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| **School Name** | **Responsible Decision Maker** | **Completed by** | **Date and**  **Version Number** | **Review** |
| Glazebury CE Primary | Karen Mowbray  Head Teacher | Karen Mowbray HT  Karen Wall DHT  Katie Prescott EYFS Lead | **11th January 2021 version 2.1**  4th November 2020 Version 2.1  15th July 2020 Version 2.0 | Based on full opening of school to all year groups from 1st September 2020. The effectiveness of this plan will be reviewed on 1.9.2021 The effectiveness of this plan was reviewed 4th November 2020 due to imposed national restrictions and local COVID-19 alert levels. This plan will be reviewed weekly.  **This planned was reviewed 11.1.21 as part of national lockdown from 5.1.21 this plan is reviewed at SLT as required and in conjunction with LDST.** |

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| **Title** | | | | |
| Full opening of Glazebury CE Primary (*whilst coronavirus is circulating when there is no known treatment or vaccine)* from 1st September 2020.  4.11.2020 - Reviewed in light of national restrictions imposed 5th November 2020 to 2nd December 2020 and local COVID-19 alert levels.  **11.1.2021 – reviewed in light of national lockdown imposed on 5.1.2021** | | | | |
| **Description and Overview** | | | | |
| **Phase 1** – School has been open to children of critical (Key) workers and those who are classed as vulnerable since Monday, 26th March 2020.  **Phase 2** – School reopened to specific year groups on 22nd June 2020. Plans included robust risk assessments, staff surveys, parent surveys, consultation, Health and Safety site visits and scientific guidance and advice.  **Phase 3** - School to plan for full re-opening to all year groups from 1st September 2020 with robust risk assessments and reopening plans amended to reflect the changes required along with full consultation on all amended/updated documentation.  4.11.2020 – COVID-19 Risk assessments and reopening plans – including Vulnerable Persons risk assessments – reviewed  11.1.2021 -Covid 19 Risk assessments and re-opening plans – including Vulnerable persons risk assessments were reviewed in line with policy.  **Overview**  The Trust’s response to COVID-19 has been to engage (internally and externally), prepare (readiness and resilience) and respond (to government guidance, scientific advice and local concerns). The Trust has also considered accessibility, community cohesion, delivery of contracts, Human Rights Act, positive action, procurement, reasonable adjustments, Health and Social Care Act 2012 and Carer Act 2014 (*this list is not intended to be exhaustive*). It has been important to evaluate the negative impact school closure as a result of COVID-19 has had on each of the protected characteristics – the disproportionate effect could be in terms of mental health, safeguarding, educational disadvantage …; therefore those negatives become positives as schools re-open (eg removing educational disadvantage specifically relating to COVID-19 lockdown/school closure).  The Board of Directors has considered the full opening of schools to all year groups (Phase 3). The Trust has the safety of staff, pupils and wider school community at the forefront of any decision made. It must be satisfied that risks within schools have been mitigated and risk of COVID-19 locally is at a safer level as defined by scientific advice and guidance. This Equality Impact Assessment will be frequently reviewed to ensure it remains fit for purpose.  4.11.2020 – school consultation with stakeholders due to 4-week national restriction and local COVID-19 alert levels  11.1.2021- reviewed with SLT due to lock down 5.1.21 Governors review 9.2.21. Staff review after half term (LDST to rewrite sections that may be applicable from 22.2.21)  The Government announced on the 2nd July 2020 that in September 2020, all schools in England are expected to fully reopen and welcome back pupils in every year group. Schools are being asked to keep children in class or year group “bubbles” and encourage older children to keep their distance from each other and staff where possible.  The aim now is to reduce the number of transmission points by minimising contact and schools must consider the potential impact of this plan on each of the protected characteristics in relation to the general duty to:   1. Eliminate discrimination, harassment and victimisation. 2. Advancing equality of opportunity between people who share protected characteristics and those who don’t share it. 3. Foster good relations between people who share a protected characteristic and those who don’t. | | | | |
| **IMPACT / CONSULTATION** | | | | |
| **Does the proposal have a direct impact on people?** | Yes – the plans to re-open schools fully in September 2020 will have a direct impact on people.  4.11.2020: The R-rate has been increasing since September 2020 and the government has imposed a 4-week national restriction (5th November 2020 to 2nd December 2020). Our school is also within a Covid-19 “Very High Risk Alert” Area  11.1.2020: The R-rate has been increasing and the government has imposed a national restriction (5th January 2021) school is also within a Covid-19 “Very High Risk Alert” Area | | | |
| **Has the school conducted a consultation?** | The school has undertaken consultation relating to the wider re-opening of school (Phase 2) and full re-opening (Phase 3) and has taken on board comments and concerns received. Those consulted include staff, parents, governors, directors, unions and local authority. The school has sent letters to parents, surveyed staff and parents, e-mailed the school’s re-opening plans and risk assessments – placed all relevant documents onto the website in “Policies” and “Reopening information”  This document has been initially completed on 15th July 2020 (V2.0) and will be sent for consultation on 1.9.2021. All comments and concerns will be reviewed and where appropriate the document will be amended. Information regarding consultation will be detailed below and, where appropriate, anonymised evidence will be embedded or included as a link in the “Evidence” box below.  *Note:* s*hould evidence of consultation contain personal information or the information when pieced together can identify an individual, the information will not form part of this publicly available document.*  4.11.2020 - This document will be sent for consultation on 15.11.20. The school will consult with staff, parents, governors, directors, unions and local authority. All comments and concerns will be reviewed and where appropriate the document will be amended. Information regarding consultation will be detailed below and, where appropriate, anonymised evidence will be embedded or included as a link in the “Evidence” box below.  11.1.21 – This document is reviewed in line with current guidelines and awaiting LDST re write in line with upcoming factors relating to Covid 19. This has been reviewed By LDST, SLT and governors. The school will consult with staff, parents, governors, directors, unions and local authority. All comments and concerns will be reviewed and where appropriate the document will be amended. Information regarding consultation will be detailed below and, where appropriate, anonymised evidence will be embedded or included as a link in the “Evidence” box below. | | | |
