2026

Section B: Meeting the Public Sector Equality Duty (PSED)

Please state in the column of 'Information Provided' how this policy, practice, process, project/activity or delivery change will comply with each/any element of the PSED listed in the first column.

PSED	Information Provided
Eliminating discrimination, harassment, and victimisation	○ Ensures fair and consistent treatment for all, reducing discrimination ○ Identifies and removes barriers through equality impact assessment ○ Sets clear behaviour standards to prevent harassment ○ Provides a process for reporting and addressing concerns ○ Supports reasonable adjustments for inclusive access ○ Meets legal duties under the Equality Act 2010 ○ Promotes fairness, inclusion, and zero tolerance of discrimination, harassment, and victimisation.
Advance equality of opportunity between people who share a protected characteristic and those who do not • Removing disadvantage • Meeting different needs • Encouraging participation	Advance equality of opportunity Support fairness between people who share a protected characteristic (such as pregnancy, disability, age, etc.) and those who do not, in line with the Equality Act 2010, by: • Removing disadvantage • Ensuring no person is excluded due to unnecessary barriers (e.g., rigid working conditions or access rules) • Providing reasonable adjustments where needed (e.g., flexible schedules, accessible workspaces) • Making sure requirements are proportionate and do not indirectly disadvantage certain groups • Meeting different needs • Recognising that some individuals (e.g., pregnant people or those with disabilities) may require different arrangements • Allowing flexibility in how work is carried out, where possible • Including health and safety considerations tailored to individual circumstances • Encouraging participation

	- Promoting inclusive recruitment and engagement from diverse backgrounds - Ensuring policies are transparent and accessible to all - Creating an environment where people feel supported and able to raise needs without disadvantage
	Summary Overall, a well-designed policy should be inclusive, flexible, and proportionate, ensuring that no group is unfairly disadvantaged while supporting equal access and participation for all.
Foster good relations between people who share a protected characteristic and those who do not. - Tackling prejudice - Promoting understanding	A policy can help foster positive relationships between people who share a protected characteristic and those who do not, in line with the Equality Act 2010, by: • Tackling prejudice - Setting clear expectations for respectful and professional behaviour among staff, and visitors - Promoting a zero-tolerance approach to discrimination, harassment, or inappropriate conduct - Ensuring any concerns or complaints are addressed promptly and fairly • Promoting understanding - Encouraging awareness of equality, diversity, and inclusion principles - Supporting communication and collaboration between diverse groups - Ensuring policies are applied consistently, helping build trust and mutual respect
	Summary Promote a respectful, inclusive environment where differences are understood and valued, helping to build positive working relationships for everyone.

Section C: Assessing Impact

Please consider the impact this policy, practice, process, project/activity or delivery change will have on equality groups. Place 'X' in relevant impact box and provide further details. Further information on Equality groups can be found in Appendix 1.

Equality Group	Positive Impact	Negative Impact	No Impact	Describe the changes or actions (if any) you plan to take to mitigate or maximise impact.
Age			x	Health and safety arrangements take account of differing experience, physical capability, and support needs across all age groups. Risk assessments, training, and supervision are adapted where necessary to

				ensure safe participation without unfairly limiting opportunities.
Disability			x	Reasonable adjustments are implemented to remove barriers to safe access and participation. This includes accessible environments, tailored risk assessments, assistive equipment, and inclusive emergency procedures such as Personal Emergency Evacuation Plans (PEEPs).
Race			x	Information, instruction, and training are delivered in accessible formats, taking account of language and cultural needs to ensure all individuals can understand and follow safety requirements.
Sex			x	Risk assessments and procedures consider relevant biological and social factors to ensure appropriate control measures and equitable access to safe facilities and environments.
Gender Reassignment			x	Health and safety arrangements respect the dignity, privacy, and wellbeing of individuals who are undergoing, proposing to undergo, or have undergone gender reassignment. This includes access to appropriate facilities, confidential handling of personal information, and the application of inclusive policies that prevent discrimination, harassment, or exclusion while maintaining a safe environment for all.
Sexual Orientation			x	A safe, respectful environment is promoted, with policies addressing and preventing harassment or discrimination that could impact wellbeing and safety.
Religion or Belief			x	Where reasonably practicable, arrangements consider religious practices, dress, and observance, balancing individual needs with

