

# Equality Impact Assessment

Guidance on completing Equality Impact Assessments can be found on the intranet in the equality and inclusion section

Document:	Corporate Parenting Plan 2023
Executive Summary:	Our Plan must show how we are meeting the requirements in Sections 58 to 61 of the Children and Young People (Scotland) Act 2014; this plan indicates how we will meet these. Corporate Parenting is not a task that can be delegated to an individual or team. The whole organisation is responsible for fulfilling its corporate parenting duties.

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

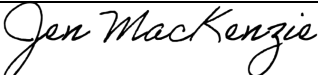
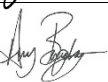
- 1: Does the policy/practice eliminate discrimination, harassment and victimisation?
- 2: Does the policy/practice promote equality of opportunity?
- 3: Does the policy/practice promote good relations?

Protected Characteristic	Commentary <i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i>
<b>Age</b> <i>Someone belonging to a particular age, or range of ages</i>	This plan is having a positive impact – committed to protecting all age groups regardless of age.
<b>Care Experienced</b> <i>Someone who has been or is currently in care or from a looked-after background at any stage in their life. This includes adopted children who were previous looked-after.</i>	The plan is having a positive impact, as a College we have made a commitment to this group.  As a College we will ensure that we recognise the additional barriers that many young people face in sustaining a positive learning journey and will make the necessary adjustments to give these learners the chances they need to thrive.

<p><b>Marriage/Civil Partnership</b>  <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No identified negative impact to this group.</p>
<p><b>Race</b>  <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>We are aware of some of the additional barriers people of colour may face.</p> <p>We have some evidence of reasonable adjustments made to mitigate the impact of intersectionality within the College.</p> <p>However, we commit to researching and reaching out to other Corporate Parents to improve our practice to ensure we are better prepared for potential issues.</p> <p>We need to be mindful when designing support that experiences may differ to those of a white CE student.</p>
<p><b>Sexual Orientation</b>  <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>We want to ensure our CE students feel valued regardless of their sexuality, we aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p> <p>We commit to researching and reaching out to other Corporate Parents to improve our practice to ensure we are better prepared for potential issues.</p>
<p><b>Disability</b>  <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities</i></p>	<p>We want to ensure our CE students feel valued and treated equally and that we make reasonable adjustments where required, we are aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p> <p>We need to be mindful when supporting CE students the trauma and life circumstances that that may have experienced through their childhood which may have had a long term adverse effect on them.</p>

<p><b>Gender identity/ reassignment</b>  <i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	<p>We want to ensure our CE students feel valued and treated equally and that we make reasonable adjustments where required, we are aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p>
<p><b>Pregnancy/maternity</b>  <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>We want to ensure our CE students feel valued and treated equally and that we make reasonable adjustments where required, we are aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p> <p><i>Mindful of the experiences some CE students may face. We need to be aware that it would be important to ensure supports were in place for the CE students.</i></p>
<p><b>Religion or Belief</b>  <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>We want to ensure our CE students feel valued and treated equally and that we make reasonable adjustments where required, we are aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p>
<p><b>Sex</b>  <i>Gender assigned at birth</i></p>	<p>We want to ensure our CE students feel valued and treated equally and that we make reasonable adjustments where required, we are aware of some of the additional barriers that may face our CE students and the need to mitigate the impact of intersectionality within the College.</p>
<p><b>Employment or Trade Union Membership</b></p>	<p>Irrelevant to this group.</p>
<p><b>Past Criminal Convictions</b></p>	<p>We want to ensure our CE students are supported and recognised that having a criminal conviction may be a barrier making their learning journey more difficult.</p> <p>We commit to researching and reaching out to other Corporate Parents to improve our practice to ensure we are better prepared for potential issues.</p>

<p><b>Poverty or Deprivation</b></p>	<p>We want to ensure our CE students are supported and recognised that poverty/deprivation may be a barrier making their learning journey more difficult.</p> <p>We commit to researching and reaching out to other Corporate Parents to improve our practice to ensure we are better prepared for potential issues.</p> <p>We know from speaking with SBC Virtual Head Teacher that 35% of the CE young people within Schools claim free school meals, which is 13% higher than the general population. We also know that 30% of the CE young people are within SIMD deciles 1 and 2. Both these stats show that CE young people are more likely to be coming to College and at risk of poverty, we need to be mindful of this.</p>
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Owner:	Jen MacKenzie	
Date initiated:	30 January 2023	
Consultation:	<p><i>Which groups were consulted with in the development of this EIA?</i></p> <p><i>Equalities Officer</i>  <i>SBC – Virtual Head Teacher</i>  <i>Students –TBC</i></p>	
Signature (Owner)		Date 03/03/23
Signature (Equalities Officer)		Date 03/03/2023

Please return the completed Equality Impact Assessment to the Equalities Officer ([abrydon@borderscollege.ac.uk](mailto:abrydon@borderscollege.ac.uk))