



WEST LAKES TRUST EQUALITY IMPACT ASSESSMENT
THURSDAY 11TH JUNE 2020

1. INTRODUCTION

The aim of an 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.

In addition to the current data from SAGE and ONS on the groups most affected by COVID-19 the current civil unrest in the United States places greater concern for the reaction towards BAME individuals particularly in an overwhelmingly White British county such as Cumbria.

Particular concern should be made of this group and the purpose of this Equality Impact Assessment is to understand whether our practices are sufficient to protect those groups and advance equality.

We have also taken account of the guidance from BAME-Ed:

<https://www.bameednetwork.com/wp-content/uploads/2020/05/BAMEed-Network-Schools-and-Covid-19-guidance-for-BAME-staff-and-their-employers-2.pdf>

We have had this assessment scrutinised by our HR provider (Burnetts) and they reported “*It looks great and way ahead of many schools. I don’t think any other school I am aware of have even considered this issue at the moment*”.

2. DETAILS

Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives	Readmitting BAME students and staff to West Lakes Trust at the point the Trust Board consider it safe enough to do so for all.
Is it new or existing?	This is a new proposal due to the impact of the Covid-19 pandemic
Who is responsible?	Trust Executive Team
Who has been involved in completing the EIA?	Trust Executive Team, HR, professional associations, STIG
Date of completion	5 th June 2020

3. PROFILE OF EMPLOYEES AND STUDENTS

We do have this data but we believe that due to the very small numbers of individuals it might be possible to identify them so they are not included in this report even though they are the focus of this report.

4. EVIDENCE GATHERING AND ENGAGEMENT

What evidence has been used for this assessment?	SAGE publications, ONS data, DfE guidance and BBC News coverage of demonstrations world-wide while monitoring local media for incidents of unrest.
Who have you engaged and consulted with as part of your assessment?	Ongoing consultation is currently taking place with the following: West Lakes Trust Board Unions in conjunction with risk assessment STIG Relevant community groups Parents

5. IMPACT ON DIFFERENT GROUPS OF STAFF AND STUDENTS

Specific groups to consider	BAME individuals in contact with others or experiencing difficulties from the civil unrest in the United States.
Age Staff and students of different ages	Low Impact: staff under the age of 50 (1) Medium impact: staff over the age of 50 (0) High impact: staff over the age of 70 (0) West Lakes Trust's workforce ranges in age from 18 to over 65 See action planning section for recommendations in mitigation. There are 24 BAME students in West Lakes Academy (3 in year 10 and 0 in year 12), 0 in Arlecdon, 4 in Thornhill.
Race Staff and students from minority ethnic backgrounds	High Impact: statistically, members of the BAME community have been disproportionately impacted by COVID-19 but they have also witnessed the impact of the civic unrest in the United States together with the right wing group encouragement of violence.
Religion or belief 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.

<p>Sex and gender</p> <p>Gender (including men, women and pregnancy/maternity, surrogacy and adoption)</p>	<p>High Impact: Based on available data, it is likely that male staff members may be more seriously ill if they contract COVID-19.</p> <p>Pregnant women are considered to be medically vulnerable.</p> <p>Staff members in the process of surrogacy and adoption - low impact.</p>
<p>Gender reassignment</p> <p>Transgender staff and students, and non-binary staff students</p>	<p>Medium impact: in the case of male to female transition, increased risk may exist</p>
<p>Disability</p> <p>Disabled staff and students, including those with mental health issues.</p>	<p>Low-medium impact. Some disabled staff and students may be at greater risk if they contract COVID-19, dependent on type of disability.</p>
<p>Sexual orientation</p> <p>LGBTQ+ staff and students</p>	<p>Low impact: there is no evidence that the severity of COVID-19 is affected in any way by sexual orientation</p>
<p>Staff and students with caring responsibilities</p>	<p>High impact – BAME staff and students 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.</p> <p>Medium to high impact: Staff members may not have access to childcare. Students may not have access to support in their caring duties.</p> <p>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 females with caring responsibilities</p>
<p>Staff and students from lower socio-economic backgrounds</p>	<p>There is the possibility that this proposal may disproportionately affect staff and students from lower socio-economic backgrounds, as evidence so far suggests this is connected to worse outcomes for patients with COVID-19.</p>
<p>Intersectionality (include any other relevant information relating to the intersection of any of these protected groups)</p>	<p>Any member of staff or student who come under a number of the categories above is likely to be at higher risk.</p> <p>See action planning section for recommendations in mitigation.</p>

NOTE - In addition, there is a requirement to consider marriage and civil partnership. We anticipate these considerations being reasonably specific to certain HR policies (of which HR are aware) which is why we haven't included it in the list for everyone. All of the terms in bold are the terminology used in the Equality Act 2010

5. ACTION PLANNING

Issue Identified	Planned Action	Lead and Timeframe
Not all staff will be able to work on site	Staff and student audit to identify which members of staff and students can work/study on site and who should work/study from home	Principals by 10 th June 2020
Staff identified at being at higher risk (NB not the extremely clinically vulnerable group)	Complete individual risk assessments with relevant BAME staff before allocating roles	Principals Prior to return to work COMPLETED
Potential lack of opportunity for staff or students working at home	Review staff roles and provision to ensure all members of staff/students, whether at home or in school, have clarity about the expectations of their new roles and equal access to CPD/on-line learning.	Operations Director and Principals 10 th June 2020
Need to minimise risk to staff and students on site	Offer risk assessments to BAME staff of all ages who have any additional vulnerability or concerns	Operations Director 8 th June 2020 COMPLETED
Ensure adequate staffing of all areas on site	Allocate staff roles; staff with higher degree of vulnerability to be given roles with less direct contact with children, and not to be placed in EYFS.	Principals Prior to return to work COMPLETED
Pupils requiring intimate care/contact with SEND pupils	Ensure PPE available for all staff in line with risk assessment specifications	Estates Manager 10 th June 2020

6. MONITORING AND REVIEW

How will you monitor the impact of your project once it has been put into effect?	Weekly review with on site staff and students to identify whether safety and pastoral measures are as effective as possible and whether any further adjustments are needed	Weekly by Principals.
External review	Staff - HR providers and professional associations.	Weekly by HR and Professional Associations

Sign off from Trust Board: TBC		
Review Date: TBC		21 st June 2020