

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

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

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| Title of Activity/Proposal/Policy/Practice | Critical Incident Management Policy and Procedure | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Portfolio Manager | Date | 04/03/2023 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing | X |
| Revised |  |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people will be involved.

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| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | The primary objective of this policy is to provide comprehensive guidelines and procedures for Edinburgh College staff members to effectively and efficiently manage the response to critical incidents that are anticipated to have significant adverse effects. This policy aims to ensure that staff members are equipped with the necessary tools, protocols, and support mechanisms to address critical incidents promptly and appropriately, thereby minimising their potential negative consequences on the college community. |
| Who will be affected?  See Note 2 | This policy and procedure relates to any incident which is likely to have a serious impact on a student/s, staff member/s, people working in the College, or any other key college stakeholders. |
| Who will be consulted?  See Note 3 | The following groups have had buy-in and assisted in the shaping of this policy and procedure:   * Executive Team * Senior Management Team * Communications Team * Estates Team * Health and Safety manager |

**Step 2 – Consider the Evidence**

What are the evidence we need and how we can gather them?

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| 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 and procedure applies to all individuals connected with the college, including employees, students, service providers, and onsite individuals during an incident. It outlines the criteria for classifying an incident as critical and establishes standard management steps to address such incidents. It is important to note that each critical incident may present unique circumstances, and as such, this document provides general guidelines rather than specific actions tailored to each incident. The aim is to provide a framework for effectively managing critical incidents and minimising their negative impact on the college community, including protected groups. |

**Step 3 – 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.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

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| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |
| The policy and procedure provides clear guidelines on how to respond to critical incidents, ensuring that all staff members understand their roles and responsibilities without bias or discrimination.  By establishing standard procedures for managing critical incidents, the policy ensures that all individuals, regardless of their background or characteristics, receive fair and consistent treatment. This helps prevent discriminatory actions or behaviours from occurring during the response process. | Removing disadvantage:   * The policy ensures that all individuals, regardless of their background or characteristics, are treated fairly and equitably during critical incidents * By providing clear guidelines and standard procedures, the policy eliminates potential biases or discriminatory practices that could disadvantage certain groups * It promotes equal access to support services and resources for individuals affected by critical incidents, mitigating any disparities in assistance based on personal characteristics   Meeting different needs:   * The policy and procedure recognises and addresses the diverse needs of individuals within the college community during critical incidents * By accommodating varying needs and circumstances, the policy ensures that all individuals receive the necessary assistance and support to cope with critical incidents effectively   Encouraging participation:   * The policy promotes active participation and engagement from all members of the college community in the response to critical incidents. * It establishes mechanisms for involving diverse stakeholders, such as students, staff, community members, and external agencies, in the planning and implementation of response strategies * By encouraging inclusive participation, the policy fosters collaboration, transparency, and mutual support, ensuring that the voices and perspectives of all individuals are heard and valued during critical incident management | Tackling prejudice:   * The policy and procedure sets clear guidelines and standards for responding to critical incidents, ensuring that all individuals are treated fairly and without prejudice * It may include provisions for addressing biases or discriminatory attitudes that may arise during critical incident management, emphasising the importance of treating all individuals with respect and dignity   Promoting understanding:   * The policy and procedure encourages open communication, empathy, and understanding among members of the college community during critical incidents * The policy and procedure advocates facilitating dialogue and sharing information to enhance understanding of different perspectives and experiences * By promoting empathy and mutual respect, the policy helps to build bridges and strengthen relationships among diverse groups within the college community, fostering a sense of unity and solidarity in the face of adversity |

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 |
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| Age | Y | * The policy ensures that individuals of all ages are treated fairly and without discrimination during critical incidents. By establishing clear guidelines for response and management, the policy helps prevent age-based biases or stereotypes from influencing decision-making processes. * The policy acknowledges the value of diverse experiences and perspectives, including those of older individuals. By promoting inclusivity and respect for individuals of all ages, the policy helps create an environment where the contributions of older members are valued and respected | Y | * CI response plans may inadvertently overlook the needs and perspectives of older individuals, leading to their exclusion from critical incident planning and decision-making processes. This exclusion could result in older individuals feeling marginalised or undervalued within the college community. * If CI response plans fails to address age-related biases or stereotypes, it may perpetuate ageism within the college environment. For example, assumptions about older individuals' abilities or resilience during emergencies could lead to discriminatory treatment or neglect of their needs during critical incidents. * Without specific considerations for different age groups, the policy may fail to provide age-appropriate support or resources for individuals of varying ages. For instance, older adults may have different mobility or communication needs compared to younger students, necessitating tailored support strategies. * Inadequate communication channels or formats may pose challenges for older individuals who are not familiar with digital technologies or prefer traditional forms of communication. This could result in older individuals being less informed or involved in critical incident response efforts. * Certain age groups, such as elderly individuals or young children, may be more vulnerable during critical incidents due to physical limitations or dependency on others for assistance. If CI response plans fail to address the unique needs of these vulnerable age groups, they may experience heightened risks or negative outcomes during emergencies. |
| Disability | Y | * Individuals with disabilities may receive appropriate accommodations during critical incidents, such as accessible transportation or communication aids. By addressing their specific needs, the response plans promotes equal access to support and resources, fostering a more inclusive environment. * Response plans should make proactive accommodations for individuals with disabilities in emergency response scenarios. By considering their needs in advance, the college can ensure a more efficient and effective response that minimises potential barriers or challenges for individuals with disabilities. | Y | * If CI response plans are not designed with accessibility in mind, individuals with disabilities may encounter barriers to accessing critical information or participating in incident response activities. For example, documents may not be available in accessible formats, or emergency evacuation procedures may not accommodate individuals with mobility impairments. * Failure to provide communication support or alternative formats for individuals with sensory disabilities (such as visual or hearing impairments) could result in these individuals being excluded from critical incident updates or instructions, leading to confusion or disorientation during emergencies. * Without provisions for reasonable accommodations, individuals with disabilities may struggle to fully engage in critical incident response efforts. * Inadequate training or awareness about disability-related issues among staff members could result in stigmatising attitudes or discriminatory treatment toward individuals with disabilities during critical incidents. This could contribute to feelings of marginalisation or exclusion among affected individuals. * Individuals with disabilities may experience heightened anxiety or distress during critical incidents if their specific needs and concerns are not adequately addressed by the policy and procedures. This could exacerbate existing mental health conditions or lead to feelings of vulnerability and insecurity. |
| Gender reassignment | Y | * Response plans can promote gender inclusivity by using language that acknowledges and respects individuals' gender identities, including those undergoing gender reassignment. This helps create a supportive and affirming environment for transgender and non-binary individuals. * Response plans can include provisions to ensure that individuals' chosen names and pronouns are respected and used consistently during critical incidents. This demonstrates sensitivity to gender identity and helps prevent misgendering or invalidation of individuals' identities. * In the event of a critical incident requiring evacuation or relocation, response plans can ensure that individuals undergoing gender reassignment have access to gender-affirming facilities that align with their gender identity. This helps mitigate the risk of discomfort or distress caused by being forced to use facilities that do not correspond to their gender identity. * Response plans can outline procedures for providing inclusive support services, such as counselling or psychological assistance, that are sensitive to the unique needs and experiences of individuals undergoing gender reassignment. This ensures that appropriate resources are available to support their mental health and well-being during and after critical incidents. | Y | * Despite efforts to use inclusive language, there may be instances where individuals undergoing gender reassignment are misgendered or referred to by incorrect pronouns during critical incidents. This can lead to feelings of dysphoria, discomfort, and invalidation of their gender identity. * In some cases, the college's facilities and resources may not be adequately equipped to support individuals undergoing gender reassignment during critical incidents. This could result in transgender and non-binary individuals being forced to use facilities that do not align with their gender identity, leading to feelings of embarrassment, anxiety, and marginalization. * Staff members and responders may inadvertently use insensitive or inappropriate language when interacting with individuals undergoing gender reassignment during critical incidents. This can contribute to feelings of alienation, stigma, and discrimination, exacerbating the stress and trauma of the situation. * Despite anti-discrimination policies, individuals undergoing gender reassignment may still face discrimination or harassment from peers, staff, or responders during critical incidents. This can manifest in verbal abuse, exclusion, or differential treatment based on their gender identity, further compromising their safety and well-being. * The college's support services may not adequately address the unique needs and experiences of individuals undergoing gender reassignment during critical incidents. This could result in a lack of access to gender-affirming counselling, medical resources, or advocacy support, leaving them feeling isolated and underserved in their time of need. |
| Marriage/civil partnership (relevant in employment law) | Y | * Response plans can ensure that individuals in marriages or civil partnerships are included in critical incident response protocols and have access to appropriate support systems. This may include counselling services, legal assistance, and emotional support to navigate the aftermath of a critical incident. * Response plans can acknowledge the significance of marriages and civil partnerships and ensures that the needs and concerns of individuals in these relationships are considered during critical incidents. This recognition can foster a sense of validation and importance for individuals in committed relationships. * By adhering to the Critical Incident Policy and Procedure, college staff and responders are required to treat all individuals, regardless of their relationship status, with dignity, respect, and fairness. This helps mitigate potential biases or discriminatory behaviours that may arise during critical incidents. | Y | * During critical incidents, response plans may not fully recognise or accommodate the relationships of individuals in marriages or civil partnerships. This could lead to partners not being considered as next of kin or being excluded from decision-making processes, causing distress and frustration for those involved. * Individuals in marriages or civil partnerships may encounter challenges related to legal protections and rights during critical incidents. CI response plans may not adequately address the specific legal considerations or rights afforded to individuals in these relationships, potentially leading to confusion or disputes regarding decision-making authority or access to information. * CI response plans may not sufficiently address the emotional needs of individuals in marriages or civil partnerships during critical incidents. Partners may experience heightened levels of stress, anxiety, or grief, but the support services provided may not be tailored to their unique relational dynamics or emotional experiences, resulting in feelings of isolation or neglect. * Despite legal recognition, individuals in marriages or civil partnerships may still face discrimination or stigmatisation during critical incidents. This could manifest in subtle biases, assumptions, or differential treatment based on marital status, leading to feelings of marginalisation or invalidation of their relationships. * CI response plans may inadvertently create barriers to accessing support or resources for individuals in marriages or civil partnerships. This could include logistical challenges related to communication, decision-making processes, or access to facilities, particularly if the policy does not explicitly acknowledge or accommodate diverse family structures. |
| Pregnancy and Maternity | Y | * Response plans may prioritise the safety and well-being of pregnant individuals and those on maternity leave during critical incidents. This could include ensuring their immediate evacuation or access to emergency medical care, providing assistance tailored to their specific needs, and offering accommodations to support their comfort and mobility. * Response plans may establish clear communication protocols to inform pregnant individuals and those on maternity leave about critical incidents and necessary safety measures. This could include timely alerts, evacuation procedures, and updates on the status of the incident, helping to alleviate anxiety and ensure their informed participation in emergency responses. * In the aftermath of a critical incident, response plans may facilitate flexible work arrangements or accommodations for pregnant individuals and those on maternity leave. This could involve temporary adjustments to their workload, schedules, or duties to accommodate their physical well-being, caregiving responsibilities, or recovery needs, promoting their continued participation and engagement in college activities. * CI response plans may include provisions for providing emotional support and counselling services to pregnant individuals and those on maternity leave affected by critical incidents. This could involve offering access to confidential counselling sessions, peer support networks, or mental health resources to help them cope with stress, trauma, or emotional challenges resulting from the incident. * By considering the unique needs and circumstances of pregnant individuals and those on maternity leave, response plans may foster a culture of inclusivity and support within the college community. This could involve promoting awareness, empathy, and sensitivity towards their experiences, encouraging colleagues to offer assistance and accommodations, and advocating for their rights and well-being during critical incidents. | Y | * CI response plans may not adequately address the unique needs and vulnerabilities of pregnant individuals or those on maternity leave during critical incidents. This could result in insufficient support or accommodations being provided to ensure their safety and well-being. * Pregnant individuals or those on maternity leave may experience heightened stress and anxiety during critical incidents, particularly if the policy does not address their specific concerns or provide reassurance about their safety and that of their unborn child or infant. This could exacerbate existing health conditions or lead to emotional distress. * CI response plans may not outline clear protocols for providing support to pregnant individuals or those on maternity leave during critical incidents. This could result in delays or difficulties in accessing necessary assistance, medical care, or accommodations, potentially compromising their health and safety. * Pregnant individuals or those on maternity leave may face discrimination or bias during critical incidents, such as assumptions about their ability to participate in emergency procedures or decisions. This could result in their concerns being overlooked or their contributions being undervalued, leading to feelings of marginalisation or exclusion. * Critical incidents may disrupt maternity plans or arrangements for pregnant individuals or those on maternity leave, such as scheduled medical appointments, prenatal care, or maternity leave entitlements. CI response plans may not adequately address these disruptions or provide guidance on how to mitigate their impact, potentially causing additional stress or uncertainty. |
| Race | Y | * CI response plans are designed to provide consistent and fair responses to critical incidents, regardless of individuals' racial backgrounds. By ensuring that emergency protocols are applied uniformly to all individuals, the policy promotes equality and reduces the risk of discriminatory treatment based on race. * CI response plans may address the language needs of individuals from diverse racial backgrounds by providing language interpretation services or translated materials during critical incidents. This ensures that all individuals can effectively communicate and receive essential information, regardless of their primary language. * CI response plans may involve collaboration with community organisations and leaders representing various racial groups. By engaging with diverse communities, the college can build trust, foster positive relationships, and enhance cooperation during critical incidents, leading to more effective emergency response and support services. * CI response plans may promote diversity and representation within the college's emergency response teams and decision-making bodies. By ensuring that individuals from diverse racial backgrounds are included in these roles, the college can benefit from a broader range of perspectives, experiences, and expertise, ultimately improving the effectiveness and cultural competence of its emergency response efforts. | Y | * During critical incidents, individuals of certain racial or ethnic backgrounds may be subjected to discrimination or bias, either consciously or unconsciously. This could manifest in differential treatment, stereotyping, or prejudice, leading to feelings of marginalisation, mistrust, or exclusion. * Individuals from racial or ethnic minority groups may face barriers in accessing support or assistance during critical incidents. This could be due to language barriers, cultural differences, or systemic inequalities that limit their ability to seek help or communicate their needs effectively. As a result, they may receive inadequate support or be overlooked in emergency response efforts. * Security measures implemented as part of the Critical Incident Policy and Procedure may disproportionately affect individuals from certain racial or ethnic backgrounds. For example, heightened security protocols or profiling based on race could lead to increased scrutiny, harassment, or surveillance of minority individuals, exacerbating feelings of stigmatisation or alienation. * CI response plans may not adequately address the cultural or religious practices of individuals from diverse racial or ethnic backgrounds. This could result in insensitivity or misunderstanding of their needs, preferences, or beliefs during critical incidents, leading to further marginalisation or discomfort. * Individuals from racial or ethnic minority groups may be underrepresented in decision-making processes related to critical incidents, such as emergency planning or response teams. This lack of representation could result in policies or actions that do not fully consider the perspectives or experiences of minority communities, perpetuating disparities or exacerbating tensions. |
| Religion or belief | Y | * CI response plans are likely to include provisions that respect and accommodate religious practices and beliefs during critical incidents. For example, it may ensure that individuals have access to appropriate facilities or resources for religious observances, such as prayer rooms or dietary accommodations. * CI response plans may promote inclusivity by offering support services that are sensitive to individuals' diverse religious or spiritual needs. This could include access to religious counselling, pastoral care, or religious leaders for guidance and support during challenging times. * In the event of tensions or conflicts arising from religious differences during critical incidents, the policy may outline procedures for conflict resolution and mediation. This could help de-escalate situations and promote dialogue and understanding among individuals with different religious beliefs, fostering a sense of unity and cohesion within the college community. | Y | * CI response plans may not adequately address the religious or spiritual beliefs of individuals from diverse backgrounds. This could result in insensitivity or misunderstanding of their needs, preferences, or practices during critical incidents, leading to feelings of marginalisation or discomfort. * Emergency protocols or security measures implemented as part of the Critical Incident Policy and Procedure may inadvertently infringe upon individuals' religious practices or observances. For example, restrictions on movement or access to certain areas may conflict with religious obligations, such as prayer times or dietary restrictions, causing distress or inconvenience to affected individuals. * During critical incidents, individuals who visibly adhere to certain religious beliefs or practices may be subjected to discrimination, harassment, or stigmatisation based on misconceptions or biases. This could manifest in differential treatment, suspicion, or profiling, leading to feelings of alienation or distrust within the college community. * Individuals from religious minority groups may be excluded from decision-making processes related to critical incidents, such as emergency planning or response teams. This lack of representation could result in policies or actions that do not fully consider the religious needs or concerns of affected individuals, exacerbating feelings of marginalisation or disenfranchisement. * Critical incidents may coincide with religious holidays or observances, posing challenges for individuals who wish to observe their faith practices during such times. CI response plans may not account for these religious considerations, leading to conflicts or difficulties in accommodating individuals' religious obligations or commitments. |
| Sex | Y | * CI response plans may include provisions to ensure that emergency response facilities, such as shelters or restrooms, are accessible and safe for individuals of all genders. This promotes inclusivity and addresses the needs of transgender, non-binary, and gender non-conforming individuals, reducing the risk of discrimination or discomfort during critical incidents. * By establishing protocols for identifying and addressing instances of gender-based violence or harassment during critical incidents, response plans can contribute to creating a safer environment for individuals of all sexes. This proactive approach helps to prevent and respond to incidents of sexual assault, domestic violence, or other forms of gender-based harm within the college community. * CI response plans may outline procedures for providing equitable access to support services, counselling, or medical assistance for individuals affected by critical incidents, regardless of their sex. This ensures that all individuals receive the necessary care and resources to cope with trauma or distress, promoting equality in access to emergency assistance and support. * During critical incidents, response plans may emphasise the importance of gender-sensitive communication and language use to avoid reinforcing gender stereotypes or biases. Clear and respectful communication practices help to promote a culture of respect and equality, fostering a supportive environment for individuals of all sexes during challenging circumstances. * CI response plans may incorporate measures to ensure gender diversity and representation in emergency planning and decision-making processes. By including individuals of diverse genders in leadership roles or advisory committees, the college promotes inclusivity and ensures that the needs and perspectives of all sexes are considered in emergency response efforts. | Y | * CI response plans may inadvertently reinforce gender-based stereotypes regarding the capabilities or responses of individuals during critical incidents. For example, assumptions about women being more emotionally vulnerable or men being more physically capable may influence decision-making or resource allocation, leading to unequal treatment based on gender. * Critical incidents may affect individuals differently based on their gender, yet the policy and procedure may not adequately address gender-specific needs or concerns. For example, access to facilities such as washrooms or changing areas during lockdowns or evacuations may be limited for certain genders, resulting in discomfort or safety risks. * Critical incidents, particularly those involving security threats or community unrest, may heighten the risk of gender-based violence, including sexual harassment or assault. CI response plans may not adequately address these risks or provide adequate protection measures, leaving individuals vulnerable to harm or exploitation. * The composition of emergency planning or response teams may lack gender diversity, leading to a lack of perspectives and experiences in shaping policies and protocols. This lack of representation may result in oversight or neglect of gender-specific concerns or priorities during critical incidents. |
| Sexual orientation | Y | * CI response plans may include provisions for inclusive support services that cater to the diverse needs of individuals based on their sexual orientation. This could involve access to trained counsellors or support groups that are sensitive to LGBTQ+ issues, providing a safe space for individuals to seek assistance or guidance during critical incidents. * By promoting a culture of non-discrimination and respect, the policy and procedure help create an environment where individuals feel valued and supported regardless of their sexual orientation. This can foster a sense of belonging and inclusivity, reducing the risk of discrimination or marginalisation during critical incidents. * CI response plans may explicitly recognise the diversity of sexual orientations within the college community, affirming the rights and identities of LGBTQ+ individuals. This acknowledgment can help combat stigma and prejudice, promoting acceptance and understanding among staff and students. * During critical incidents, such as evacuations or lockdowns, response plans can ensure equal access to resources and accommodations for individuals regardless of their sexual orientation. This includes access to safe shelter, medical assistance, or communication channels, without fear of discrimination or exclusion. | Y | * During critical incidents, individuals who identify as LGBTQ+ may be at risk of discrimination or harassment from peers, staff, or emergency responders. CI response plans may not adequately address these risks or provide measures to prevent discrimination based on sexual orientation, leading to feelings of vulnerability or alienation among LGBTQ+ individuals. * LGBTQ+ individuals may have unique needs or concerns during critical incidents, such as access to gender-affirming facilities or support for mental health issues related to identity-based stressors. CI response plans may not offer inclusive support services tailored to the needs of LGBTQ+ individuals, resulting in a lack of adequate assistance or resources during emergencies. * LGBTQ+ individuals may experience exclusion or marginalisation in emergency planning or response efforts due to systemic biases or heteronormative assumptions. CI response plans may not prioritise LGBTQ+ perspectives or involve LGBTQ+ individuals in decision-making processes, leading to overlooked concerns or ineffective strategies for addressing the needs of LGBTQ+ communities during critical incidents. * LGBTQ+ individuals may face an increased risk of victimisation or violence during critical incidents, particularly if they are perceived as different or vulnerable by others. CI response plans may not include specific measures to protect LGBTQ+ individuals from targeted harm or harassment, leaving them at greater risk of experiencing violence or discrimination during emergencies. * LGBTQ+ individuals may encounter barriers to accessing affirming resources or support networks during critical incidents, such as shelters or counselling services that are inclusive of diverse sexual orientations. CI response plans may not prioritise the availability of LGBTQ+-friendly resources, resulting in limited options for LGBTQ+ individuals seeking assistance or refuge during emergencies. |

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| Other  characteristic  See Note 7 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation | Y | * CI response plans can consider that individuals experiencing social deprivation and seek to provide equal access to support services and resources during critical incidents. By providing clear guidelines and procedures for emergency response, response plans can ensures that individuals from disadvantaged backgrounds receive timely assistance and support, regardless of their socioeconomic status. * Critical incidents can exacerbate existing disparities and inequalities faced by socially deprived individuals. However, response plans can help to mitigate these disparities by prioritising the needs of vulnerable populations and ensuring that support services are accessible and responsive to their unique circumstances. This can help alleviate the negative impact of critical incidents on individuals experiencing social deprivation. * By establishing clear protocols for emergency response, response plans can empower individuals from socially deprived backgrounds to navigate critical incidents effectively. Providing information on available resources, communication channels, and support networks enables individuals to take proactive measures to protect themselves and access assistance when needed, thereby enhancing their resilience and ability to cope with emergencies. * Response plans can fosters a sense of community resilience by promoting collaboration and cooperation among diverse stakeholders in responding to critical incidents. By engaging community members, service providers, and local authorities in emergency planning and response efforts, the CI response plans helps build stronger support networks and collective capacities to address the needs of socially deprived individuals during crises. * While the policy primarily focuses on emergency response, its implementation can also contribute to addressing the underlying factors contributing to social deprivation. By identifying vulnerable populations and their specific needs during critical incidents, the policy highlights areas where targeted interventions and support services are needed to address systemic inequalities and promote social inclusion. | Y | * Individuals experiencing social deprivation may face challenges in accessing information about the Critical Incident Policy and Procedure due to limited internet or communication resources. Lack of awareness about emergency protocols can hinder their ability to respond appropriately during crisis situations, potentially exacerbating the impact of the incident on their safety and well-being. * Individuals facing social deprivation may have limited support networks or community resources to rely on during emergencies. The Critical Incident Policy and Procedure may not adequately address the needs of these individuals or provide sufficient support services tailored to their circumstances, resulting in feelings of isolation or abandonment during critical incidents. * Socially deprived individuals may be disproportionately affected by critical incidents due to pre-existing vulnerabilities such as unstable housing, financial insecurity, or inadequate access to healthcare. CI response plans may not account for these disparities in risk exposure or provide targeted interventions to mitigate the heightened impact of emergencies on socially deprived populations. * Individuals experiencing social deprivation may face stigma or discrimination from others during critical incidents, leading to marginalisation or exclusion from emergency response efforts. CI response plans may not address systemic biases or stereotypes that contribute to the stigmatisation of socially deprived individuals, perpetuating inequalities in access to support and resources during emergencies. * Socially deprived individuals may encounter barriers to accessing recovery resources or assistance in the aftermath of critical incidents. CI response plans may not prioritise the allocation of resources to support the long-term recovery and resilience of socially deprived populations, further exacerbating disparities in post-crisis outcomes. |
| Care Experienced people | Y | * The CI response plans may include provisions for tailored support services specifically designed to meet the needs of Care Experienced individuals during critical incidents. This could include access to dedicated counsellors, mentors, or support groups trained to address the unique challenges faced by Care Experienced people in emergency situations. * Care Experienced individuals may benefit from clear communication channels established by the CI response plans, ensuring that they receive timely and accurate information about emergency protocols, evacuation procedures, and available support resources. This can help alleviate anxiety and uncertainty during crisis situations, enabling Care Experienced individuals to make informed decisions about their safety and well-being. * CI responses may incorporate trauma-informed approaches to emergency response, recognising the potential impact of past traumatic experiences on Care Experienced individuals' ability to cope with crisis situations. By prioritising empathy, sensitivity, and understanding, the policy and procedure can create a supportive environment that validates the experiences and feelings of Care Experienced people, promoting healing and resilience in the aftermath of critical incidents. * Care Experienced individuals may have the opportunity to participate in the development and review of the Critical Incident actions, ensuring that their voices are heard and their perspectives are considered in emergency responses. This inclusive approach empowers Care Experienced individuals to contribute valuable insights and recommendations, leading to policies that better reflect their needs and priorities during emergencies. * CI responses may outline protocols for providing comprehensive post-incident support to Care Experienced individuals, including access to counselling, advocacy services, and peer support networks. By prioritising the holistic well-being of Care Experienced people in the aftermath of critical incidents, the policy and procedure can facilitate recovery, promote resilience, and mitigate the long-term impact of trauma on individuals' lives. | Y | * Critical incidents can trigger traumatic memories or exacerbate existing mental health challenges for Care Experienced individuals who may have experienced past trauma or adverse childhood experiences. The CI response plans may not adequately address the unique needs of Care Experienced people in managing trauma triggers or providing appropriate psychological support during emergencies. * Care Experienced individuals may have specific support needs or communication preferences that are not addressed in the Critical Incident Policy and Procedure. The lack of understanding or sensitivity to their experiences may result in ineffective crisis response strategies or inadvertent re-traumatization, further exacerbating their distress during critical incidents. * Care Experienced people may rely on informal support networks or trusted individuals for assistance during emergencies. CI response plans may not consider the importance of maintaining these support networks or ensuring continuity of care for Care Experienced individuals, leading to feelings of abandonment or isolation during critical incidents. * Care Experienced people may face systemic barriers such as poverty, housing instability, or limited access to healthcare, which can exacerbate their vulnerability during critical incidents. CI response plans may not address these structural inequalities or provide targeted interventions to mitigate the impact of emergencies on Care Experienced populations, perpetuating cycles of disadvantage and marginalisation. * Care Experienced individuals may require ongoing support and follow-up care in the aftermath of critical incidents to address their unique emotional and practical needs. CI response plans may not prioritise the provision of comprehensive aftercare services or long-term support for Care Experienced people, resulting in unmet needs and prolonged distress following emergencies. |
| People with caring responsibilities | Y | * The police and procedure outlines clear protocols for responding to critical incidents, and the CI response plans can facilitate effective communication with individuals who have caring responsibilities. Clear and timely communication can help caregivers make informed decisions about their responsibilities and arrangements during emergencies, reducing uncertainty and anxiety. * CI response plans may include provisions for flexible work arrangements or compassionate leave to accommodate individuals with caring responsibilities during critical incidents. By providing flexibility in scheduling or workload management, the policy enables caregivers to prioritise their caregiving duties while fulfilling their professional obligations during emergencies. * CI response plans can incorporate provisions for accessing support services or counselling for individuals affected by emergencies. People with caring responsibilities may benefit from these support services to cope with the emotional impact of critical incidents and navigate the challenges of balancing caregiving responsibilities with other commitments. * CI response plans encourage collaborative planning between caregivers and college authorities to develop personalised emergency response plans tailored to individuals' specific caring responsibilities. By involving caregivers in the response process, the CI team promotes a supportive and inclusive approach that addresses the unique needs of caregivers during critical incidents. | Y | * Critical incidents can disrupt the caregiving responsibilities of individuals who are responsible for looking after dependents, such as children, elderly parents, or family members with disabilities. The policy and procedure may not provide adequate flexibility or support to accommodate the needs of individuals with caring responsibilities, leading to challenges in balancing work or study commitments with caregiving duties during emergencies. * People with caring responsibilities may experience heightened stress and anxiety during critical incidents, especially if they are unable to fulfil their caregiving duties or ensure the safety and well-being of their dependents. CI response plans may not offer sufficient guidance or resources to help individuals manage the emotional impact of emergencies while juggling their caregiving responsibilities, resulting in increased stress and psychological distress. * Individuals with caring responsibilities may face barriers to accessing support services or seeking assistance during critical incidents due to their caregiving responsibilities. CI response plans may not address the specific needs of this population or provide tailored support mechanisms to ensure that individuals with caring responsibilities receive timely assistance and information during emergencies, further exacerbating feelings of isolation or helplessness. * Critical incidents may require individuals with caring responsibilities to take time off from work or studies to attend to their dependents or address urgent family matters. CI response plans may not offer clear guidance or provisions for managing work or study disruptions caused by caregiving responsibilities during emergencies, potentially leading to conflicts between personal and professional obligations and impacting academic or career progression. * People with caring responsibilities may feel overlooked or marginalised in the response to critical incidents, as the plans may not explicitly recognise the challenges they face or prioritize their needs for support and assistance. The absence of targeted interventions or accommodations for individuals with caring responsibilities may contribute to feelings of invisibility or neglect within the college community during emergencies. |
| Any other groups that need to be taken in consideration? |  |  |  |  |

**Step 4 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | **Diverse Representation**: Ensure that the critical incident management team reflects the diversity of the college community, including representation from individuals with various protected characteristics. This diversity can provide different perspectives and insights into addressing the needs of all individuals affected by an incident.  **Tailored Support**: Develop protocols for providing tailored support to individuals from different protected groups based on their specific needs. This may involve offering language interpretation services, culturally sensitive counselling, or accommodations for religious practices during and after an incident.  **Review Mechanisms**: Establish mechanisms for ongoing review and evaluation of the critical incident management policy and procedure to identify any unintended negative impacts on protected characteristics. Regular feedback loops and consultations with affected groups can help refine the process to better address their needs.  **Clear Communication**: Ensure that communication strategies during a critical incident are inclusive and considerate of different protected characteristics. Provide information in accessible formats and offer alternative communication channels to reach all members of the college community effectively.  **Continuous Improvement**: Foster a culture of continuous improvement within the critical incident management framework, where lessons learned from previous incidents are used to refine and enhance response protocols. Encourage feedback from affected individuals and stakeholders to drive ongoing improvements in inclusivity and equality. |
| Is there a need to address any gaps in evidence? | Implement a systematic review process for the policy and procedure, conducting annual assessments as well as after each critical incident. This approach ensures that the policy remains responsive and relevant over time, adapting to emerging challenges, feedback, and best practices in the field. |
| How will equality be advanced/ good relations be fostered? | By instituting a systematic review mechanism for the policy and procedure, we will conduct bi-annual assessments and reviews following each critical incident. This proactive approach guarantees that the policy stays dynamic and pertinent, continuously evolving to address emerging challenges, incorporate feedback, and align with best practices in the field. This commitment to ongoing evaluation fosters equality by ensuring that the policy remains inclusive, responsive, and reflective of evolving societal needs and expectations. |
| Who has been involved in carrying out this assessment? | Portfolio Manager completed this assessment |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? |  |

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| **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? | | |
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**Step 5: The monitoring and review stage**

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| **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:** |
| Review of full procedure by key action leads, SMT and the Executive Team  Note: SMT are responsible for communicating CIM policy and procedure and ensuring that their departments teams are training on protocols outlined in the document. | Portfolio Manager will oversee | Every year |
| Utilise the lessons learned following an incident to enhance and refine the process. | Critical incident GOLD and SILVER commands  Portfolio manager | After a critical incident has occurred |
| Tabletop exercised and rehearsals to test business continuity plans will include reference to the CIM policy and procedure | CIM testing team | Sporadically throughout the year |
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|  |  |  |
| **Signature of Lead: Emma Miller** **Date: 07/03/2024** | | |

**Step 6 – 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 Quality and Improvement;
* publication in whole or in part on the College website.

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| **Date of Review** | **07/03/2024** |
| **Date of Publication** |  |