

Glasgow Kelvin College

Equality Impact Assessment

Safeguarding Children, Young People and Vulnerable Adults
Policy - 2018



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Practitioners conducting assessment		
Name	Designation	Date
Doreen Shiels	Director of Human Resources	
Patricia Currie	EDI Manager	

Step 1 – Identification and Scope

Brief description of the decision, policy or practice being assessed

Review of Safeguarding Children, Young People and Vulnerable Young Adults Policy in light of the College policy review schedule.

Aims of the decision, policy or practice?

The College will promote and safeguard the wellbeing of children, young people and vulnerable adults to ensure that they feel safe and secure and that they are free from exploitation and abuse.

The objectives of the policy are to:

- improve senior management commitment and accountability
- create a clear understanding amongst staff and stakeholders safeguarding responsibilities
- ensure services for children, young people and vulnerable adults are safe and accessible
- ensure children and young people's views are taken into account
- put in place a programme of staff training and continuing professional development
- put in place safer recruitment vetting procedures and procedures for responding to allegations against staff
- put in place effective inter Agency working

Who is affected by the decision, policy or practice?

- Students
- Staff
- Members of the public/Stakeholders

Step 2 – Research and Consultation

Outline evidence / research

Original development of the policy involved the following research, there have been no changes:
 Equality Act 2010 - legislation;
 EHRC;
 ACAS;
 CIPD;
 Local Authority Guidelines on child protection; and
 Revised *Prevent* Duty Guidance for Scotland. Guidance for specified Scottish authorities on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. HM Government.

The Policy is associated with several other College policies and procedures. These include Complaints Handling, Whistle Blowing Policy, PVG and the Code of Learner Behaviour

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Trade Union Unison
 Trade Union EIS (FELA);
 College Managers;
 Staff;
 Learners;
 Safeguarding and Corporate Parenting Team; and
 HR Committee – 26.09.18.

Research Key Findings

The College did not propose any changes to the policy other than the addition of the Social Media Procedure to the list of supporting policies. The guidance card for staff was updated to reflect new members of the Safeguarding and Corporate Parenting Team and contact details.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	Yes (+ or -)	Potentially (+ or -)	Neutral (no impact)	Not known
Age		+		
Disability		+		
Gender		+		
Gender reassignment		+		
Marriage and Civil partnership		+		

Pregnancy and Maternity		+		
Racial group		+		
Religion or belief		+		
Sexual orientation		+		

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	Likely Impact
Age	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of age.
Disability	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of disability.
Gender	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of gender.
Gender reassignment	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of gender reassignment.
Marriage and Civil partnership	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of marital status.
Pregnancy and Maternity	The policy applies to all regardless if the woman is pregnant or is/has been absent previously on maternity leave.
Racial group	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of race.
Religion or belief	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of religion or belief.
Sexual orientation	The Policy seeks to safeguard all children, young people and vulnerable adults from harm, irrespective of sexual orientation.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

Policy issued to all existing staff to raise awareness;
 Safeguarding Advice Card issued to staff at the start of each session and a briefing provided by the line manager.
 Policy issued to all new staff as part of induction process;
 Policy available on the intranet and internet;
 Training for staff on safeguarding, corporate parenting and PREVENT;
 Equality, Diversity and Inclusion Manager works with managers, teams and learners to raise awareness of safeguarding issues;
 Monitoring and reporting of safeguarding instances;
 EDI Manager a member of the Safeguarding Workgroup for FE Sector;
 Safeguarding and Corporate Parenting Team in place;
 Online training module for staff on safeguarding must be completed every two years;
 Dedicated email address for staff and learners to raise concerns relating to safeguarding; and
 Activities which promote safeguarding, Corporate Parenting and the PREVENT duty.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Monitoring and evaluation lies with the senior management team. Processes include:

- recorded incidents;
- Annual Reports and Action Plans;
- feedback from the general staff through the Joint Consultative Committee;
- feedback from the Student Association; and
- review of the annual Student Satisfaction Survey data.

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval – Equalities Committee

Identify outcome

<p>A. Proceed –</p> <ul style="list-style-type: none"> • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken. 	<p>Yes</p>
<p>B. Proceed with adjustments to:</p> <ul style="list-style-type: none"> • remove barriers identified or • better advance equality. 	

C. Stop and rethink as actual or potential unlawful discrimination has been identified.	
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Approved	Yes
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	Designation	Date
Doreen Shiels	Director of HR	30.11.16
Patricia Currie	Equality, Diversity and Inclusion Manager	02.12.16

Signed Date

Signed Date

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. Eliminate

- a) discrimination,
- b) harassment,
- c) victimization; or
- d) any other prohibited conduct

2. Advance equality of opportunity by

- a) removing or minimising disadvantage
- b) meeting the needs of particular groups that are different from the needs of others
- c) encouraging participation in public life

3. Foster good relations – tackle prejudice, promote understanding

Protected Characteristics:

- 1. Age
- 2. Disability
- 3. Gender Reassignment
- 4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in *employment*, not to learners)
- 5. Pregnancy And Maternity
- 6. Race
- 7. Religion Or Belief
- 8. Sex/ Gender
- 9. Sexual Orientation.