

Equality Impact Assessment of the review of H&S Policy for Risk Assessments

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Project Aim
<i>What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits)</i>
Review the appropriateness and suitability of the existing H&S Policy on Risk Assessments, having due consideration to its wider impact on all areas of risk management and potential impact on persons with protected characteristics.

Project Title	Review of the Risk Assessment Policy
Project Lead	S Barnes
Project Team	S Barnes and G W Jones

What impact does the project, policy or practice have on people that share a protected characteristic?
<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: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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 carers. Due regard also needs to be given to the Welsh Language under the Welsh Language (Wales) Measure 2011.</i>

Public Sector Equality Duty Requirements	Detail of Impact (Positive / Neutral / Negative)	Evidence
Eliminating Discrimination <ul style="list-style-type: none"> <i>Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</i> <i>Could the project, policy or practice lead to different outcomes for different protected groups?</i> 	<p>The Policy in itself does not treat any person differently. However, it can both positively and potentially adversely impact those with a protected characteristic, the latter in respect of safeguarding their own health, safety and well-being.</p>	<p>Risk Assessments should always suitably consider the requirements of the individual when producing controls to safeguard their own health and safety. This can be positive, in ensuring controls are adapted to suit any religious, gender, race, religious belief or requirements and a person’s sex.</p> <p>In respect of those with a disability the risk assessment can be a major positive factor in ensuring risk controls suitably reflect the</p>

		person's health and physical requirements. The Risk assessment may also restrict activity in order to safeguard an individual, only where other reasonable adjustments are not possible.
<p>Advancing Equality of Opportunity</p> <ul style="list-style-type: none"> • <i>Will the needs of staff and students with different protected characteristics be met?</i> • <i>Could the project, policy or practice lead to increased take-up / participation by protected groups?</i> • <i>Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i> 	<p>The policy should be used to consider any personal requirements and preferences and seeks to ensure that a person's preferences are considered and addressed when introducing management controls for the reduction or mitigation of risk.</p>	<p>The Policy can continue to be a positive in respect of supporting and advancing opportunity, with for example requiring due consideration to religious dress when stipulating use of personal protective equipment or dress standards for laboratories. Risk Assessments are inherently about thinking about what's needed to ensure that we do all that is reasonable to safeguard health and safety – the 'person' is integral to the risk assessment methodology and as such effort would always be made to safeguard and enable participation and not preventing participation just because an element of risk exists.</p>
<p>Promoting Good Relations</p> <ul style="list-style-type: none"> • <i>Have steps been taken to tackle prejudice and promote understanding?</i> • <i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i> 	<p>The policy aims to support and safeguard individuals, whatever their needs. It also aims to encourage dialogue and consideration of all of the factors.</p>	
<p>Based on the above assessment, what course of action is required?</p>		
<p>No major change required <i>The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.</i></p>	<p>The Policy should encourage and support.</p>	
<p>Make adjustments to remove barriers or to better advance equality</p>		

<p><i>Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.</i></p>	
<p>Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality <i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i></p>	
<p>Stop and rethink <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>How will the actual impact of the project, policy or practice be monitored once it has been implemented?</p>
<p>The Policy will be reviewed by the H&S Task Group, as per the schedule of policy review.</p>

<p>Publication This Equality Impact Assessment will be published – on the H&S website once a new page is established</p>
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