| **Equality Impact Assessment Consultation** | **Groups consulted** | **Extent of consultation** | **Feedback** | **Evidence** |
| * Warrington Borough Council - Local Authority] * Unions – * Parents * Staff * Directors of LDST * Governors | * Letters to parents – see COVID file and website * Communication with staff – see COVID file * Survey with staff – 7.72020   ] | [Summarise examples of feedback from the consultation eg ] | [Any documents which can support consultation should either be embedded here or links placed here as long as personal information isn’t disclosed.] |

**In the following schedules, we have separated additional points in red that take into consideration the national restrictions and COVID-19 local alert level. Once consultation has completed, any new requirements will replace, or be in addition to, the steps identified for the full opening of school from September 2020.**

**In the following schedules, we have separated additional points in red that take into consideration the national restrictions and COVID-19 local alert level. Once consultation has completed, any new requirements will replace, or be in addition to, the steps identified for the full opening of school from 8th March 2021 ( if confirmed)**

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| 1. **AGE** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review the actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| **Pupils**  Some young children may not see that they are at risk and may not keep themselves or others safe – returning to school will give them greater support and pastoral care.  Some children may not have access to accurate news and information and/or may become overwhelmed by false news – school has accurate information it can share in an age-appropriate manner.  Online safety risks for children of all ages may increase as those that are isolated seek more interaction online – returning to school with their peers will provide the interaction some children crave.  Children of all ages will benefit from a return to school – teachers teaching, routines re-established, mental health and pastoral support and social interaction with peers.  **Staff**  Returning to work and able to do the job they have been trained to do will have a positive impact on staff of all ages but particularly older staff who may have found working from home a difficult adjustment.  Not having the usual structure and familiarity may have been difficult particularly for older staff.  Reconnecting with colleagues will have a positive impact on the wellbeing of staff particularly older staff who may live by themselves or providing care for others.  Some older staff may have struggled adapting to new technology needed to enable them to work at home and communicate with others – returning to school will provide a more familiar environment albeit with control measures in place. | **Pupils**  Experiencing separation issues after being at home for a significant period.  Worrying about not being able to follow or understand the control measures in place.  School not being the same as it was before lockdown and the impact this may have (toys removed, different class teacher etc)  .11.2020 **Staff** who are clinically vulnerable due to age may be concerned about the prevalence of COVID-19 with school being in a very high risk area and as a result of national restrictions. This may be exacerbated when there are confirmed cases in school.  4.11.2020 **Pupils** self-isolating – particularly those who are younger, may not understand how to access remote learning or understand why they can’t be in school.  **Staff**  Disproportionate effect of coronavirus on people over 50 (health effects and more likely to be asked to shield).  Staff concerned about lack of social distancing due to their role in school and the risk of catching the virus – impact on them and family members who may be extremely clinically vulnerable (this may be a bigger issue for older members of staff).  Some staff may not be able to return to work and consequently feel even more isolated (a feeling of isolation may be exacerbated as their colleagues reconnect). | **Pupils**  AGE RANGE: [2 to 11 years]  Age ranges of pupils attending school during lockdown (Phase 1 and Phase 2)**:** [2to 11years]  Total school capacity for considering staff availability:  120 children R to Y6  13 full time places for Nursery  **Staff**  AGE RANGE: [18- 65]  Staff over 50: [3]  Staff over 65: [0]  Staff over 75: [0]  **Internal Evidence**  Parent and staff surveys, staff meetings, consultation, scientific advice and guidance have all been used to inform next steps.  **External Evidence**  Current evidence that those aged over 55 of BAME ethnicity, particularly those with morbidities, may be associated with increased vulnerability.  There is evidence that the risks from coronavirus increase as people age:   * According to the [ONS](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19roundup/2020-03-26) the majority of deaths involving COVID-19 have been among people aged 65 years and over (39,025 out of 43,837), with 47% (18,263) of these occurring in the over-85 age group. * According to the [Intensive Care National Audit and Research Centre](https://www.icnarc.org/Our-Audit/Audits/Cmp/Reports) (ICNARC) 78% of patients admitted to ICU are over 50. 58% are between 50 and 69. * The [Labour Force Survey](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19roundup/2020-03-26#primarychildren) suggests that 87.2% of primary aged pupils live in households where no one is over the age of 50. Meanwhile, 7.3% of primary pupils live with someone aged 50 to 59 years and 1.7% live with someone aged 70 years and over.   National data: [Age UK](http://www.ageuk.org.uk/?gclid=CLic3c2ewtQCFae37QodcCkJZg&gclsrc=aw.ds), [ONS,](https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015) [Equality and Human Rights Commission](https://www.equalityhumanrights.com/en) | 4.11.2020 All Vulnerable Persons Risk Assessments reviewed.  4.11.2020 All clinically extremely vulnerable staff will work from home or remain at home pending further updated guidance.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required. Materials will be age appropriate enabling every all pupils to receive high quality education.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  4.11.2020 All staff have been provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas.  4.11.2020 Increase ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation. | Keep all documentation, process and procedures under review - SLT / Governors / CEO / Directors / H&S Consultants)  Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)  Ongoing review based on scientific, H&S and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers.  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months.  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff.** |

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| 1. **CARER’S STATUS**   *A carer is “somebody who provides support or who looks after a family member, partner or friend and who needs help because of their age, physical or mental illness or disability’ (Care Act 2014).* | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| **Pupils who are carers** will resume education and receive pastoral support from school as well as having a degree of respite from their caring role.  **Staff who are carers** have an opportunity to return to work and continue undertaking the work they enjoy (some staff may have felt isolated)  [*If there are pupils or staff with caring responsibilities, then there is likely to be an impact within the later “Disability” section.]* | **Pupils and staff who are carers** may feel anxious about separating from those they care for and worry about exposing them to the virus.  **Pupils and staff who are carers** may have taken on extra responsibilities during lockdown and the person they were caring for may not have access to their usual support.  **Pupils and staff who are carers** may have increased mental health concerns.  **Pupils and staff who are carers** may be more likely to have suffered bereavement or increased trauma during lockdown.  **Staff who are carers** may have moved further away to take care of family members and therefore may find it more difficult to get to work (particularly if they rely on public transport).  **Staff** may have moved family members into their own homes prior to lockdown to provide care. The “cared for” may no longer be near their usual support network once the carer returns to work.  4.11.2020 **Staff and Pupils -** due to the prevalence of COVID-19 there may be greater demands on pupils and staff who need to care for others (family members at greater risk).  4.11.2020 **Staff and Pupils** - due to the prevalence of COVID-19, bereavement and increased trauma are likely to re-emerge and carers could be affected more than others. | **Pupils**  Number of pupils in school who are young carers: [1]  **Staff**  How many staff who are returning to work are carers? [0]  **Internal Evidence**  Parent and staff surveys, staff meetings, consultation, scientific advice and guidance have all been used to inform next steps. See COVID-19 file.  **Consideration**  Some local authorities in the North West of England have a high propensity of people who are “carers” and in turn schools must also consider those who are “cared for” when making decisions.  **Useful links**  [Carers UK](http://www.carersuk.org/)  [NHS Social Care and Support Guide](https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/helplines-and-forums/)  [Knowsley Carers Centre](http://knowsleycarers.co.uk/)  [Liverpool Carers Centre](https://www.carersuk.org/help-and-advice/get-support/local-support/liverpool-carers-centre-2)  [Sefton Carers Centre](https://www.sefton-carers.org.uk/index.php/young-carers-service)  [St Helens Carers Centre](http://www.sthelenscarers.org.uk/)  [Warrington Carers Centre](https://www.warrington.gov.uk/carers)  [Wigan Carers Centre](https://www.wlcccarers.com/)  [Young Carers – Knowsley](https://www.youthmutual.co.uk/metime/what-is-me-time.html)  [Young carers - Sefton](https://www.sefton-carers.org.uk/index.php/young-carers-service)  [Young careers – St Helens](https://www.sthelensyoungcarers.org/)  [Young carers – Warrington](https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=GngJMcCMfJ4)  [Young carers – Wigan](https://www.walyc.org.uk/)  [Young carers - Liverpool](https://liverpool.gov.uk/children-and-families/childrens-social-care/young-carers/)  **Research (Carers Week)**  **4.5 million additional** people caring for older, disabled or seriously ill relatives or friends since the COVID-19 pandemic. | The school safeguarding and pastoral teams mobilised to regularly monitor and support all pupils, both in school and remotely.  School will allow a young carer to use a mobile phone to contact home during lunch/break time giving peace of mind for the carer and cared for.  Control measures implemented including PPE (including training), social distancing protocols, increased hand washing/sanitising and more regular cleaning.  Provide all contact information for local groups that can support carers and their families (many included within this impact assessment).  Staggered start and finish times.  Plans in place to offer remote education to pupils who are self-isolating.  Discuss with staff any work from home options whilst ensuring they still feel connected with school.  Remind staff of the services school provides to support them   * eg SAS insurance – Wellbeing APP   Ensure home learning packs and online resources (including providing equipment where necessary) are available to those pupils unable to return from 1st September 2020.  4.11.2020 All Vulnerable Persons Risk Assessments reviewed.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 Carers have access to support for mental health and well-being and school liaises with external support agencies.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  4.11.2020 All staff have been provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas.  4.11.2020 Increased ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements. | Liaise with organisations and agencies (incl LA) that support carers in the local community to ensure action taken by school is adequate and supportive – Headteacher to review.  Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants.  Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)  Ongoing review based on current scientific and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers.  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **DISABILITY** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| **Pupils**  Being in school with qualified staff will be more beneficial for pupils who require additional support or have an EHCP.  Many children require structure and a return to school will provide that -the longer they are without it the harder it will be for them to readjust when they eventually return.  There will be an increase in appropriate activities that will further develop their understanding.  A number of children have already accessed school provision throughout lockdown but it is expected that this number will increase and there positive benefits shared  **Staff** who may have struggled with isolation, exacerbating anxiety and other mental health issues, may benefit from a return to work with the structure and distractions it affords (*subject to control measures in place*) | **Staff** are likely to be concerned about the disproportionate effect of coronavirus on individuals with certain existing health conditions such as diabetes and COPD. This will be a concern to some **pupils** too but it is understood that children are less affected.  **Pupils and staff** may worry about those they live with that have a disability/classified as vulnerable and the potential of them spreading the virus to these individuals when they return home.  **Staff** who have been isolating are likely to be apprehensive about coming back to work and concerned about control measures being robust enough. For those that continue to work from home a feeling of isolation may be exacerbated as others reconnect.  **Pupils** that require intimate/personal care may be concerned about lack of social distancing and may be frightened if staff wear PPE.  4.11.2020 **Pupils and Staff**  It is inevitable and understandable that those who are disproportionately affected by COVID-19 will be incredibly worried about the very high risk local alert level and current national restrictions.  4.11.2020 **Pupils and staff**  When school has confirmed cases and greater numbers required to self-isolate, there will be a greater impact on the well-being (both mental and physical) of those who are at greater risk.  4.11.2020 **Pupils** on an EHC Plan who may be required to self-isolate could find this incredibly difficult and this could have an impact on them, their families and their return to school – they could display more negative behaviours  4.11.2020 **Pupils** on an EHC Plan who may be required to self-isolate could find this incredibly difficult and this could have an impact on them, their families and their return to school – they could display more negative behaviours | **Pupils – Disability**  There are [0] pupils in school with a disability with [0] having attended school during lockdown (Phase 1 and Phase 2)  **Pupils – EHCP**  There are [0] pupils in school with an EHCP with [] having attended school during lockdown (Phase 1 and Phase 2)  *Note: School has been in regular contact with pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.*  **Staff**  School has had [0] staff declare themselves as having a disability.  The number of staff with a disability that makes them more vulnerable to the effects of COVID-19 is [0]  School has [0] members of staff shielding.  **Internal Evidence**  Parent and staff surveys, staff meetings, consultation, scientific advice and guidance have all been used to inform next steps. See COVID-19 file.  \* *Has school asked parents/carers and staff if there are any new medical conditions to be aware of/developed since school closure – eg increased anxiety? Yes through data collection sheet and questionnaire or staff*  **External Evidence**  According to the [ONS](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deathsinvolvingcovid19englandandwales/deathsoccurringinapril2020#pre-existing-conditions-of-people-who-died-with-covid-19) at the end of April 2020, 90% of people who died with Covid-19 had at least one underlying health condition. 10% of people who died with Covid 19 also had Ischaemic heart diseases, diabetes and respiratory conditions such as asthma and COPD which are also listed as high co-morbidity factors.  [Disability Rights UK](https://www.disabilityrightsuk.org/) | School will provide priority support to those with a disability and will ensure that all reasonable adjustments to enable staff and pupils to return to school has taken place.  The measures will need to be sustainable with regular feedback to see whether the interventions are working.  This will include:   * Adapting policies and providing reassurance * Accessing new public health measures including but not limited to PPE (including training), protocols for social distancing and hand washing * Increased cleaning of frequently touched surfaces * Assessing suitability of important information and making sure they are appropriately worded (*eg for those who may have difficulty understanding*) * Ensuring documentation and information is accessible to all (eg Braille) * Staggered school start and finish times   Raise awareness and promote test, track and trace.  Staff who received a letter advising them to shield can return to work as long as they maintain social distancing. School will endeavour to allow these staff to work remotely where possible or in a role within the school where social distancing is possible.  Plans in place to offer remote education to pupils who are self-isolating.  Ensure home learning packs and online resources (including providing equipment where necessary) are available to those pupils unable to return from 1st September 2020.  4.11.2020 All clinically extremely vulnerable staff will work from home or remain at home pending further updated guidance  4.11.2020 All clinically extremely vulnerable pupils will receive high quality remote education – they will remain at home.  4.11.2020 All Vulnerable Persons Risk Assessments reviewed.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  4.11.2020 Behaviour policy reviewed with consideration to those on an EHC Plan could have negative behaviour and have difficulty re-engaging following periods of self-isolation.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 Ensure staff and pupils have access to support for mental health and well-being and liaise with external support agencies.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  4.11.2020 All staff have been provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas.  4.11.2020 Increase ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements | Monitor for new medical conditions - eg anxiety, mental health issues, that have developed during lockdown. School to frequently survey staff and parents/pupils.  Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)  Ongoing review based on scientific, H&S and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.    4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers.  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **GENDER** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| **Pupils**  All pupils will benefit from the positive impact associated with returning to school (structure, teachers teaching, reconnecting with friends).  Boys will benefit from a return to school - education outcomes are different for boys and girls; the longer schools are closed the bigger the gap may become.  Period poverty may be an issue for some girls. Returning to school will give them access to sanitary wear that may not have been available at home.  A return to school may benefit girls who could be at increased risk of forced marriage, FGM and abuse during school closure. | **Staff** There is a disproportionate effect of coronavirus on adult males.  **Staff** who are pregnant may not be able to return to work due to shielding and may feel separated and isolated as their colleagues return to work (a feeling of isolation may be exacerbated as others reconnect).  **Pupils –** older girls who are pregnant may not be able to return to school due to shielding and may feel separated and isolated as their friends return to school. If they return to school, they may become anxious about social distancing measures.  