

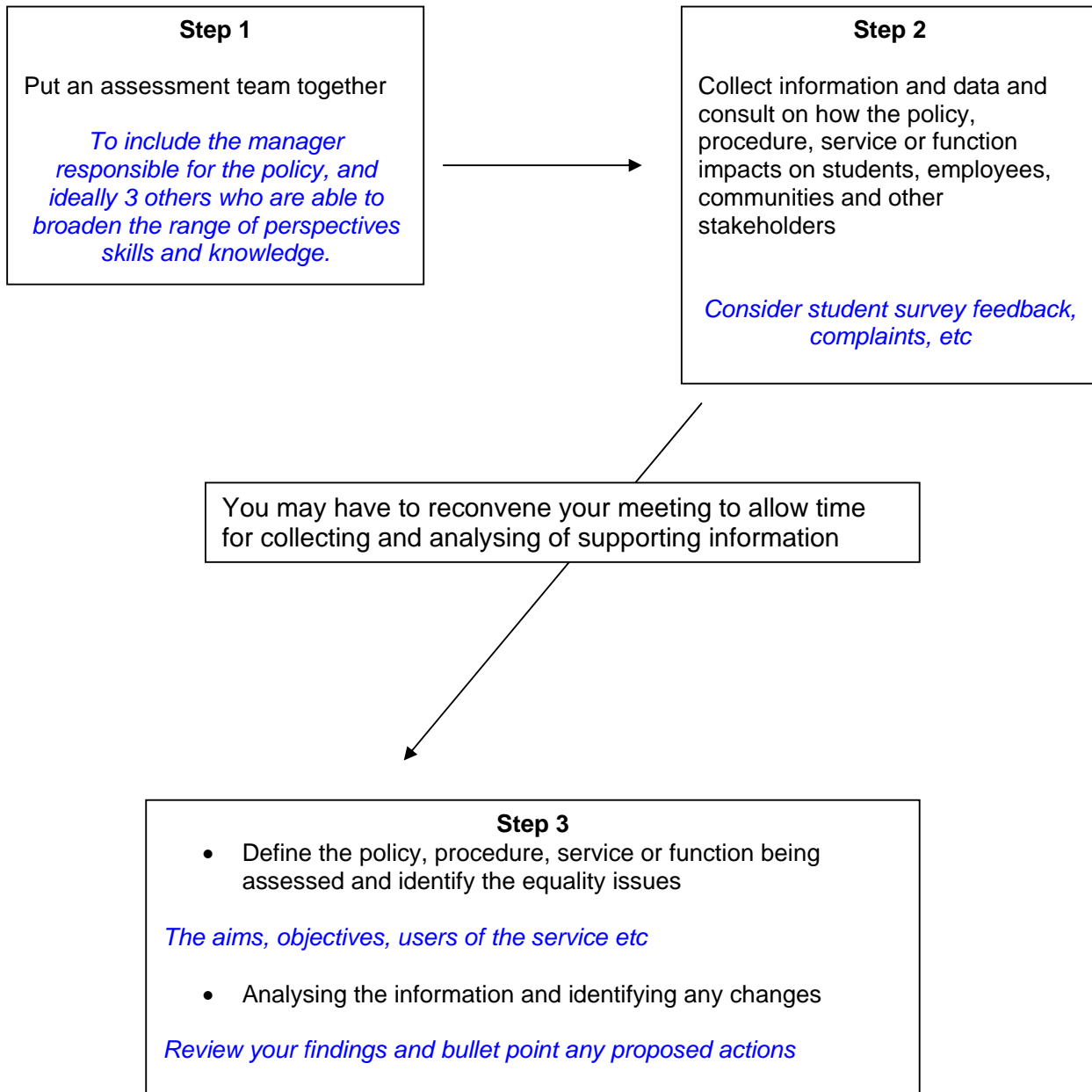


# **EQUALITY IMPACT ASSESSMENT Child Protection Policy and Procedures**

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## CONDUCTING EQUALITY IMPACT ASSESSMENTS



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<b>Step 1</b>	<b>Details of Assessment Team – refer to guidance notes</b>
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Please use this form to record the details of your team. Use the guidance notes to help you to pull a relevant team together.

**About the policy, practice, service or function you are assessing**

Name of policy, practice, service or function: **Child Protection Policy and Procedures**

Name of Assessment Team Leader: **Di Fortescue/John Gray**

Department responsible: **Student Success**

**Other members of assessment team:**

Name	Position	Area of Expertise	Comments
<b>Di Fortescue</b>	<b>Head Student Support</b>	<b>Student Support</b>	
<b>John Gray</b>	<b>Vice Principal</b>	<b>Curriculum</b>	
<b>Sara Townsend</b>	<b>Equality &amp; Diversity Manager</b>	<b>Equality &amp; Diversity</b>	

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**Step 2 – Collecting information and data on consulting on how the policy, procedure, service or function impacts on students, employees, communities and other stakeholders – refer to guidance notes**

