# Equality and Diversity Impact Assessment – Initial Screening Equality and Diversity Impact Assessment – Initial Screening

|  |
| --- |
| **Title of Policy, Procedure or Function:****Homeworking Policy** |
| **School/Department: People** |
| **Author/Position:****Catherine Cook HR Partner** | **Date created:****Original March 2021****Update May/June 2021** |

|  |
| --- |
| **1. Aims and purpose of Policy, Procedure or Function:**To assist staff in maintaining an appropriate work-life balance by increasing flexibility |
| **2. Stakeholders:**StaffHuman Resources staffMembers of University managementCampus Trades UnionsMembers of University Court |
| **3. Consultation/Involvement**Consultation on the policy has been conducted through the Campus Trades Unions and it has been agreed through the University committee structure.  |
| Organisation/person consulted or involved  | Date, method and by whom | Location of consultation records |
| Policy Review Group (PRG) | Various meetings 2020 and 2021 | HR |
| SMT | Various meetings during 2020 and 2021 | SMT Clerk |
| PNCC | May 2021 | HR |
| PaRC | June 2021  | SMT Clerk |

|  |
| --- |
| a) Brief summary of results of consultation indicating how this has affected the Policy, Procedure or Function |
|  This is a new policy and was developed in response to the impact of the Covid-19 pandemic which meant that all staff were required to work from home. Therefore, a significant proportion of staff have worked from home since March 2020. A Homeworking Policy was required to ensure that the benefits of homeworking, from an organisational and individual perspective could be maintained and to recognise that, for some members of staff, working from home has been preferable to being campus based for a variety of reasons, which may include reasons related to equality, diversity and inclusion. There has been consultation with SMT, PRG (and in addition some members of UCU with SM reps.) and the Parents and Carers Network. The policy has been approved by SMT, PNCC, SMT and PaRC.  |

| **Policy, Procedure or Function (delete as appropriate)** | **Relevance to promotion of equality of opportunity, elimination of discrimination and promotion of good relations between people of with different protected characteristics** |
| --- | --- |
| Equality  | **Race** | **Disability** | **Gender** | **Age** | **Sexual Orientation** | **Religion or Belief** | **Gender Reassignment** | **Pregnancy or Maternity** | **Marriage or Civil Partnership** |
| 1. Does the policy, procedure or function impact directly on the public or (for internal issues) students/staff regarding: | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2. Is there any evidence or reason to believe that someone could be affected differently (either individually or as a group) on his or her race, ethnic origin, religion, age, gender, disability, sexual orientation or gender reassignment regarding: | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Is there evidence that the above mentioned groups are being affected differently regarding: | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Is there public/political concern that the policy, procedure or function is operated in a discriminatory manner regarding: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Does this policy, procedure or function involve the use or discretionary use of statutory powers or authority regarding: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Does this policy, procedure or function present opportunity to improve community relations regarding: | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7. Does this policy, procedure or function concern equality of opportunity for students/staff regarding: | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Impact on individual equality strands i.e. Race,****Religion etc.: Score - High (7-5), Medium (4-3), Low (2-1), N/A (0)** | 4 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 |

Note – Completion of the template requires each strand to be examined individually. The final relevance score is obtained by totalling vertically the number of equality questions that are answered yes in each strand. The highest relevance score will determine the impact of the policy, procedure or function irrespective of diversity strand.

.

|  |
| --- |
| **4. Impact of policy, procedure or function on equality** |
| High  | Medium  | Low | N/A |

|  |
| --- |
| **5. Publication** |
| 1. Provide details of arrangements to publish initial screening:

This Equality Impact Assessment will be published, once approved by the Equality, Diversity and Inclusion Committee on the University’s Equality and Diversity webpages. |

|  |
| --- |
| **6. Review Date:**  |

|  |
| --- |
| Author (Name and Position): |
| Authors signature: |

|  |
| --- |
| Equality and Diversity Adviser (Name): |
| Equality and Diversity Adviser signature: |

|  |
| --- |
| **7. Date of submission to Equality, Diversity and Inclusion Committee:** June 2021 |
| **Approval** Yes No  |

# Equality and Diversity Impact

# Assessment – Full Assessment Equality and Diversity Impact Assessment – Full Assessment

|  |
| --- |
| **Title of Policy, Procedure or Function: Homeworking Policy** |
| **School/Department: HR** |
| **Author/Position: Catherine Cook, HR Partner** | **Date created: March 21** **Updated May/June 21** |

|  |
| --- |
| **1. Aims and purpose of Policy, Procedure or Function:**To assist staff in maintaining an appropriate work-life balance by increasing flexibility in relation to work base. The Homeworking Policy provides options and approval routes for staff who wish to request to work from home occasionally, for part of the week or on a full-time basis.The Policy notes that not all roles will be eligible for homeworking, depending on the nature of the role and its main purpose. |
| **2. Stakeholders:**StaffHuman Resources staffUniversity managementCampus Trades UnionsUniversity Court |
| **3. Additional Consultation/Involvement** |
| Organisation/person consulted or involved  | Date, method and by whom | Location of consultation records |
| **HR** | **Various meetings 20/21** | **HR** |
| **SMT** | **Various meetings during 20/21** | **SMT Clerk** |
| **PRG** | **Meetings 2020** | **HR** |
| **Staff Survey** |  |  |
| **UCU** | **Various meetings 20/21** | **Tracey White** |
| **Parents and Carers Network** | **May 2021** | **Tracey White** |
| **PNCC**  | **12 May 2021** | **HR** |
| **PaRC** | **8 June 2021** | **PaRC Clerk** |

