

Equality Impact Assessment: COVID-19

School Name	Responsible Decision Maker	Completed by	Date and Version Number	Review
The Beacon CE School	Sally Aspinwall	Anna McGurk	28.2.2021 V3.0	8 th March 2021

Title

Full opening of schools on 8th March 2021 (*whilst coronavirus is circulating {with variants}, accessible LFD and PCR tests, NHS test and trace and a national vaccination programme*).

Description and 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*).

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 will always follow scientific advice and guidance. It is important to evaluate the impact partial closure has had on each of the protected characteristics (e.g. the disproportionate effect could be in terms of mental health, safeguarding, educational disadvantage). Schools remained open to vulnerable children and children of critical workers only between 5th January 2021 and 5th March 2021.

The Government announced on 22nd February 2021 that all schools in England are expected to open on 8th March 2021 and welcome back pupils in every year group (secondary schools can operate a phased return of pupils to allow for testing). The Department for Education provided [operational guidance](#) to schools on 22nd February 2021, and this operational guidance has been used to inform both this Equality Impact Assessment (COVID-19) and the school's COVID—19 Reopening Risk Assessment. On 28th February 2021, it was announced that households with primary school, secondary school and college age children (including childcare and support bubbles) will be able to test themselves twice every week from home. Tests to be ordered and collected from local sites or administered through workplace testing programmes. This also applies to adults working with school (for example bus drivers, after school club staff).

Does the proposal have a direct impact on people?	Has the school conducted a consultation?	Groups Consulted / Evidence
Yes, there will be both a positive and negative impact on schools opening up more fully. It is important to evaluate the disproportionate effect on each of the protected characteristics.	Yes, the school has consulted on previous versions. Equality Impact Assessment (COVID-19) V3.0, will also be subject to consultation.	<ul style="list-style-type: none"> • Staff • Parents/Carers • Local Authority • Unions • LDST Directors • Governors <p><i>All responses will be fully considered. Evidence of consultation, and feedback received, will be retained in a separate file.</i></p>

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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			
<p>Pupils</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Children of all ages will benefit from a return to school.</p>	<p>Pupils</p> <p>Some pupils in secondary school may be concerned about the requirement to wear face coverings in class.</p> <p>Some younger pupils may experience separation issues and may have forgotten some of the rules that were in place in school.</p> <p>Some pupils live with parents/carers who are over 50 – they may be concerned about bringing coronavirus home with them.</p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate and may be more vulnerable as they are too young to see that they are at risk.</p>	<p>Internal Evidence Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>External Evidence Current evidence that those aged over 55 of BAME ethnicity, particularly those with morbidities, may be associated with increased vulnerability.</p> <p>There is evidence that the risks from coronavirus increase as people age:</p> <ul style="list-style-type: none"> According to the <u>ONS</u> 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. 	<p>Vulnerable Persons Risk Assessments reviewed.</p> <p>The school safeguarding and pastoral teams mobilised to regularly monitor and support all pupils, both in school and remotely</p> <p>Those that are clinically extremely vulnerable (even if they have been vaccinated) will work from home until school is advised otherwise.</p> <p>School will ensure that all reasonable adjustments have taken place.</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms. When testing at home, pupils aged 12-17 should self-test; pupils aged 11 should be tested / swabbed by an adult.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Keep Vulnerable Persons Risk Assessment under regular review and as guidance changes.</p> <p>School will continue to review the effectiveness of its remote learning strategy to ensure no child is left behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote education.</p> <p>Keep all documentation, process and procedures under review - SLT / Governors / CEO / Directors / H&S Consultants)</p> <p>Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)</p> <p>Ongoing review based on scientific, H&S and government advice.</p> <p>Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.</p>

