



**EQUALITY IMPACT ASSESSMENT
PRELIMINARY SCREENING**

School/ Department	HR
Date	October 2011

Name of Policy*
DIGNITY AT WORK AND STUDY POLICY

What are the aims, objectives & projected outcomes?

The policy has been developed to provide students and staff with clearly outlined standards of behaviour that the Conservatoire expects of everyone. It also provides details of what an individual should do if they feel that their dignity is being compromised, or if they feel that they are subject to inappropriate treatment or behaviour.

The projected outcomes are that anyone experiencing inappropriate behaviour will make use of the policy to achieve resolution rather than suffer in silence.

The requirement for the Conservatoire Equality & Diversity Officer to be informed of all matters reported under the policy is expected to ensure continuity of approach and the ability to identify development issues on an organisational level.

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

Will the policy have an impact on students, staff or members of the public?	Yes
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	Yes
Are there any aspects of the policy that could contribute to equality	Yes

* The term 'policy' incorporates all Conservatoire procedures, processes and guidance documents

or inequality?	
Could the aims of the policy be in conflict with equal opportunity, elimination of discrimination, promotion of good relations?	No
<p>If you answer YES to any of these questions, go on to the full EIA. If you answer NO to all of these questions, please provide appropriate evidence and sign off.</p>	

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

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

FULL EQUALITY IMPACT ASSESSMENT

School/ Department	HR
Date	OCTOBER 2011

Name of Policy

DIGNITY AT WORK AND STUDY POLICY

What are the aims, objectives & projected outcomes?

The policy has been developed to provide students and staff with clearly outlined standards of behaviour that the Conservatoire expects of everyone. It also provides details of what an individual should do if they feel that their dignity is being compromised, or if they feel that they are subject to inappropriate treatment or behaviour.

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1 SCOPING THE EIA

1.1 Scope of the EIA work

This policy replaces the previous staff 'Bullying and Harassment Policy' and student 'Equal Opportunities policy', to provide one comprehensive policy to cover all issues around dignity at work and study.

The same standards are applied to everyone, irrespective of role or status – the only variation is in the means of dealing with complaints under the policy, which is not appropriate for practical reasons.

The policy has been consulted on in many forums, encompassing both staff and students, and including individuals from many of the equality groups that are represented within the Conservatoire. Formal consultation has included the Equality and Diversity Forum (which includes representatives from the SU), the Staff Consultative Forum and the Staff Development Committee.

Little data exists from the previous policies as they were not frequently used, so

it will be important to introduce monitoring of the use of the revised policy.

Training is provided to all members of staff on the application of the policy and roles, responsibilities etc. The role of Staff Support Contacts is central to this policy and is promoted within the training. Posters promoting this service are being designed and will supplement the existing publicity.

Separate training has been provided for students, either via talks in small course groups or via the induction process, with the use of real live examples to discuss.

2 COLLECTING DATA

2.1 What relevant quantitative and qualitative data do you have?

This may include national research, surveys or reports, or research done by colleagues in similar areas of work.

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.

Race	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
Religion or belief & non-belief	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
Disability	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
Gender	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
Gender Identity	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
Sexual Orientation	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.

Age	No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on people with this protected characteristic.
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2.2 What are the overall trends/patterns in this data?
No existing data is held, but it is anticipated that the introduction of the policy can only have a positive impact on everyone within the Conservatoire

2.3 Please list the specific equality issues and data gaps that may need to be addressed through consultation and/or further research?
<p>Monitoring of the use of this policy will be undertaken to ensure that data is available in the future.</p> <p>Use of the policy will be recorded centrally by the Conservatoire Equality and Diversity Officer and reported on to the E+D Forum on a regular basis.</p>

3 INVOLVING AND CONSULTING STAKEHOLDERS

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

3.1 Internal consultation and involvement:

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

The feedback received from all parties has been positive and supportive, with a collective recognition that it should benefit the work and study life of everyone within the Conservatoire.

As previously detailed, consultation has taken place with a range of internal stakeholders including:

- Students union
- Equality and Diversity Forum – including reps from LGBT groups, Counsellor and Disability Advisor, Welfare and International Student Officer, EIS representative etc. The forum has members from a range of backgrounds, including ethnicity, religion, gender, disability etc
- Staff Consultative Forum
- Staff Development Committee
- Conservatoire SMT

3.2 External consultation and involvement:

(Strand-specific organisations e.g. charities, local community groups, third sector)

Best practice from within and beyond the sector was explored to identify best practice.

Child protection considerations were also taken into account.

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

All anticipated impact is positive, but this will not be confirmed until data is gathered on the use of the procedure.

Now complete the EIA Action Plan.

5 ACTION PLANNING AND SIGN OFF

5.1 Sign-off

Now submit your EIA and related evidence for clearance.

Date of completion of EIA	October 2011
Compiled by	Roz Caplan
Senior Manager sign-off	Jackie Russell
Date to Equality + Diversity Officer	October 2011
Date of publication of EIA Report	November 2011
Review date	October 2012

5.2 Publication and Review

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

IMPORTANT - Review, revise and update annually!

ANNEX B - Action Plan

TITLE Dignity at Work and Study Policy

ACTION / ACTIVITY	OWNER AND INTERESTED STAKEHOLDERS	DEPENDENCIES / RISKS / CONSTRAINTS	COMPLETION DATE	PROGRESS UPDATE
Monitor use of policy by all protected characteristic strands	<ul style="list-style-type: none"> ○ Conservatoire E+D Officer ○ HR Department ○ E+D Forum ○ SMT ○ EIS 		Ongoing with annual reports to the E+DF.	