

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Title of Activity/Proposal/Policy/Practice | Gender Based Violence Policy | | EIA Team and Lead Member of Staff | Kara Tait | Date | 30/09/20 |
| Type of Policy/Practice/ (tick box) | New | x |
| Existing |  |
| Revised |  |

|  |  |
| --- | --- |
| **Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups** | |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | Gender based Violence policy for students to ensure they are safety and supported when attending Edinburgh College.  This policy will be updated inline with the college procedures for updating polices. |
| Who will be affected?  See Note 2 | Students studying at Edinburgh College. |
| Who will be consulted?  See Note 3 | | Safeguarding Team  Learning Support and Wellbeing Manager  Head of Student Experience  Senior Management team |
| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?  Evidence could be quantitative, qualitative or anecdotal.  Do we have enough evidence to judge what the impact may be?  See note 4 | | This policy will support students who are studying at Edinburgh College who are at risk from their predator who is also attending Edinburgh College. |

**Step 2 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

The Public Sector Equality Duty:

|  |  |  |
| --- | --- | --- |
| **Eliminating discrimination, harassment and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Disability | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Gender reassignment | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Marriage/civil partnership (relevant in employment law) | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Pregnancy and Maternity | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Race | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Religion or belief | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Sex | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Sexual orientation | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Social deprivation\*  See Note 7 | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| Care Experienced people\* | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |
| People with caring responsibilities\* | Y | GBV support and guidance for the students if they make a disclosure. Students will have the opportunity to study in a safe college environment without risk. | Y | This policy only applies when students are on campus studying and can’t be applied to home environment situations. |

**Step 3 – Acting on the results of the assessment.**

|  |  |
| --- | --- |
| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | This negative impact is one that cant be helped due to the current circumstances. If a student disclosed GBV in their household towards them then the safeguarding team can give information and support to access help. If there was an immediate danger to life then the Safeguarding Team would alert the police. |
| Is there a need to address any gaps in evidence? | N/A |
| How will equality be advanced/ good relations be fostered? | N/A |
| Who has been involved in carrying out this assessment? | Kara Tait – Safeguarding Team Leader |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | N/A |

|  |  |  |
| --- | --- | --- |
| **Recommended decision:** (place an x against relevant outcome)  See note 9 | Outcome 1 - Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **x** |
| Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality |  |
| Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations? | | |
|  | | |

**Step 4: The monitoring and review stage**

|  |  |  |
| --- | --- | --- |
| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision**   * Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed. * Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc. * How will the impact of the policy/procedure/decision be monitored?   See Note 10 | | |
| **Action to be Taken:** | **Person Responsible:** | **Completion/Review Date:** |
| Data gathered from Topdesk for the GBV reports. This is done a minimum of once a year. | Kara Tait – Safeguarding Team Leader | As and when required |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Signature of Lead: Kara Tait**  **Date: 30/9/20** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |