 Equality Impact Assessment - Covid 19 Appendix

**OFFICE OF THE PRESIDENT AND PROVOST (EQUALITY, DIVERSITY & INCLUSION)**

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| Protected Characteristic | Issue | Mitigations? This is not an exhaustive list |
| Age | Older people more vulnerable to severe version of virus - possibly increasing anxiety and reducing productivity. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
|  | musculoskeletal issues may be exacerbated or triggered by long hours working online and by inadequate workstations | Acknowledge in communications.  Line managers to check in with staff regularly and direct them to resources on Remote not distant webpages. |
|  | Challenges of different intergenerational family responses to the crisis causing conflict and impacting productivity. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
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| Disability | Disabled staff not having the accessible technology needed to work from home. | Develop a plan: 1) what is reasonably practical at the moment 2) prioritise staff in critical roles 3) reorder expectations where staff are in non-critical roles and may be unlikely to have adjustments met. |
|  | Disabled students have reduced access to specialist support services; or adjusting to different provision. | Identify students; liaise with SSW; nominate contact support within department. |
|  | Those with underlying health conditions more vulnerable to severe reaction to the virus - possibly increasing anxiety and reducing productivity. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
|  | Those in very high-risk groups must abide by Government ‘shielding’ advice and be very isolated for 12 weeks. Shielding within a household occupied by others may limit access to reasonable workstation. | Acknowledge in communications.  Line managers to identify which staff fall into this category - develop a work plan within this context. |
|  | Those already living with depression and anxiety may be prone to mental health crises and relapse - impacting their ability to work.  Others may develop anxiety and depression. | Acknowledge in communications.  Line managers to identify (where possible) which staff fall into this category - develop a work plan within this context. |
|  | Some staff and students may find working exclusively online more challenging e.g. those who are neurodivergent, visually impaired and Deaf or hearing impaired. | Follow guidelines produced by Disability Equality Steering Group and discuss what works best with individuals. |
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| Trans people | Access to trans healthcare may be impacted by NHS reprioritisation - causing stress and anxiety possibly impacting productivity | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
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| Pregnancy & maternity | Following Government isolation advice for this group may increase stress and anxiety during pregnancy and related to birth pans.  How to manage Keeping In Touch (KIT) days. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks.  Line managers reach out to those on maternity leave and agree preferences about keeping in touch with UCL.  Discuss scheduled KIT days and amend as necessary. |
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| Marriage and civil partnership | Domestic violence will increase during the crisis due to isolation, close proximity and financial strain. Could hugely impact ability to perform work activities. | Acknowledge in communications.  Line managers to I) promote UCL sources of support e.g. Employee Assistance programme and Report & Support resources page ii) identify (where possible) which staff fall into this category - develop a work plan within this context. |
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| Race | Anxiety about leaving the home to shop and exercise if likely to be targeted by hate crime due to identity e.g. anyone perceived to be Chinese. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
|  | Staff isolated from /worried about families based outside the UK - either permanently or currently unable to return. Anxiety increased. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks. |
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| Religion and Belief | Significant religious events, including Passover, Easter and start of Ramadan to be impacted by social isolation. Usual observance compromised. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks.  Respond to changes to annual leave requests to allow staff to participate in any live streamed observance/religious ceremonies. |
|  | Regular religious gatherings such as Friday prayers and Sunday church services impacted. | Respond to changes to annual leave requests to allow staff to participate in any live streamed observance/religious ceremonies. |
|  | Restrictions around funerals may impact the observance of specific religious practices. | Acknowledge in communications.  Line managers have awareness when interacting with staff and setting work tasks.  Respond to changes to annual leave requests to allow staff to participate in any live streamed observance/religious ceremonies. |
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| Sex | If home women are more likely to carry the burden of domestic tasks and care work | Acknowledge in communications. |
|  | Domestic violence will increase during the crisis due to isolation, close proximity and financial strain. | Acknowledge in communications.  Line managers to I) promote UCL sources of support e.g. Employee Assistance programme and Report & Support resources page ii) identify (where possible) which staff fall into this category - develop a work plan within this context. |
|  | Impact of schools closing and childcare needs on working arrangements | Acknowledge in communications.  Line managers to identify which staff fall into this category - develop a work plan within this context. For example, reduced expectations and/or flexible working hours. |
|  | Parents being isolated at home and requiring greater peer support from other UCL parents | Direct them to the Parents and Carers Together Teams group for peer support. |
|  | Parents of primary /secondary students instructed to do home schooling | Acknowledge in communications.  Line managers to identify which staff fall into this category - develop a work plan within this context. For example, reduced expectations and/or flexible working hours. |
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| Sexual orientation | Family estrangement could leave students and staff with no support networks | Acknowledge in communications. |
|  | Students and staff who are out in the UK having to go back to countries where they may be at risk of harm - increasing anxiety. | Acknowledge in communications.  Line managers/ tutors have awareness when interacting with staff/students and setting work/study tasks. |
|  | Students and staff not out to family may out of necessity be returning to families during social isolation period – resulting in stress/anxiety as they hide their identity from their family. | Acknowledge in communications.  Line managers/ tutors have awareness when interacting with staff/students and setting work/study tasks. |
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