



# Equality Impact Statement Update Advent Term 2020

Reviewed – October 2020 in light of increasing COVID-19 transmission rates

## 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 The St Therese of Lisieux Catholic Multi- Academy Trust (the CMAT) was closed on Friday 20th March 2020 in-line with government guidance to control the spread of coronavirus. During this time, the CMAT maintained provision for a small number of pupils, specifically vulnerable pupils and the children of key workers across all of its academies. All of the CMAT’s primary academies, re-opened on the 8<sup>th</sup> June 2020, followed by the secondary academies, on the 15<sup>th</sup> June 2020. All sixteen of the CMAT’s academies re-opened fully to all pupils in September 2020 in-line with the government’s expectation.

1.3 The publication of the EIA is in response to new guidance published by the government and Department of Education in July 2020 related to preparations for the full reopening of schools. 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, 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, July 2020)

## Background

The St Therese of Lisieux Catholic Multi Academy Trust serves a diverse community and embraces the advantages this brings to the culture of our schools.

I. Policy Details	
Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives	Readmitting all pupils to academies within the St Therese of Lisieux Catholic Multi Academy Trust with effect from 02/09/2020
Is it new or existing?	Existing and updated due to reflect government updates and PHE advice
Department or Division responsible	CMAT Executive Team

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Who has been involved in completing the EIA	Chief Executive Officer HR Director/Manager Health and Safety Lead Headteachers
Date	20 <sup>th</sup> October 2020
<b>2. Evidence Gathering and Engagement</b>	
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?	This is a dynamic document that is monitored on a regular basis, see section 5. Consultation is currently taking place with the following: STL Multi Academy Trust Directors, school leaders, staff and Trade Unions in conjunction with the dynamic risk assessments for each academy

<b>3. Impact on different groups of staff and students</b>	
Specific groups to consider	Black Asian and Minority Ethnic (BAME) staff members in direct contact with pupils and parents Clinically extremely vulnerable individuals Clinically vulnerable; pregnant women in third-trimester
<b>Age</b> Staff of different ages	Low Impact: staff under the age of 50 Medium impact: staff over the age of 50, potentially in relation to the risk of 'long COVID' The CMAT's workforce ranges in age from 20 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. However, research has identified that women are more likely to suffer the effects of 'long-COVID'. Pregnant women are considered to be medically vulnerable. Following an individual

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	<p>risk assessment, if a member of staff is happy and confident to be in work prior to their third trimester they can come into work if needed. In the third trimester we would recommend that pregnant women work from home. This individual staff risk assessment will be reviewed on a regular basis.</p> <p>Staff members in the process of surrogacy and adoption - low impact.</p>
<p><b>Gender reassignment</b> Trans staff, and non-binary staff</p>	<p>Medium impact: potential increased vulnerability as a result of medical delay and impact on emotional health and well-being</p>
<p><b>Disability</b> Disabled staff, including those with mental health issues.</p>	<p>Low-medium impact. Some disabled staff may be at greater risk if they contract COVID-19, dependent on type of disability.</p> <p>Where staff are clinically vulnerable, or clinically extremely vulnerable, then individual risk assessments will be completed using all available medical advice.</p>
<p><b>Sexual orientation LGBTQ+ staff</b></p>	<p>Low impact: there is no evidence that the severity of COVID-19 is affected in any way by sexual orientation</p>
<p><b>People with caring responsibilities</b></p>	<p>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.</p> <p>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.</p>
<p><b>Staff from lower socio-economic backgrounds</b></p>	<p>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</p>
<p><b>Intersectionality</b> (include any other relevant information relating to the intersection of any of these protected groups)</p>	<p>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)</p>



4. Action Planning		
Issue Identified	Planned Action	Lead and Timeframe
Vulnerable students	Ensure a plan is in place for each pupil along with clear operational guidance for staff, including guidance for remote learning	Headteachers Advent Term 2020
Where appropriate, working adaptations will be needed for staff in medium/higher risk categories (adopting individual risk assessments with relevant staff)	Complete individual risk assessments with relevant staff as required. Occupational Health referral as appropriate. Consider adjustments to role if necessary following OH recommendations	Headteachers September 2020
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	Headteachers from September 2020
Need to minimise risk to staff onsite	Individual risk assessment in place for vulnerable staff with appropriate and reasonable working adaptations	Headteachers from September 2020
Ensure adequate staffing of all areas onsite	Allocate staff roles clearly and within the dynamic risk assessments for each academy. Ensure measures are in place to manage a partial or full school lockdown via the Business Continuity Plan	Headteachers CMAT Health and Safety Lead
Pupils requiring intimate care/contact with SEND pupils	Ensure PPE is available for all staff in-line with normal practice with additional risk assessment specifications if required	Headteachers From September 2020
Managing positive COVID-19 case	Ring DfE helpline and Local Public Health England Team and follow advice	Headteachers From September 2020

5. Monitoring and Review		
How will you monitor the impact of your project once it has been put into effect?	On-site visits by CMAT Health and Safety Lead and Health and Safety Governor with	Dynamically

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	reports to the Board of Directors Regular review of dynamic risk assessments by the Board of Directors, including approval of any adjustments/amendments Feedback from stakeholders and trade unions	Monthly
External review	Reviewed by CMAT Directors	29 <sup>th</sup> October 2020
Review Date:	Dynamic review process	29 <sup>th</sup> October 2020

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