4.11.2020 **Staff** who are pregnant are at greater risk to COVID-19 during their third trimester (28 weeks or more).  4.11.2020 There is a disproportionate effect of COVID-19 on adult males. Staff may feel at increased risk considering the local Very High Risk Alert level and national restrictions. Confirmed cases in school are also likely to make male staff (particularly those over 50 and/or from a BAME background) feel more vulnerable | **Pupils**  The school has [46] boys and [45] girls in school.  Ex nursery inc nursery [51]boys [54]girls  **Staff**  The school employed [3] male ( 2 PE coaches and [15] female members of staff.  **Internal Evidence**  Parent and staff surveys, staff meetings, consultation, scientific advice and guidance have all been used to inform next steps. See COVID-19 file.  *Has school asked if any returning pupils are pregnant? – in staff availability for work document*  **External Evidence**  It is still the case that women are more likely to be in caring roles, therefore if there is a negative impact for carers it will also affect women more.  Women are more likely to be working in education settings, more likely to be heading single parent households and those more likely to be working part time and managing care for pupils.  Pregnant mothers and those with young babies – who may be more limited in how they can work (staff) and how they access services and support children (parents).  If there is a return to a reduced in-school timetable (Phase 1 or Phase 2), there will be an impact on families, parents and carers; working families, single-parent families and disadvantaged families in this context, recognising that females may feel this impact most.  71% of patients hospitalised with covid-19 at the end of May were male [(ICNARC);](https://www.icnarc.org/Our-Audit/Audits/Cmp/Reports) according to the ONS 56% of all coronavirus deaths are males.  The government report “[COVID-19: review of disparities in risks and outcomes](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes)states that “risk of dying among those diagnosed with COVID-19 was also higher in males than females.  4.11.2020 Royal College of Obstetricians and Gynaecologists  https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/ | School will ensure that all reasonable adjustments have taken place.  The measures will need to be sustainable with regular feedback to see whether the interventions are working.    Policies will be adapted where required.  Contractual concerns will be discussed with HR Consultants (*eg sickness absence, maternity leave*).  Individual Risk Assessments will be conducted when required.  Pregnant staff can return to school but will be offered the safest available on-site  roles with a specific risk assessment. If none is available, then they should stay home and work from there.  Public health measures including but not limited to PPE (including training), protocols for social distancing and hand washing as well as increased cleaning of frequently touched surfaces will be implemented.  School will implement staggered school start and finish times where appropriate to do so for staff and pupils.  Raise awareness and promote test, track and trace.  Plans in place to offer remote education to pupils who are self-isolating.  Ensure home learning packs and online resources (including providing equipment where necessary) are available to those pupils unable to return from 1st September 2020.  4.11.2020 Pregnant staff who are in their 3rd trimester (more than 28 weeks) will work from home or remain at home pending further updated guidance  4.11.2020 All Vulnerable Persons Risk Assessments reviewed.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 Ensure staff and pupils have access to support for mental health and well-being and liaise with external support agencies.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  4.11.2020 All staff have been provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas.  4.11.2020 Increase ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements. | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)  Ongoing review based on scientific, H&S and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers.  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **GENDER IDENTITY** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| Because of the lockdown, some pupils and staff who have declared their gender identity (but more particularly the young) may be confined in family situations where they are at risk of homophobia, homophobic abuse and violence which could have an impact on their mental health. There are benefit for pupils returning to school for whom school is their only safe space. | Consideration needs to be given to the potential negative impact of schools re-opening on both pupils and staff who identify as a gender different to the one they were assigned at birth. There is a disproportionate effect of coronavirus on adult males and it is not yet known if there are  differences in health outcomes for female to male transition or male to female transitions.  4.11.2020 Although no evidence of a disproportionate effect of coronavirus on outcomes for female to male or male to female transitions, during periods of self-isolation, there could be an increased risk of homophobia, homophobic abuse and violence depending on family situations | There is no evidence, yet, that people who identify as having a different gender identity are disproportionality affected in terms of experiencing the coronavirus because of their gender identity.  **External Evidence**  Research focusing on LGBT+ youth by [The Trevor Project](https://www.thetrevorproject.org/2020/04/03/implications-of-covid-19-for-lgbtq-youth-mental-health-and-suicide-prevention/), finds that the Coronavirus will have a “significant social impact on this already vulnerable community.”  4.11.2020 There is still no evidence, yet, that people who identify as having a different gender are disproportionately affected in terms of experiencing COVID-19 because of their gender identity. | All staff and pupils will access new public health measures including but not limited to PPE, protocols of social distancing and hand washing.  4.11.2020 Consult with external services to provide support to those believed to be at risk.  4.11.2020 Vulnerable Persons Risk Assessment required to check mental health and well-being.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation. | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Should any negative impact be identified that specifically relates to this protected group, the school will update and consider further mitigating steps required  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 Frequently review Vulnerable Persons Risk Assessment?  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **OFFENDING PAST** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **NO** |