|  |
| --- |
| a) Brief summary of results of consultation indicating how this has affected the Policy, Procedure or Function |
| As a result of the consultation and (bearing in mind the original draft of the policy was done in April 2020 very early in the first lockdown), the policy has been simplified and wording amended to improve clarity and address the concerns of those consulted.  |
| **4. Monitoring** |
| a) Detail method of monitoring of the Policy, Procedure or Function and by whom |
| The policy will be reviewed after the first year, initially by the Policy Review Group and then if any changes are required will proceed through the consultation process of SMT, PNCC, PaRC. |
| b) Detail how monitoring results will be utilised to develop the Policy, Procedure or Function |
| It will be amended to address any issues highlighted or changes required. |
| c) Timescale of monitoring including proposed dates |
| First review 1 year after formal approval. |

|  |
| --- |
| **5. Impact assessment** |
| a) Detail any potential or actual difference of impact of the Policy, Procedure or Function in each equality strand  |
| **Race:**Potential negative impact for those who wish to homework abroad in their home country (work is ongoing to try and quantify this) as this may not be possible due to payroll, tax/NI and pension implications. However, this is primarily compliance driven. |
| **Disability:**Potential positive impact where adjusting work pattern, reasonable adjustment- enabling homeworking may help staff to continue to work; Potential negative impact where staff may wish to work part at home and part on campus and require adjustments - affordability considerations where we commit to replicating kit, office furniture etc  |
| **Gender:** Positive as trends would suggest women are more likely to request flexible working patterns including homeworking.May be slight negative if one gender represented more in roles that require to be done on campus. An initial analysis indicates that males will be slightly more impacted by this, as 53% of the campus-based roles are currently filled by men with 47% by women.External research suggests that the burden of caring /childcare responsibilities still fall on women and this may be exacerbated if, for example, more women opt for homeworking arrangements to support commitments outside of work.Research has suggested that the visibility of women and therefore potentially their career progression could be impacted if more women opt for homeworking options. This can be mitigated through effective line management and the use of virtual meeting, conference and network spaces. |
| **Age:**Positive as may enable menopausal employees to alleviate some of the symptoms of menopause by being able to control the temperature of their working environment, reduce distraction to enable concentration, possible easier access to outside to cool down, access to change of clothes/ more opportunity to rest more easily during the day. Menopause can affect women of all ages. May be positives for staff with elderly parents who they are responsible for caring for. |
| **Sexual Orientation:**No negative impact identified but would ensure consultation with the appropriate University equality group. |
| **Religion and Belief:**People may benefit from working at home at certain times to enable them to observe their religion or belief.Potential to allow staff who wish to work during a religious festival they do not observe and who may not have access to an office, to work from home, by agreement. (For example, a member of staff who does not wish to observe the Christmas closedown might be allowed to work from home during the holiday, where their office is closed - although we’d also have to consider the annual leave regs/policy regarding this). |
| **Gender Reassignment**Potential positive impact, adjusting work patterns/need to be on campus if a member of staff has opted to reassign their gender. |
| **Pregnancy and Maternity**Pregnant women may find it helpful to work from home if it becomes uncomfortable or difficult to travel, or if they need to rest more during the day.Potential positive impact for those returning from maternity etc leave and balancing care responsibilities/work life balance. |
| **Marriage and Civil Partnership**None identified |
| b) Is there evidence that the Policy, Procedure or Function could be directly or indirectly discriminatory? Is there a genuine occupational requirement (this would need to be explained)? |
| There is no evidence at this early stage that the Policy would be indirectly or directly discriminatory. However, the implementation of the policy, including feedback from staff and managers would require to be monitored. |
| c) Does the Policy, Procedure or Function promote equality of opportunity or have the potential to do so?  |
| Yes |
| d) How is the Policy, Procedure or Function likely to promote good relations between people with different protected characteristics? |
| During the enforced homeworking period during the pandemic, colleagues in some cases have become more aware of the external pressures faced by staff e.g. family arrangements and commitments. It is likely that as staff start to request homeworking opportunities they may share their reasons for this which may be related to equality, diversity and inclusion and therefore awareness of the challenges and barriers faced by staff who identify with protected characteristics may be increased.  |
| e) How is the Policy, Procedure or Function likely to promote positive attitudes towards others and encourage their participation in University or public life? |
|  |
| **6. Amendments/modifications** |
| a) Detail any amendments or modifications that may eliminate identified negative impacts or increase positive impacts of thePolicy, Procedure or Function with timescales |
| The Policy was developed with this EQIA and so mitigating actions are already embedded in the Policy. Each individual homeworking arrangement will be reviewed after 3 months by the line manager (earlier if required) and there is the commitment to review the implementation of the Policy after 12 months. The Policy will be regularly reviewed on an ongoing basis in line the Policy Review Plan and further action to amend the Policy will be taken where appropriate. |

|  |
| --- |
| **7. Publication** |
| a) Provide details of arrangements to publish full assessment: This EQIA will be published on the EDI website.  |

|  |
| --- |
| **8. Review Date: 12 months after launch of Policy** |

|  |
| --- |
| Author (Name and Position): Catherine Cook, HR Partner |
| Authors signature: |

|  |
| --- |
| Equality and Diversity Adviser (Name): Janine Chalmers |
| Equality and Diversity Adviser signature: |

|  |
| --- |
| **9. Date of submission to Equality, Diversity and Inclusion Committee:** June 2021 |
| **Approval** Yes No  |