

## Knowsley School Equality Impact Assessment

<b>School Name:</b> <b>Saints Peter and Paul Catholic Primary School</b>	<b>Signed off by:</b> Joanna Mousley - Head teacher	<b>Completed by:</b> Joanna Mousley - Head teacher Sheila Murphy George MacKenzie Chair of Governors	<b>Date:</b> 11/06/2020
<b>Title: (Plan/Project/Policy etc.)</b>	School reopening COVID-19: School wider-opening Individuals with increased vulnerability to infection or poorer outcomes from COVID-		
<b>Brief description:</b>	School wider opening to children in Priority groups identified by the Government i.e. Year 6, Year 1 and Reception. (Nursery not opening due to space capacity. Bubble 1 of childcare housed in Nursery).		
<p>In considering the questions below, the <b>potential</b> impact was evaluated and considered of the decision/policy/project on each of the protected characteristics in relation to the general duty:</p> <ol style="list-style-type: none"> <li>1. Eliminate discrimination, harassment and victimisation</li> <li>2. Advancing equality of opportunity between people who share protected characteristics and those who do not share it</li> <li>3. Foster good relations between people who share a protected characteristic and those who do not</li> </ol> <p>Guidance used in the assessment of the Impact and identification of Reasonable Adjustments:</p> <ul style="list-style-type: none"> <li>• <a href="#">Risk Reduction Framework for NHS Staff at risk of COVID-19 infection</a></li> <li>• <a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></li> <li>• <a href="#">People at higher risk from coronavirus</a></li> <li>• <a href="#">Advice on social distancing</a></li> </ul> <p>Consideration was given to:</p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Community Cohesion</li> <li>• Delivery of contracts</li> <li>• Human Rights Act</li> <li>• Positive action</li> <li>• Procurement</li> <li>• Reasonable adjustments</li> <li>• Health and Social Care Act 2012</li> </ul>			

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<ul style="list-style-type: none"> <li>• Carer Act 2014</li> </ul>		
Does the proposal have a direct impact on people?		<b>Yes</b>
<p>If yes, please complete the grid below. If no, consider whether or not an Equality Impact Assessment is necessary, if not state why not and exit process. If no, you may delete the table below.</p>		
<p>Have you conducted a consultation? Yes/No (if yes please attach evidence or include link)</p> <p>Unions- consultation required - yes</p> <p>LA-consultation required - yes</p>		
<p>Who did you consult with?</p> <ul style="list-style-type: none"> <li>• Local Authority</li> <li>• Unions</li> <li>• Parents Yes</li> <li>• Governors Yes</li> <li>• Staff Yes</li> </ul>	<p>How and when did you consult?</p> <ul style="list-style-type: none"> <li>-Staff Equality Impact Questionnaire completed 12/6/2020 responses via email to the Head teacher</li> <li>-Shielding form completed by all staff 18/05/2020</li> <li>-Zoom meetings with staff teams 15<sup>th</sup> /16<sup>th</sup> June 20</li> <li>-Parent Questionnaire 17/5/2020 accessed via Twitter Feed and parent app.</li> <li>-Parent consultations Y6 via Parent App 08/06/20</li> <li>-Telephone conversations with parents of pupils with EHCP's</li> <li>-Chair of Governors supported HT in compiling EIA</li> <li>- Full Governor consultation EIA 24/06/2020</li> </ul>	<p>What was the feedback?</p> <p>9 staff are shielding due to being clinically extremely vulnerable or clinically vulnerable.</p> <p>3 staff member are living in a household with someone clinically extremely vulnerable</p> <p>3 staff reported childcare issues</p> <p>1 staff member with a disability</p> <p>68% of staff did not report any barriers to returning to work</p> <p>No staff or children have reported a disability.</p> <p>103 Parents/ Carers completed the questionnaire</p> <p>-68% of parents stated that younger children would find social distancing difficult</p> <p>83% of parents stated that their child would not be able to cope with the changed environment and social distancing due to their special educational needs.</p>

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Protected characteristic	Is there any potential positive Impact?	Is there any potential negative Impact?	What evidence do you have? (E.g. complaints, statistics, surveys etc. disaggregated by equality groups.)	What action will you take to mitigate negative impact? Please state if negative impact is intended due to positive action.	How will you monitor and review the actions that you have taken to mitigate the impact?
<b>Age-Adult</b>	No	Yes - the disproportionate effects of coronavirus on people over 50 both in terms of the effects of the virus and more likely to be asked to shield.	<p><b>A</b> Moderate Risk - ‘Clinically Vulnerable’ - those aged over 70. -The school employs 1 welfare staff over the age of 70. She has been shielding at home since 23<sup>rd</sup> March ‘20</p> <p><b>B</b> Current evidence that those aged over 55 of BAME ethnicity, particularly those with co-morbidities, may be associated with increased vulnerability. The school does not employ any staff of BAME ethnicity.</p> <p><b>C</b> Current evidence - Diagnosis rates are higher among males over 60. Despite making up 46% of diagnosed cases, men make up almost 60% of deaths from COVID-19 and 70% of admissions to intensive care units. PH England</p>	<p><b>A</b> Staff within this category have been advised by the NHS / Government to follow advice on social distancing. These staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. A COVID-19: Individual Staff Risk Assessment should be completed to determine this.</p> <p><b>B</b> A Workforce Risk Assessment- ‘Increased Vulnerability’ should be completed, a COVID-19: Individual Staff Risk Assessment should be completed dependent upon cumulative vulnerability and job role.</p> <p><b>C</b> A Workforce Risk Assessment- ‘Increased Vulnerability’ should be completed, a COVID-19: Individual Staff Risk Assessment should be completed dependent upon cumulative vulnerability and job role. Completed- 16<sup>th</sup> June 20</p>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school re-opening plan with procedures to monitor</p> <ul style="list-style-type: none"> <li>• Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>• The school’s Leadership Team will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>• Individual Staff Risk Assessments reviewed in line with new NHS/Gov advice and/or on a weekly basis</li> <li>• Actions arising will be documented and included in a school action plan for review.</li> <li>• Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter</li> </ul>

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<p><b>Age-Child</b></p>	<p>Yes – school is best place for pupils, aids mental well being</p>	<p>Yes</p>	<p>SSPP employs: 0 male staff and 5 female staff over the age of 60. All are of white British ethnicity.</p> <p><b><i>D. Positive Impact for children</i></b>  School is the best place for children to learn, and it is good for children’s mental wellbeing to have social interactions with other children, carers and teachers. Missing out on schooling at a young age will have a long-lasting impact on their education outcome and future prospects. It is also harder to replace face to face teaching with the youngest children, through options such as remote learning.</p> <p><b><i>Negative Impact for children</i></b>  Physical distancing with very young children will be difficult to maintain. The changes to the environment and strict social distancing maybe distressing for younger children and may have a detrimental effect on children’s mental wellbeing. Increased contact due to a breach in social-distancing may increase the risk of virus transmission between children and/or adults.</p>	<p><b>D/E.</b> Instruct children on Strict protocols of social distancing and hand washing, child friendly posters etc. Information shared with parents and children prior to opening to support children in managing the change in environment. Staff training to support children’s mental well- being.</p>	
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<p><b>Carer's Status Adults</b></p>	<p>No</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• There are 3 staff members who provide care to those considered "shielded" or "extremely clinically vulnerable". None are returning to work</li> <li>• The school currently adopts Knowsley policy in relation to carers and young carers in school, even though currently we have no pupils classed as carers.</li> </ul> <p><b>Positive Impact</b></p> <ul style="list-style-type: none"> <li>• returning to school for pupils who are carers, in providing support and a break from their caring role.</li> </ul> <p><b>Negative Impact</b></p> <ul style="list-style-type: none"> <li>• the person the carer is "caring for" may not have their usual support and the carer may have been taking on extra responsibilities during lockdown. They may also feel anxious about separating from their cared for and worry about exposing them to the virus.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration must be given to those pupils and staff with caring responsibilities.</li> <li>• Prior to returning it is important to establish those with this responsibility and to seek advice / support as appropriate prior to them returning to school / work. This may include changes to school start and finish times and other changes to the school day.</li> </ul>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p> <ul style="list-style-type: none"> <li>• Subject to ongoing review based upon NHS / Government / LEA / Social Care advice.</li> <li>• The school's LT will monitor any actions in consultation with governors, staff, pupils, Social Care and parents as appropriate.</li> <li>• Actions arising will be documented and included in a school action plan for review.</li> <li>• Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter</li> </ul>
<p><b>Disability</b></p>	<p>No</p>	<p>Yes - the disproportionate effects of coronavirus on people with certain existing health</p>	<p>According to the <u>ONS</u> at the end of April 2020, 90% of people who died with Covid-19 has at least one underlying health condition. 10% of people who died with Covid 19 also had Ischaemic</p>	<p><i>The school policy on staff who are shielding or extremely clinically vulnerable is for those staff who are able, to work from home.</i></p>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p>

