

Equality Impact Assessment

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

Document:	Positive Behaviour Policy
Executive Summary:	<p>The purpose of his policy and associated guidance documents is to promote positive student behaviours that are aligned to college values, which will enhance the wellbeing of students, staff and visitors at the College.</p> <p>The policy also aims to promote a culture of inclusiveness that respects the diversity of students, staff and visitors at the College. As such, this policy aims to advance equality for all students and foster good relations between people with protected characteristics and those without.</p> <p>The addition of ‘restorative practice’ has the potential to advance equality for a number of protected characteristic groups by providing opportunity to learn and reflect on mistakes before a more serious action is taken.</p> <p>Potential negative equality impacts have been identified. These may be applicable to all protected characteristic groups.</p> <p>Risk The application of this policy has the potential to discriminate indirectly or victimise students whose behaviour is affected by factors relating to a protected characteristic, e.g. race, age, disability.</p> <p>Mitigation Ensure appropriate safeguards are in place to limit the risk of indirect discrimination, e.g. staff EDI training, regular review of process/disciplinary cases, seeking student feedback.</p> <p>Risk As a small college, there is a risk that prior knowledge of students may have impact the decisions and outcomes relating to student disciplinary action through the effects of unconscious bias.</p> <p>Mitigation Ensure appropriate steps are taken to limit the risk of unconscious bias, e.g. staff training, regular review of process and appropriate allocation of staff to disciplinary hearings.</p>

	<p>Risk A disciplinary hearing is a stressful situation for students which may limit their ability to communicate effectively. This has potential to impact detrimentally on the outcome of the hearing. For students with a protected characteristic, they may feel this stress more acutely than others.</p> <p>Mitigation Include information for staff in relation to creating a safe and comfortable environment for hearings, e.g. consideration of the physical setting and language and tone used. Reasonable adjustments should be offered for any undisclosed accessibility needs.</p>
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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	<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"> 1. <i>Change the policy so impact is no longer negative</i> 2. <i>Justify why it has to be done e.g. health and safety legislation</i> 3. <i>Consider how you are going to mitigate the impact</i>
<p>Age <i>Someone belonging to a particular age, or range of ages</i></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>
<p>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></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>

<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No equality impact has been identified in relation to this protected characteristic.</p>
<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>
<p>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></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>
<p>Gender identity/ reassignment <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>Equality impacts have been identified for this group. See executive summary.</p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>
<p>Religion or Belief <i>Religious and</i></p>	<p>Equality impacts have been identified for this group. See executive summary.</p>

<i>philosophical beliefs, including lack of belief (atheism)</i>	
Sex <i>Gender assigned at birth</i>	Equality impacts have been identified for this group. See executive summary.
Employment or Trade Union Membership	No equality impact has been identified in relation to this protected characteristic.
Past Criminal Convictions	Equality impacts have been identified for this group. See executive summary.
Poverty or Deprivation	Equality impacts have been identified for this group. See executive summary.

Owner:	AM Sturrock	
Date initiated:	10/05/2023	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i>	
Signature (Owner)	<i>AMSturrock</i>	Date 24.05.2023
Signature (Equalities Officer)	A Brydon	Date 10/05/2023

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