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<p>Staff</p> <p>Not having the usual structure and familiarity may have been difficult particularly for older staff. Returning to school will provide a more familiar environment albeit with control measures in place.</p> <p>Partial opening may have impacted on staff morale - reconnecting with more colleagues will have a positive impact on the wellbeing of staff.</p>	<p>Staff</p> <p>Disproportionate effect of coronavirus on people over 50</p> <p>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). Impact around some pupils or parents objecting to pupils wearing face coverings in class.</p> <p>Some staff may not be able to return to work and consequently feel even more isolated.</p>	<ul style="list-style-type: none"> • According to the Intensive Care National Audit and Research Centre (ICNARC) 78% of patients admitted to ICU are over 50. 55% are between 50 and 69. • The Labour Force Survey 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. <p>National data: Age UK, ONS, Equality and Human Rights Commission</p>	<p>School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.</p> <p>Behaviour and child protection policies reviewed (COVID-19 addendums).</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>The wearing of a face covering will not apply to someone who</p> <ol style="list-style-type: none"> i) cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties ii) is with a person who relies on lip reading, clear sound or facial expression to communicate. <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p>	<p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p>
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2. 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			
<p>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.</p> <p>Staff who are carers have an opportunity to return to work and continue undertaking the work they enjoy (some staff may have felt isolated)</p>	<p>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).</p> <p>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.</p> <p>Pupils and staff who are carers may feel anxious about separating from those they care for and worry about exposing them to the virus.</p> <p>Pupils and staff who are carers may have increased mental health concerns.</p> <p>Pupils and staff who are carers may be more</p>	<p>Internal Evidence Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>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.</p> <p>Useful links Carers UK NHS Social Care and Support Guide Knowsley Carers Centre Liverpool Carers Centre Sefton Carers Centre St Helens Carers Centre Warrington Carers Centre</p>	<p>All Vulnerable Persons Risk Assessments reviewed.</p> <p>Provide all contact information for local groups that can support carers and their families.</p> <p>The school safeguarding and pastoral teams mobilised to regularly monitor and support all pupils, both in school and remotely.</p> <p>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.</p> <p>Carers to have access to support for mental health and well-being and school liaises with external support agencies.</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p>	<p>Keep Vulnerable Persons Risk Assessment under regular review and as guidance changes.</p> <p>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.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants.</p> <p>Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)</p> <p>Ongoing review based on current scientific and government advice.</p> <p>Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.</p>

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	<p>likely to have suffered bereavement or increased trauma during lockdown.</p>	<p>Wigan Carers Centre Young Carers – Knowsley Young carers - Sefton Young careers – St Helens Young carers – Warrington Young carers – Wigan Young carers - Liverpool</p> <p>Research (Carers Week)</p> <p>4.5 million additional people caring for older, disabled or seriously ill relatives or friends since the COVID-19 pandemic.</p>	<p>Asymptomatic testing of primary school staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms. Regular testing may provide some additional assurance.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p> <p>The school has successfully introduced remote education enabling staff and pupils to teach/be educated off-site for periods of self-isolation or when otherwise required.</p> <p>The school’s COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community <i>(including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning.</i></p> <p>School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020. School will consider if flexibility in delivery will be required for carers.</p>	<p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p> <p>School will continue to review the effectiveness of its remote learning strategy to ensure no child is left behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote education. Those providing care may have difficulty accessing remote sessions at predetermined times.</p>
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3. 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			
<p>Pupils</p> <p>Being in school with qualified staff will be more beneficial for pupils who require additional support or have an EHCP.</p> <p>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.</p> <p>There will be an increase in appropriate activities that will further develop their understanding.</p> <p>A number of children have already accessed school provision throughout lockdown but it is expected that this number will increase and positive benefits shared</p> <p>Staff who may have struggled with isolation, exacerbating anxiety and other mental health issues, may benefit from</p>	<p>Pupils may be concerned about not wearing a face covering and being the only one not doing so in class.</p> <p>Staff are likely to be concerned about the disproportionate effect of coronavirus on individuals with certain existing health conditions. This will be a concern to some pupils too but it is understood that children are less affected.</p> <p>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.</p> <p>Staff may be apprehensive about coming back to work and concerned about control measures being robust</p>	<p>Internal Evidence</p> <p>Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>External Evidence</p> <p>According to the <u>ONS</u> 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.</p> <p><u>Disability Rights UK</u></p>	<p>All Vulnerable Persons Risk Assessments reviewed.</p> <p>All clinically extremely vulnerable staff and pupils (identified by an NHS Letter) will work from home or remain at home pending further updated guidance (staff will not be disadvantaged).</p> <p>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.</p> <p>School will ensure that all reasonable adjustments have taken place.</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>The wearing of a face covering will not apply to someone who</p>	<p>School will frequently review all Vulnerable Persons Risk Assessments.</p> <p>Monitor temperature in school (increased ventilation will make school much colder and could have a disproportionate impact on some individuals).</p> <p>Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)</p> <p>Ongoing review based on current scientific and government advice.</p> <p>Monitor for new medical conditions - eg anxiety, mental health issues, that have developed during lockdown.</p> <p>Ensure all control measures are implemented and followed - frequent SLT learning walks to support staff and pupils.</p> <p>Outcomes for protected groups are monitored</p>

