

Equality Impact Assessment

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

Document:	<p><i>What policy/procedure is under review?</i></p> <p>Complaints Handling Procedure</p>
Executive Summary:	<p><i>Provide a brief summary – does the proposed change have any negative effect on one or more group of individuals? If yes, what adjustments/recommendations have been made to remedy negative impacts?</i></p> <p>The Complaints Handling Procedure will outline Borders College's processes for handling and managing complaints. Overall, it is anticipated that Complaints Handling Procedure will have a positive impact on all protected characteristic groups for the following reason:</p> <ul style="list-style-type: none"> • To ensure that individuals are treated equally and fairly throughout the process of complaints handling and that there are fair opportunities to be heard throughout the College's procedures.

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>
Age <i>Someone belonging to a particular age, or range of ages</i>	<p>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</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>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</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 negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</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>Risk There is potential for the misunderstanding of the procedures by staff, students and customers for whom English is a second language.</p> <p>Mitigation: Consideration to be given to additional support, e.g. through providing additional explanation, support or translation services.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</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>Risk: There is potential for misunderstanding of the by staff, students and customers with a disability, e.g. learning disability, visual/hearing impairment or people who are neurodivergent.</p> <p>Mitigation: Provision of reasonable adjustments in a complaints process. This may include provision of the procedures in alternative formats where requested, or additional support to access information. Considerations should also be given to whether the effects or symptoms of a person's disability are relevant to the context of the complaint.</p> <p>Where there is a disability or other special circumstances, e.g. physical or mental impairment, then individuals are entitled to bring appropriate specialist help/support.</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>Risk: Trans and gender diverse individuals may be mis-gendered during the complaints handling process.</p> <p>Mitigation: Ensure where possible that staff managing the complaints procedures are aware of any disclosure of gender identity and pronouns. If pronouns are not known, consideration will be given as to the appropriateness of this being established during the process.</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>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>No negative impacts identified. These procedures aim to ensure a consistent approach to complaints handling is taken across all sections of the college and due regard is taken to all protected characteristics.</p>
<p>Employment or Trade Union Membership</p>	<p>No negative impacts identified.</p>
<p>Past Criminal Convictions</p>	<p>No negative impacts identified.</p>
<p>Poverty or Deprivation</p>	<p>No negative impacts identified.</p>

Owner:	Lynne Gilchrist	
Date initiated:	11/03/24	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Quality Improvement Manager, Assistant Principal, Equalities Officer.	
Signature (Owner)	<i>L Gilchrist</i>	Date 11/03/24
Signature (Equalities Officer)	<i>Hilary Broatch</i>	Date 11/03/24

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

