

## Impact Assessment (IA) form

### General Information

<b>Name of policy/proposal</b>	<b>SSSC staff working from home due to COVID-19 (May 2020)</b>
<b>Responsible department</b>	Performance and Improvement Department
<b>Date</b>	20 May 2020

### 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 SSSC employs approximately 300 staff at our offices in Dundee. In March 2020 we decided to allow or encourage staff to work at home due to the COVID-19 crisis. This EIA focuses primarily on how we're supporting our staff and the impact associated with the requirement to work from home. Many of the impacts on our staff - positive, neutral or negative - are as a consequence of wider societal changes. For example, some staff are caring for children or relatives because services are closed including early learning and childcare, schools or social care. We recognise that these arrangements are leading to significant pressures and challenges for our staff. Our employee's health, safety and wellbeing come first. This EIA sets out the actions we're taking to support these staff.</p>
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	<p>Scope</p> <p>This EIA focuses on staff, whether employed directly by the SSSC and includes other arrangements such as agency workers. Our Hearings department continue to support panel members and our Legal and Corporate Governance department continue to support our Council.</p> <p>We're responding to COVID-19 in a range of ways, including significant changes to our regulatory activity, supporting the development of a recruitment hub and additional workforce development resources. These changes are covered in separate EIAs.</p>
<b>How will it contribute to the SSSC's strategic objectives and/or priorities?</b>	<p>The SSSC has setup a coronavirus response team to discuss how we respond to the crisis and how we recover from it. The group consists of senior managers (EMT) and representatives from other areas including communications and shared services.</p> <p>Allowing or encouraging staff to work at home is primarily based on advice from the UK and Scottish Government. It is also about helping the SSSC to continue delivering on the three strategic outcomes as set out in the Strategic Plan for 2020-2023.</p> <p>Outcome 1: people who use services are protected by ensuring the regulated workforce is fit to practise.</p> <p>Outcome 2: the SSSC supports and enhances the development of the registered workforce to deliver high standards of practice and drive improvement</p> <p>Outcome 3: Our workforce planning activities support employers, commissioners and policy makers to deliver a sustainable, integrated and innovative workforce.</p>

<b>Equality duties and protected groups</b> <b>Who will it affect (either positively or negatively)?</b>	<p>There are likely to be challenges for some staff. For example, there may be an impact on people who have a disability and can't access some of the equipment or the environment that they normally have in the office. This EIA sets out the steps that we've taken to support all staff.</p>
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### **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>	<p>All staff began working from home from 16 March onwards. No formal consultation was possible prior to that date. Since the move to work from home we have been asking staff to complete a daily monitoring survey. We use the tool to monitor the impact of COVID-19 on our staff. This includes monitoring sickness levels and the numbers who are unable to work due to childcare or other commitments.</p> <p>We have also looked at data on our workforce. For example, in 2019 approximately 2% of our staff indicated that they have a disability. We believe that these figures are likely to be an underestimate as approximately 41% did not provide this data. Census information also indicates that this will be an underestimate as it reports that approximately 20% of Scotland's population consider themselves to have a long-term, activity-limiting health problem or disability.</p> <p>We looked at some of the feedback gathered as part of the development of our Involving People plan. The Involving</p>
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	People Plan recognises that forms of discrimination are not mutually exclusive and may compound discrimination.
<p><b>Has the proposal been the subject of relevant engagement and/or consultation?</b></p> <p><b>If yes, please say who with.</b></p> <p><b>If no, please say why none took place.</b></p>	<p>It wasn't possible to undertake detailed engagement with staff on the move to work from home although there was considerable preparation throughout early March. Staff were informed that a wholesale move to work from home was a possibility and they were asked to prepare accordingly. For example, staff were advised to check whether their computers worked from home and to indicate whether they needed any additional equipment such as chargers. Planning continued throughout February and March. This included discussions at the Executive Management Team (EMT) meetings and with the SSSC / UNISON Partnership forum. Summary:</p> <ul style="list-style-type: none"> <li>• On 9 March all staff were advised to take home their equipment to check that they could work from home.</li> <li>• On 12 March all staff who have an underlying health condition or who care for or live with someone who does were recommended to work from home.</li> <li>• All staff were advised to work from home from 16 March onwards. Staff have been advised to contact IT or line managers if they have any concerns.</li> <li>• The Digital Team issued a questionnaire asking staff to advise on any essential equipment that they may need. A significant proportion of these items were couriered to staff.</li> </ul>