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		<p>conditions such as diabetes and COPD.</p>	<p>heart diseases, diabetes and respiratory conditions such as asthma and COPD are also listed as high co-morbidity factors.</p> <p>The government report "<u>COVID-19: review of disparities in risks and outcomes</u>" – states that "Among people already diagnosed with COVID19, people who were 80 or older were seventy times more likely to die than those under 40."</p> <p><u>Disability Rights UK</u></p> <p>Blind/Visually impaired – <u>Bradbury Fields</u> Deaf/Hearing Impaired – <u>MSDP Learning Disability Partnership Board</u> <u>Physical and Sensory Disability Partnership Board</u></p> <p><b>A High Risk</b> - 'Clinically Extremely Vulnerable': Identified specific medical conditions have been identified as placing someone at greatest risk of severe illness from coronavirus.</p> <p><b>B Moderate Risk</b> - 'Clinically Vulnerable': Identified health conditions have been identified as placing someone at higher risk of severe illness from coronavirus.</p>	<p><b>A Pupils and staff</b> within this category will have been contacted by the NHS and advised with regards to shielding requirements. These pupils and staff will be provided with appropriate study materials and / or work that can be carried out from home as required.</p> <p><b>B Pupils and staff</b> within this category have been advised by the NHS / Government to follow advice on social distancing.</p>	<ul style="list-style-type: none"> <li>• Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>• The school's LT will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>• Actions arising will be documented and included in a school action plan for review.</li> <li>• Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter.</li> <li>• A review of those staff shielding will be carried out every 4 weeks or following advice from NHS / Government</li> </ul>
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			<p><b>C</b> Other - Do not fall into one of the above categories, however, have received medical advice to remain at home.</p> <p><b>D</b> Disability which is the subject of reasonable adjustments</p> <p>The school has 6 pupil with an EHCP, these children do not have a disability which makes them more vulnerable to Covid – 19.          -1 child with an EHCP has attended school during lockdown.          -0 children with a asthma have attended school during lockdown          -1 staff have declared they have a</p>	<p>Pupils will only be provided with study to be carried out at home unless stringent social distancing measures are possible, and they / their parents agree to a return. A <i>COVID-19: Individual Pupil Risk Assessment</i> should be undertaken to determine this. Staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. A <i>COVID-19: Individual Staff Risk Assessment</i> will be completed to determine this.</p> <p><b>C</b> Pupils and staff within this category will provide a letter from their GP confirming advice. If it is possible to attend school / work they will have a <i>COVID-19: Individual Pupil or Staff Risk Assessment</i> undertaken.</p> <p><b>D</b> Consideration must be given to those pupils and staff with caring responsibilities. Prior to returning it is important to establish those with this responsibility and to seek advice / support as appropriate prior to returning to school.</p>	
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			<p>disability. 0 have a disability that makes them more vulnerable to the effects of coronavirus</p> <p>9 staff are shielding</p>		
<b>Gender Adults</b>	No	Yes	<ul style="list-style-type: none"> <li>The school employs 4 male and 48 female members of staff. For returning staff this is split up as follows 0 male and 3 female.</li> <li>Current medical / scientific evidence indicates that males being at higher risk of being admitted to hospital.</li> <li>Pregnancy and maternity - Moderate Risk - 'Clinically Vulnerable' - Pregnancy. -No staff member stated they were pregnant -One member of staff is returning from Mat leave on 29<sup>th</sup> June 2020, a risk assessment will be filled out with her before she returns</li> </ul>	<ul style="list-style-type: none"> <li>Pregnant staff within this category will have been advised by the NHS / Government to follow advice on social distancing. These staff should work from home unless this is not an option, stringent social distancing measures are possible, and they are willing to return. A <i>COVID-19: Individual Staff Risk Assessment</i> should be completed to determine this.</li> </ul> <p>No actions required</p>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p> <ul style="list-style-type: none"> <li>Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>The school's LT will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>Actions arising will be documented and included in a school action plan for review.</li> <li>Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter</li> <li>A review of those staff shielding and or pregnant will be carried out every 4 weeks or following advice from NHS / Government</li> </ul>
<b>Gender Pupils</b>	No	No	<p>No evidence of impact</p> <ul style="list-style-type: none"> <li>The school has 173 male and 152 female pupils.</li> </ul>		