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i>  <b>Examples of evidence could be:</b>	<b>Date data was collected</b>
<b>Tick evidence gathered and state briefly what it tells you.</b>	
1.Data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) <b>Currently this data can be found in the College Annual Report. In recent years, here has been no significant change in the number of Child Protection cases arising. Similarly, there have been no significant issues with regard to E &amp; D monitoring around Child Protection but please refer to Action Point 1.</b>	
2.student/ employee feedback from surveys or complaints	N/A
3. any important demographic changes or trends	N/A
4. comparative information or data where no local information is available	N/A
5. census, national or regional statistics <b>Local data on Child Protection is held by the local Safeguarding Children's Board and local Safeguarding Adult's Board.</b>	N/A
6. Access Audits, DDA assessments <b>No – but there are specific procedures cited in the policy for handling cases concerning LLDD students.</b>	
7. workforce profile (ethnicity, disability, gender etc)	N/A
8. outcomes of previous monitoring <b>Yes - actioned</b>	
9. existing or previous inspections of the policy, procedure, practice, service or function <b>Yes - actioned</b>	
10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders)	N/A
11. how part-time or sessional staff may be affected <b>Need to ensure training of <u>all</u> staff is in place on Child Protection. See Action Point 2.</b>	

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12. any consultation and community involvement <b>With local Safeguarding Children's Board and local Safeguarding Adult's Board.</b>	
13. existing or previous impact assessment action points <b>Yes - actioned</b>	

**Step 3 – Defining the policy, procedure, service or function and identifying inequalities by analysing the information you have and identifying actions – refer to guidance notes**

**Question 1**

What is the name of the policy, procedure, practice, service or function you are assessing, what are the main aims and objectives; what outcomes do we want; and who is responsible for implementing or delivering the policy, procedure, practice, service or function?

**Response/ Findings:** Child Protection Policy

**Aims & objectives are:**

- **The safeguarding of all children (including new provision covering 14+ learners) and vulnerable adults**

**Where/with whom does the responsibility rest:**

- **With all staff (under Deputy Principal as the designated person)**

**Question 2**

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Who is affected by the policy, procedure, practice, service or function and is there any evidence that any groups within the following characteristics are adversely affected.

**Response/ Findings:**

- All children and vulnerable adults
- All staff and the wider college community

	YES – state briefly	NO
Age	<b>With reference to age there are differing legal requirements.</b>	
Disability		X
Gender		X
Racial Group		X
Religious Belief		X
Sexual orientation		X

**Question 3**

Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? *For instance higher or lower uptake or participation.* Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.

**Response/ Findings:**

**Within the policy, both age and disability are taken into account and have special considerations attached to them. There are also named members of staff who need to be involved in particular cases (LLDD students – Sue Barratt, and students who are deaf, or have a hearing impairment – Linda Sharpe). In other circumstances when students have Additional Needs, the policy cites a “member of the student support team” to be on hand to offer advocacy/support.**

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**Note: A broad interpretation should be taken of the word 'evidence.' It should include anecdotal evidence and evidence derived from qualitative and quantitative analysis where available.**

**Question 4**

Is the service that is underpinned by this policy, procedure or function having a positive or negative effect on particular students, employees, community groups or other stakeholders?

**Response/ Findings:**

**Overall this policy has a beneficial effect on those who designed to protect and the wider College community, as it is there to ensure SNC meets its legislative and moral responsibilities to protect children and vulnerable adults. SNC Student Support Service offers levels of support where requested/required. There is a positive culture of students coming forward to request assistance and support through college services. All young people and vulnerable adults have special protection by law under this policy.**

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**Question 5**

In relation to this policy, procedure, practice, service, or function does any equality or diversity actions already exist? If YES detail below.

**Response/ Findings:**

**Yes, special provisions exist within the policy for LLDD students, under 18's and vulnerable adults.**

**Question 6 – Look at Questions 2 & 3 Answers**

Is there an opportunity to promote equality of opportunity or good community relations by altering the policy, or by working with others?  
If YES, detail your action on FORM IMPACT. If NO state briefly how the team came to this conclusion.

**Response/ Findings:**

**Yes, through enhanced training opportunities for all staff via CPD – see Action Point 2.**

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Policy/ Service/ Procedure/ Function Title: CPP
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Report of EIA Findings:

<b>1) Overview of policy/ service</b> This policy is a legal requirement and is under the supervision of the Local Safeguarding Children Board (LSCB) and the Local Safeguarding of Vulnerable Adults Board. The College also has a Safeguarding Group which ratifies and monitors the policy.			
<b>2) Findings</b> Please see Action Points below.			
<b>3) Actions Taken</b>			
<ul style="list-style-type: none"> <li>Action Point 1: From now on the number and details of CP cases and outcomes to be reported/monitored with regard to E &amp; D in Student Services SAR.</li> </ul>	<b>By When</b> Next SAR	<b>By Whom</b> DF	<b>Progress</b>
<ul style="list-style-type: none"> <li>Action Point 2: Take more of a proactive lead in training <u>all</u> staff in both initial and update CP training and awareness.</li> </ul>	<b>To be in place by</b> Summer	<b>Safeguarding</b> <b>Group</b>	
<ul style="list-style-type: none"> <li>Action Point 3: Continue to monitor all partners with regard to CP issues/responsibilities.</li> </ul>	<b>On going</b>	<b>Safeguarding</b> <b>Group</b>	
<b>Data/ Information considered:</b>			

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<b>Consultation:</b>
<b>Date of Publication of EIA:</b> <b>Nov 09</b>

To be held centrally by E & D Manager.

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