

Warwickshire County Council Equality Impact Assessment (EIA) Form – Arden Forest Infant School

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	<p>From 1st September 2020, it is proposed to ‘reopen’ Arden Forest Infant School fully (all Year Groups), following DfE Guidance for schools on re-opening in response to COVID-19.</p> <p>In particular, the school has noted the recent findings from Public Health England 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</p> <p>Therefore, in reopening the school we want to ensure that we maintain good health and safety of all groups of children, including those more susceptible to the effects and impact of Coronavirus.</p>
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¹ <https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes>

Business Unit / Service Area	Arden Forest Infant School
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	This is a new strategy after the school closure to the vast majority of pupils in March 2020 and the subsequent phased reopening to Reception pupils only in June 2020.
EIA Review team – list of members	Rose Gunn – Headteacher, Carol Massey – Deputy Head, Angela Bakewell – School Business Manager, Alison Winfield – SLT & EYFS Lead, Graeme Cave – Chair of Governors,
Do any other Business Units / Service Areas need to be included?	Educaterers – Kitchen staff
Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	If yes please let your Assistant Director and the Customer Relations Team know as soon as possible Unlikely

1. Please explain the background to your proposed activity and the reasons for it.

Arden Forest Infant School was closed on 20.03.2020 in line with government guidance to control the spread of coronavirus. The school remained open to Key Worker and Vulnerable children (our Nightingale provision) during this time up until the end of the Summer Term 2020.

It opened up to Reception only from 22.06.2020, again in line with government guidance to control the spread of coronavirus.

From 1st September 2020, it is proposed to 'reopen' the school to all Year Groups, following DfE Guidance for schools on re-opening in response to COVID-19.

2. Please outline your proposed activity including a summary of the main actions.

Reopen the school, ensuring that staff and pupils are organized and remain in Year Group bubbles, with a series of procedures and protocols that minimize movement around the school, contact with others, good systems for cleaning and hygiene, as well as systems and protocols for parents and external service users. This also enables teachers to 'reset and re-engage' the pupils in learning.

There is a robust updated Risk Assessment as well as a detailed training session for all staff that ensures everyone has good understanding of new systems and expectations. This has also been communicated with parents/carers and their children.

Individual risk assessments are in place, but need to be reviewed for staff who are more vulnerable. Similarly risk assessments are in place for children who have an EHCP which need to be reviewed, together with a review and consideration of risk assessments for our BAME pupils and families who are more vulnerable to the impact of Covid 19.

In addition to this, there is a 'Stepdown Plan which gives guidance and details about how Arden Forest Infant School will deliver 'Remote and Live Lessons' as part of a 'Blended Learning' programme until a Year Group bubble or whole school return.

3. Who is this going to impact and how? (customers, service users, public and staff)

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see [more](#).**

Staff, pupils, parents/carers, our families, wider community, kitchen staff (Educaterers)

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

N.B Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at question 7.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	<p>PUPILS 4-7 year old PHE and Chief Medical Officer have stated that young children are very low risk from Covid 19.</p> <p>ADULTS 18+ years Staff have individual risk assessments where needed and as appropriate to their medical needs or awareness of needs those they live with.</p>	<p>Children attending</p> <p>Contact with peers and staff will improve mental wellbeing</p> <p>Re engagement with learning.</p> <p>Contact with children enables Safeguarding systems to be operational and support available as pupils can raise concerns or staff can observe.</p> <p>Can improve mental well-being of staff as no longer isolated.</p>	<p>Risk of transmission between pupils and staff– thereby facilitating the spread of the virus.</p> <p>Confirmed cases of Covid 19 in school would result in potential closure of Year Group Bubble or whole school.</p> <p>Impact would be unknown. Staff could have more significant side effects from Covid 19.</p>

	The older the staff, together with having any underlying health conditions increases the risk from 'moderate' to 'high'.		Confirmed cases of Covid 19 in school would result in potential closure of Year Group Bubble or whole school.
Disability Consider <ul style="list-style-type: none"> • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes) 	PUPILS Some pupils with SEND also have further disabilities in the form of medical needs physical, sensory, neurodiverse and medical eg asthma, lung conditions, epilepsy, ASC etc. (See Vulnerable list and Medical list for specific individual details) ADULTS Coronavirus (COVID-19) can make anyone seriously ill. But for some people, the risk is higher. There are 2 levels of higher risk:	The familiarity of the being present in the school environment may have a positive for the emotional and mental well-being of these pupils. The familiarity of the being present in the school environment may have a positive for the emotional and mental well-being of adults (staff).	Pupils still may not be able to access school provision due to the complexity of their medical condition. Pupils 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 eg Speech and Language, School Nursing professionals etc can not attend school environment due to their own service provider regulations. Impact would be unknown. Staff could have more significant side effects from Covid 19.