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<p>a return to work with the structure and distractions it affords (<i>subject to control measures in place and current shielding guidance in place.</i>)</p>	<p>enough. For those that continue to work from home a feeling of isolation may be exacerbated as others reconnect.</p> <p>Pupils that require intimate/personal care may be concerned about lack of social distancing and may be unsettled if staff wear PPE.</p> <p>Pupils and staff When school has confirmed cases and staff/pupils are 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.</p> <p>Pupils on an EHC Plan could find periods of self-isolation incredibly difficult - they could display more negative behaviours</p>		<p>i) cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</p> <p>ii) is with a person who relies on lip reading, clear sound or facial expression to communicate.</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms. For secondary school pupils unable to do the test at home, school will consider keeping a reduced, supervised, on-site testing facility.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p> <p>Behaviour policy reviewed with consideration to those on an EHC Plan; they could have negative behaviour and have difficulty re-engaging following periods of self-isolation.</p> <p>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 keeps this under review to make sure it is appropriate for all staff</p>	<p>according to risk and all actions documented for review.</p> <p>School will continue to review the effectiveness of its remote learning strategy to ensure no child is left behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote education.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p>
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			<p>and pupils (eg SEND, those with accessibility issues).</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>Ensure staff and pupils have access to support for mental health and well-being and liaise with external support agencies.</p> <p>School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020.</p> <p>School uniform expectations will be adapted for those that need it (increased ventilation may make school colder over winter months)</p> <p>School has ensured adequate heating is in place to balance the need for increased ventilation and additional clothing requirements.</p>	
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4. 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			
<p>Pupils</p> <p>All pupils will benefit from the positive impact associated with returning to school (structure, teachers teaching, reconnecting with friends).</p> <p>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.</p> <p>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.</p> <p>A return to school may benefit girls who could be at increased risk of forced marriage, FGM and abuse during school closure</p>	<p>Staff There is a disproportionate effect of COVID-19 on adult males. Staff may feel at increased risk considering ongoing 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.</p> <p>Pregnant women are at greater risk to COVID-19 during their third trimester (28 weeks or more).</p>	<p>Internal Evidence Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>External Evidence Royal College of Obstetricians and Gynaecologists</p> <p>https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/</p> <p>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.</p> <p>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</p>	<p>All Vulnerable Persons Risk Assessments reviewed.</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning).</p> <p>Based on current guidance, pregnant staff who are 28 weeks or more pregnant should work from home if possible – if home working is not possible, they should stay at home (at no disadvantage). If less than 28 weeks pregnant, school will undertake a specific risk assessment. If adequate safeguards can be put in place, pregnant staff can return to work. If adequate safeguards cannot be put in they should work from home where possible. If it is not possible to work from home, they should remain at home (at no disadvantage).</p>	<p>School will frequently review all Vulnerable Persons Risk Assessments.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)</p> <p>Ongoing review based on scientific, H&S and government advice.</p> <p>Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.</p> <p>School will continue to review the effectiveness of its remote learning strategy to ensure no child is left behind. Equally, review the strategy with staff to ensure workloads are manageable and staff confident in being able to deliver remote education.</p>

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		<p>time and managing care for pupils.</p> <p>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).</p> <p>71% of patients hospitalised with covid-19 at the end of May were male (<u>ICNARC</u>); according to the ONS 56% of all coronavirus deaths are males.</p> <p>The government report "<u>COVID-19: review of disparities in risks and outcomes</u>" states that "risk of dying among those diagnosed with COVID-19 was also higher in males than females.</p>	<p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms. LFD tests are safe for pregnant staff.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p> <p>School will ensure that all reasonable adjustments have taken place.</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p>	<p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p> <p>Should any negative impact be identified that specifically relates to this protected group, the school will update and consider additional mitigation.</p> <p>Contractual concerns will be discussed with HR Consultants (<i>eg sickness absence, maternity leave</i>).</p> <p><i>NOTE: If COVID-19 vaccinations are required annually, they may not be suitable for pregnant mothers.</i></p>
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5. 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			
<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>External Evidence Research focusing on LGBT+ youth by <u>The Trevor Project</u>, finds that the Coronavirus will have a "significant social impact on this already vulnerable community."</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p>	<p>Vulnerable Persons Risk Assessment required (check mental health and well-being/consult with external services to provide support)</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Frequently review Vulnerable Persons Risk Assessment.</p> <p>Should any negative impact be identified that specifically relates to this protected group, the school will update and consider additional mitigation.</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants.</p>

