

Equality Impact Assessment Author	Name	Helen Quinn and Sarah Shirley
	Title	CSEL and HR Manager
	Date of completion	10 th June 2020
Chair of MAC	Name	Brendan Fawcett

SECTION 1 – Context & Background

1.1 What is the area of work for the Equality Impact Assessment?

The proposed re-opening of the following schools within The Romero Catholic Academy

September 1st

All schools are training

1. Cardinal Wiseman (pupils attend from September 3rd)
2. Corpus Christi (pupils attend from September 2nd)
3. Good Shepherd (pupils attend from September 2nd)
4. Sacred Heart (pupils attend from September 3rd)
5. Ss Peter and Paul (pupils attend from September 2nd)
6. Saint Gregory (pupils attend from September 3rd)
7. Saint John Fisher (pupils attend from September 3rd)
8. Saint Patrick (pupils attend from September 3rd)
9. Shared Services team, based at Cardinal Wiseman

1.2 In summary, what is the background to the planned change? Why is this change being considered?

All eight schools were closed on Friday March 20th 2020 in line with government guidance to control the spread of coronavirus. Schools opened on the 8th and 9th June for partial and phased reopening. It is now proposed to re-open schools following DfE Guidance for schools for whole school opening in September in response to COVID-19.

1.3 Who has primary responsibility for delivery?

1. Helen Quinn CSEL
2. Kevin Shakespeare/ Charlotte Miller
3. Andy Mc Conville
4. Paul Madia
5. Lorraine Stanton
6. Geraldine Marshall
7. Dee Williams
8. Andrea Sherratt
9. Tom Leverage/ Matt Everett
10. Sarah Shirley

1.4 Who are the main stakeholders? Who will be affected?

Staff, Students, Parents, Academy Committee and Board of Directors; Staff and Student families



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 (X) No ()

State reasons below:

Yes
Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, Cardinal Wiseman school and the Shared Services Team which form The Romero Catholic Academy are committed to demonstrating due regard for all the aims of the equality duty as listed above.

Baseline data and information (sources and dates)

See **Appendix 1** which details the context of staff
See **Appendix 3** which details the number of pupils in the groups.

In particular, the school 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 differences’¹

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



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?

Please include impact on the workforce in question 2.8 – not below

Protected Characteristic	Impact type +, =, -	Nature of impact
Age 0-18	+ and -	<ul style="list-style-type: none"> 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.
Age 18 +	Potential impact unknown	N/A
Disability	+ and -	<ul style="list-style-type: none"> 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. However, the familiarity of being present in the school environment may also be very positive for the emotional and mental well-being of these pupils. <p>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>
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, citizenship ethnic or national origins)	-	<ul style="list-style-type: none"> 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 of the virus if contracted.
Religion and belief	Potential impact unknown	
Sex	Potential impact unknown	
Sexual orientation	Potential impact unknown	N/A

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 there are positive impacts on most vulnerable children
- Potentially there are positive impacts on Carers through respite afforded by provision of school place through the Critical Worker/ Vulnerable Bubbles in place across all eight schools
- Potentially there are positive impacts due to the Laptop scheme for Disadvantaged pupils identified at Y10 and LAC children in Primary

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 Headteachers, Health and Safety teams and HR.

2.6 Who will be responsible for monitoring?

Helen Quinn, CSEL and Sarah Shirley, Head of HR

2.7 If any potential negative impacts, have been identified what mitigating actions will be put in place?

Mitigating action / outcome

This has all been covered within the individual risk assessments for all schools with the Romero Catholic Academy. The principles are referenced from the DfE guidance and we have put in addition controls;

- Bubbles of children where year groups have widened to the all year groups in school
- Adult assignment to one bubble where possible
- Sharing of staff across the MAC where capacity is tight e.g. First aid provision and DSL on site

2.8 Are there any potential impact(s) of this area of work on School staff from protected groups? Please summarise:

Age 18+

The Romero Catholic Academy are offering individual Risk Assessments to capture any additional concerns they may have, for all employees aged 70 and over, due to being in the clinically vulnerable category.

Men over 50 are classed as at moderate risk and all staff in this category are being offered individual Risk Assessments to capture any additional concerns they may have.



Disability

The definition being around 2 groups of people who are at higher risk:

- high risk (clinically extremely vulnerable)
- moderate risk (clinically vulnerable)

In line with current Government advice, these defined groups are no longer required to shield at home, so The Romero Catholic Academy will be offering a full risk assessment to those in this category on the first day back in school.

