



**west lothian**  
college

# **Child Safeguarding Policy**

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## **1 Introduction**

West Lothian College is committed to ensuring the safety of all, encouraging widening access and promoting inclusiveness and diversity.

The College works successfully in partnership with a wide range of key local and national stakeholders to identify the needs of potential learners, design programmes, and provide progression routes and access to employment. The College learner profile includes young people of school age ie pupils. Partners include West Lothian Council Education Services, West Lothian Council Community Health and Social Care Partnership, Skills Development Scotland and Employers.

West Lothian College recognises that children and young people often have a wide variety of needs and characteristics that may require special consideration.

In considering this policy it is important that professionals can clearly demonstrate, and record, that such considerations have been made. All communication must be appropriate to their level of understanding.

The College will operate in close collaboration with statutory agencies and be guided by National Guidance for Child Protection in Scotland 2010.

## **2 Corporate Statement of Intent**

The following policy statement has been agreed and adopted by the College:

West Lothian College confirms its commitment to ensuring that all children and young people have the right to be cared for, protected from harm and to grow up in a safe environment, in which their rights and needs are respected. The welfare of children and young people is paramount.

The College recognises and works within the Prevent Duty Guidance: for Scotland derived from the Counter – Terrorism and Security Act (2015). This Act required the College to have “due regard to the need to prevent people from being drawn into terrorism”.

In summary any concern that any individual is being (or is at risk of being) radicalised or drawn into extremism must be reported to the Safeguarding Team, who will pass these concerns to the Police.

### **3 Diversity**

Children and young people have a wide variety of needs and characteristics that may require special consideration.

These include age, race, ethnicity, religion, culture, sexual orientation, ability and social difference. It is vitally important that the diverse needs of children and young people are explicitly considered when making decisions regarding their care and protection.

Where disability or sexual orientation is a factor or for children from black and minority ethnic groups, there can be additional vulnerability that requires particular considerations. Throughout the processes contained in these procedures it is crucial that professionals clearly demonstrate and record that such considerations have been made.

All communication with children and/or families must be appropriate to their level of understanding.

### **4 General Requirements**

In promoting this policy, the following will be required:

- All staff of the College will have a role to play in safeguarding children and young people from harm.
- All staff needs to be aware of their duty of care for children and young people.
- College policies and procedures will reflect the duty of care for children and young people.
- Safeguards will include robust staff recruitment practices, effective staff development and child safeguarding procedures.
- Effective communication between College staff and appropriate agencies where children and young people are considered to be at risk.
- Actions and communication will be recorded in detail and records retained.

## **5 Legislation and Guidance**

Several Acts of Parliament are relevant to the College's Safeguarding Team. These are listed in Appendix 1.

## **6 Terms Used**

For definitions of terms used in this policy refer to Appendix 2.

## **7 College Policies and Procedures**

The Child Safeguarding Policy will, in turn, be supported by appropriate College policies and specifically child safeguarding guidance and procedures for reporting allegations of child abuse.

## **8 Code of Good Practice**

A Code of Good Practice for Staff: Working with Children and Young People has been developed as a guide for staff. This is attached as Appendix 3.

## **9 Implementation**

The Safeguarding Team will ensure that the policy is implemented in line with the College's Regional Outcome Agreement and other relevant policies and procedures. The names and contact details of the current Safeguarding Team will be held by the Guidance Team.

## **10 Commitments, Roles and Responsibilities**

The College Board of Governors is ultimately responsible for and is committed to ensuring that the College meets all legislative requirements relating to children and young people and that related procedures and policies are implemented and maintained.

The implementation of this policy is the responsibility of all staff as part of their normal activities as members of a learning community. All staff will therefore be made aware of their obligation to adhere to the policy and to its general principles.

The Designated Member of staff will manage the work of the Safeguarding Team and will be responsible for co-ordinating all child safeguarding activities. The Safeguarding Team will be responsible for providing support

for staff and for informing the Assistant Principal, Curriculum & Innovation of all safeguarding situations.

The Designated Member of staff will ensure staff development is provided to all staff and will report on safeguarding activities to the Senior Management Team annually.

The Designated Member of staff will be responsible for ensuring the appropriate training and development of the Safeguarding Team. The Human Resources Manager will be responsible for ensuring that PVG membership is processed.

The Senior HR Business Partner is responsible for ensuring all new members of staff receive copies of the Child Safeguarding Policy and Procedure for reporting allegations of child abuse, and the name of the designated person.

The Assistant Principal, Curriculum & Innovation has a lead role in counter terrorism activity and will liaise with Police Scotland on this.

The Assistant Principal, Curriculum & Innovation will review policies and procedures annually and ensure implementation of these.

## **11 Review**

The policy will be reviewed annually to assess effectiveness.

## **Appendix 1 – Legislation and Guidance**

National Guidance for Child Protection in Scotland 2010

Children (Scotland) Act 1995

Data Protection Act 1998\*

Education (Scotland) Act 1980

Freedom of Information Act (Scotland) 2002

Further and Higher Education (Scotland) Act 1992

Further and Higher Education (Scotland) Act 1992 Amendment Order 2003

Health and Safety at Work Act 1974 (and related regulations)

Police Act 1997

Protection of Children Act 1999

Protection of Children (Scotland) Act 2003

School Pupil Records (Scotland) Regulations 1990

Get it Right for Every Child 2008

Counter Terrorism and Security Act 2015

It's Everyone's Job to Make Sure I'm Alright (Scottish Executive 2002)

The United Nations Convention on Rights of the Child.

\*As amended by the UK Freedom of Information Act 2000

## **Appendix 2 - Definitions of Terms Used**

### **College**

An institution incorporated under the Further and Higher Education (Scotland) Act 1992 and funded by the Scottish Further Education Funding Council (SFEFC).

### **Duty of Care**

Information about “Duty of Care” is contained in Annex A.

### **“In Loco Parentis”**

Acting in the place or position of parents.

### **Learner/Student**

Any person enrolled and attending a Further Education College as defined under the Further and Higher Education (Scotland) Act 1992.

### **Pupil**

A young person who falls within the statutory school age as defined by the Education (Scotland) Act 1980 and attending a Further Education College.

### **School**

An institution run by a Local Education Authority (LEA) under the Education (Scotland) Act 1980.

### **Under School Leaving Age**

A learner is classed as under school leaving age if they are below the statutory school leaving age on the first day of attendance. School age is essentially between the ages of five and fifteen inclusive.

### **Definitions/and Concepts**

#### **Who is a child?**

A child can be defined differently in different legal contexts.

Section 93(2)(a) and (b) of the Children (Scotland) Act 1995 defines a child in relation to the powers and duties of the local authority. Young people between the age of 16 and 18 who are still subject to a supervision requirement by a

Children's Hearing can be viewed as a child. Young people over the age of 16 may still require intervention to protect them.

The United Nations Convention on the Rights of the Child applies to anyone under the age of 18. However, Article 1 states that this is the case unless majority is attained earlier under the law applicable to the child.

Although the differing legal definitions of the age of a child can be confusing, the priority is to ensure that a vulnerable young person who is, or may be, at risk of significant harm is offered support and protection. The individual young person's circumstances and age will, by default, dictate what legal measures can be applied. For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s where the criteria are met. This further heightens the need for local areas to establish very clear links between their Child and Adult Protection Committees and to put clear guidelines in place for the transition from child to adult services. Young people aged between 16 and 18 are potentially vulnerable to falling 'between the gaps' and local services must ensure that processes are in place to enable staff to offer ongoing support and protection as needed, via continuous single planning for the young person.

Where a young person between the age of 16 and 18 requires protection, services will need to consider which legislation, if any, can be applied. This will depend on the young person's individual circumstances as well as on the particular legislation or policy framework. Special consideration will need to be given to the issue of consent and whether an intervention can be undertaken where a young person has withheld their consent.

