

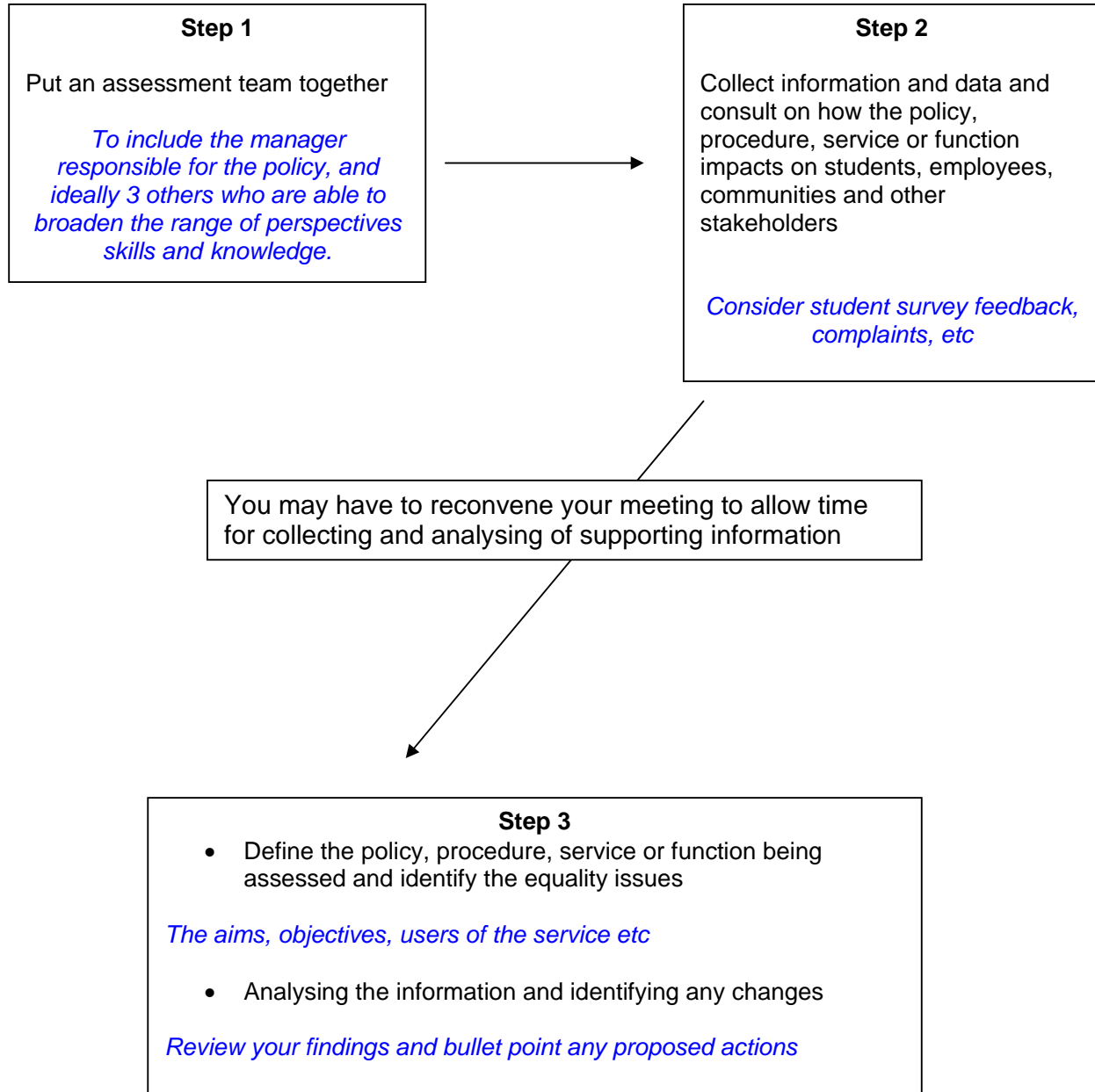


EQUALITY IMPACT ASSESSMENT

Staff Disciplinary Procedure

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: Nov 09
Document E & D Impact Assessed: Nov 09	Page 1 of 10	Next Review:

CONDUCTING EQUALITY IMPACT ASSESSMENTS



Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: Nov 09
Document E & D Impact Assessed: Nov 09	Page 2 of 10	Next Review:

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: Nov 09
Document E & D Impact Assessed: Nov 09	Page 3 of 10	Next Review:

Step 1	Details of Assessment Team – refer to guidance notes
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Please use this form to record the details of your team. Use the guidance notes to help you to pull a relevant team together.