	Staff have a range of other ways to engage with senior managers. These include staff suggestions and regular Team calls with Executive Management Team members (EMT).
<b>Engagement and/or consultation carried out</b>	As above.
<b>What were the results? Please include any consultation report/engagement results</b>	We will survey staff to find out how they are coping and if there is more we can do to help them.
<b>Have you used best judgement (officer/practitioner knowledge and experience) in place of data/research/evidence?</b>  <b>If yes, who provided this best judgement and what was this based on?</b>	Line managers have guidance around addressing specific queries from staff around working from home and where to get further information from the SSSC or externally such as the employee hotline.
<b>What gaps (if any) did you find in your data?</b>	<ul style="list-style-type: none"> <li>• We lack a detailed understanding of the relationship between protected characteristics and experiences of working from home. Similarly, we're aware that some staff live on their own. This isn't a protected characteristic. However, we're aware these workers may be particular prone to feeling isolated at this stage.</li> <li>• We're aware that there are other potential consequences associated with social distancing, such as the potential for increased levels of stress or domestic abuse. The Scottish Government has made additional funding available to support key third sector partners such as Scottish Women's Aid.</li> <li>• We don't have a 'live' picture of the numbers of staff with protected characteristics. In April 2020 our HR system was updated shortly to enable staff to share</li> </ul>

	<p>details on protected characteristics and to declare whether they are a carer. We're working with HR to amend some of the questions and to include an optional question around whether our staff have care experience. We will use this information to inform future EIAs and our 2021 mainstreaming report.</p> <ul style="list-style-type: none"> <li>• Our information on how the extent to which our staff feel engaged with the SSSC is based on the staff survey conducted at the end of 2019. In May 2020 we conducted an organisation-wide survey to develop a better picture of staff wellbeing. We're also due to repeat the staff survey in late 2020.</li> <li>• We are looking into how staff feel engaged or connected with the SSSC at moment. This includes setting up a new social sub-group to contribute to our internal communications for staff. We are also looking at how we can hold interactive learning sessions for our staff.</li> <li>• It is difficult to measure our customer's perceptions of the move to work from home. Working from home is just one of our recent changes and it would be difficult to look at this without considering the overall changes to our activity. This information could have contributed to our thinking if we are required to do this again.</li> </ul> <p>Approximately 40 of our staff are temporary employees. It is unclear whether temporary staff or agency workers are more likely to have protected characteristics than the wider permanent workforce. In March 2020 the SSSC decided that all</p>
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	temporary staff with contracts due to end by 31 March will have their contracts extended by six months.
<p><b>Is further research necessary?</b></p> <p><b>If yes, what will you do, for example a further consultation, conduct a survey, engage with specific groups of people etc?</b></p>	<p>There could be a case for further research to understand staff's experiences during the period working at home. We will survey staff to get a better understanding of how they feel about their wellbeing. There may also be value in adding a question or two to the staff survey to understand the impact. We typically ask questions about protected characteristics which means that we could explore whether some groups have had particular challenges or experiences.</p> <p>We've developed a better understanding of the impact on staff who are having to balance additional responsibilities. For example, we're aware that some staff will have to home school children, provide childcare or will be taking on additional caring responsibilities. We are monitoring this via the daily staff survey.</p> <p>Line managers must maintain frequent contact with all staff and we have provided comprehensive guidance. For example, we have confirmed that staff will continue to be paid even if they have reduced capacity due to additional responsibilities. If employees provide care for someone who would normally receive services and they can work from home in some capacity they will be paid as normal. We have also indicated voluntary work can be considered as part of their workload. This can include providing community support. Managers have also been advised to take a pragmatic approach to consider where special leave may apply. The guidance has been</p>