| A positive benefit for pupils returning to school could be that school is their only safe space.  The school has Safeguarding Policies and meetings with external agencies that can support those at risk.  ***School doesn’t have any pupils from an offending past. Some pupils may be at greater risk of offending if they don’t return to school****]*  4.11.2020 During periods of self-isolation/remote learning, some pupils may be at greater risk of offending.  ***School doesn’t have any pupils from an offending past. Some pupils may be at greater risk of offending if they don’t return to school****]* |  | **Consideration**  Some local authorities have an above average number of offenders. Some LDST schools may be located within some of these areas and will need to ensure strategy and policy development does not unfairly/ adversely affect this section of the local demographic. | No action required – no negative impact currently identified.  4.11.2020 Identify those at potential risk and involve external agencies to provide wrap-around support with regular communication from school.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation. | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **SEXUAL ORIENTATION** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **NO** |
| Because of the lockdown, some LGBT+ pupils and staff (but more particularly the young) may be confined in family situations where they are at risk of homophobia, homophobic abuse and violence which could have an impact on their mental health. There are benefits for pupils returning to school for whom school is their only safe space.  4.11.2020 Although no evidence of a disproportionate effect of coronavirus on people who identify as Lesbian, Gay or Bisexual, during periods of self-isolation there could be an increased risk of homophobia, homophobic abuse and violence depending on family situations. |  | There is no evidence, yet, that people who identify as Lesbian, Gay or Bisexual are disproportionality affected in terms of experiencing the coronavirus because of their sexual orientation.  Research focusing on LGBT+ youth by [The Trevor Project](https://www.thetrevorproject.org/2020/04/03/implications-of-covid-19-for-lgbtq-youth-mental-health-and-suicide-prevention/), finds that the Coronavirus will have a “significant social impact on this already vulnerable community.” | No action required.  4.11.2020 Consult with external services to provide support to those believed to be at risk.  4.11.2020 Vulnerable Persons Risk Assessment required to check mental health and well-being.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation. | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Should any negative impact be identified that specifically relates to this protected group, the school will update and consider further mitigating steps required.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document.  4.11.2020 Frequently review Vulnerable Persons Risk Assessment.  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **RACE (including Gypsies and Travellers)** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| **Pupils**  BAME pupils will benefit from a return to school as education outcomes are different.  Pupils who have English as an additional language will find it easier to access learning from school as additional resources will be available.  Parents/Carers may have English as an additional language and have had trouble supporting their child’s education at home.  4.11.2020 **Staff and pupils**  There is a disproportionate effect of COVID-19 on people from a BAME background. Staff and pupils may feel at increased risk considering the local Very High Risk Alert level and national restrictions. Confirmed cases in school are also likely to make those from a BAME background feel even more vulnerable.  4.11.2020 **Pupils -**Parents/carers whose first language is not English may struggle to support their child’s remote education during periods of self-isolation difficult. | **Pupils/Staff**  There will be a negative impact including the disproportionate effect of COVID-19 on people from a BAME background.  Parents/carers whose first language is not English may find it more difficult to access online learning and help pupils unable to return to school.  There will be increased anxiety for people from a BAME background returning to work - the possibility of taking the virus home with them to family members who will also be at an increased risk of the disproportionate effect of COVID-19 but who may also have other vulnerabilities (including the elderly).  There will be increased anxiety for people from a BAME background due to strict social distancing requirements being lifted. This will affect pupils, staff and their families. | **Pupils**  The school has [2] pupils from a BAME background.  **Staff**  The school employs [0] male and [0] female members of staff from a BAME background.  **External Research/Surveys:**  Early figures on the incidence of Covid-19 showed that [35% of almost 2,000 patients in intensive care units](https://www.theguardian.com/world/2020/apr/07/bame-groups-hit-harder-covid-19-than-white-people-uk) were black or from another minority ethnic background, despite BAME people making up only 14% of the population, according to the last census.  According to [(ICNARC);](https://www.icnarc.org/Our-Audit/Audits/Cmp/Reports) 33% of patients hospitalised with Covid-19 are from a BME background; this is compared to 22% of the population being from a BME background.  According to the [ONS](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/articles/coronavirusrelateddeathsbyethnicgroupenglandandwales/2march2020to10april2020) “When taking into account age in the analysis, Black males are 4.2 times more likely to die from a COVID-19-related death and Black females are 4.3 times more likely than White ethnicity males and females.” The government report “[COVID-19: review of disparities in risks and outcomes](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes)” states that “risk of dying among those diagnosed with COVID-19 was higher in those in Black, Asian and Minority Ethnic (BAME) groups than in White ethnic groups. These inequalities largely replicate existing inequalities in mortality rates in previous years, except for BAME groups, as mortality was previously higher in White ethnic groups”. A [Department for Education](https://www.theguardian.com/education/department-for-education) spokesman said schools should be “especially sensitive to the needs and worries of BAME staff, parents and pupils”, and consider if measures need to be put in place to address them. | Risk assessments that specifically consider the physical and mental health of BAME staff and pupils.  School will ensure that all reasonable adjustments have taken place.  The measures will need to be sustainable with regular feedback to ensure the interventions are working.  Consider the safest possible roles for BAME staff or, if none are available, alternative work that could be delivered from home.  Raise awareness and promote test, track and trace.  