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6.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	YES			
<p>A positive benefit for pupils returning to school could be that school is their only safe space.</p> <p>The school has Safeguarding Policies and meetings with external agencies that can support those at risk.</p>	<p>There is a potential during periods of absence from school (eg self-isolation) that some pupils may be at greater risk of offending.</p>	<p>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.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p>	<p>Identify those at potential risk and involve external agencies to provide wrap-around support.</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Frequently review Vulnerable Persons Risk Assessment.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Should any negative impact be identified that specifically relates to this protected group, the school will update and consider additional mitigation.</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p>

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7. 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	YES			
<p>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.</p>	<p>Although no evidence of a disproportionate effect of coronavirus on people who identify as Lesbian, Gay or Bisexual, during periods of self-isolation or shielding there could be an increased risk of homophobia, homophobic abuse and violence depending on family situations.</p>	<p>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.</p> <p>Research focusing on LGBT+ youth by <u>The Trevor Project</u>, finds that the Coronavirus will have a "significant social impact on this already vulnerable community."</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p>	<p>Vulnerable Persons Risk Assessment required (check mental health and well-being/consult with external services to provide support)</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Frequently review Vulnerable Persons Risk Assessment.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Should any negative impact be identified that specifically relates to this protected group, the school will update and consider additional mitigation.</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p>

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8. 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			
<p>BAME pupils will benefit from a return to school as education outcomes are different.</p> <p>Pupils who have English as an additional language will find it easier to access learning from school as additional resources will be available.</p> <p>Parents/Carers may have English as an additional language and have had trouble supporting their child's education at home.</p>	<p>Disproportionate effect of COVID-19 on people from a BAME background.</p> <p>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 (those either shielding or during periods of self-isolation).</p>	<p>Internal Evidence Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>External Research/Surveys: Early figures on the incidence of Covid-19 showed that <u>35% of almost 2,000 patients in intensive care units</u> were black or from another minority ethnic background, despite BAME people making up only 14% of the population, according to the last census.</p> <p>According to <u>(ICNARC)</u>; 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.</p> <p>According to the <u>ONS</u> "When taking into account age in the</p>	<p>All Vulnerable Persons Risk Assessments reviewed - specifically consider the physical and mental health of BAME staff and pupils.</p> <p>School will ensure that all reasonable adjustments have taken place.</p> <p>Consider the safest possible roles for BAME staff.</p> <p>Ensure key messages to families are available in different languages to enable them to support their child/children.</p> <p>School acknowledges that there are very different outcomes for BAME individuals with regards to COVID-19 and will work closely with BAME staff, parents/carers and pupils to ensure the correct safeguards are in place.</p> <p>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</p>	<p>School will frequently review all Vulnerable Persons Risk Assessments.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Facilitate feedback from staff and parents and use the information to inform good practice (eg pulse surveys)</p> <p>Ongoing review based on scientific, H&S and government advice.</p> <p>Review BAME representation at key strategic monitoring and review meetings if staff from this background are not currently represented.</p> <p>Ensure all control measures are implemented and followed - frequent SLT learning walks to support staff and pupils.</p> <p>Outcomes for protected groups are monitored according to risk and all</p>

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		<p>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.”</p> <p>The government report <u>“COVID-19: review of disparities in risks and outcomes”</u> 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”.</p> <p>A <u>Department for Education</u> 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.</p> <p><u>Data has suggested</u> people from black and minority ethnic (BAME) backgrounds are being vaccinated at much lower rates than white people.</p>	<p>resources to support those whose first language at home is not English.</p> <p>The school’s COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>School will ensure the safeguarding of staff and pupils when managing remote learning sessions in line with KCSiE 2020 and will ensure this is clearly communicated to EAL families.</p>	<p>actions documented for review.</p> <p><i>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.</i></p> <p><i>There is also evidence that people from a BAME background are less likely to get vaccinated than white people – school should consider how it can promote the vaccination programme by working with community groups.</i></p>
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9. 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			
<p>A positive impact will be schools re-opening more fully 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.</p> <p>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.</p>	<p>Depending on periods self-isolation and those required to shield, pupils may miss out on events and celebrations that teach them about other cultures and religions.</p>	<p>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.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p>	<p>Not currently applicable.</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>The school’s COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p> <p><i>Note: vaccinations and LFD tests - some staff and pupils may not want to be vaccinated or have LFD tests as they may not comply with the requirements of some religions/beliefs.</i></p>