Pregnant Woman

In line with current Government advice, pregnant women up to 28 weeks gestation no longer have to shield. Therefore, The Romero Catholic Academy are offering a full risk assessment to those women in this category.

Women who are 28 weeks gestation or above are being offered working from home arrangements, as per recent Government advice.

Race

Staff who are from a BAME background are being offered an individual Risk Assessment; this is to ensure that we capture any individual considerations that we can take into account. We also have to consider additional risks through cross over for example, those over 50 and male too.

Sex

Men over 50 are classed as at moderate risk and all staff in this category are being offered individual risk assessments; this is to ensure that we capture any individual considerations that we can take into account.

The mitigations identified here have also been incorporated into the detailed risk assessment for all Schools with The Romero Catholic Academy.

You should only include the following data if this area of work will potentially have an impact on staff:

Appendix 1 Staff

Headcount: 524 members of staff across the MAC

Sex:

Female	545
Male	152

Age:

16-24	28
25-34	80
35-44	94
45-54	79
55-64	74
65+	28

Disability:

Disabled	n/a
Not Disabled	n/a
Prefer not to state	n/a
Unknown	n/a

Ethnicity:

White	463
BAME	49
Prefer not to state	3
Unknown	2

Sexual Orientation:

Heterosexual	n/a
LGBT+	n/a
Prefer not to state	n/a
Unknown	n/a

Religion:

Any other	n/a
Buddhist	n/a
Christian	n/a
Hindu	n/a
Jewish	n/a
Muslim	n/a
No religion	n/a
Sikh	n/a
Prefer not to state	n/a
Unknown	n/a

Appendix 2 Impact on Staff

Protected Characteristic	Impact type +, =, -	Nature of impact
Age 0-18	Potential Impact unknown	
Age 18 +	Negative	<p>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.</p> <p>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.</p>
Disability	Negative	<p>The data for those declaring a disability has not been disclosed, as the Science and data has not reported those with a disability are at higher risk of contracting Covid-19.</p> <p>The definition being around 2 groups of people who are at higher risk:</p> <p>There are 2 levels of higher risk:</p> <ul style="list-style-type: none"> • high risk (clinically extremely vulnerable) • moderate risk (clinically vulnerable) <p>Dependent 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>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>
Gender reassignment	Potential impact unknown	N/A
Marriage and Civil Partnership	Potential impact unknown	N/A



Pregnancy and maternity	Potential negative impact	There could be a potential negative impact on pregnant woman. They are defined as being at “moderate” risk, in the clinically vulnerable category 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 if contracted.
Religion and belief	Potential impact unknown	N/A
Sex	Potential negative impact	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	

Appendix 3 Pupil Context

The Romero Catholic Academy - All Measures

Produced on 10 Jun 2020, 20:42

Measure	Cardinal Wiseman Catholic School Coventry	All Primary	Corpus Christi Catholic School - Coventry	Good Shepherd Catholic School - Coventry	Sacred Heart Catholic Primary School - Coventry	SS Peter and Paul Catholic Primary School - Coventry	St Gregory's Catholic Primary School - Coventry	St John Fisher Catholic Primary School - Coventry	St Patrick's Catholic Primary School - Coventry
Total Number of Students on Roll	1223	2137	403	241	455	186	222	414	216
Male Students	46.9%	50.8%	49.9%	53.5%	51.0%	54.3%	47.3%	51.2%	48.6%
Female Students	53.1%	49.2%	50.1%	46.5%	49.0%	45.7%	52.7%	48.8%	51.4%
Special Educational Needs (SEN)	SEN Support 7.6% EHCP 0.9%	12.4%	15.1%	11.6%	9.5%	16.7%	9.5%	11.8%	15.3%
English as an Additional Language (EAL)	41.5%	29.2%	37.0%	38.2%	29.9%	21.5%	20.7%	19.1%	38.4%
Pupil Premium (PP)	39.3%	20.7%	29.5%	21.2%	14.9%	21.0%	12.6%	20.8%	24.1%
Free School Meals (FSM)	25.8%	16.0%	24.8%	14.9%	9.0%	15.1%	10.4%	17.6%	18.5%
Ever 6 FSM	36.5%	20.4%	29.0%	20.7%	14.3%	20.4%	12.6%	20.8%	23.6%

