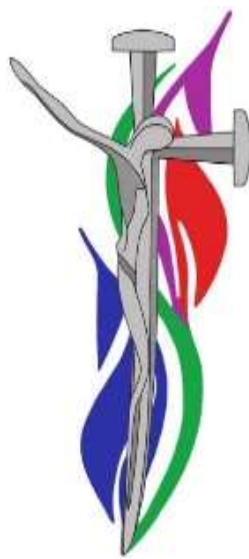


# Holy Cross Catholic MAC



## Equality Impact Assessment

June 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

<b>School Name</b>	
<b>EIA Author</b>	
<b>Title</b>	Headteacher
<b>Date of completion</b>	
<b>Chair of Governors</b>	

## SECTION 1 – Context & Background

### 1.1 What is the area of work for the EIA?

The proposed 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 23<sup>rd</sup> March 2020 (except for vulnerable and key worker children) in line with government guidance to control the spread of coronavirus. It is now proposed to re-open the school following DfE Guidance for schools on phased re-opening in response to COVID-19. This assessment relates solely to the phased re-opening of Schools.

### 1.3 Who has primary responsibility for delivery?

HCC MAC School Headteachers have operational responsibility for re-opening their schools to a wider number of 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
<b>NOR</b>	983	1315	465	423	230	208	436
<b>% Male</b>	46.4	50.4	47.3	50.4	45.7	51.4	48.6
<b>% Female</b>	53.6	49.6	52.7	49.6	54.3	48.6	51.4
<b>% FSM</b>	28	28	7	23	37	11	16
<b>%SEND Support</b>	9.9	11.4	17	20.3	13.5	9.1	10.8
<b>%SEND EHCP</b>	1.0	0.8	1.1	0.9	0.9	1.0	1.1
<b>%EAL</b>	27	28	7	39	47	15	28
<b>% Stability</b>	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'*<sup>1</sup>

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

**Please add any school specific comments:**

*For the question below, please reflect on the particular demographic profile of your school especially in relation to the pupils in those Year groups that will be returning - amending the potential impacts as required*

**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 re-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.  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</a>
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,	-	A potentially negative impact for those from BAME backgrounds is identified on the basis that this group

Protected Characteristic	Impact type +, =, -	Nature of impact
citizenship ethnic or national origins)		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-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.

**2.6 Who will be responsible for monitoring?**

**Catholic Senior Executive Leader:**

Marina Kelly

**HCC MAC Board:**

John Teahan (Chair)

**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
- Reduced class sizes
- Classrooms cleared of all additional equipment and furniture
- Well-spaced classroom layout to enable social distancing at 2 metres
- 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
- Increase number of outdoor breaks (weather permitting)
- More relaxed dress code to facilitate washing of clothes daily
- Identified toilet areas and rotas
- Continued support for home learning
- 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 Assessment for the Planned 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

**Any School Specific Measures – [School NAME]**

**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	30	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	24	21	43	4
BAME	14	9	7	4	9	3	3	
Prefer not to state								
Unknown	8	1	5					



## 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"> <li>• high risk (clinically extremely vulnerable)</li> <li>• moderate risk (clinically vulnerable)</li> </ul> <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><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</a></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 is contracted. The protective steps being taken are expected to ensure that BAME groups are at no greater risk of transmission than other, but this is being kept under review; if, in practice, the risk of transmission from or to BAME groups appears higher than for other groups, further specific protective steps will be introduced.

<b>Protected Characteristic</b>	<b>Impact type +, =, -</b>	<b>Nature of impact</b>
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
- Support for staff working from home due to increased vulnerability
- Reduced paperwork handling
- Reduced class sizes (8-10 pupils)
- 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
- Staff safety training before extending re-opening
- Relaxed dress code to facilitate daily washing of clothes
- Masks available for staff showing symptoms
- Additional cleaning measures during the day and use of “fogging” machines for deep cleaning
- COVID 19 Operational Risk Assessment for the Planned Reopening of Primary and Secondary Schools
- Cleaning Risk Assessment completed
- Premises Pre-Opening Risk Assessment completed
- Infection Control Risk Assessment completed
- First Aid Statement completed

**Any School Specific Measures – [School NAME]**

<b>Mitigation Measures Identified in School Risk Assessments - STAFF</b>
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**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

<b>Signed:</b>	<b>Date:</b>
<b>Printed Name:</b>	<b>Position: Headteacher</b>