

# Equality Impact statement

## September 2020

First publication – June 2020

Second publication – September 2020

### Context

- 1.1 The aim of this equality impact assessment (EIA) is to consider the equality implications of our policy, practice, function or service on different groups of staff and students, and consider if there are ways to proactively advance equality.
- 1.2 Riverbank Academy was closed on Friday 20th March 2020 in line with government guidance to control the spread of coronavirus, during this time we maintained provision for a small number of students. Riverbank Academy re-opened from 1<sup>st</sup> June and following DfE Guidance will be welcoming all students back in September 2020.
- 1.3 The second publication of the EIA is a result of new guidance published by the government and Department of Education in July 2020. This includes:
- 1.4 *“staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.*

*Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19)”* DfE publication 2<sup>nd</sup> July 2020

- 1.5 For students and staff shielding:

*“From 1 August, you’ll be advised you could go out to more places and see more people, for example, the advice is:*

- *you can go to work, as long as the workplace is COVID-secure – but carry on working from home if you can*
- *children who are clinically extremely vulnerable can go back to school (when the rest of their class goes back)”* Public Health England 10<sup>th</sup> July 2020

## Background

Our school serves a diverse community and embraces the advantages this brings to the culture of the school. The diversity characteristics of our school population, for staff and students are available upon request.

1. Policy Details	
Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives	Readmitting additional pupils to Sidney Stringer Multi-Academy Trust schools from 02/09/2020
Is it new or existing?	Existing and updated due to reflect government updates
Department or Division responsible	Sidney Stringer Multi Academy Trust MAT leadership team
Who has been involved in completing the EIA	CEO, Heads, Business Managers, HR
Date of completion	15 <sup>th</sup> September 2020

2. Evidence Gathering and Engagement
a. What evidence has been used for this assessment?  SAGE publications Government Guidance (DfE, PHE, HSE)
b. Who have you engaged and consulted with as part of your assessment?  Ongoing consultation is currently taking place with the following: Sidney Stringer Multi Academy Trust Directors Staff and Trade Unions in conjunction with risk assessment

<b>3. Impact on different groups of staff and students</b>	
<b>Specific groups to Consider<sup>1</sup></b>	<b>Black Asian and Minority Ethnic (BAME) staff members in direct contact with pupils and parents</b>
<b>Age</b> Staff of different ages	Low Impact: staff under the age of 50 Medium impact: staff over the age of 50 Riverbank Academy's workforce ranges in age from 22 to over 60 See action planning section for recommendations in mitigation.
<b>Race</b> Staff from minority ethnic backgrounds	Medium Impact: statistically, members of the BAME community have been disproportionately impacted by COVID-19.
<b>Religion or belief</b> Staff and students with different religions and/or beliefs	Low impact: It is not anticipated that this proposal will disproportionately impact staff based on religion or belief.
<b>Sex and gender</b> Gender (including men, women and pregnancy/maternity, surrogacy and adoption)	Medium Impact: Based on available data, it is likely that male staff members may be more seriously ill if they contract Covid-19. Pregnant women are considered to be medically vulnerable. Following an individual risk assessment, if a member of staff is happy and confident to be in work and there is a safe role and space for them to work, they can come into work if needed. This individual staff risk assessment will be reviewed on a regular basis.  Staff members in the process of surrogacy and adoption - low impact.
<b>Gender reassignment</b> Trans staff, and non-binary staff	Medium impact: in the case of male to female transition, increased risk may exist
<b>Disability</b> Disabled staff, including those with mental health issues.	Low-medium impact. Some disabled staff may be at greater risk if they contract COVID-19, dependent on type of disability Where staff are medically vulnerable then individual risk assessments will be completed using all available medical advice.

<b>Sexual orientation</b> LGBTQ+ staff	Low impact: there is no evidence that the severity of COVID-19 is affected in any way by sexual orientation
People with caring responsibilities	Medium/high impact - staff who live with/have caring responsibilities for someone in their household who is classified as extremely clinically vulnerable will not be able to work on site if stringent social distancing measures cannot be followed. Medium to high impact: Staff members may not have access to childcare.  However, as research indicates, we are aware that more women than men take on caring responsibilities; therefore, it is likely that this proposal would have a greater impact on those with caring responsibilities.
Staff from lower socio-economic backgrounds	There is the possibility that this proposal may disproportionately affect staff from lower socio-economic backgrounds, as evidence so far suggests this is connected to worse outcomes for patients with COVID-19
Intersectionality (include any other relevant information relating to the intersection of any of these protected groups)	Any member of staff who meets a number of the categories above is likely to be at higher risk  See action planning section for recommendations in mitigation

<b>4. Action Planning</b>		
<b>Issue Identified</b>	<b>Planned Action</b>	<b>Lead and Timeframe</b>
Vulnerable students	There is a plan in place for each individual student along with clear operational guidance for staff:  <a href="http://riverbankacademy.org.uk/wp-content/uploads/2020/07/September-2020-Safe-Working-Practice-Guidelines.pdf">http://riverbankacademy.org.uk/wp-content/uploads/2020/07/September-2020-Safe-Working-Practice-Guidelines.pdf</a>	In place
Where appropriate, working adaptations will be needed for staff in medium/higher risk categories (adopting	Complete individual risk assessments with relevant staff before allocating roles	In place

Coventry VERA rationale)		
Potential lack of opportunity for staff working at home	Review staff roles and provision to ensure all members of staff, whether at home or in school, have clarity about the expectations of their roles and equal access to CPD	In place
Need to minimise risk to staff onsite	Risk assess for vulnerable staff with appropriate and reasonable working adaptations.	In place
Ensure adequate staffing of all areas onsite	Allocate staff roles clearly and within the strategic and operational plans for the school. Ensure measures are in place to manage a partial or full school lockdown (following Coventry LA guidance).	In place
Pupils requiring intimate care/contact with SEND pupils	Ensure PPE available for all staff in line with normal practice with additional risk assessment specifications if required.	In place
<b>5. Monitoring and Review</b>		
How will you monitor the impact of your project once it has been put into effect?	Weekly review with onsite staff to identify whether safety measures are as effective as possible and whether any further adjustments are needed	weekly
External review	Reviewed by MAT Directors	TBC
Sign off from MAT leadership Team	Mr D. Lisowski	15/9/20
Review Date:	Ongoing review	Ongoing review