	<p>regularly updated to cover additional scenarios such as time off due to long-term absence and secondments.</p> <p>We'll have limited understanding of the financial impact of COVID-19 on some staff. Our EMT has established a hardship fund.</p> <p>Managers are expected to use their discretion, particularly in relation to use of special leave.</p>
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## 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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The guidance for line managers appears to be inclusive and is regularly updated.</p> <p>As noted earlier, a number of the impacts are due to wider societal changes rather than the decision to require SSSC staff to work from home.</p>

**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	Negative impact	Reasons for your decision
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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The guidance for line managers appears to be inclusive and is regularly updated.
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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	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Working from home could have a negative impact on some staff with a disability as their home environment may not be setup to support this. This may include some staff with underlying health conditions. Due to the speed with which this decision was implemented it was not possible to undertake DSE assessments. Alternative steps have been taken to try to address this. For example, staff can collect equipment, have it delivered where unable to go to the office or transport equipment in their own vehicles. Our ability to do this is impacted by increased travel restrictions and the requirement for further numbers of people to stay at home.</p> <p>IT and Business Improvement have couriered equipment to homes. We have not prioritised any groups with protected characteristics as the deliveries were undertaken for all staff at the same time. Business Improvement had discretion to decide on which requests were feasible or realistic. Staff have been asked to do what they can, and managers have been advised to be as flexible as possible.</p> <p>DSE guidance and an online DSE assessment, as well as working from home guidance, are also available to assist staff in adjusting</p>

			<p>to working from home and to help them to set up an appropriate workspace.</p> <p>We anticipate that there are likely to be negative and positive impacts on our staff's mental health. Social isolation caused by home working may negatively impact and home working may also impact on anxiety in cases.</p> <p>A sub-group has been set up to focus on staff wellbeing/morale. Many teams and departments are actively taking steps to organise group activities, such as quizzes and virtual nights out. The SSSC also regularly updates staff via the intranet, Microsoft Teams and staff briefings.</p> <p>We have promoted our Employee Assistance Programme and Optima sessions in relation to reducing anxiety, resilience, psychological impact of working from home have been offered to all staff. Further, the Care Inspectorate's chaplaincy service is now available to the SSSC with both group and one to one sessions on offer. The service is designed to be inclusive of all faiths and spiritual backgrounds.</p> <p><b>Action required</b></p> <ul style="list-style-type: none"> <li>• Ongoing advice for staff to speak to managers about any impacts so they can mitigate where possible.</li> <li>• Managers to continue providing feedback on impacts to Coronavirus Response Team so SSSC-wide steps can be taken where appropriate.</li> </ul>
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			Ongoing or post COVID19 debrief staff survey, to understand impacts and inform any potential positive steps to redress.
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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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The guidance for line managers appears to be inclusive and is regularly updated.</p> <p>We are aware, however, that working from home may have a negative impact on this group in relation to domestic abuse as research suggests that this affects one in four lesbian, gay, bisexual and transgender people.</p>

**Gender reassignment – does your proposal include people of different gender identities? Will your proposal impact transgender individuals in any way?**

Positive impact	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The guidance for line managers appears to be inclusive and is regularly updated.</p> <p>As above, there may be a negative impact in relation to domestic abuse.</p>

**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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The guidance for line managers appears to be inclusive and is regularly updated.

			<p>Our staff reporting tool helps us to develop some understanding of the challenges for different age groups. For example, we know that many staff are also having to home-school or provide childcare and it's likely that some of this will be particularly applicable to young staff. However, we also know that many of our staff of all ages are providing care for relatives. We recognise that an employee may not be able to work as normal, however, if they can work in some capacity they will continue to be paid as normal.</p> <p>These requirements present challenges on the ability of staff to undertake work. However, our guidance recognises that staff will be required to adapt in these ways.</p> <p>Staff retiring or leaving during office closure will not benefit from normal celebration.</p>
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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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The guidance for line managers appears to be inclusive and is regularly updated.

**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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pregnant women were encouraged to work from home at the same time as other vulnerable groups.

