

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 2025-2028
Executive Summary:	<p>The Corporate Parenting Plan 2025–2028 articulates Borders College’s commitment to being an inclusive, trauma-informed, and compassionate learning environment.</p> <p>Shaped through engagement with students with care experience, local partners, staff, and national organisations, the plan sets out a vision of a college community where every student with care experience is supported to feel valued, safe, and empowered to reach their full potential.</p> <p>The Plan is framed around four central commitments that guides all Corporate Parenting activity within the College:</p> <ul style="list-style-type: none">• <i>Compassionate Language</i> – Ensuring respectful, non-stigmatising, and inclusive communication• <i>Nurturing Relationships</i> – Building consistent, trusting relationships with students• <i>Scaffolding</i> – Providing a strong, joined-up support network throughout the learner journey• <i>Sustainability</i> – Embedding knowledge, training, and systems to ensure long-term, consistent delivery of support


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	<p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p> <ol style="list-style-type: none"> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	<p>Positive Impact: The plan focuses on supporting young people with care experience, many of whom are under 26. It acknowledges the unique challenges young people face in transitioning into and succeeding in college.</p> <p>Mitigation/Consideration: While the focus is on young people, ensure older students with care experience are not overlooked in support provision, particularly care-experienced adults returning to education.</p>
Care Experienced <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>	<p>Positive Impact: This group is the central focus. The plan is specifically designed to reduce barriers, provide nurturing support, and elevate the voices of students with care experience.</p> <p>Mitigation/Consideration: Ongoing consultation must remain inclusive of all care settings, including informal kinship care, adoption, and those on supervision orders.</p>
Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	<p>Unlikely to be impacted.</p>
Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i>	<p>Positive impact: The plan promotes inclusive language and trauma-informed practice, which supports students from all racial backgrounds.</p> <p>Mitigation/Consideration: Consider an explicit focus on the intersection of race and care experience, e.g., specific barriers faced by care-experienced students from minority ethnic backgrounds.</p>

Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i>	<p>Positive Impact: A trauma-informed and person-centred approach supports inclusion of LGBTQ+ students.</p> <p>Mitigation/Consideration: Add reference or examples of support for LGBTQ+ care-experienced students, who may have experienced identity-based trauma or rejection. This could be reflected in the resulting action plan.</p>
Disability <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>Positive Impact: Commitment to trauma-informed practices and personalised support should positively affect students with physical, sensory, and mental health conditions.</p> <p>Mitigation/Consideration: Ensure all services are accessible, including digital/communication accessibility. Consider developing an accessible version of the plan.</p>
Gender identity/reassignment <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>Positive Impact: The college's inclusive language and person-first approach can support trans and non-binary students.</p> <p>Mitigation/Consideration: Training should include awareness of gender identity and respectful communication. Ensure support staff are confident in using correct names/pronouns and understanding how gender identity may intersect with care experience.</p>
Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i>	<p>Positive Impact: Scaffolding and tailored support imply that young parents may be supported through flexible policies.</p> <p>Mitigation/Consideration: Consider specific supports like childcare, financial aid, or maternity leave policies within the resulting action plan.</p>
Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i>	<p>Positive Impact: While not explicitly referenced, inclusive and respectful communication should support students of all faiths and beliefs.</p> <p>Mitigation/Consideration: Ensure that spiritual wellbeing is recognised in trauma-informed practice.</p>
Sex <i>Gender assigned at birth</i>	<p>Unlikely to be impacted.</p> <p>Mitigation/Consideration: Recognise that gendered experiences of care may affect needs and ensure staff are</p>

	aware. It may be helpful to review engagement and outcome data disaggregated by sex to identify any patterns of inequality.
Employment or Trade Union Membership	Unlikely to be impacted.
Past Criminal Convictions	<p>Positive impact: Trauma-informed support should reduce stigma and create safe spaces for students who may have criminal justice system experience.</p> <p>Mitigation/Consideration: Consider clearer statements around commitment to rehabilitation, and that the support needs of those with past criminal convictions will be met compassionately and non-judgmentally.</p>
Poverty or Deprivation	<p>Positive Impact: The plan directly addresses barriers linked to financial instability, access to emergency funds, and additional wellbeing support.</p> <p>Mitigation/Consideration: Continue to monitor whether financial assistance is timely, accessible, and sufficient to prevent students from withdrawing due to hardship.</p>

Owner:	A Brydon	
Date initiated:	24.4.25	
Consultation:	<i>Which groups were consulted with in the development of this EIA?</i> Director to Student Support Services, Equality, Diversity & Inclusion Officer.	
Signature (Owner)		Date 24.4.25
Signature (Equalities Officer)	<i>Hilary Broatch</i>	Date: 28.4.25

Please return the completed Equality Impact Assessment to the Equalities Officer (hbroatch@borderscollege.ac.uk)