

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	6 th January 2015	
School / Department:	GSA Policy	
Lead member of staff:	Jill Hammond Head of Student Support and Development	
Location of impact assessment documentation (contact or web link):	Jill Hammond j.hammond@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Child Protection Policy	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>Equality consideration has been integral to the development of this new policy and close attention paid to ensuring that it aligns with National Guidance and statutory practice in safeguarding children. Equality consideration of this policy relates to ensuring that the needs of the child are met in the context of safeguarding.</p> <p>The policy is underpinned by the four key principles set out by the UN Convention on the Rights of the Child which promote positive impact relative to the three needs of the PSED.</p>		
<p>Evidence used to make the assessment:</p> <p>The development of the policy has been informed by research (as above) and consultation with statutory services. The policy includes training for relevant staff, students and volunteers and sets out the responsibilities of all parties based on the central need to ensure the needs of the child are prioritised and that safeguarding needs are taken account of irrespective of protected characteristic.</p> <p>The opportunity to identify factors relating to protected characteristics has been incorporated into the reporting template in order that where these are relevant in the context of safeguarding they can be considered.</p>		
<p>Outline any positive or negative impacts identified:</p> <p>Potential positive impact as a consequence of mainstreaming equality is integral to the policy. Equality consideration is supported through guidance and training to mitigate the potential for negative impact in implementation. The Guidance facilitates informed action and an understanding of individual responsibilities within a clear process that takes account of the needs of all children.</p> <p>Positive impact will be supported through staff training which will raise awareness of potential risk or harm in the context of protected characteristics including, sex, disability, race, sexual orientation and religious belief.</p> <p>No negative impact identified.</p>		

Summary of the actions you have taken or plan to take as a result:

As part of policy development training provided by Glasgow City Social Work Services has been negotiated and will be offered to all key staff in early 2015. Thereafter training will be offered annually to new staff as part of the regular staff development programme.

All reports relating to safeguarding will be monitored by the Designated Child Protection Officer in conjunction with statutory services. Particular attention will be given to any emergent negative impact at the individual or organisational level.

Summary of what you anticipate will change as a result of your actions and where / when these will be reported and reviewed:

It is anticipated that the policy, supported by guidance and training will provide a comprehensive approach to child protection, taking account of protected characteristic and the needs of the PSED. The policy will be reviewed in January 2017 in light of implementation.

State how these changes will contribute to the delivery of GSA's equality outcomes:

The introduction of this policy will not impact directly on GSA's equality outcomes 2013 – 17 however the mainstreaming of equality consideration into its development contributes to the delivery of GSA's equality mainstreaming agenda.

The outcome of your assessment:

- No action – no potential adverse impact
- Amendments or changes to remove barriers / promote positive impact
- Proceed with awareness of adverse impact

Sign-off, authorisation and publishing**Review Lead**

Name:	Jill Hammond
Position:	Head of Student Support and Development
Signature:	Jill Hammond
Date:	January 2015

Executive Lead

Name:	Craig Williamson
Position:	Registrar
Signature:	Craig Williamson
Date:	January 2015

Equality Lead (Head of Student Support and Development)

Name:	Jill Hammond
Signature:	Jill Hammond
Date:	March 2015