

Glasgow Kelvin College

# Equality Impact Assessment

Safeguarding Children, Young People and Vulnerable Adults  
Policy - 2021



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<b>Practitioners conducting assessment</b>		
Name	Designation	Date
Doreen Shields	Director of Human Resources	26.04.21
Patricia Currie	EDI Manager	27.04.21

## **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;  
The Children and Young People (Scotland) Act 2014  
The Adult Support and Protection Act 2007  
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  
Students  
Staff  
Health and Social Care Partnership – CRAFFT - audit/training based on policy content  
WhoCares Scotland

### **Research Key Findings**

The consultation exercise and review led to several changes of the document. Staff requested that a definition of children and young people and adults at risk be incorporated to ensure clarity.

A section which provides the site details for staff to access supporting materials to assist them when managing a safeguarding issue was added to ensure staff are supported. Recent experience in the curriculum area led to the incorporation of an additional section which sets a process out for the withdrawal of an offer or a place on a programme where the College establishes that an individual poses a risk to other students taking cognisance of its statutory duties which arise as a consequence of the Protection of Vulnerable Groups (Scotland) Act 2007 and other related legislation. To assist staff understand the role of a safeguarder an additional section was added which clarifies for staff the role of a safeguarder and how to access contact details.

To ensure that staff understand and undertake appropriate training an additional section which

details training and development for staff on safeguarding, prevent and corporate parenting was added with links.

The provision of a flowchart to assist staff determine if an issue is a safeguarding or welfare matter and how to refer or who to contact was also added.

These changes were made as a direct result of the consultation process.

**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.

<b>Protected Characteristic</b>	<b>Likely Impact</b>
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 uploaded to self-service portal for all existing staff and a campaign undertaken to raise awareness;  
 At the start of each session a briefing is 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 annually or as appropriate;  
 Equality, Diversity and Inclusion role holder works with managers, teams and learners to raise awareness of safeguarding issues;  
 Monitoring and reporting of safeguarding instances;  
 EDI role holder 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 Negotiating and 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"> <li>• no potential identified for discrimination or adverse impact, and:</li> <li>• all opportunities to advance equality have been taken.</li> </ul>	<p>Yes</p>
<p>B. Proceed with adjustments to:</p> <ul style="list-style-type: none"> <li>• remove barriers identified or</li> <li>• better advance equality.</li> </ul>	
<p>C. Stop and rethink as actual <i>or</i> potential unlawful discrimination has been identified.</p>	

<p>Approved</p>	<p><b>Yes</b></p>
<p>*Not Approved and Requires Further Information</p>	

*\*Please add Comments*

### **Person(s) responsible**

Name	Designation	Date
Monica McKerlie	Head of Learner Services	29.04.21
Jenny McKay	Curriculum Manager	29.04.21

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.