This guidance is designed to include children and young people up to the age of 18. However, as noted above, the protective interventions that can be taken will depend on the circumstances and legislation relevant to that child or young person.

### **What is child abuse and child neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Assessments will need to consider whether abuse has occurred or is likely to occur.

While it is not necessary to identify a specific category of abuse when adding a child's name to the Child Protection Register (for further information, see the section on the **Child Protection Register**), it is still helpful to consider and understand the different ways in which children can be abused. The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

### ***Physical abuse***

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

### ***Emotional abuse***

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

### ***Sexual abuse***

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

### ***Neglect***

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from 'non-organic failure to thrive', where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated. In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and

reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

### **Potential Involvement of Children in Criminal Activity**

College staff working with children should be alert to the possibility of children being drawn or forced into criminal activity.

Concerns should be reported immediately to the Safeguarding Team.

The College is committed to co-operation with statutory agencies, including the Police, therefore: in the prevention of terrorism and criminal activity generally.

### **Staff must report any situation to the Safeguarding Team where they are concerned that:**

- A child/young person may be forced into a marriage or removed from the United Kingdom for this purpose.
- A child/young person has been, or may be subjected to genital mutilation or removed from the United Kingdom for this purpose.
- A child/young person being drawn into extremism directly or by electronic means (see below).
- A child/young person is being drawn into drug use.
- A child/young person is being forced into or encouraged to engage in prostitution, or any other criminal activity.
- A child/young person is being prepared for, or drawn into (groomed) an abusive relationship directly or by electronic means (e.g. mobile phone, email, text, and internet).
- A child/young person is being given access to pornography or encouraged to contribute inappropriate images of themselves.

\*The Government has defined extremism in the Prevent guidance as: “vocal or active opposition to fundamental British values, including democracy, **the rule of law**, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

In light of the organised serial abuse of children in Rotherham, colleagues are asked to be alert to any reports of children/young people being coerced or forced into sexual activity or abuse. Any such concerns must be recorded and reported to the Safeguarding Team and then Police Scotland as a matter of urgency.

College staff will not investigate any situation of concern but will refer matters directly to Police Scotland and inform the school involved when appropriate (as directed by the police).

It is stressed, in the interests of clarity that protection of the child/young person is a greater consideration than confidentiality and/or data protection when action is being considered.

## Appendix 3 - Code of Good Practice for Staff: Working With Children & Young People and WHAT TO DO

### THINGS YOU MUST DO....

- Treat all children and young people with respect.
- Listen.
- Ensure that your own conduct in the College is an example of good practice.
- Respect a young person's right to personal privacy.
- Do not discourage children or young people who want to talk about attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well intentioned.
- Recognise that special caution is required if you are discussing sensitive issues with children or young people.
- If you suspect that a young person is being abused you should seek guidance from the College designated member of staff or safeguarding team member
- Be sensitive to cultural diversity and alert to issues of abuse.

### THINGS YOU MUST NOT DO....

- Have inappropriate physical contact with children or young people, including 'caring' physical contact (e.g. a hug).
- Encourage inappropriate attention-seeking behaviour.
- Speak to a student or students in an inappropriate way or make suggestive/derogatory remarks or gestures in front of children or young people.
- Draw conclusions about others.
- Exaggerate or trivialise child abuse issues.
- Rely on your good name or that of the College to protect you from scrutiny of your conduct.
- Think it could never happen.
- Take a chance when common sense, policy and practice suggest another more prudent approach.

## **WHAT TO DO.....**

### **If a child or young person talks to you about abuse by someone else:**

- Advise the child or young person that you must pass the information on.
- Allow him or her to speak without interruption, listen to what is said, but do not investigate
- Be sensitive to feelings of guilt and isolation, but do not make any judgement.
- Let them know that they were right to share this information with you.

### **If you suspect a child or young person is being abused, emotionally, physically or sexually:**

- Report the matter to the Designated Member of Staff or the Safeguarding Team. Contact details for the Safeguarding Team are available from Reception and also listed on the internal telephone list.

### **If you receive an allegation about any adult or about yourself:**

- Immediately report to the Designated Member of Staff or the Safeguarding Team the Designated Member of Staff or the Safeguarding Team inform the Assistant Principal, Curriculum & Innovation.
- Try to ensure that no one is placed in a position, which could cause compromise.

### **In all cases:**

- Record the facts as soon as possible; report the facts to the Designated Member of Staff or the Safeguarding Team.
- **You must refer; you must not investigate.**

## Provided for Guidance

### **Annex A - A TEACHER'S DUTY OF CARE TO PUPILS (extract from National Union of Teachers web site)**

Teachers are required to do all that is reasonable to protect the health, safety and welfare of pupils. Their legal responsibilities derive from three sources and this section considers each of the three:

- the common law duty of care
- the statutory duty of care
- The duty arising from the contract of employment.

#### ***(i) The Common Law Duty of Care***

Teachers have a duty of care to pupils, which derives from the 'common law', which is the body of law derived from court decisions made over the years, as opposed to law, which has been determined by Parliament and set down in statute. Traditionally, the term 'in loco parentis' was used to describe the duty of care that a teacher has towards a pupil, to the effect that a teacher has a duty to take the same reasonable care of the pupil that a parent would take in those circumstances. 'In loco parentis' originally embodied the nineteenth century common law principle that a teacher's authority was delegated by a parent so far as it was necessary for the welfare of the child. A court held, in 1893, that "the schoolmaster is bound to take such care of his pupils as a careful father would". The case law was brought more up-to-date in the 1950s and early 1960s. In 1955, it was held that "a balance must be struck between the meticulous supervision of children every moment of the day and the desirable object of encouraging sturdy independence as they grow up". Teachers' professionalism was recognised by the courts in 1962, where the 'standard of care' expected of a teacher was held to be that of a person exhibiting the responsible mental qualities of a prudent parent in the circumstances of school, rather than home life. The standard of care expected of teachers is that of a reasonable person in the circumstances of class teacher. It has been recognised that a teacher's duty of care to individual pupils is influenced by, for example, the subject or activity being taught, the age of the children, the available resources and the size of the class. Further, it is clear from case law that the standard of care expected is the ordinary skills of a competent professional, the skill and care of a reasonable teacher. There is a provision that if it can be shown that the professional acted in accordance with the views of a reputable body of opinion within their profession, the duty of care will have been discharged even though others may disagree with them. A breach of the duty of care by a teacher could amount to negligence.

The teacher's employer could be liable for the payment of damages in compensation to a pupil who is injured as a result of negligence. Whether or not a teacher is found negligent in the event of an accident will be influenced by whether or not whatever occurs might have been reasonably foreseen. If a teacher takes all reasonable steps to ensure pupils' safety, there is most unlikely to be negligence in the event of an unforeseen accident. Negligence could also arise if there is a serious failure to prevent harm to a child arising from, for example, pupil bullying. If negligence arises in these circumstances it is more likely to be a collective failing, however, than the responsibility of one individual. The same principles apply whatever the circumstances. A teacher's duty of care will depend upon what is reasonable and what can be expected of a competent professional acting within the constraints of the circumstances. As long as teachers apply their professional judgement, training and experience to a situation in a reasonable manner, seeking to promote the best interests of the pupils in their care, their obligations will have been met.

### ***(ii) Statutory Duty of Care***

Teachers are also responsible under the Children Act, which places duties upon those who care for children. The Children Act 1989 s.3(5) defines the duty of care to the effect that a person with care of a child may do "all that is reasonable" under the circumstances for the purposes of safeguarding or promoting the welfare of the child. The Children Act represented a change to a more child-focused approach to law with the needs of the child being paramount, rather than the old idea that a child was the property of its parents and parental authority was delegated to teachers during the school day. A teacher should take into account the ascertainable needs and wishes of a child, considered in the light of the child's age and understanding, and any risk of harm, when particular issues of safeguarding or promoting the welfare of a child arise.

### ***(iii) Contractual Duty***

The duty of care also arises from the contract of employment. The contractual duties of teachers are expressly defined in the annually updated School Teachers' Pay and Conditions Document which takes effect, by statutory order, as contract terms for all teachers employed in maintained schools. Relevant provisions from the list of contractual duties are:

- carrying out the professional duties of a schoolteacher as circumstances may require under the reasonable direction of the headteacher of that school
- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher
- maintaining good order and discipline among the pupils and safeguarding their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere and

attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

A headteacher is required by the provisions of the Pay and Conditions Document to carry out his or her professional duties in accordance with provisions of education legislation; education orders and regulations; articles of government of the school; any trust deed applicable; any scheme of local management of schools approved or imposed by the Secretary of State under their delegated powers; any rules, regulations or policies laid down by his or her employers and the terms of his or her appointment. Subject to these, the headteacher is responsible for the internal organisation, management and control of the school.

## **THE DUTY OF CARE AND OUT-OF-SCHOOL ACTIVITIES**

Understanding of the duty of care can be particularly significant when a teacher is engaged in leading or assisting with activities off the school site, such as educational visits, school outings or field trips. The legal liability of an individual teacher or headteacher for an injury which is sustained by a pupil on a school journey or excursion depends on whether or not the injury to the pupil is a direct result of some negligence or failure to fulfill the duty of care on the part of their teacher or headteacher. There is no legal liability for any injury sustained by pupils unless there is proven negligence. The standard of care required of a teacher is that which, from an objective point of view, can reasonably be expected from teachers generally applying skill and awareness of children's problems, needs and susceptibilities. The law expects that a teacher will do that which a parent with care and concern for the safety and welfare of his or her own child would do, bearing in mind that being responsible for up to twenty pupils is very different from looking after a family. The legal duty of care expected of an individual teacher is that which a caring teaching profession would expect of itself. This means, in practice, that a teacher must ensure supervision of the pupils throughout the journey or visit according to professional standards and common sense. Reasonable steps must be taken to avoid exposing pupils to dangers, which are foreseeable, and beyond those with which the particular pupils can reasonably be expected to cope. This does not imply constant 24-hour direct supervision. The need for direct supervision has to be judged by reference to the risks involved in the activity being undertaken. It is the case that instructions given to pupils cannot always be regarded as enough. The possibility that there may be challenging behaviour has to be taken into account, together with the risk the pupils may encounter if they disobey instructions but, equally, pupils must be given a latitude consistent with their ages and levels of personal responsibility. Teachers have the responsibility for pupils in their care but qualified instructors giving guidance to pupils will be responsible for their relevant area of expertise. If teachers are concerned, however, about the ability of any of their pupils to undertake any particular activity safely, pupils should, if necessary, be withdrawn from the activity. Teachers should not be prepared to participate in a journey or visit, which they believe is not being adequately prepared and

