



**EQUALITY IMPACT ASSESSMENT  
PRELIMINARY SCREENING**

School/ Department	Human Resources
Date	March 2011

<b>Name of Policy*</b>
<b>ADVERSE WEATHER GUIDELINES</b>

**What are the aims, objectives & projected outcomes?**

There may be occasions where travel difficulties arise as a result of adverse weather conditions. These guidelines set out the Conservatoire’s position on travel, working from home and leave (either paid or unpaid) during these conditions.

In periods of serious disruption the Human Resources department will ensure that daily bulletins and updates are circulated by e-mail and on the website.

The purpose of these guidelines is to ensure that all staff are made aware of the Conservatoire’s position on travel, working from home and leave (either paid or unpaid) during these conditions.

This is a <b>new</b> policy	<b>Yes</b>
This is a <b>change</b> to an existing policy <i>(Check whether original policy was equality impact assessed. If so, review and update Action Plan).</i>	<b>No</b>
This is an <b>existing</b> policy	<b>No</b>

Will the policy have an impact on students, staff or members of the public?	<b>Yes</b>
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	<b>Yes</b>
Are there any aspects of the policy that could contribute to equality or inequality?	<b>Yes</b>
Could the aims of the policy be in conflict with equal opportunity, elimination of discrimination, promotion of good relations?	<b>No</b>

If you answer **YES** to any of these questions, go on to the full EIA.

\* The term ‘policy’ incorporates all Conservatoire procedures, processes and guidance documents

If you answer **NO** to all of these questions, please provide appropriate evidence and sign off.

<b>This policy was screened for impact on equalities. The following evidence has been considered. No full equality impact assessment is required.</b>	
N/A	
<b>Senior Manager sign-off</b>	
<b>Date</b>	

**Please return the completed form to Roz Caplan, Conservatoire Equality and Diversity Officer either by internal mail or by email to: [r.caplan@rcs.ac.uk](mailto:r.caplan@rcs.ac.uk)**

## FULL EQUALITY IMPACT ASSESSMENT

School/ Department	Human Resources
Date	March 2011

### Name of Policy

**ADVERSE WEATHER CONDITIONS GUIDELINES**

### What are the aims, objectives & projected outcomes?

There may be occasions where travel difficulties arise as a result of adverse weather conditions. These guidelines set out the Conservatoire's position on travel, working from home and leave (either paid or unpaid) during these conditions.

In periods of serious disruption the Human Resources department will ensure that daily bulletins and updates are circulated by e-mail and on the website.

The purpose of these guidelines is to ensure that all staff are made aware of the Conservatoire's position on travel, working from home and leave (either paid or unpaid) during these conditions.

## 1 SCOPING THE EIA

### 1.1 Scope of the EIA work

The Adverse Weather Guidelines document covers all equality strands, although this is not specifically referred to within the document.

Data collection includes the recording and monitoring of the use of the guidelines, to enable analysis to be undertaken regarding the type of leave used, the amount of time spent working from home etc, in the same way that such monitoring is undertaken for the Family Friendly Policy.

The Adverse Weather Guidelines were circulated to the Consultative Forum for approval.

## 2 COLLECTING DATA

<p><b>2.1 What relevant quantitative and qualitative data do you have?</b></p> <p><b>This may include national research, surveys or reports, or research done by colleagues in similar areas of work.</b></p> <p>Please list any evidence in the boxes below (complaints, satisfaction surveys, focus groups, questionnaires, meetings, email, research interviews etc) of communities or groups having different needs, experiences or attitudes in relation to this policy/guidance/operational activity.</p>	
<b>Race</b>	<p>The Conservatoire employs staff from a variety of races, and where the information has been provided by the staff member, it will be possible to report on the use of the policy and assess the findings to determine if particular groups have specific needs.</p>
<b>Religion or belief &amp; non-belief</b>	<p>The Conservatoire employs staff with a variety of religions and beliefs, and where the information has been provided by the staff member, it will be possible to report on the use of the policy and assess the findings to determine if particular groups have specific needs.</p>
<b>Disability</b>	<p>Staff and students with disabilities may find travel to work more challenging during adverse weather conditions, therefore where staff are known to have a disability the line managers will ensure that there are measures in place to ensure their safety and consider their needs.</p> <p>(there is no reference to this in the policy - I think it would be a useful addition to the policy as otherwise line managers may not be aware they should consider this – especially if they hadn't attended the briefing session)</p>
<b>Gender</b>	<p>As a significant proportion of our female staff have caring responsibilities, there is a likelihood that during periods of adverse weather they may be affected by their additional responsibilities (e.g. childcare due to school closures etc). Line managers are advised to make plans with their staff in anticipation of such conditions, and wherever possible flexible working or working from home is put in place to minimise the effect on the staff member.</p> <p>Similar provisions will be made available to male staff who have caring responsibilities.</p>
<b>Gender Identity</b>	<p>There is currently no data available in this area.</p>

<b>Sexual Orientation</b>	There is currently no data available in this area.
<b>Age</b>	It is possible that staff in the higher age ranges may find adverse weather conditions more affecting, and therefore Line managers are advised to make plans with their staff in anticipation of such conditions, and wherever possible flexible working or working from home is put in place to minimise the effect on the staff member to ensure their safety.

## **2.2 What are the overall trends/patterns in this data?**

As the Adverse Weather Conditions Guidelines are new, there is little data available to consider whether there are:

- Disproportionalities
- Regional variations (not sure if this is relevant)
- Different levels of access, needs or experiences
- Combined impacts
- Barriers to engagement

However data will be gathered and analysed on an annual basis, in conjunction with the Family Friendly Policy to determine whether any changes are required to the document.

## **2.3 Please list the specific equality issues and data gaps that may need to be addressed through consultation and/or further research?**

It is recommended that detailed analysis be undertaken following the first instance of Adverse Weather Conditions, and a brief survey be done to determine how the guidelines have been received, and whether further research or consultation is required to ensure no specific groups are adversely affected.

### **3 INVOLVING AND CONSULTING STAKEHOLDERS**

In this section, describe the data you have gathered through stakeholder involvement and engagement.

### **3.1 Internal and external consultation and Involvement:**

(e.g. with other Departments, Staff (including support groups), Students etc

The Adverse Weather Conditions Guidelines was circulated to the Consultative Forum for amendment and approval. A briefing session was also conducted with line managers to allow feedback on the guidelines and information as to how the Guidelines should be applied, including particular groups that should be considered and the options available to line managers to ensure such groups are not adversely affected. There were no issues raised during the consultation process, and staff are able to seek advice from the HR Department or their line manager in relation to their particular requirements.

## **4 ASSESSING IMPACT**

In this section please record your assessment and analysis of the evidence. This is a key element of the EIA process as it explains how you reached your conclusions, decided on priorities, identified actions and any necessary mitigation.

### **4.1 Assessment of the impact**

The result of this EIA shows a potential for a differential impact, however the measures put in place to support staff mean that such differential impact would be positive, particularly for those with a disability, those of a higher age range and those with caring responsibilities (often female staff members).

The guidelines promote equality of opportunity by detailing a standard approach to dealing with adverse weather, ensuring the safety of staff and students and fairness in the manner in which the issue is approached by line managers. The guidelines offer a range of options which can be used flexibly to suit the needs of the individual.

As the guidelines are new, there is currently no data available to analyse their impact, however this will be available in the future and when gathered, it will be possible to consider whether there are any concerns that require further research and assessment.

**Now complete the EIA Report and Action Plan.**

## **5 REPORT, ACTION PLANNING AND SIGN OFF**

### **5.1 EIA Report**

The EIA Report is a concise summary of the results of the full EIA. A template is provided at Annex A. A template for the action plan is at Annex B.

## 5.2 Sign-off

Now submit your EIA and related evidence for clearance.

<b>Date of completion of EIA</b>	15/03/2011
<b>Compiled by</b>	Lydia Demaison, HR Manager
<b>Senior Manager sign-off</b>	Jackie Russell, Director of HR
<b>Date to Equality + Diversity Officer</b>	15/03/2011
<b>Date of publication of EIA Report</b>	November 2011
<b>Review date</b>	March 2012

## 5.3 Publication and Review

Ensure that the EIA Report including the Action Plan are published alongside your policy/guidance/operational activity.

**IMPORTANT - Review, revise and update annually!**

## **Annex A - Equality Impact Assessment Report**

### **Adverse Weather Conditions Guidelines - March 2011**

#### **BACKGROUND**

There may be occasions where travel difficulties arise as a result of adverse weather conditions. These guidelines set out the Conservatoire's position on travel, working from home and leave (either paid or unpaid) during these conditions.

In periods of serious disruption the Human Resources department will ensure that daily bulletins and updates are circulated by e-mail and on the website.

The purpose of these guidelines is to ensure that all staff are made aware of the Conservatoire's position on travel, working from home and leave (either paid or unpaid) during these conditions.

#### **SCOPING THE EIA**

The Adverse Weather Guidelines document covers all equality strands, although this is not specifically referred to within the document.

Data collection includes the recording and monitoring of the use of the guidelines, to enable analysis to be undertaken regarding the type of leave used, the amount of time spent working from home etc, in the same way that such monitoring is undertaken for the Family Friendly Policy.

The Adverse Weather Guidelines were circulated to the Consultative Forum for approval

#### **COLLECTING DATA**

As the guidelines are new, there is no data available to analyse, however an assessment was undertaken of how particular groups might be affected, and feedback was sought from the Consultative Forum.

#### **ASSESSING IMPACT**

The result of this EIA shows a potential for a differential impact, however the measures put in place to support staff mean that such differential impact would be positive, particularly for those with a disability, those of a higher age range and those with caring responsibilities (often female staff members).

The guidelines promote equality of opportunity by detailing a standard approach to dealing with adverse weather, ensuring the safety of staff and students and fairness in the manner in which the issue is approached by line managers. The guidelines offer a range of options which can be used flexibly to suit the needs of the individual.

As the guidelines are new, there is currently no data available to analyse their impact, however this will be available in the future and when gathered, it will be possible to consider whether there are any concerns that require further research and assessment.

#### **ACTION PLAN**



## ANNEX B - Action Plan for use with Equality Impact Assessments

### TITLE

ACTION / ACTIVITY	OWNER AND INTERESTED STAKEHOLDERS	DEPENDENCIES / RISKS / CONSTRAINTS	COMPLETION DATE	PROGRESS UPDATE
<p>It is recommended that detailed analysis be undertaken following the first instance of Adverse Weather Conditions, and a brief survey be done to determine how the guidelines have been received, and whether further research or consultation is required to ensure no specific groups are adversely affected. .</p>	<p>Consultative Forum HR Department Staff</p>			<p>Awaiting instance of adverse weather to be able to assess impact on groups of staff</p>