



## Equality Impact Assessment (EIA) form

### General Information

<b>Name of policy/proposal</b>	<b>Recruitment &amp; Selection Policy</b>
<b>Responsible department</b>	Human Resources
<b>Date</b>	March 2021

### Aims of the proposal

<b>What do you hope to achieve? Why is the policy/proposal needed, for example is there currently a gap in service delivery?</b>	<p>The policy sets out the overriding themes of the recruitment and selection practices at the SSSC. Further guidance on the recruitment process is available on the SSSC intranet, including Guidance for Recruiting Managers and Candidate Guidance/Current Vacancies.</p> <p>The policy was due for review as part of the standard review cycle. Going forward, it will continually monitored by HR and the Partnership Forum through the review channel.</p>
<b>How will it contribute to the SSSC's strategic objectives and/or priorities?</b>	The policy supports the SSSC Organisational Characteristics "People want to work at the SSSC" where recruitment and selection practices will be fair, lawful and objective.

### Data and evidence gathering, involvement and consultation

**(Please include any evidence or relevant information that has influenced the decisions contained in this IA)**

<b>Please include details of all evidence used (qualitative and quantitative) you have included. This should include, where relevant, numbers of children and young people and their views/experiences and how this will affect them.</b>	The Recruitment & Selection Policy is fairly applied across all candidates (both external to the SSC and already employed by the organisation).
<b>Has the proposal been the subject of relevant engagement and/or consultation?</b> <b>If yes, please say who with.</b> <b>If no, please say why none took place.</b>	This policy makes employees and line managers aware of the organisation's practices, with further detailed information on procedures available on the SSSC intranet. This review of the Recruitment & Selection Policy is to be taken to both the OMT and Partnership Forum as part of the normal review process.
<b>Engagement and/or consultation carried out</b>	None other than stated above.

<b>What were the results? Please include any consultation report/engagement results</b>	This is ongoing.
<b>Have you used best judgement (officer/practitioner knowledge and experience) in place of data/research/evidence? If yes, who provided this best judgement and what was this based on?</b>	The policy was reviewed and updated in accordance with good practice and professional knowledge/experience, benchmarking policies of other similar organisations and in line with UK employment law.
<b>What gaps (if any) did you find in your data?</b>	N/A
<b>Is further research necessary? If yes, what will you do, for example a further consultation, conduct a survey, engage with specific groups of people etc?</b>	No further research is necessary at this time.

### ASSESSING THE IMPACTS AND IDENTIFYING OPPORTUNITIES TO PROMOTE EQUALITY

Having considered the data and evidence you have gathered; you need to consider potential impacts – negative and positive that your proposal might have on each of the protected characteristics. It is important to remember the duty is also a positive one – this means we must explore whether the proposal offers the opportunity to promote quality and/or foster good relations. Under each protected characteristic please consider how your proposal achieves the following:

- eliminates discrimination, harassment, victimisation or any other prohibited conduct
- advances equality of opportunity by having due regard to:
  - removing or minimising disadvantage
  - meeting the needs of particular groups that are different from the needs of others
  - encouraging participation in public life
- fostering good relations – tackling prejudice, promoting understanding.

**Gender** – does the proposal take account of different roles and responsibilities? Does it assume, perhaps wrongly that men have no caring responsibilities? Is the proposal flexible enough to provide a service that everyone can access?

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of gender.
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**Ethnicity** – have you covered all minority ethnic groups? Consider the impact your proposal has on someone from a minority ethnic group and remember this impact may differ depending on the gender, disability, faith, sexual orientation or ethnicity of the person as different cultures have different views on what is acceptable. Consider language and format.

Positive impact	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of ethnicity.
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**Disability** – a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out day-to-day activities. How does this proposal affect disabled people? Are there any impairment groups who are unfavourably affected by the policy?

Positive impact	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of disability.
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**Sexual orientation** – what are the issues for this group in terms of your proposal? Does it meet the needs of this group?

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of sexual orientation.
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**Gender reassignment** – does your proposal include people of different gender identities? Will your proposal impact transgender individuals in any way?