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **Disciplinary Procedure**

Name of Assessment Team Leader: **Lynne Aldred**

Department responsible: **HR**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D	
Phil Wilson	Curriculum Support Manager	Library Services	
Lynne Aldred	HR Manager	HR	

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 4 of 10	Next Review:

Step 2 – Collecting information and data on consulting on how the policy, procedure, service or function impacts on students, employees, communities and other stakeholders – refer to guidance notes

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i> Examples of evidence could be:	Date data was collected
Tick evidence gathered and state briefly what it tells you.	
1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) New Procedure – previously following ACAS standard. Data monitored to date and no current causes for concerns with regard to E and D. Monitored data reported to Governors meeting on a yearly basis within the Annual HR report. Please see Section 11 of Procedure re: E & D monitoring.	
2. student/ employee feedback from surveys or complaints.	N/A
3. any important demographic changes or trends	N/A
4. comparative information or data where no local information is available The procedure has been adapted from existing best practice across the sector in line with legislative requirements.	
5. census, national or regional statistics	N/A
6. Access Audits, DDA assessments	N/A
7. workforce profile (ethnicity, disability, gender etc) Procedure applies to all. Staff with disabilities and/or additional needs will be supported – see Section 11 of Procedure.	
8. outcomes of previous monitoring	No
9. existing or previous inspections of the policy, procedure, practice, service or function	No
10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders) The Procedure has been drawn up in line with statutory requirements and College business strategy.	
11. how part-time or sessional staff may be affected All staff are equally affected/treated.	

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 5 of 10	Next Review:

12. any consultation and community involvement With recognised Trade Unions, HoS, ACAS and other FE Colleges.	
13. existing or previous impact assessment action points	N/A

Step 3 – Defining the policy, procedure, service or function and identifying inequalities by analysing the information you have and identifying actions – refer to guidance notes

Question 1

What is the name of the policy, procedure, practice, service or function you are assessing, what are the main aims and objectives; what outcomes do we want; and who is responsible for implementing or delivering the policy, procedure, practice, service or function?

Response/ Findings:

To provide a working environment that respects the rights of each individual employee and where colleagues treat each other with the utmost respect to encourage high standards of behaviour.

HR will oversee the co-ordination of the policy and underpinned practice/procedure.

Question 2

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 6 of 10	Next Review:

Who is affected by the policy, procedure, practice, service or function and is there any evidence that any groups within the following characteristics are adversely affected.

Response/ Findings:

All staff are equally affected.

	YES – state briefly	NO
Age		X
Disability		X
Gender		X
Racial Group		X
Religious Belief		X
Sexual orientation		X

Question 3

Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? *For instance higher or lower uptake or participation.* Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.

Response/ Findings:

From current data and monitoring, there is nothing to suggest any concerns around equality issues.

Monitoring of data to be ongoing – refer to Section 11 of policy.

Staff with additional support needs will be catered for - refer to Section 11 of policy.

Note: A broad interpretation should be taken of the word ‘evidence.’ It should include anecdotal evidence and evidence derived from qualitative and quantitative analysis where available.

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 7 of 10	Next Review:

Question 4

Is the service that is underpinned by this policy, procedure or function having a positive or negative effect on particular students, employees, community groups or other stakeholders?

Response/ Findings:

Effects are/will continue to be positive as long as E & D monitoring continues.

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 8 of 10	Next Review:

Question 5

In relation to this policy, procedure, practice, service, or function does any equality or diversity actions already exist? If YES detail below.

Response/ Findings:

**This policy overlaps with several other pertinent Equality policies.
Please refer to Section 11 of policy.**

Question 6 – Look at Questions 2 & 3 Answers

Is there an opportunity to promote equality of opportunity or good community relations by altering the policy, or by working with others?
If YES, detail your action on FORM IMP.ACT. If NO state briefly how the team came to this conclusion.

Response/ Findings:

**Dissemination of best practice.
Possible opportunity to review/amend policy at the review stage if appropriate if monitoring suggests this.**

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 9 of 10	Next Review:

Policy/ Service/ Procedure/ Function Title: Staff Disciplinary Policy

Report of EIA Findings:

<p>1) Overview of policy/ service To provide a working environment that respects the rights of each individual employee and where colleagues treat each other with the utmost respect to encourage high standards of behaviour.</p>			
<p>2) Findings Overall positive. Continued E & D monitoring essential.</p>			
3) Actions Taken	By When	By Whom	Progress
<p>Data/ Information considered: Records of previous disciplinarys with outcomes.</p>			
<p>Consultation: With recognised Trade Unions, HoS, ACAS and other FE Colleges.</p>			
<p>Date of Publication of EIA: Nov 09</p>			

To be attached to each policy before obtaining Governor Approval.

Directorate: Human Resources	Author:	Document Created:
Document E & D Impact Assessed:	Page 10 of 10	Next Review: