

**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 | Safeguarding | | EIA Team and Lead Member of Staff | Kara Tait  David Hiddleston (reviewed policy)  Monica Hoenigmann (reviewed policy) | Date | 14/9/18 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | x |

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| **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 | The college undertook the process of reviewing an updating the Safeguarding policy. This policy was revised to include new up to date information from the college and generally in terms of safeguarding.  The aim of the revised policy is to meet national standards and to increases awareness among staff. |
| Who will be affected?  See Note 2 | Staff and students  Social work, police and other external partners  Work experience partners |
| Who will be consulted?  See Note 3 | | Staff and board |
| 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 provides Edinburgh College staff with the information and guidance’s in relation to safeguarding/cause for concerns and how to report. The Safeguarding policy protects all students from harm and who may be at risk, with a safe supportive learning environment which encourages them to fulfil their potential and where they are protected from harm, abuse and exploitation. This covers all protected groups within the 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:

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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** |

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 | Safeguarding college students who may be at risk, with a safe supportive learning environment which encourages them to fulfil their potential and where they are protected from harm, abuse and exploitation. Safeguarding protects the young people of the college and this is a positive step in relation to their safety. | N |  |
| Disability | Y | Safeguarding college students who may be at risk, with a safe supportive learning environment which encourages them to fulfil their potential and where they are protected from harm, abuse and exploitation. Safeguarding protects the vulnerable people of the college and this is a positive step in relation to their safety. | N |  |
| Gender reassignment | Y |  | N |  |
| Marriage/civil partnership (relevant in employment law) | x | x | x | x |
| Pregnancy and Maternity | Y |  | N |  |
| Race | Y |  | N |  |
| Religion or belief | Y |  | N |  |
| Sex | Y |  | N |  |
| Sexual orientation | Y |  | N |  |
| Social deprivation\*  See Note 7 | Y |  | N |  |
| Care Experienced people\* | Y | Edinburgh College are a corporate parent and look after the needs and health and wellbeing of any looked after young people while at college. | N |  |
| People with caring responsibilities\* | Y |  | N |  |

**Step 3 – 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 | The policy recognises and makes it clear that not all disabled people would fall under the vulnerable adult category. This helps to prevent assumptions that all people with disabilities are vulnerable.  The college will be sensitive with regards to how they handle situations around potential radicalisation, especially around not making assumptions about people from particular ethnic groups. Any concerns about safeguarding will be handled by the safeguarding team as our main goal is to support vulnerable students. |
| Is there a need to address any gaps in evidence? | Not at this time. |
| How will equality be advanced/ good relations be fostered? | The policy will help staff to understand the safeguarding process. This will include safeguarding students from protected characteristic groups. |
| Who has been involved in carrying out this assessment? | Kara Tait  Sara Taylor  David Hiddleston (David has been involved in reviewing the policy)  Monica Hoenigmann (Monica has been involved in reviewing the policy) |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | Continue to monitor safeguarding submission records to look for any trend among any protected characteristic groups. |

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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 4: 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:** |
| Reviewed in line with the policy review date. | Safeguarding team | September 2021 |
| Interim review of policy | Safeguarding team | Yearly – September |
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| **Signature of Lead: Kara Tait**  **Date: 18/09/18** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Sara Taylor, Equalities Officer, [sara.taylor@edinburghcollege.ac.uk](mailto:sara.taylor@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |