

## Equality analysis form

### 1. Name of the activity (strategy, policy or practice etc)

Safeguarding Children, young people and vulnerable adults policies and procedures for staff and students

Disclosure and barring (DBS) checks for staff .

Procedure for dealing with disclosures for staff.

### 2. What is the aim of the activity (objective or purpose)?

- To ensure that the University fulfils its responsibilities and avoids unnecessary risks for the protection of children and vulnerable adults;
- To ensure staff and students undertaking certain roles where they have substantial contact with children, young people or vulnerable adults undertake a disclosure of criminal records.
- By having a clear policy statement and trained individuals we can ensure that no discrimination occurs through recruitment and selection processes.

### 3. If amending a current activity, what changes are proposed?

To make specific policies on safeguarding and DBS checks for staff and students with clear processes and protocols for action.

The definitions applying to DBS checks have changed, we need to ensure we are checking posts that comply with the legislation whilst also managing and mitigating safeguarding risks.

### 4. Who is responsible for developing and delivering the activity?

Lead countersignatories and safeguarding officers, HR, Student Services, Faculties and Services

### 5. What measures will be used to assess whether the activity is successful?

- All required staff and students will have been checked and a system will be in place to repeat checks on a 3 yearly cycle.
- All safeguarding issues will be dealt with effectively and efficiently.
- That the right roles will be checked so that measures can be put in place to ensure safeguarding of all staff, students and anyone the University comes into contact

with.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

**Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
Women and men		x	
Trans people	√ Privacy issues could arise if a disclosure contained information regarding a previous gender. Applicants can change their name on the national police database. <a href="http://www.pfc.org.uk/crbchecks.htm">http://www.pfc.org.uk/crbchecks.htm</a>		
Black and minority ethnic groups	√ Applicants from other countries could be potentially be disadvantaged due to the time it could take to obtain a certificate of 'good conduct' or a criminal record extract from their country of origin.		
Disabled people	√ Disabled people who are staff or students could potentially be vulnerable adults and therefore could benefit from this policy and practice.		
Younger or older people	√ young people who are under 18 and are staff or students could potentially benefit from this policy and practice.		
People of different religion and beliefs			
Lesbian, gay, bisexual people	√ - some concerns raised by LGBT staff in respect of disclosures which		

	are potentially not relevant, this will be mitigated by following the procedure for consideration of disclosed criminal convictions.		
Marriage and civil partnership		x	
Pregnancy and maternity		x	

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Equality groups were consulted previously when the original University policy was published. The policies and EA was shared at the Equality and Diversity Forum.

The policies have been shared with the equality groups and the trades unions for further comment.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

The procedure for dealing with disclosures has been developed to attempt to ensure a fair process for dealing with disclosures, so that non relevant information although disclosed can be reviewed and discounted.

By writing specific guidance for working with students under 18, we have taken steps to mitigate any potential safeguarding issues.

We will work with Faculties and Services to ensure the right posts are DBS checked, balancing the risk with the scope of the legislation.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. Equality analysis completed by:

Name	Rachel Mylrea
Post title	OD Manager
Faculty / service	HR
Date	March 2013

**Please return this form to the Equality and Diversity Unit for feedback and publication.**

## Equality analysis - action plan

## Appendix 1

Name of activity: Safeguarding and DBS polices

Plan completed by: OD Manager

Service / faculty: HR

<b>Issues</b>	<b>Actions required</b>	<b>Responsible Person</b>	<b>Resources required</b>	<b>Target date</b>	<b>Success Indicators</b>	<b>What progress has been made?</b>
<b>Information/data required</b>	Feedback from equality groups and TUs on any possible equality issues	E&D unit, TUs, HR		By end February	Robust EA of all issues	Circulated early Jan
<b>Consultation</b>	Share with Equality groups and TUS.	OD Manager	Discussion at business meetings	By end February	Feedback received and incorporated	Circulated early January
<b>Monitoring and review arrangements</b>	Sharing current checking information with Faculties and Services, ensuring a 3 yearly check and review of relevant posts	HR Customer Services Manager		March 2013	All relevant posts will be checked and up to date.	Information has been sent to Faculties and Services, a plan has been developed.
<b>Publication</b>	consultation	OD Manager		End March 2013		Extensive development of current drafts in liaison with student services
<b>Other actions</b>	Training of	Lead	External	March		

	safeguarding officers, identity checkers and countersignatories	countersignatory	training provider	2013		
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Please return form to the Equality and Diversity Unit