Primary

Corpus Christi Catholic School - Coventry	White - British	118
	Any Other White Background	66
	Black - African	155
	White and Asian	5
	Any Other Asian Background	3
	Refused	3
	White and Black African	14
	Chinese	6
	White and Black Caribbean	6
	Indian	18
	Any Other Black Background	14
	Any Other Mixed Background	6
	Black Caribbean	2
	Any Other Ethnic Group	1
Good Shepherd Catholic School - Coventry	Any Other Asian Background	14
	Any Other White Background	60
	Black - African	41
	White and Black African	8
	White - British	94
	White - Irish	2
	Indian	6
	Any Other Black Background	4
	Chinese	2
	Any Other Mixed Background	4
	White and Black Caribbean	8
	White and Asian	2
	Any Other Ethnic Group	1
	Bangladeshi	1
Sacred Heart Catholic Primary School - Coventry	Black - African	99
	White - British	188
	White and Black African	12
	Any Other White Background	97
	Any Other Mixed Background	8
	White and Black Caribbean	6
	White - Irish	2
	Indian	32
	White and Asian	3
	Any Other Asian Background	6
	Chinese	4
	Refused	2
	Any Other Ethnic Group	2
	Any Other Black Background	1
SS Peter and Paul Catholic Primary School - Coventry	Black - African	47
	White - British	78
	Any Other Mixed Background	5
	Any Other White Background	24
	White and Black African	4
	White and Black Caribbean	4
	Pakistani	2
	Any Other Asian Background	7
	Indian	14
	Any Other Ethnic Group	2
	White and Asian	6
	Refused	2
	Any Other Black Background	1



St Gregory's Catholic Primary School - Coventry	Black - African	50
	White - British	117
	Indian	14
	White and Asian	4
	White and Black Caribbean	4
	White - Irish	2
	White and Black African	4
	Any Other Mixed Background	4
	Any Other Ethnic Group	2
	Any Other Black Background	3
	Any Other Asian Background	5
	Any Other White Background	16
	Refused	2
	Black Caribbean	2
	Bangladeshi	1
	Pakistani	1
St John Fisher Catholic Primary School - Coventry	Black - African	37
	Indian	44
	Any Other White Background	28
	White - British	269
	Chinese	2
	White and Black Caribbean	7
	Any Other Asian Background	8
	White - Irish	9
	Any Other Black Background	5
	White and Asian	3
	White and Black African	6
	Any Other Ethnic Group	2
	Any Other Mixed Background	1
	Bangladeshi	1
	Black Caribbean	1
	Pakistani	1
St Patrick's Catholic Primary School - Coventry	Black - African	98
	White - British	44
	Any Other White Background	48
	Traveller of Irish Heritage	2
	White and Black Caribbean	4
	Any Other Black Background	3
	Any Other Asian Background	6
	Indian	4
	Any Other Mixed Background	3
	White and Black African	7
	White and Asian	2
	Gypsy / Roma	1
	White - Irish	1
		2200



Secondary

	Year 07	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Total
Any other Asian background	20	9	16	6	19	17	6	93
Any other Black background	2	4	7	5	4	5	0	27
Any other White background	19	22	11	14	25	10	10	111
Any other ethnic group	6	3	3	1	1	4	3	21
Any other mixed background	1	8	7	2	2	2	2	24
Bangladeshi	1	2	0	0	0	0	0	3
Black - African	52	59	73	44	44	16	15	303
Black Caribbean	3	2	0	3	2	1	0	11
Gypsy/Roma	1	2	1	0	0	2	0	6
Indian	21	16	8	11	3	9	8	76
Information Not Yet Obtained	0	1	1	0	0	0	2	4
Pakistani	3	5	0	0	0	0	0	8
Refused	0	0	1	0	0	0	0	1
Roma	1	1	1	0	0	0	0	3
White - British	83	80	87	79	88	13	24	454
White - Irish	0	2	2	2	2	0	0	8
White and Asian	5	2	2	5	0	1	2	17
White and Black African	5	5	1	2	2	2	0	17
White and Black Caribbean	8	7	6	6	7	1	1	36
Total	231	230	227	180	199	83	73	1223





2.9 Completion Statement –

(to be completed after the EIA is completed but, before the area of work commences)

As the Catholic Senior Executive Leader of this Multi Academy Company , 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

Signed: 	Date: 27 th August 2020
Printed Name: Helen Quinn	Position: CSEL
If applicable complete information below:	
Name of Chair of The Romero Catholic Academy  Brendan Fawcett	Date EIA approved: 27 th August 2020