

Coronavirus (COVID-19): equality impact assessment (EIA) – return to school

We recognise that the coronavirus (COVID-19) pandemic has had, and may continue to have, a disproportionate negative impact on many members of our schools' communities – particularly those for whom certain protected characteristics may increase their risk of infection or poorer outcomes, including slower attainment at school or mental health problems.

This impact assessment aims to identify areas of disproportionate adverse impact and any reasonable adjustments that can be made to mitigate risks to these individuals and groups and ensure no unintended discrimination has resulted from the decision to keep the school open in the Autumn term.

Area being assessed by the EIA:	Attendance at school during the coronavirus pandemic for individuals who have are more likely to become seriously unwell due to coronavirus infection and for whom there is heightened risk to wellbeing.
Covered by this assessment:	Students and staff
Name of person completing the EIA:	Name C M Brooker
Role of person completing the EIA	Role CEO
Date EIA completed:	Date - review 2 - 24 th November 2020
Contributors to the EIA:	School leaders, ALT Director of Operations

Equalities impact assessment – pupils

Students					
Protected characteristic group	Impact analysis			Explanation of impact analysis [Input the potential impact that the return to school may have on each protected characteristic. Some examples have been provided for you.]	Adjustments identified [Input the adjustments that have been, or will be, made to ensure that potential negative impact on each individual group is lessened or eliminated. Some examples have been provided for you.]
	Positive impact identified	Neutral impact identified	Negative impact identified		
Age		<u>x</u>		No evidence of impact.	Not relevant.
Disability			x	High risk – clinically extremely vulnerable individuals are at the greatest risk of becoming seriously ill from coronavirus and were previously advised shield. Low risk – clinically vulnerable individuals are at a higher risk of becoming seriously ill from coronavirus.	Individual risk assessments undertaken where necessary. Stringent adherence to social distancing and infection control procedures promoted. Remote learning considered if necessary.
Sex		<u>x</u>			
Gender reassignment		<u>x</u>			
Race		x		Moderate risk – there is evidence that coming from a BAME background is linked to increased vulnerability	Monitoring maintained – to date no evidence of significant impact
Religion or belief		<u>x</u>			

Sexual orientation		x		Moderate risk - the LGBTQ+ community has higher rates of mental health issues and domestic abuse which may have impacted the wellbeing of staff during partial closure.	Where this is linked to medical conditions, specific risk assessments implemented
Marriage or civil partnership		x			
Pregnancy and maternity			x	Moderate risk – pregnant individuals are in the clinically vulnerable category, meaning they are at a higher risk of becoming seriously ill from coronavirus.	Individual risk assessment conducted.

Equalities impact assessment – staff

Staff					
Protected characteristic group	Impact analysis			Explanation of impact analysis [Input the potential impact that the return to school may have on each protected characteristic. Some examples have been provided for you.]	Adjustments identified [Input the adjustments that have been, or will be, made to ensure that potential negative impact on each individual group is lessened or eliminated. Some examples have been provided for you.]
	Positive impact identified	Neutral impact identified	Negative impact identified		
Age		x			Kept under review in the light of research data
Disability			x	High risk – clinically extremely vulnerable individuals are at the greatest risk of becoming seriously ill from coronavirus and were previously advised to shield.	Individual risk assessments conducted. Stringent adherence to social distancing and infection control procedures promoted.

				Moderate risk – clinically vulnerable individuals are at a higher risk of becoming seriously ill from coronavirus.	
Sex			<u>x</u>	Moderate risk – there is evidence that adult males are currently more likely to be hospitalised with coronavirus.	Stringent adherence to social distancing and infection control procedures promoted.
Gender reassignment		<u>x</u>			
Race			<u>x</u>	Moderate risk – there is evidence that coming from a BAME background is linked to increased vulnerability.	Individual risk assessments conducted. Stringent adherence to social distancing and infection control measures promoted.
Religion or belief		<u>x</u>			
Sexual orientation			<u>x</u>	Moderate risk - LGBTQ+ community has higher rates of mental health issues and domestic abuse which may have impacted the wellbeing of staff during partial closure.	Staff wellbeing surveys conducted. Increased emphasis on staff mental health support.
Marriage or civil partnership		<u>x</u>			
Pregnancy and maternity			<u>x</u>	Moderate risk – pregnant staff members are in the clinically vulnerable category, meaning they are at a higher risk of becoming seriously ill from coronavirus.	Individual risk assessments conducted.

Evaluation and decision making

School

<p>Consultation and stakeholder engagement:</p>	<p>Consultations held with staff and parents of pupils for whom a negative impact has been identified to ensure that they feel supported.</p> <p>Consultation with professional associations and unions at school level and with JCC</p> <p>Individual risk assessments conducted for those for whom a negative impact has been identified.</p>
<p>Evidence used to support the decision-making process and final decision:</p>	<p>Research undertaken and kept under review on the risks of the coronavirus pandemic to those with each protected characteristic.</p>
<p>Final decision:</p>	<p>Reasonable adjustments made to ensure all staff and pupils can remain safe at school. If the safety of staff and pupils for whom a negative impact has been identified, alternative arrangements will be made, e.g. , allowances made in terms of environment, working from home and/or remote learning.</p>
<p>Explanation of the final decision:</p>	<p>Risk assessments have been conducted for students and staff for whom negative impact was identified. The control measures within these risk assessments are implemented to ensure that all reasonable steps are taken to keep all members of the school community safe during the coronavirus pandemic.</p>
<p>Monitoring arrangements:</p>	<p>This EIA is monitored regularly in the light of any change to circumstance in any of the trust’s schools or to government policy which might have an impact</p>

Arrangements for communicating the outcome of the EIA:	The EIA is published on the trust and schools' websites and shared with LGBs and the Trust board