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<b>Gender Identity</b>	No	No	<ul style="list-style-type: none"> <li>There is no evidence, as yet, that people who identify as having a different gender identity are disproportionately affected in terms of experiencing the coronavirus because of their gender identity.</li> </ul>	Not applicable for gender identity	Not applicable for gender identity
<b>Offending Past</b>	Yes	No	<ul style="list-style-type: none"> <li>The positive impact in this category may include the benefits associated with returning to school for pupils for whom school is their only safe space.</li> <li>Schools Safeguarding Policy and meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers encouraged to send pupils to school when stringent social distancing measures are possible. In agreement with pupils/parents /carers/other agencies.</li> </ul>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p> <ul style="list-style-type: none"> <li>Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>The school's LT will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>Actions arising will be documented and included in a school action plan for review.</li> <li>Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter.</li> </ul>
<b>Sexual Orientation</b>	No	No	<ul style="list-style-type: none"> <li>There is no evidence, as yet, that people who identify as</li> </ul>	Not applicable	Not applicable

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			Lesbian, Gay or Bisexual are disproportionality affected in terms of experiencing the coronavirus because of their sexual orientation.		
<b>Race (including Gypsies and Travellers)</b>	No	Yes the disproportionate effect of coronavirus on people who are from a Black and Minority Ethnic background.	<ul style="list-style-type: none"> <li>• Current evidence that ethnicity of a BAME background may be associated with increased vulnerability . The government report “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.’</li> <li>• The school has 5 pupils from a BAME background <ul style="list-style-type: none"> <li>-Two pupils have accessed childcare in school since March 20</li> <li>-3 children have accessed work from home.</li> <li>-none of the other pupils are in the years that are being considered for re-entry.</li> <li>-Across the school the pupils are in the following year groups: <ul style="list-style-type: none"> <li>-1 child in Nursery.</li> <li>-3 children in Y3 and</li> <li>-1 child in Y4.</li> </ul> </li> </ul> </li> <li>• The school employs 0 staff from a BAME background.</li> </ul>	<ul style="list-style-type: none"> <li>• A <i>COVID-19: Individual Pupil or Staff Risk Assessment</i> should be completed dependent upon cumulative vulnerability and job role.</li> <li>• This may include access new public health measures including but not limited to PPE, protocols of social distancing and hand washing.</li> <li>• It may also include changes to policies for example for shielded staff and staff living with people who are considered shielded; school start and finish times and other changes to the school day due to the social distancing.</li> </ul>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p> <ul style="list-style-type: none"> <li>• Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>• The school’s LT will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>• Actions arising will be documented and included in a school action plan for review.</li> <li>• Individual pupil Risk Assessments reviewed in line with new NHS/Gov advice and/or on a weekly basis</li> <li>• Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly there after</li> </ul>

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<b>Religion or Belief</b>	No	No	<ul style="list-style-type: none"> <li>There is no evidence, as yet, that people with different religions or beliefs are disproportionately affected in terms of experiencing the coronavirus because of their religion or belief.</li> </ul>	Not applicable	Not applicable
<b>Social Economic Status and Child Poverty</b>	Yes – pupils are better off in school, accessing lessons and being with their friends socially	Yes - the disproportionate effect of coronavirus on people who are who are from deprived backgrounds	<p>-According to the ONS 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.</p> <ul style="list-style-type: none"> <li>95 pupils qualify for free school meals.</li> <li>95 pupils are covered by the Pupil Premium.</li> <li>6 pupils have been attending school during lockdown.</li> <li>32 children from deprived backgrounds are in each of the years that are being considered for re-entry.</li> <li>11 Reception, 6 in Year 1 and 15 in Year 6.</li> <li>2 Children from deprived backgrounds have indicated they want to return to school.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/carers encouraged to send pupils to school when stringent social distancing measures are possible. In agreement with pupils/parents and carers.</li> <li>Pupils unable to attend will be provided with study to be carried out at home. Alternative study methods provided for those with no access to online support for home-learning. This may include provision of internet access, loan of laptops, ipads etc. Work packs delivered to home.</li> </ul>	<p>Policy outcomes for protected groups are monitored according to risk and included in the school action plan with procedures for monitoring.</p> <ul style="list-style-type: none"> <li>Subject to ongoing review based upon NHS / Government / LEA advice.</li> <li>The school's LT will monitor any actions in consultation with governors, staff, pupils, and parents as required.</li> <li>Actions arising will be documented and included in a school action plan for review.</li> <li>Effectiveness of the stated mitigation will be reviewed within the first week of the wider reopening and weekly thereafter</li> </ul>
<b>Armed Forces personnel, Veterans</b>	No	No	<ul style="list-style-type: none"> <li>There is no evidence, as yet, that people with families who are or have been in the armed forces are disproportionately affected in terms of</li> </ul>	Not applicable	Not applicable

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<b>and their Families</b>			experiencing the coronavirus because of their family status. <ul style="list-style-type: none"> <li>• 0 children from an Armed Forces Families.</li> </ul>		
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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