				the requirement to maintain safe systems of work and study.
Pregnancy or Maternity			x	Health and safety arrangements include specific and regularly reviewed risk assessments for individuals who are pregnant, have recently given birth, or are breastfeeding. Appropriate adjustments are made to tasks, environments, and working conditions to minimise risk, including provision of suitable rest facilities and support, ensuring the health, safety, and wellbeing of both parent and child.
Marriage or civil Partnership			x	Health and safety arrangements are applied consistently and without discrimination in relation to marital or civil partnership status. Individuals are treated equally in access to safe working and learning environments, with no less favourable treatment in the application of policies, procedures, or support provisions.
Additional Characteristics				
Corporate Parenting / Care Experienced			x	Additional consideration is given to care-experienced individuals, recognising potential vulnerabilities and ensuring appropriate support, communication, and safeguarding measures are in place to enable safe participation
Poverty or Social Deprivation			x	Health and safety arrangements consider the potential impact of financial hardship, ensuring that access to essential protective equipment, training, and safe participation is not limited by an individual's economic circumstances.
Past Criminals Convictions			x	Health and safety arrangements are applied fairly and without unjust discrimination towards individuals with past criminal convictions. Risk assessments focus on current risk and role requirements, ensuring appropriate safeguards are in place while supporting safe inclusion, rehabilitation, and

				equal access to learning or employment opportunities.
Employment or Trade Union Members			x	Health and safety practices respect the role of trade unions and safety representatives, supporting consultation, representation, and engagement in maintaining safe working and learning environments.
Armed Forces Community			x	The college recognises the needs of armed forces personnel, reservists, and veterans, ensuring health and safety support reflects any specific physical or mental health considerations and that no disadvantage arises from service commitments.
Those with experience of Trauma			x	The college recognises that individuals with past trauma may have heightened sensitivities to certain environments or situations. Health and safety practices aim to be trauma-informed, minimising potential triggers, providing appropriate support, and ensuring that risk assessments consider emotional as well as physical wellbeing.
Safeguarding			x	Health and safety arrangements align with safeguarding responsibilities to protect children and vulnerable adults from harm. This includes clear reporting procedures, staff training, and risk management processes that prioritise wellbeing and create a safe, supportive environment.

Section D: Acting on the result of the EQIA

Before submitting this, please choose one of the outcomes listed below to show the final decision as a result of this EQIA.

No barriers identified – the assessment is that the policy, practice, process, project/activity or delivery change is/will be robust and can proceed.	x
Adapt, adjust or change the policy, practice, process, project/activity or delivery change – this involves taking steps to remove bias and any barriers, to better advance equality and/or to foster good relations.	
Barriers and impact identified however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy, practice, process, project/activity or delivery change. Therefore, you are going to proceed with caution knowing that it may favour some people less than others, providing justification for this decision.	
Stop the policy, practice, process, project/activity or delivery change as there are adverse effects cannot be prevented/mitigated against.	

Section E: Monitoring and Sign Off

Monitoring

When will the policy, practice, process, project/activity or delivery change be reviewed?	March 2026 – in practice May 2026 once approved by Health, Safety & Safeguarding Committee
Can this EQIA be published in full now? (yes or no) If 'no' please specify when it may be published or indicate restrictions that apply e.g. committee schedule process	Yes

Sign off

EQIA Owner	Katrina J Fitzgerald
Date	16 th April 2026
EDI Officer	<i>Hilary Broatch</i>
Date	30 th April 2026

Please send the completed EQIA to the Equality, Diversity & Inclusion Officer
hbroatch@borderscollege.ac.uk