10. 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			
<p>Returning to school will have a substantial positive impact on families and children who are from deprived backgrounds.</p> <p>Pupils may have experienced periods of limited access to remote education – returning to school will allow for greater equality in the education provided.</p> <p>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.</p> <p>A return to structure and routine will increase focus.</p> <p>Pupils will be guaranteed a meal.</p> <p>Period poverty will be alleviated as girls are</p>	<p>There is evidence of a disproportionate effect of COVID-19 on people who are from deprived backgrounds.</p> <p>Some lower income staff may find themselves with increased pressure if other family members have been furloughed or lost their jobs during the pandemic. This will impact them and their children.</p> <p>Some pupils required to wear face coverings in school may not have access to them.</p> <p>Adults (parents and carers) facing socio-economic disadvantage may be less able to access online support for remote education if their child is unable to return to school due to shielding or periods of self-isolation.</p>	<p>Internal Evidence Parent and staff surveys, staff meetings, consultation. Scientific advice and guidance have all been used to inform next steps.</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p> <p>External Evidence According to the <u>ONS</u> 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.</p> <p>According to (<u>ICNARC</u>): 25% of patients in hospital with</p>	<p>Vulnerable Persons Risk Assessments reviewed.</p> <p>The school encourages staff to discuss any difficulties they may be facing and will guide staff to internal and external help.</p> <p>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).</p> <p>The school's COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Frequently review Vulnerable Persons Risk Assessment.</p> <p>Should any additional negative impact be identified that specifically relates to this protected group, the school will and consider further mitigating steps required.</p> <p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants.</p> <p>Staff meetings, pulse survey etc to give staff a route to share concerns with SLT.</p> <p>Ensure school surveys parents/carers and staff to capture any those that are struggling financially due to losing work/furlough etc.</p> <p>Liaise where required with external agencies and organisations to ensure on-going support.</p> <p>Ongoing review of control measures required based on</p>

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<p>given access to sanitary wear.</p> <p>When in school, pupils are less likely to be subject to exploitation.</p> <p>Pupils from a deprived background may have suffered more trauma during lockdown and a return to school will give them access to pastoral care.</p>	<p>Period poverty may be an issue if girls are shielding or self-isolating.</p> <p>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.</p>	<p>coronavirus are from the most deprived areas.</p> <p>Useful links: <u>Joseph Rowntree Foundation.</u> <u>Child Poverty Action Group</u> <u>Barnardos</u></p>	<p>During periods of self-isolation, school ensures all pupils on benefit-related free school meals can access food vouchers/meals.</p> <p>Period poverty – ensure girls have access to sanitary wear if they are shielding or self-isolating.</p> <p>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 assessed internet access and use of devices and resources have been provided (devices, routers etc).</p> <p>Behaviour and child protection policies reviewed (COVID-19 addendums).</p> <p>Continue remote/online events that are inclusive and foster good relations. Retaining a socially connected school community who are there to support one another.</p> <p>Ensure staff and pupils have access to support for mental health and well-being and liaise with external support agencies.</p> <p>School will ensure the safeguarding of staff and pupils</p>	<p>scientific, H&S and government advice.</p> <p>Ensure all control measures are implemented and followed – frequent SLT learning walks to support staff and pupils.</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p> <p>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.</p>
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			<p>when managing remote learning sessions in line with KCSiE 2020.</p> <p>School uniform expectations will be adapted for those that need it (increased ventilation may make school colder over winter months) – there will be no financial burden on families.</p> <p>School has ensured adequate heating is in place to balance the need for increased ventilation and additional clothing requirements.</p>	
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11. 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			
<p>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.</p> <p>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.</p>		<p>External Evidence</p> <p>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.</p> <p>People meeting this category can be given priority support and their lack of local connection does not disqualify them from available opportunity.</p> <p>Veterans Hub</p> <p><i>Note: School has been in regular contact with staff, pupils and parents/carers during lockdown and will continue to do so for those unable to return to school.</i></p>	<p>No specific action.</p> <p>The school’s COVID-19 Reopening Risk Assessment is in place and sets out all the control measures in place to protect the school community (<i>including but not limited to social distancing, hand washing, ventilation, staggered start/finish times, staggered lunch, use of face coverings and PPE, enhanced cleaning</i>).</p> <p>Asymptomatic testing of primary staff and secondary staff & pupils will help identify individuals who are infectious but do not have any coronavirus symptoms.</p> <p>Rapid test kits will be provided to parents/carers as well as adults working with schools.</p>	<p>Keep all documentation, processes and procedures under review - SLT, Governors, CEO, Directors, H&S Consultants</p> <p>Should any negative impact be identified that specifically relates to this protected group, the school will update and consider additional mitigation.</p> <p>Outcomes for protected groups are monitored according to risk and all actions documented for review.</p>