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of gender identities.
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**Age – remember different age groups have different concerns. When considering age remember that some individuals are more vulnerable or have issues that may need additional consideration.**

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of age.
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**Marriage and civil partnership – it is unlawful discrimination for people who are married/civil partnership/same-sex couple to be treated less favourable in employment than those who are not married/civil partnership/mixed-sex couple.**

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of marital or partnership status.
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**Pregnancy and maternity – protection against maternity discrimination covers 26 weeks after giving birth – this includes treating a woman unfavourable because she is breastfeeding.**

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible to everyone.
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**Religion/belief/non-belief – does your proposal take into account different festivals, holidays, religious days and traditions? Will the different faith beliefs impact on women from that group and exclude or prevent them from using the service?**

Positive impact <input type="checkbox"/>	Neutral impact <input checked="" type="checkbox"/>	Negative impact <input type="checkbox"/>	Reasons for your decision The policy applies equally to all employees and is accessible regardless of religion and beliefs.
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### CHALLENGES AND OPPORTUNITIES FOR EQUALITIES GROUPS LIVING IN AN ISLAND COMMUNITY

**This section considers the impact or effect of your proposal on an island community and whether this could be significantly different from its effect on other communities. Your proposal should be developed and delivered to improve or reduce any negative impact(s). Please consider each of the protected characteristics and complete the table below highlighting your evidence and justification for your response.**

<b>Is the impact positive, negative or no impact? Give comments</b>	<b>Positive Impact</b>	<b>Neutral Impact</b>	<b>Negative Impact</b>	<b>Reasons for your decision</b>
<b>Eliminating unlawful discrimination, harassment and victimisation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Potentially a positive impact as with remote and homeworking options becoming more widespread, employment opportunities within the SSSC may reasonably become more accessible for island communities where this perhaps was not previously possible.
<b>Advancing equality of opportunity</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.
<b>Promoting good relations among and between</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.

### CHILD RIGHTS AND WELLBEING

This section considers the impact of your proposal on children and young people, or specific groups of children and young people, in Scotland. The UNCRC (The United Nations Convention on the Rights of the Child) has four general principles which you should consider as you develop your proposal.

1. **Non-discrimination:** children should not be discriminated against in the enjoyment of their rights. No child should be discriminated against because of the situation or status of their parent/carer(s).
2. **Best interests of the child:** every decision and action taken relating to a child must be in their best interests.
3. **Life, survival and development:** every child has a right to life and to develop to their full potential.
4. **Respect for the views of the child:** every child has a right to express their views and have them given due weight in accordance with their age and maturity. Children should be provided with the opportunity to be heard, either directly or through a representative or appropriate body.

Please identify the individual rights you consider most relevant to your proposal and highlight the potential impact.

Is the impact positive, negative or no impact? Give comments	Positive Impact	Neutral Impact	Negative Impact	Reason for your decision
<b>Civil rights and freedoms</b> (Children have a right to access and to move freely in public spaces, and to meet up and spend time with others. Children have a right to think and believe what they like, to access information and to speak their mind, so long as this is not harmful to others. They have a right to keep personal matters and communications private.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.
<b>Violence against children</b> (Children have a right to be protected from inhuman or degrading treatment in every setting.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.
<b>Family environment and alternative care</b> (Children have a right not to be separated from their parents, unless this is in their best interests. Where children must live apart from their families, they have a right to be well cared for. If the child's parents are living apart, the child has the right to maintain contact with both, if that is safe and in their best interests. Children should have a say when adults make decisions about where they live and how they should be cared for, and those placements should be subject to regular review.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.
<b>Disability, basic health and welfare</b> (Disabled children are children first and have a right to the same	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.

opportunities as every child. That means removing the barriers - whether social, cultural, attitudinal or physical which impede their inclusion in education, play and recreation, and society, and providing whatever protective measures, health and social care services they might need. It also means promoting their equal rights and protecting them from discrimination. To fully take part in these opportunities, disabled children and their families sometimes require special care and assistance which should, where possible, be delivered free of charge.)				
<b>Education, leisure and cultural activities</b> (All children, no matter what their ability, interests or background, have a right to an education that will help them achieve their potential without discrimination. Education should be child-centred and empowering. It should strengthen their capacity to enjoy the full range of human rights as well as promote human rights values. Children should be able to express their views, and encouraged to participate in preschool, school and college life. Children have a right to learn about human rights. Children also have a right to play and recreational activities, to rest and leisure, and to take part in cultural life.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.
<b>Special protection measures</b> (There are groups of vulnerable and marginalised children who require special protection and these are often the children who are most at risk of having their rights ignored or infringed. They include asylum-seeking and refugee children, child victims of trafficking or exploitation, and children in trouble with the law. Asylum-seeking children and child refugees are entitled to special protection and all the other rights in the UNCRC. They must not be the victims of discrimination or stigmatisation. If they arrive unaccompanied by any parents or other family members, they should be well cared for. They should not be deprived of their liberty. Institutions where children are detained should treat them in a manner which takes into account their age, capacity and individual needs.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Neither a positive nor negative impact identified.

