

## Coundon Court September - Equality Impact Statement

<b>EIS Author</b>	Name	<b>Samuel Mohomed and Daniel Clarkson</b>
	Title	<b>Co-Headteachers</b>
	Date of completion	<b>20<sup>th</sup> October</b>
<b>Chair of Governors</b>	Name	<b>Joanne Doyle</b>

### SECTION 1 – Context & Background

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

A full school return of the student and staff body from September 2021.

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

- Coundon Court has resumed a full operating timetable within the boundaries of a “normal” school day.
- There is staggered end to the day to assist in student flow and the support the reduction of large groups during egress.
- Students are taught in their usual classes with bubbles and restrictions now removed.
- Teachers have returned to their own teaching spaces with students now moving fully around the site.
- Student breaks and lunchtimes remain staggered to alleviate site pressures across the day.
- Toilet, dining and playground areas are still in zone areas for year groups.

#### 1.3 Who has primary responsibility for delivery?

Sam Mohomed Dan Clarkson as Co-Headteachers for AY2122

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

Staff, Students, Parents, Governors.

**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:

Coundon Court is committed to demonstrating due regard for all the aims of the equality duty as listed above. It is a fundamental part of our aims, charitable status and funding agreement with the DFE.

**Baseline data and information** (sources and dates)

The school is in a relatively prosperous section of the city with an average spread of socio-economic status, housing type and higher than national proportion of BAME families. The student population is drawn almost exclusively from the local area. Staff are drawn in from a much larger geographical base. The proportion of BAME staff (7%) is smaller than the student BAME population (32%) and much less likely to live in a deprived area or overcrowded household.

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Ethnicity	Male	Female	Total	%
Any other Asian background	52	60	112	6.2
Any other Black background	6	5	11	0.6
Any other ethnic group	12	18	30	1.7
Any other mixed background	13	9	22	1.2
Any other White background	31	47	78	4.3
Bangladeshi	6	3	9	0.5
Black - African	31	24	55	3.1
Black Caribbean	6	6	12	0.7
Chinese	5	7	12	0.7
Gypsy/Roma	1	0	1	0.1
Indian	51	51	102	5.7
Information Not Yet Obtained	5	1	6	0.3
Pakistani	82	48	130	7.2
White - British	561	562	1123	62.4
White - Irish	1	2	3	0.2
White and Asian	27	15	42	2.3
White and Black African	5	6	11	0.6
White and Black Caribbean	17	25	42	2.3
Total	912	889	1801	100.0

SIMS database 2021

As such 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 difficulties’<sup>1</sup>

### 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?

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.
Age 18 +	Potential impact	N/A

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

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	unknown	
Disability	+ and -	Some pupils with SEND will be able to access all the support identified in their support plans due to a full return to school. However, there also remains the risk of transmission between pupils – thereby facilitating the spread of the virus. <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, citizenship ethnic or national origins)	-	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 risk is significant for students as many will be from families that fit the “at risk” profile described in the PHE Report.
Religion and belief	Potential impact unknown	
Sex	-	There is some higher degree of risk associated with older males.
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 positive impacts on most vulnerable children as a full return to school can be provided.

Potentially positive impacts on carers through respite afforded by provision of a full return to school.

School can also be a safe place for many vulnerable students to interact and socialise.

### 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 and LA Health and Safety teams.

We maintain a daily register of attendance with routine follow ups for absent students and staff.

A full outbreak plan has been developed and approved in the event of rising numbers of infections.

IMT meetings with the LA and PHE have been completed, as and when appropriate, with key advice implemented.

### 2.6 Who will be responsible for monitoring?

Sam Mohamed and Dan Clarkson as Interim Co-Headteachers.

### 2.7 What mitigating actions will be put in place?

Mitigating action / outcome
<p>Coundon Court has resumed a full timetable operating within the boundaries of a “normal” school day.</p> <p>There is a staggered end to the day to assist in student flow and the reduction of large groups forming.</p> <p>The school have staggered breaks to isolate from other year groups and have a staggered end of the day.</p> <p>Lunch facilities operate and dining rooms are zoned. Toilet facilities are also zoned at break and lunch.</p> <p>Cleaning materials in classrooms for staff to use to keep surfaces clean between lesson changes.</p> <p>Shared Office space will have occupancy restrictions and teachers will plan and prepare in their own classroom.</p> <p>Microsoft Teams will be a supportive communication tool as opposed to meeting in person.</p> <p>SEND and CLC activity will be restricted to small group activity with appropriate social distancing.</p> <p>Teaching will be from the front with appropriate social distancing of 2 meters where possible.</p> <p>Outbreak plan has been formulated and will be implemented in line with any advice received from the LA and Public Health.</p> <p><b>A significant emphasis will still be placed on educating students into the socially responsible behaviours required within a large and complex community.</b></p>

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### 2.8 Are there any potential impact(s) of this area of work on protected groups?

School conducts a range of risk assessments and VERAs for staff to mitigate risk. There is a proportion of staff from BAME background who are potentially at greater risk of infection. The mitigations identified here have been incorporated into the detailed risk assessment for the school. Individuals may also require a personalised risk assessment - these have been completed for all staff who needed one as identified by the LA for Vulnerable Employee Risk Assessment.

#### Staff Headcount and analysis: 205 staff employed

##### Sex:

Female	141
Male	64

##### Age:

16-24	7
25-34	32
35-44	68
45-54	52
55-64	33
65+	13

##### Ethnicity:

White & White, any other background	193
BAME	12
Prefer not to state	0
Unknown	0

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### Impact on Staff

Protected Characteristic	Impact type +, =, -	Nature of impact
Age 0-18	Potential impact unknown	N/A
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	N/A
Marriage and Civil Partnership	Potential impact unknown	N/A
Pregnancy and maternity	Potential impact unknown	A potential negative impact, people who are pregnant are on the “moderate” risk (clinically vulnerable) as a precaution – VERA. School follows the current covid 19 advice on pregnant employees and staff stop working currently at 28 weeks.
Race (Including: colour, nationality, citizenship ethnic or national origins)	-	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 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	N/A

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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: Samuel Mohomed Daniel Clarkson</b>	<b>Date: 02 11 21</b>
<b>Printed Name: Samuel Mohomed Daniel Clarkson</b>	<b>Position: Co-Headteachers</b>
If applicable complete information below:	
<b>Name of Chair of Governors:</b> <b>Joanne Doyle</b>	<b>Date EIA initially approved:</b> <b>02 11 21</b>