	<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 the two categories. https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>		
Gender Reassignment	Currently N.A.	Potential impact unknown	
Marriage and Civil Partnership	Currently N.A.	Potential impact unknown	
Pregnancy and Maternity	<p>Two members of staff are pregnant and will be shortly going on maternity leave.</p> <p>It is unknown how many parents are pregnant.</p>		<p>A potential negative impact, people who are pregnant are on the “moderate” risk (clinically vulnerable) as a precaution.</p> <p>Parents are being exposed to larger numbers of the community when dropping off and picking up. However measures have been reduce and restrict this, i.e. staggered start and finish, one way system, protocols</p>

			communicated to parents/carers.
Race	<p>PUPILS There are a few children who are part of the BAME group. Staff are aware of who these individuals are.</p> <p>ADULTS There are staff and parents/carers who are of BAME backgrounds. For staff, Individual Risk Assessments have been completed to reduce risks.</p>		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.
Religion or Belief	<p>Covid 19 does not discriminate upon beliefs.</p> <p>Where this can impact upon religion is when families attend church, temple or mosque.</p>	Potential impact unknown	Where families attend church, mosque or temple, there is increased possible risk of contact with Covid 19 because of the greater numbers of individuals at the places of worship.
Sex	<p>PUPILS As mentioned in age category our pupils are typically very low risk.</p> <p>ADULTS At present no male staff, but do have a significant number of male parents/carers who bring children to school.</p>	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 is contracted.

Sexual Orientation	Covid 19 does not discriminate upon sexual orientation.	Potential impact unknown	
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5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?

Potentially positive impacts on most vulnerable children, including those at CP, CIN and Early Help levels.
 Potentially positive impacts on children who are Carers through respite afforded by provision of attending school.
 Potentially positive impact on children whose family are eligible for free school meals as they will receive regular meals, fruit and milk
 Potentially negative impact on key pupils who have emotional needs due to the stress of further change and unfamiliarity of 'new' school environment. (This is outweighed by positive of support of school, both pastoral and academic.)
 For these pupils, staff are carefully liaising with parents/carers in order to ensure transition back to school is carefully planned and structured – Phased Reintegration Plans.

6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:

- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

Covid 19 appears to have a greater negative medical impact upon the BAME communities and those over the age of 60. This EIA recognizes the additional risks and gives statement to demonstrate and give clarity to how we are ensuring the health and safety of all staff, pupils and our families, and in particular those who are more susceptible and vulnerable to Covid 19 as the school fully reopens to all of its pupils.

The EIA and Risk Assessment ensures equality of all as well as consideration of key groups who have protected characteristics. This eliminates any discrimination against those key groups (BAME), whilst fostering good relationships with our BAME families/ community.

7. Actions – what do you need to do next?

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Action	Timescale	Name of person responsible
A detailed updated Risk Assessment has been written and shared with all staff. It includes all of the measures needed to ensure risk of contamination and contracting Covid 19 is reduced, eg social distancing, reduced movement around the school, use of resources, Year Group Bubbles, etc.	Complete	Rose Gunn
The mitigations identified here have been incorporated into the detailed risk assessment for our school.	Complete	Rose Gunn

New procedures and protocols as detailed in the School Risk Assessment has been communicated to all staff during the first training day in September.	01.09.2020	Rose Gunn
New procedures and protocols as detailed in the School Risk Assessment is being made available for parents/carers on the school website.	01.09.2020	Rose Gunn
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 Headteachers in the Bedworth Consortium and Health and Safety teams.	Continuous	Rose Gunn

8. Sign off.

Name of person/s completing EIA	Rose Gunn - Headteacher
Name and signature of Assistant Director	
Date	01.09.2020
Date of next review and name of person/s responsible	Headteacher – September 2021