

Equality impact assessment - Covid 19 Pupils

The DfE guidance, 'The Equality Act 2010 and schools', states that schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

An equality impact assessment (EIA) is a process that can be used to analyse an organisation's policies and practices to promote equality, remove barriers to equality and prevent discrimination. Whilst it is not a statutory requirement under the Equality Act 2010 to undertake an EIA, doing so can support school leaders and governing boards in their equality responsibilities in the following ways:

- Making evidence-based decisions
- Making the decision-making process transparent
- Demonstrating that school leaders and the governing board understand their responsibilities for equality

Through rigorous analysis of policy and process, any intended or unintended discrimination can be identified, and a plan created to address these issues. It is not the responsibility of the governing board to undertake an EIA, but to decide if analysis through an EIA would support the governing board in its duties under the Equality Act 2010.

Equality impact assessment (EIA)

Name of person completing the EIA:	Paul Lovern
Role of person completing the EIA:	Chief Executive Officer
Date EIA completed:	15.09.2020
Contributors to the EIA:	P Lovern, J Bowman

Policy or process information					
Name of policy or process:	COVID-19: School wider opening individuals with increased vulnerability to infection or poorer outcomes from COVID-19				
Purpose and intended aim of the policy or process:	Allow all pupils to access school safely during pandemic				
Who is the policy or process intended for? [Tick all that apply.]	Pupils	Employees	Governors/ Trustees	Volunteers	Visitors
	X				
Status of the policy or process:	New policy or process			Existing policy or process	
	X				
Date policy or process was last reviewed:	N/A				
Name of person responsible for the policy or process and its review:	P Lovern				

Analysis						
Protected characteristic group	Impact analysis			Impact Comments	Reasonable Adjustments identified	Negative Impact: <i>Please provide details as to why reasonable adjustments are not being made</i>
	Positive impact identified	Neutral impact identified	Negative impact identified			
Age:				Not applicable	Not applicable	Not applicable
Disability:		X		<ul style="list-style-type: none"> a. High Risk – ‘Clinically Extremely Vulnerable’: Identified specific medical conditions have been identified as placing someone at greatest risk of severe illness from coronavirus. b. Moderate Risk – ‘Clinically Vulnerable’: Identified health conditions have been identified as placing someone at higher risk of severe illness from coronavirus. c. Other – Do not fall into one of the above categories, however have received medical advice to remain at home. 	<ul style="list-style-type: none"> a. Pupils within this category will have been contacted by the NHS and advised with regards to shielding requirements. These pupils will be provided with study to be carried out from home. b. Pupils within this category have been advised by the NHS/Government to follow advice on social distancing. These pupils will be provided with study to be carried out from home unless stringent social distancing measures are possible, and they/their parents agree to a return. An 	Not applicable – all reasonable adjustments will be made.

				d. Disability which is the subject of reasonable adjustments.	individual risk assessment will be undertaken to determine this. c. Pupils within this category will provide a letter from their GP confirming advice. If it is possible to attend schools these pupils will have an individual risk assessment undertaken. d. These pupils will have an individual risk assessment undertaken.	
Sex:			X	Current evidence of males being at higher risk of being admitted to hospital	An “increased vulnerability” risk assessment has been completed	Not applicable – all reasonable adjustments will be made.
Gender reassignment:		X		No evidence of impact	Not required	Not required
Race:			X	Current evidence that ethnicity of a BAME background may be associated with increased vulnerability.	An “increased vulnerability” risk assessment has been completed	Not applicable – all reasonable adjustments will be made.
Religion or belief:		X		No evidence of impact	Not required	Not required
Sexual orientation:		X		No evidence of impact	Not required	Not required
Marriage or civil partnership:		X		No evidence of impact	Not required	Not required
Pregnancy and maternity:		X		Not applicable	Not applicable	Not applicable

Evaluation and decision making	
Consultation and stakeholder engagement:	Consultation with PHRP (external HR provider) and staff
Evidence used to support the decision-making process and final decision:	https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/ https://www.nhs.uk/conditions/coronavirus-covid-19/social-distancing/what-you-need-to-do/
Final decision:	Continue with reasonable adjustments
Explanation of the final decision:	With reasonable adjustments made where discrimination is shown, this is removed. The Trust has a statutory duty to provide education to pupils
Monitoring arrangements:	The risk assessments will be reviewed every half term.
Arrangements for communicating the outcome of the EIA:	The CEO will communicate the outcome to the Board and staff

Date EIA ratified by the responsible body:	16.10.2020
Date of review:	26.02.2021