School acknowledges that there are very different outcomes for BAME people with regards to COVID-19 and will work closely with BAME staff, parents/carers and pupils to ensure the correct safeguards are in place. This will include:     * Risk assessments that specifically consider the physical and mental health of BAME staff and pupils * Adapting policies and providing reassurance * Accessing new public health measures including but not limited to PPE (incl training), protocols for social distancing and hand washing * Increased cleaning of frequently touched surfaces * Assessing accessibility and suitability of important information and making sure they are appropriate (*eg translation)* * Staggered school start and finish times   Plans in place to offer remote education to pupils who are self-isolating.  Ensure home learning packs and online resources (including providing equipment where necessary) are available to those pupils unable to return from 1st September 2020.  4.11.2020 All Vulnerable Persons Risk Assessments reviewed.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required. School has adapted remote learning resources to support those whose first language at home is not English.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas.  4.11.2020 Increased ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)  Ongoing review based on scientific, H&S and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  *Note: keep updated with latest developments including but not limited to the link between Vitamin D deficiency and COVID-19. Schools may need to urge BAME staff to have a Vitamin D test.*  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will the used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers.  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months.  4.11.2020 Keep reviewing scientific guidance in relation to vitamin D (particularly during winter months).  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **RELIGION AND BELIEF** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative Impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **NO** |

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| A positive impact will be schools re-opening to both pupils and staff mixing with those that have different religions, beliefs and culture – continuing to broaden knowledge and awareness of world religions giving support to those that may have suffered loss during the lockdown.  In school pupils are taught and encouraged to develop an understanding of various religions and schools do their best to celebrate religious festivals which could be continued in a small way within each POD/Class. | 4.11.2020 Depending on periods self-isolation and length of isolation, pupils may miss out on events and celebrations that teach them about other cultures and religions. | There is no evidence, yet, that people with different religions or beliefs are disproportionality affected in terms of experiencing the coronavirus because of their religion or belief. | Not currently applicable.  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required. | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Outcomes for protected groups are monitored according to risk and all actions documented for review.  *Note: when vaccines for COVID-19 are available, they may not comply with the requirements of some religions and therefore those pupils and staff may still remain vulnerable although could benefit from herding immunity.*  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will the used to further inform the content of this document. |

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| 1. **SOCIAL ECONOMIC STATUS AND CHILD POVERTY** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **YES** |
| Returning to school will have a substantial positive impact on families and children who are from deprived backgrounds.  Many pupils will have limited access to technology at home and unable to participate in online education and resources – returning to school will allow for a greater equality in the education provided.  Paper-based packs are limited in content and less likely to be completed than online learning – returning to school provides pupils with professional teaching and learning.  A return to structure and routine will increase focus.  Pupils will be guaranteed a meal.  Period poverty will be alleviated as girls are given access to sanitary wear.  When in school, pupils are less likely to be subject to exploitation.  Pupils from a deprived background may have suffered more trauma during lockdown and a return to school will give them access to pastoral care. | There may be a negative impact because of the disproportionate effect of COVID-19 on people who are from deprived backgrounds.  Adults (parents and carers) facing socio-economic disadvantage may be less able to  access online support for home-learning if their child is unable to return to school.  Pupils from a deprived background may have suffered additional trauma during lockdown and although returning to school will be a positive step, initially they may find it overwhelming.  4.11.2020 Due to the prevalence of COVID-19 and school being in a Very High Risk Alert area and due to national restrictions, there is evidence of a disproportionate effect of COVID-19 on people who are from deprived backgrounds  4.11.2020 Adults (parents and carers) facing socio-economic disadvantage may be less able to  access online support for home-learning if their child is unable to return to school due to self-isolation.  4.11.2020 Those from a deprived background may suffer more trauma (eg bereavement)  4.11.2020 Increased concern over feeding children during times of self-isolation/home learning.  4.11.2020 As more people lose jobs or put on furlough, a greater number of families could struggle financially and could slip through the net.  4.11.2020 Period poverty may be an issue if girls are at home but school provided access to sanitary wear. | 23 pupils qualify for benefit-related free school meals.  [24%] pupils are on the Pupil Premium register.  [17] pupils have been attending during lockdown (on average).  There would be no (0) pupils who would require 1:1 support for behaviour needs on return to school.  There are no (0)pupils with an EHCP need an emergency plan.  If there is a return to a reduced in-school timetable (Phase 1 and Phase 2), there will be an impact on families, parents and carers; working families, single-parent families and disadvantaged families in particular in this context, recognising that females may feel this impact most.  **External Evidence**  According to the [ONS](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deathsinvolvingcovid19bylocalareasanddeprivation/deathsoccurringbetween1marchand17april) people who live in deprived areas have higher diagnosis rates and death rates than those living in less deprived areas. The mortality rates from COVID-19 in the most deprived areas were more than double the least deprived areas, for both males and females. This is greater than the inequality seen in mortality rates in previous years, indicating greater inequality in death rates from COVID-19.  According to [(ICNARC);](https://www.icnarc.org/Our-Audit/Audits/Cmp/Reports) 25% of patients in hospital with coronavirus are from the most deprived areas.  **Useful links:**  [Joseph Rowntree Foundation.](https://www.jrf.org.uk/people/child-poverty)  [Child Poverty Action Group](http://www.cpag.org.uk/)  [Barnardos](http://www.barnardos.org.uk/what_we_do/our_work/child_poverty.htm) | The school safeguarding and pastoral teams mobilised to regularly monitor and support all pupils (including those that may not be able to return to school).  Videos, letters, texts, social media messages, use of school website have been utilised to explain control measures adopted by school to keep pupils safe.  Control measures that have been put in place to protect pupils from deprived backgrounds include:   * Adapting policies and providing reassurance * Accessing new public health measures including but not limited to PPE (including training), protocols for social distancing and hand washing * Increased cleaning of frequently touched surfaces * Ensuring guidance, new school rules are age appropriate and understood * Staggered school start and finish times   Raise awareness and promote test, track and trace with parents/carers.  Ensure home learning packs and online resources (including providing equipment where necessary) are available to those pupils unable to return from 1st September 2020.  Plans in place to offer remote education to pupils who are self-isolating.  4.11.202 Vulnerable Persons Risk Assessments reviewed.  4.11.2020 During periods of self-isolation, school ensures all pupils on benefit-related free school meals can access food vouchers/meals.  4.11.2020 Period poverty – ensure girls have access to sanitary wear during self-isolation.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  4.11.2020 The school has successfully introduced remote learning enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required. Surveys relating to accessibility of devices and broadband have been undertaken and the school is providing resources to support families (devices, routers etc).  4.11.2020 Continue and further increase remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.  4.11.2020 School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.  4.11.2020 Increase ventilation in line with PHE guidance (included in general risk assessment). Adapt school uniform expectations to consider additional items being required (no financial burden on families).  4.11.2020 All staff have been provided with face coverings (access to masks and/or visors). These are available throughout school for staff to wear/use when in communal areas  4.11.2020 Adequate heating also in place to balance the need for increased ventilation and additional clothing requirements | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants.  Staff encouraged to share concerns with SLT.  Liaise where required with external agencies and organisations to ensure on-going support for pupils and families both in and out of school.  Ongoing review of control measures required based on scientific, H&S and government advice.  Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.  Consider good practice adopted by other trust schools via the Headteacher forum.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will the used to further inform the content of this document.  4.11.2020 School will frequently review all Vulnerable Persons Risk Assessments.  4.11.2020 Ensure school surveys parents/carers to capture any those that are struggling financially due to losing work/furlough etc.  4.11.2020 Review stock levels of PPE and ensure they are made available throughout school to anyone that needs them.  4.11.2020 Review the need for additional cleaning equipment – eg Foggers  .  4.11.2020 School will continue to review the effectiveness of its remote learning strategy to ensure the mix of online learning and paper packs does not leave any child behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote learning using online tools.  4.11.2020 Monitor temperature in school – open windows and doors will make school much colder particularly considering winter months.  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** |

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| 1. **ARMED FORCES PERSONNEL, VETERANS AND THEIR FAMILIES** | | | | |
| **Is there any potential positive impact?** | **Is there any potential negative impact?** | **What evidence do you have?** | **What action will you take to mitigate negative impact?** | **How will you monitor and review actions taken to mitigate negative impact?** |
| **YES** | **NO** |
| There is a positive impact for all pupils and staff who are from Armed Forces Families to return to school as they reconnect with their peers and colleagues particularly if family members have not been at home – being in lockdown in the family home may have brought into greater focus the separation from loved ones.  Some staff and pupils may live with ex-service personnel who have recently returned home and struggling to readjust - this could be exacerbated during lockdown. A return to school could have a positive impact on the wellbeing of these individuals. |  | There are 1 of pupils in school from Armed Forces Families.  There are [1] of pupils in school from Armed Forces Families.  **External Evidence**  There is no evidence, yet, that people with families who are or have been in the armed forces are disproportionality affected in terms of experiencing the coronavirus because of their family status.  People meeting this category can be given priority support and their lack of local connection does not disqualify them from available opportunity.  [Veterans Hub](https://www.vfrhub.com/) | Not applicable.  4.11.2020 The school’s COVID-19 risk assessment has been updated in line with current scientific guidance. The COVID-19 risk assessment is currently out for consultation.  11.1.21 use of LFT tests as measure for staff - this is covered in the COVID-19 partial opening risk assessment and the COVID-19 Staff LFD risk assessment  11.1.21 CEV staff/pupils need to be at home – see risk assessment regarding **section around pregnant staff** | Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants  Should any negative impact be identified that specifically relates to this protected group, the school will update and consider mitigating steps required.  Outcomes for protected groups are monitored according to risk and all actions documented for review.  4.11.2020 Consultation required of this Equality Impact Assessment (COVID-19) due to the prevalence of COVID-19 and national restrictions and feedback will be used to further inform the content of this document |

R-Race D-Disability G-Gender (including Pregnancy and Maternity) SO-Sexual Orientation RB-Religion & Belief A-Age CR-Caring Responsibility OP-Offending Past GI-Gender Identity SS-Socio Economic Status AFV – Armed Forces, Veterans and their Families