			<p>We expect managers to keep in contact with all staff who are on maternity leave. The guidance for line managers could be revised to reiterate this.</p> <p>UNISON has shared updated advice for pregnant workers via their Facebook page.</p> <p>A small number of staff are going on maternity leave during office closure, they will not benefit from normal celebration.</p> <p>We do not have data on breastfeeding mothers working at SSSC. But it is likely home working has positive impacts for this group.</p>
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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	Neutral impact	Negative impact	Reasons for your decision
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The guidance for line managers is inclusive.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>None or very few of our staff live on islands.</p> <p>We believe that the impact for our stakeholders who live in island communities will be neutral. Our expectation is that a move towards using Microsoft teams and video conferencing could potentially make it more complicated for staff in some rural areas (who have may slower broadband connections) to keep in contact. However, pulling forward the launch of our new phone system means that most people have been able continue to contact the SSSC.</p>
<b>Advancing equality of opportunity</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Promoting good relations among and between</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## 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.**

<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>Civil rights and freedoms (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</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We haven't identified any reasons why delivering our services from home would have a different impact on these groups.



<b>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.)</b>				
<b>Violence against children (Children have a right to be protected from inhuman or degrading treatment in every setting.)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Scottish Government is providing additional support for particularly vulnerable families.</p> <p>With more staff working from home, domestic abuse is a potential concern. The latest figures (2016/2017 in Scotland) show that over half (55%) of domestic abuse incidents (where the relationship between the victim and accused is known) were between current partners. (Source: Police Scotland).</p>

<p><b>Family environment and alternative care</b>  <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.)</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p><b>Disability, basic health and welfare</b>  <b>(Disabled children are</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<p><b>children first and have a right to the same 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></p>				
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<p><b>Education, leisure and cultural activities</b>  <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</b></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Our guidance for line managers recognises that many staff are home schooling. If the employee can work from home in some capacity or if they are volunteering in their community, caring for a relative or home schooling their children then they will receive pay as normal. This decision must be made in consultation with the manager. We're also exploring whether we can provide any further support for these staff.</p>
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recreational activities, to rest and leisure, and to take part in cultural life.)				
<b>Special protection measures</b> <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</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## 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?**

<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>Comments</b>
<b>Remove inequalities and increase access to opportunities for improving health and wellbeing</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pulling forward the introduction of our new phone system has meant that our staff should be contactable in many ways. We appreciate though that technology doesn't always provide a substitute for being in the office.

<b>Advance opportunities for increasing health and wellbeing across the sector</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Foster good practice for sector wide health and wellbeing</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

## 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's 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We have implemented the key features of the 2020/2021 pay policy as an 'interim' pay award for our staff. The remainder of the pay and benefits review will take place later in the year.
<b>Advance opportunities for individuals</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Foster good relations and sustainability of communities</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We haven't identified any key impacts relating from this policy. The one exception is that there might be positive benefits in relation to fostering good relations and sustainability of communities. The SSSC has advised employees that they will be supportive of any steps to help the local community that are in line with ensuring that we continue to fulfil our own key business functions. The Coronavirus Act will also enable workers to take emergency volunteer



				leave. Our staff have been given opportunities to participate in redeployment schemes as required. For example, a number of SSSC staff - including social workers – are able to work elsewhere if required.
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### DECISION MAKING

**Which one of the following statements best matches your assessment of this proposal? Please give your reasons.**

**No major change – proposal is robust, evidence shows no potential for discrimination, all opportunities to promote equality have been taken**



Recommending that staff work from home is in line with guidance and legislation.

**The proposal needs to be adjusted to remove barriers or better promote equality**

**Proceed with proposal despite potential for adverse impact or missed opportunity to promote equality (not possible to remove all the risk protected characteristic groups)**

**Stop and remove the proposal – shows actual/potential unlawful discrimination/in breach of equality legislation**

## MONITORING AND REVIEWING

<b>How will you monitor the implementation of the proposal? For example, customer surveys.</b>	Regular surveys have taken place to understand staff's requirements and to explore how further support can be developed. We recommend a further survey at a later stage to develop our understanding of voluntary work or additional community roles undertaken by our staff during this time.
<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>	
<b>When and how will you review the proposal? (Please also give details of who is responsible.)</b>	We would anticipate that these issues could be explored as part of a review of how the SSSC responded to the outbreak of coronavirus.