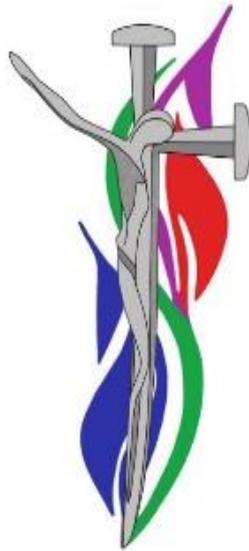


Holy Cross Catholic MAC



St Elizabeth's Catholic Primary School Equality Impact Assessment

21st September 2020

Our Mission

Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.

Achieving together in faith





Holy Cross Catholic Multi Academy Company

Equality Impact Statement in Relation to COVID-19

In undertaking the COVID-19 operational risk assessments for the planned reopening of primary and secondary schools, Holy Cross Catholic MAC has been mindful of Government and Local Authority Guidance and taken into consideration the following:

- Those groups that will be most affected by and concerned with the phased re-opening Holy Cross MAC schools
- Whether stakeholders from different groups—especially those most adversely affected—have been informed, meaningfully involved and authentically represented in undertaking the risk assessments
- Whether any group has been missed and how can they be engaged
- Whether groups are affected differently
- Which groups are currently most adversely impacted by plans for the phased re-opening
- Availability of quantitative and qualitative evidence of inequality
- Whether any evidence is missing or needed
- Any adverse impacts or unintended consequences resulting from the phased re-opening of schools
- Whether any groups could be negatively affected
- How any adverse impacts can be prevented or minimized
- The positive impact that re-opening of schools will have on equality and inclusion and whether there are further ways to maximize equitable opportunities and impacts
- Which groups could benefit most
- Any other options or opportunities to reduce disparities and advance equity
- Ongoing monitoring of stakeholder engagement

Holy Cross Catholic MAC has assessed the potential impact of the phased re-opening of schools on equal opportunities and has determined it does not unlawfully directly discriminate in any way with respect to any of the protected characteristics (including age, disability, sex, pregnancy and maternity, gender reassignment, sexual orientation, race, religion or belief, marriage or civil partnership). Where provision might potentially indirectly impact on equal opportunities, HCC MAC considers the impacts are justified and a proportionate means of achieving the legitimate aim of protecting school communities from a Coronavirus pandemic by introducing measures to safeguard staff and pupils and to mitigate against the spread of infection.

Signed:

Signed:

Chair MAC Board

Catholic Senior Executive Leader

School Name	St Elizabeth's Catholic Primary School
EIA Author	Michael Doyle
Title	Headteacher
Date of completion	21 st September 2020
Chair of Governors	Ann Harkin

SECTION 1 – Context & Background

1.1 What is the area of work for the EIA?

The full re-opening of Holy Cross Catholic Multi Academy Company (HCC MAC) Schools

1.2 In summary, what is the background to the planned change? Why is this change being considered?

HCC MAC schools were closed on 23rd March 2020 (except for vulnerable and key worker children) in line with government guidance to control the spread of coronavirus.

Following the partial reopening of schools in June 2020 schools will re-open fully from 1st September following DfE Guidance. This assessment relates to the full return of all pupils to schools.

1.3 Who has primary responsibility for delivery?

HCC MAC School Headteachers have operational responsibility for opening their schools to all pupils and have undertaken Risk Assessments to minimise the risk of re-opening for pupils and staff.

Bishop Ullathorne	Chris Billings
Cardinal Newman	Emma O'Connell
Christ the King	Peter Burke
St Augustine's	Helen Forrest
St Elizabeth's	Michael Doyle
St John Vianney	Veronica Gosling
St Thomas More	Sarah Collins

1.4 Who are the main stakeholders? Who will be affected?

Staff, Pupils, Parents, HCCMAC Board Members, Local Governing Bodies

SECTION 2 – Consideration of Impact

2.1 In order to assess your area of work for relevance to the Public Sector Equality Duty, Equality Act 2010, please answer the following questions:

Does this area of work have due regard to the need to: -

- (a) Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010
- (b) Advance equality of opportunity between two persons who share a relevant protected characteristic
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Yes, HCC MAC schools are committed to demonstrating due regard for all the aims of the equality duty as listed above.

Baseline data and information (sources and dates)

Summary of Pupil Demographic Data

SOURCE: *Inspection Data Summary Report 2019 and DfE Performance Tables 2019*

	BU	CN	CtK	SA	SE	SJV	STM
NOR	983	1315	465	423	230	208	436
% Male	46.4	50.4	47.3	50.4	45.7	51.4	48.6
% Female	53.6	49.6	52.7	49.6	54.3	48.6	51.4
% FSM	28	28	7	23	37	11	16
%SEND Support	9.9	11.4	17	20.3	13.5	9.1	10.8
%SEND EHCP	1.0	0.8	1.1	0.9	0.9	1.0	1.1
%EAL	27	28	7	39	47	15	28
% Stability	96	96	96	83	86	91	82

HCC MAC schools have been mindful of the differential impact of COVID-19 on more vulnerable groups including those with pre-existing conditions, the extremely clinically vulnerable, some age groups, clinically obese individuals and pregnant women.

In particular, the MAC has noted the findings of the recent Public Health England Report which has concluded *'people of BAME communities are likely to be at increased risk of acquiring [coronavirus]. This is because BAME people are more likely to live in urban areas, in overcrowded households, in deprived areas and have jobs that expose them to higher risk. People of BAME groups are also more likely than people of White British ethnicity to be born abroad, which means they may face additional barriers in accessing services that are created by, for example, accessing cultural and language difficulties'*¹

¹ <https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

2.3 On the basis of evidence, has the potential impact of the area of work been judged to be positive (+), neutral (=) or negative (-) for each of the equality groups and in what way?

PUPILS:

Protected Characteristic	Impact type +, =, -	Nature of impact
Age 0-18	+ and -	There is potentially both a positive and negative impact to children and young people by attending school following the full opening. It will be positive that children are able to re-engage with their learning as part of the school community. However, there also remains the risk of transmission between pupils – thereby facilitating the spread of the virus. Social distancing measures are likely to be difficult to maintain with younger age groups
Age 18 +	Potential impact unknown	N/A
Disability	+ and -	Some pupils with SEND may not be able to access all the support identified in their support plans due to newer learning and support structures being put in place. Some may be unable to return to school at this time. However, the familiarity of their being present in the school environment may also be very positive for the emotional and mental well-being of these pupils. Clinically extremely vulnerable pupils will remain at home. https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/
Gender reassignment	Potential impact unknown	N/A
Marriage and Civil Partnership	Potential impact unknown	N/A
Pregnancy and maternity	Potential impact unknown	N/A
Race (Including: colour, nationality, citizenship ethnic or national origins)	-	A potentially negative impact for those from BAME backgrounds is identified on the basis that this group has been highlighted as being more at risk if the virus is contracted. Parent Home:School Agreements relating to safety measures are being translated into relevant non-

Protected Characteristic	Impact type +, =, -	Nature of impact
		English languages in accordance with current practice.
Religion and belief	Potential impact unknown	
Sex	Potential impact unknown	
Sexual orientation	Potential impact unknown	It is not believed that there will be any impact – but this is being kept under review.

2.4 Does the area of work have any potential impact on the most deprived/ vulnerable people – such as Looked After Children, Carers, Armed Forces and their families?

Potentially positive impact for most vulnerable and disadvantaged children returning to school.

Potentially positive impacts on parents and carers through respite afforded by provision of school place.

2.5 How will the impact of the area of work be monitored?

The situation will be kept under continuous review and both national and local guidance will be followed in relation to Public Health and locally by the Catholic Senior Executive Leader, Headteachers and Health and Safety adviser. Risk assessments will be reviewed on a weekly basis or more frequently if needed until further notice by a sub-group of the MAC Board..

2.6 Who will be responsible for monitoring?

Catholic Senior Executive Leader:

Marina Kelly

HCC MAC Board Sub Group:

John Teahan (Chair) and Keith Ainsworth (Director)

Headteachers:

Bishop Ullathorne Chris Billings

Cardinal Newman Emma O'Connor

Christ the King	Peter Burke
St Augustine's	Helen Forrest
St Elizabeth's	Michael Doyle
St John Vianney	Veronica Gosling
St Thomas More	Sarah Collins

2.7 If any potential negative impacts, have been identified what mitigating actions will be put in place for attenders at school sites?

Mitigating action / outcome PUPILS

- Staggered start and finish times for pupils arriving and leaving school
- Staggered break times and lunch times
- One way systems in school
- Masks in Secondary schools to be worn by staff and students when there is risk of cross infection including communal areas and travelling between lessons
- Visors provided for all staff to be worn at their discretion
- Classrooms cleared of all additional equipment and furniture
- All children front-facing where possible
- Year Group "bubbles" in operation
- Individual resource packs per child
- Groups of pupils remaining together with the same member of staff
- Rotas in place where needed
- Increased frequency of hand washing (or sanitization) during the day
- Signage on hand washing, respiratory hygiene maintaining distancing
- Covid-19 specific isolation room identified
- Increased classroom ventilation
- Flexibility of school uniform and pupils wearing PE kit on PE days for the first half term.
- Identified toilet areas and rotas
- Continued support for home learning when needed
- Home school agreement re. safety measures available in different languages
- Additional cleaning measures during the day and use of "fogging" machines for deep cleaning
- COVID 19 Operational Risk Assessments for the Full Reopening of Primary and Secondary Schools
- Cleaning Risk Assessment completed
- Premises Pre-Opening Risk Assessment completed
- Infection Control Risk Assessment completed (including masks available for pupils showing symptoms of COVID-19)
- First Aid Statement completed

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2.8 Are there any potential impact(s) of this area of work on School staff from protected groups? Please summarise:

Summary of STAFF Demographic Data

SOURCE: Workforce Census and Establishment Registers

Headcount:

Total headcount for HCC MAC is **482**

Gender:

