

Name of policy/procedure/strategy: Supporting Families Policy	
School/Directorate: Directorate of People Services	
Name of policy/procedure/strategy owner: Kathleen Cleary, Professional Services Manager	
Date of Assessment: 25 February 2015	
1. Briefly describe the aims, objectives and purpose of the policy/procedure/strategy.	This Policy aims to ensure a fair, consistent and transparent approach to family related matters, and outlines the rights of staff in relation to maternity, adoption, paternity, shared parental and parental leave, time off to care for dependants, flexible working arrangements.
2. What are the intended outcomes?	To create an environment where staff are supported when balancing their work and family responsibilities.
3. Who are the main stakeholders? (e.g. staff, students, visitors)	Senior Managers, Line Managers, Staff.
4. How does the policy/procedure/strategy take into account different needs and circumstances (e.g. Ethnicity: cultural sensitivities, plain English; Disability: Alternate/ accessible formats; Gender: inclusive to women and men; Sexual Orientation; Faith or Belief, religious practices; Age: needs of younger and older people)?	The Policy takes into account relevant circumstances but these are determined on a case by case basis.
5. What is the likely impact on the general duty to have <i>due regard</i> to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act? <i>E.g. Is there evidence to indicate that the policy may result in less favourable treatment for particular groups?</i>	Positive – aspects of the Policy promote gender equality for female and male staff. Positive – the Policy positively promotes the rights of staff who have dependants or caring responsibilities.

<p>6. What is the likely impact on the general duty to have <i>due regard</i> to the need to advance equality of opportunity between people who share a protected characteristic and people who do not share it?</p> <p><i>E.g. Is there evidence to show that the policy helps to remove disadvantage or encourages the participation of particular groups?</i></p>	<p>There is likely to be neutral impact as the Policy does not consider protected characteristics as a relevant factor.</p>
<p>7. What is the likely impact on the general duty to have <i>due regard</i> to the need to foster good relations between people who share a protected characteristic, or not?</p> <p><i>E.g. Is there evidence to illustrate that the policy helps to tackle prejudice or promote understanding?</i></p>	<p>There is likely to be neutral impact as the Policy does not consider protected characteristics as a relevant factor.</p>
<p>8. How will any negative impact identified above be addressed?</p>	<p>No explicit negative impact has been identified. However, until the Policy is implemented, the actual impact (negative or positive) on different protected groups is unknown. It is recommended that equality data relating to uptake of the various rights is collected and analysed annually, and feedback from staff accessing these rights is actively asked for. This will help to meet the data and involvement requirements under the Equality Act 2010, and to identify any negative impact.</p>
<p>9. What is the overall impact rating? (Choose one rating)</p>	<p>Medium: There is some evidence that people from different groups are (or could be) differently affected (positively or negatively)</p>
<p>10. How will the results of the equality impact assessment be published?</p>	<p>They will be published as part of the Policy and also on the Equalities and Diversity website.</p>
<p>11. How will the implementation of the policy, procedure, strategy and its impact on equality be monitored and reviewed?</p>	<p>The Policy will be reviewed as part of GCU's annual Policy review.</p>