

**Equality Impact Assessment of: H&S Policy on Out of Hours Working**

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<b>Project Aim</b>
<i>What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits)</i>
<b>This is a review of an existing Policy on the framework to control risks associated with working ‘out of hours’ within University controlled buildings. The Policy does not consider off-site working</b>

<b>Project Title</b>	H&S Policy on Out of Hours Working
<b>Project Lead</b>	Suzanne Barnes
<b>Project Team</b>	GWJ & SB

<b>What impact does the project, policy or practice have on people that share a protected characteristic?</b>
<i>Under the equality duty (set out in the Equality Act 2010), the University must have ‘due regard’ to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The protected characteristics covered by the equality duty are: <b>age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation</b>. The duty also covers marriage and civil partnerships, but only in respect of eliminating unlawful discrimination. The law requires that the University demonstrates it has had ‘due regard’ to the aims of the equality duty in its planning and decision-making processes. Although not classed as protected characteristics under the Equality Act 2010, due regard must also be made to the effects of planning and decision-making processes on <b>carers</b>. Due regard also needs to be given to the <b>Welsh Language</b> under the Welsh Language (Wales) Measure 2011.</i>

<b>Public Sector Equality Duty Requirements</b>	<b>Detail of Impact (Positive / Neutral / Negative)</b>	<b>Evidence</b>
<p><b>Eliminating Discrimination</b></p> <ul style="list-style-type: none"> <li><i>Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</i></li> <li><i>Could the project, policy or practice lead to different outcomes for different protected groups?</i></li> </ul>	<p><b>There is a potential impact for certain disabled groups with acute conditions (e.g. epilepsy) and whom may be at a greater risk were they to work out of hours and alone, without colleagues to offer support.</b></p> <p><b>Where a medical condition requires colleague support then there may be a case to restrict out of hours working where the person may be alone and will not have a support mechanism. This will</b></p>	<p><b>The policy encourages every effort to support the person to undertake their task in the same way as their peers.</b></p> <p><b>The likelihood of adverse impacts are limited as out of hours lone working, in risk activities, is very limited and working in teams is a norm in such circumstances</b></p>

	predominantly only apply to lone working out of hours.	The purpose of any restriction of out of hours working will be to help safeguard the individual.
<b>Advancing Equality of Opportunity</b> <ul style="list-style-type: none"> <li>• <i>Will the needs of staff and students with different protected characteristics be met?</i></li> <li>• <i>Could the project, policy or practice lead to increased take-up / participation by protected groups?</i></li> <li>• <i>Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i></li> </ul>	It is envisaged that the inclusion of the Equality Assurance section of the Policy will encourage colleagues to seek an answer and an opportunity to enable participation, and to manage risks that may be associated.	<p>The needs of the individual will be met as the policy encourages due consideration and requires a risk assessment, where applicable, that will ensure the needs of the person are considered alongside the hazards and risks associated with the task.</p> <p>The Policy highlights that “Every effort should be made to support staff and students to enable them to undertake their tasks in the same way and same time periods as their peers”. This is a baseline and seeks to further encourage collaborative working to also to reduce or remove any barriers which may have been found.</p>
<b>Promoting Good Relations</b> <ul style="list-style-type: none"> <li>• <i>Have steps been taken to tackle prejudice and promote understanding?</i></li> <li>• <i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i></li> </ul>	Through further promotion of this Policy and its revision it is anticipated that awareness will be raised.	Further information on supporting staff and students with a disability can be found on the H&S website, include case studies and practical guidance
<b>Based on the above assessment, what course of action is required?</b>		
<b>No major change required</b> <i>The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.</i>	<b>Providing the additional information, through Equality assurance section, should further support applicable disabled persons.</b>	

<p><b>Make adjustments to remove barriers or to better advance equality</b>  <i>Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.</i></p>	<p>Providing the additional information, through Equality assurance section, should further support applicable disabled persons.</p>
<p><b>Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality</b>  <i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i></p>	<p>As with the previous policy version, there will be rare occasions where reasonable adjustments are not possible to enable a person with acute medical conditions to work out of hours, particularly alone.</p>
<p><b>Stop and rethink</b>  <i>The assessment shows actual or potential unlawful discrimination. Note the action to be taken to stop and / or rethink the project.</i></p>	

<p><b>How will the actual impact of the project, policy or practice be monitored once it has been implemented?</b></p>
<p>Colleges and Services are encouraged to contact the health and safety team to discuss matters if they are unable to make reasonable adjustments</p>

<p><b>Publication</b>  This Equality Impact Assessment will be published on the h&amp;s website as and when the new page is established.</p>
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