	CNCS	BU	CtK	SA	SE	SJV	STM	MACHO
Female	94	74	56	50	30	21	55	1
Male	47	32	7	5	3	3	1	3
Total	141	106	63	55	33	24	56	4

Age:

	CNCS	BU	CtK	SA	SE	SJV	STM	MACHO
16-19	0	1	0	0	0	0	0	
20 - 59	116	77	56	44	31	18	47	3
60 - 69	14	21	5	10	3	5	9	1
70+	11	7	2	1	0	1	0	0

Disability:

	CNCS	BU	CtK	SA	SE	SJV	STM	MACHO
Disabled	None	1						
Not Disabled		89			25	18		4
Prefer not to state								
Unknown	141	16	63	55	8	6	56	

Ethnicity:

	CNCS	BU	CtK	SA	SE	SJV	STM	MACHO
White	119	96	51	51	225	21	43	4
BAME	14	9	7	4	9	3	3	
Prefer not to state								

Unknown	8	1	5					
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Impact on School STAFF

Protected Characteristic	Impact type +, =, -	Nature of impact
Age 16 - 18	Potential Impact unknown	Minimal impact.
Age 18 +	Negative	A potentially negative impact for those who are older (they are classed as “moderate” risk if they are over 70 on the basis that this group has been highlighted as being more at risk if the virus is contracted.
Disability	Negative	<p>Coronavirus (COVID-19) can make anyone seriously ill. But for some people, the risk is higher.</p> <p>There are 2 levels of higher risk:</p> <ul style="list-style-type: none"> • high risk (clinically extremely vulnerable) • moderate risk (clinically vulnerable) <p>Dependant on the underlying health condition staff members who have declared a disability may fall under one of or both of the two categories.</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>
Gender reassignment	Potential impact unknown	
Marriage and Civil Partnership	Potential impact unknown	N/A
Pregnancy and maternity	Potential impact Negative	A potential negative impact, women who are pregnant are on the “moderate” risk (clinically vulnerable) as a precaution
Race (Including: colour, nationality, citizenship ethnic or national origins)	Negative	A potentially negative impact for those from BAME backgrounds is identified on the basis that this group has been highlighted as being more at risk if the virus if contracted. The protective steps being taken are expected to ensure that BAME groups are at no greater risk of transmission than other group, but this is being kept under review; if, in practice, the risk of transmission from or to BAME groups appears higher

Protected Characteristic	Impact type +, =, -	Nature of impact
		than for other groups, further specific protective steps will be introduced.
Religion and belief	Potential impact unknown	N/A
Gender	Potential impact unknown	A potentially negative impact for those who are male (they are classed as “moderate” risk if they are older males on the basis that this group has been highlighted as being more at risk if the virus if contracted.
Sexual orientation	Potential impact unknown	It is not believed that there will be any impact – but this is being kept under review.

Mitigation Measures Identified in School Risk Assessments - STAFF

The mitigations identified here have been incorporated into the detailed risk assessment for MAC schools:

- Social distancing measures and signage in schools
- Additional cleaning and deep cleaning
- Individual Risk Assessments for staff in vulnerable groups to determine the most appropriate work to be undertaken and the location for such work
- Reduced paperwork handling
- Personal Protective Equipment available for First Aiders
- Emergency use PPE available in classrooms
- Emergency cleaning kit available in classrooms
- Hand sanitation available to all staff
- Individually wrapped face mask supplied to all staff for emergencies
- Visors supplied to all staff
- Staff and students at Secondary schools will wear masks when moving around the school and in communal areas if there is a risk of cross infection
- Staff safety training before extending re-opening
- Additional cleaning measures during the day and use of “fogging” machines for deep cleaning
- COVID 19 Operational Risk Assessment for the full return of Primary and Secondary School pupils
- Cleaning Risk Assessment completed
- Premises Pre-Opening Risk Assessment completed
- Infection Control Risk Assessment completed
- First Aid Statement completed

Mitigation Measures Identified in School Risk Assessments - STAFF

Any School Specific Measures – St Elizabeth’s Catholic Primary School
Inventory sign in system altered so staff do not need to touch the screen • High contact points such as doors, fridges, microwaves have signage requesting staff use a paper towel or tissue to open/touch • Sanitising stations around school with signage • 2 metre spacing marked on high use corridors and on pathways
Staggered start and dismissal times utilising all available site entrances and exits.

Staff: Discussions held with staff to advise on hierarchy of controls within school and to advise regarding the use of public transport • Discussions with BAME staff and CV staff regarding options for work and potential variations to work ing conditions/expectations/timing

2.9 Completion Statement – (to be completed after the EIA is completed but, before the area of work commences)

As the Headteacher of this school, I confirm that in this EIA the potential equality impact is:

No impact has been identified for one or more equality groups

Positive impact has been identified for one or more equality groups

Negative impact has been identified for one or more equality groups

Both positive and negative impact has been identified for one or more equality groups

Signed: M Doyle	Date: 21st September 2020
Printed Name: M Doyle	Position: Headteacher