



**Equality Impact Assessment for**  
**COVID19 related Risk Assessment and Operational Plan**

**1. Introduction**

**1.1** Our approach to Equality Impact Assessment (EqIA) is informed by the 2010 Equality Act and ECC's guidance document for EqiAs. Both of these documents are available on request and on the internet.

**1.2** We are committed to ensuring fair and accessible services for all school stakeholders. In so doing we pay due regard to equality and aim to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality between all people
- foster good relations between communities, tackling prejudice and promoting understanding.
- remove or minimise disadvantages suffered by people due to their protected characteristics
- take steps to meet the needs of people from protected groups where these are different from the needs of other people.

**1.3** The law prohibits discrimination on the grounds of:

age  
disability  
gender (formerly sex)  
gender reassignment  
marriage and civil partnership  
pregnancy and maternity  
race  
religion and belief

We also take into account potential discrimination of children from disadvantaged backgrounds, for example, through our use of the Pupil Premium Grant.

**1.4** An EqIA is a tool that helps us improve the delivery of services to our stakeholders by:

- ensuring that our services are free from discrimination
- ensuring that we identify and address stakeholder needs
- improving transparency around the decisions we make.

**2.0 What are the aims of the introduction of the COVID19 related risk assessment and operational plan**

The aim of our risk assessment and action plan is to reduce the risk of the infection of the coronavirus spreading within our school community. The actions detailed below control the risk but they do not provide an absolute guarantee that the risk will never happen at all – we assess that such a guarantee is impossible within a primary school setting. Indeed, it has proved to be impossible within some households. ‘We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.’, DfE, [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#) .

**3.0 What is the equality impact assessment for each group?**

<b>Group</b>	<b>Impact Assessment Positive, Neutral or negative? High, medium or low?</b>	<b>Reasons</b>	<b>Action</b>
Age	Young and old – Neutral	Whilst some aspects of risk are different for different for different age groups, the risk assessment provides equal and appropriate provision for all year groups.	Apply risk assessment and operational plan.
Physical disability	Neutral	School provision, building and resources continue to meet the needs of pupils, parents and staff that have any physical disabilities.	Apply risk assessment and operational plan.
Gender and Gender reassignment	Neutral	School provision, building and resources continue to meet the needs of all pupils, parents and staff irrespective of their gender.	Apply risk assessment and operational plan.
Marriage and civil partnership	Neutral	School provision, building and resources continue to meet the needs of all pupils, parents and staff irrespective	Apply risk assessment and operational plan.

		of family structure and parental relationships.	
Pregnancy and maternity	Positive	Specific action has been taken to provide support for staff that are pregnant.	Apply advice and guidance from human resources, and, as appropriate, other agencies.
Race	Neutral	<p>School provision, building and resources continue to meet the needs of all pupils, parents and staff irrespective of their race.</p> <p>However, pupils parents and staff who are BAME are at greater risk of COVID 19. Therefore, all members of the BME community are classed as vulnerable and therefore allowed to work from home.</p>	Apply risk assessment and operational plan.
Religion and belief	Neutral	School provision, building and resources continue to meet the needs of all pupils, parents and staff irrespective of their religion and belief.	Apply risk assessment and operational plan.
Sexual Orientation	Neutral	School provision, building and resources continue to meet the needs of all pupils, parents and staff irrespective of their sexual orientation.	Apply risk assessment and operational plan.