organised. Where the journey is one organised within the school, responsibility for ensuring that proper preparation has been made and that proper supervision will be provided is ultimately that of the headteacher. Heads should prohibit journeys and visits of this kind if they are not satisfied with the arrangements made. Satisfying the duty of care absolves from legal liability. Sometimes accidents occur as a result of the fault of someone with no organising or supervising responsibility for the journey. Some accidents are pure accidents, not reasonably foreseen and not the result of anyone's negligence. Liability goes with fault. In the case of a pure accident, no-one bears liability. No-fault insurance covers this eventuality. Employers have 'vicarious liability' for the negligence of their employees at work. This means broadly that the employer takes responsibility if employees do not fulfill their safety obligations at work properly. Where a legal claim is made following an accident and there is a suggestion of negligence on the part of the teacher, the claim will most likely be made against the local authority as the teacher's employers or the governing body in the case of voluntary aided, foundation schools, former sixth form Colleges or independent schools, if the teacher was at the time working in the course of his or her employment. The Department for Education and Skills has issued a guidance document 'Health and Safety of Pupils on Educational Visits'. The document is designed to work alongside LEA guidance and to offer national guidance where guidance from elsewhere is unavailable, incomplete or not up-to-date. Any teacher organising or accompanying a visit should do so in accordance with school and/or local education authority guidance on out-of-school visits and in accordance with the guidance issued by the DfES. The DfES document gives advice on staffing ratios. These should not be exceeded and, in addition, may need to be reduced where the nature of the groups or the nature of the activity require this, for example, where the group includes pupils with special educational needs. It is strongly advisable, however, that a minimum of two teachers be present on visits, regardless of the number of adult supervisors present, in order to ensure that one teacher is able to remain in charge of the group where another is required to deal with emergency situations.

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## Section 2: The Equality Impact Assessment Process

### Phase 1: Screening and Prioritisation

The first phase of the Equality Impact Assessment (EIA) is to screen the policy, practice, strategy etc to establish if it has an impact upon anyone because of a protected characteristic (age, disability, ethnicity, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation).

A single EIA should be conducted and recorded for each individual policy, practice, strategy etc.

Please complete the following:

<b>Name of policy/ practice/strategy/ decision</b>	<b>Named individual responsible for policy/practice/strategy/ decision</b>	<b>Name of person conducting initial EIA</b>
<b>Child Safeguarding Policy</b>	<b>G Hotchkiss</b>	<b>G Hotchkiss</b>

### Supporting notes to help in the completion of Phase 1

- Consider impact in terms of the protected characteristics and other groups who may experience disparities in opportunity.
- Make use of existing knowledge, experience, research and consultation.
- Caution is needed not to consider a policy or practice 'equality neutral' just because no evidence of adverse impact exists (e.g. you might find little research exists with regard to equality areas such as sexual orientation).
- When thinking about positive impact consider ways to tackle discrimination, promote equality of opportunity and promote good community relations.

**Q1. Given the aims of the proposed policy, practice, strategy, decision is it likely that there will be a negative impact on one or more of the groups named above. Or is it clear at this stage that it will be equality neutral?**

Protected Characteristic	Impact (explain)
Age	Neutral
Disability	Neutral
Gender reassignment	Neutral
Pregnancy and maternity	Neutral
Race	Possible Negative Impact
Religion or belief	Possible Negative Impact
Sex	Neutral
Sexual orientation	Neutral

Comments:

**The risk factor is that terrorism is seen to be related to race and/or religion with particular reference to Islam.**

**Q2. For which groups are there likely to be a negative impact? What is this impact likely to be, and what plans could be built in to address negative impacts and to add measures which promote a positive impact at this stage?**

Protected Characteristic	Impact (explain)
Age	N/A
Disability	N/A
Gender reassignment	N/A
Pregnancy and maternity	N/A
Race	Potential for stigma and discrimination
Religion or belief	“ “ “ “ “ “
Sex	N/A
Sexual orientation	N/A

Comments:

Clear briefings that terrorism is not a product of Islam. This is an opportunity to refute any stereotyping and support the positive image of the Islamic community.

**Q3. At this stage, how could the policy, project, strategy, decision etc promote positive impacts for any of the groups named above?**

See Q2

**Q4. Is a full impact assessment required? ~~YES~~ / NO (use box to explain rationale behind decision)**

<b>Signature of named individual responsible for policy</b>	<b>Signature of individual responsible for carrying out initial impact assessment (if different from previous)</b>	<b>Date of completion of initial impact assessment</b>
<i>G Hotchkiss</i>		<i>31/08/16</i>

***In the event of a full impact assessment being required this document must be attached and used as part of that process***