### HEALTH AND WELLBEING AND HEALTH INEQUALITIES

This is about physical, mental health and wellbeing and includes for example, participation, creativity and developing potential. It also covers all aspects of poverty including income and fuel poverty. The Fairer Scotland Duty requires us to actively consider how we can reduce inequalities in any major decision we make. Think about health and the different causes of health inequalities:

- fundamental causes like macro-economic position, societal values about fairness and equity
- wider environmental influences like availability of jobs, physical environment for example, availability of services
- individual experiences like mental health and wellbeing, family income, ability to navigate services, connectedness
- socio-economic disadvantage like low income, low wealth, material deprivation and area deprivation.

Think about the different causes and types of poverty.

- Will this proposal provide services that meet the needs of people experiencing poverty?

Will the information and services be easy to access?

Is the impact positive, negative or no impact? Give comments	Positive Impact	Neutral Impact	Negative Impact	Comments
Remove inequalities and increase access to opportunities for improving health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The policy provides candidates with clear and consistent information about what to expect when applying for roles at the SSSC. Given the range of roles employed within the SSSC and the potential for more homeworking and/or remote based roles, this has the potential to open up opportunities to work at the SSSC that were not previously available.
Advance opportunities for increasing health and wellbeing across the sector	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.
Foster good practice for sector wide health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.



### ECONOMIC AND SOCIAL SUSTAINABILITY

**This is about pay, employment opportunities, valuing and supporting voluntary work. It also covers some areas of poverty including individual and community resilience. The Fairer Scotland Duty requires us to actively consider how we can reduce inequalities in any major decision we make.**

**How will your proposal impact on social status, employment (paid or unpaid), encourage investment in skills and training, assist people on low incomes or support other disadvantaged groups in any way, the impact of delivery of services for people living rurally?**

**How will your proposal work in rural areas where the existing infrastructure is typically less developed or where infrastructure does not exist, for example there is no fast broadband connections?**

<b>Is the impact positive, negative or no impact? Give comments</b>	<b>Positive impact</b>	<b>Neutral impact</b>	<b>Negative impact</b>	<b>Reason for your decision</b>
<b>Removes disadvantage of inequality</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The policy provides candidates with clear and consistent information about what to expect when applying for roles at the SSSC. Given the range of roles employed within the SSSC and the potential for more homeworking and/or remote based roles, this has the potential to open up opportunities to work at the SSSC that were not previously available.
<b>Advance opportunities for individuals</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.
<b>Foster good relations and sustainability of communities</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As above.

**DECISION MAKING**

<b>Which one of the following statements best matches your assessment of this proposal? Please give your reasons.</b>	
<b>No major change – proposal is robust, evidence shows no potential for discrimination, all opportunities to promote equality have been taken</b>	This policy is robust and does what it possibly can to remove any potential for discrimination and promote equality.
<b>The proposal needs to be adjusted to remove barriers or better promote equality</b>	
<b>Proceed with proposal despite potential for adverse impact or missed opportunity to promote equality (not possible to remove all the risk protected characteristic groups)</b>	
<b>Stop and remove the proposal – shows actual/potential unlawful discrimination/in breach of equality legislation</b>	

**MONITORING AND REVIEWING**

<b>How will you monitor the implementation of the proposal? For example, customer surveys.</b>	The policy will be reviewed after a period of 3 years in line with the SSSC Policy development cycle. The Equality Outcomes and Mainstreaming Progress report will be used to monitor the impact of the guidance. The guidance is in the form of procedural information, therefore any qualitative feedback relating to the guidance would have to be through an employee engagement survey, or similar. As part of the review process, the guidance will be shared with the Partnership Forum, OMT and EMT. The EMT will have final approval of this policy.
<b>How will you use the results of the monitoring to develop the proposal? (This information will be useful when you review the policy.)</b>	We will gather information on any areas which can be improved as the policy is used so that changes can be made at the review stage (or earlier, if there is a significant change required). As stated above, information could also be gathered in staff surveys.
<b>When and how will you review the proposal? (Please also give details of who is responsible.)</b>	The policy will be reviewed every 3 years in line with the review cycle and consider any changes to best practice, UK employment law, or other relevant factors, as well as any feedback received on the process.

**SIGN OFF**

<b>Name</b>	Lucy Finn
<b>Title</b>	Head of HR
<b>Date Approved</b>	21-09-21