



Department  
for Education

# Equality Impact Assessment

**Covid-19 school and other educational  
setting closures**

**April 2020**

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## The Public Sector Equality Duty

1. The Public Sector Equality Duty (PSED) places a legal obligation on government to consider how its policy or service decisions impact differently on different people. It is found in section 149 of the Equality Act 2010 and places the Secretary of State (SoS) (as decision maker) under a duty to have due regard to the need to:

- a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- b. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, in particular the need to:
  - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and
  - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low;
- c. foster good relations between persons who share a relevant protected characteristic and persons who do not share it, in particular the need to:
  - tackle prejudice; and
  - promote understanding.

2. The Equality Act 2010 identifies the following as protected characteristics for the public sector equality duty:

- age (except for children’s services or education);
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation<sup>1</sup>.

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<sup>1</sup> Marriage and civil partnership are also protected characteristics but are not relevant to the Public Sector Equality Duty.

## Covid-19 School Closures<sup>2</sup>

3. As part of the country's ongoing response to coronavirus the Secretary of state for Education asked all schools and other educational settings to close for the majority of pupils from Friday 20th March 2020 - announcing that they should remain closed until further notice except for children of critical workers or vulnerable children and young people.
4. These closures include childcare providers (including nurseries and childminders), primary and secondary schools and further education colleges. This is for both state-funded and independent schools.
5. Critical workers include NHS staff, police and supermarket delivery drivers who need to be able to go to work to support the country's fight to tackle coronavirus. A full list of eligible workers was published [ [HYPERLINK "https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision"](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision) ].
6. The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk. Vulnerable children and young people are defined as those who:
  - 6.1. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked after child
  - 6.2. have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
  - 6.3. have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision

This might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion.

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<sup>2</sup> Throughout this document we often refer to 'school closures policy' – however this is merely shorthand as the policy in place also extends to other educational settings as noted above. In addition, the request was these settings themselves should not actually be closed so vulnerable pupils and the children of critical workers are still able to attend.

7. Further information on vulnerable children and young people can be found [ HYPERLINK "<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>" ]. Children and young people who do not fall into this group were asked to remain at home with appropriate care.

8. Where educational settings are unable to look after these children and young people, local authorities work with the Department for Education's regional teams and – in the case of early years – directly with providers to ensure an alternative option is available in the same area.

9. Universities are independent and are responsible for the decisions they take in response to the coronavirus pandemic. Action taken by one university might not be best for another. While most universities have closed their buildings to students/staff and face to face education has ended in line with health advice, many universities and colleges have taken the decision to move to remote teaching.

# Equality Impact Assessment

## Scope

10. This EIA analyses the impact of the SoS's decision to ask childcare providers (including nurseries and childminders), primary and secondary schools and further education colleges to close for the majority of children and young people on persons who share particular protected characteristics– it does not include the impact of the cancellation of examinations and the awarding of grades via a new methodology.

11. As schools and other educational settings are asked to remain open for vulnerable children and young people the impacts on that cohort have not been explicitly covered within this assessment. There is a separate assessment focusing specifically on impact on vulnerable children.

12. Universities are autonomous bodies and are responsible for the decisions they take in response to the coronavirus pandemic so the impact on universities is also not considered here.

12.13. The school closures policy is being implemented alongside a range of social distancing measures meaning many workforces are being furloughed and school workforce staff are classed as critical works so can continue to go to work. However, despite this, we have considered the impact where appropriate on the school workforce of the school closures policy.

## Consideration of the protected characteristics identified in the Equality Act 2010

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13.14. The SoS asked schools and other education settings across the whole of England to keep their premises open to vulnerable children and the children of critical workers only and therefore this will affect all pupils regardless of their protected characteristics, however the impact on safety and educational attainment of children with particular protected characteristics may be greater than on others. Certain children can continue to attend their school or other educational setting so the equality impact on them of the decision may be different.

14.15. We have considered if certain children, their families and the school workforce, with particular protected characteristics are more impacted than others. We have data on characteristics of vulnerable pupils using the spring school census and children in need census collections so can consider some of the known protected characteristics but do not have data on the pupils of critical workers or all areas of the school workforce.

15.16. Where a negative impact on persons sharing a particular protected characteristic is identified in this analysis, the benefits of the policy will also be considered. We will

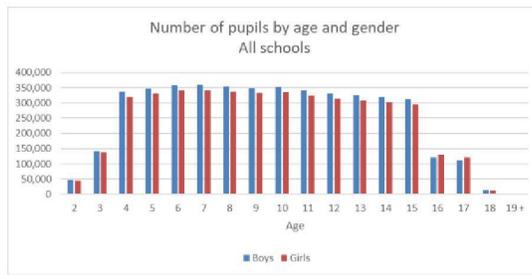
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assess whether the need to maintain the health and welfare of children and young people by reducing their exposure to the infection outweighs the negative impact.

46-17. In addition to this assessment the Secretary of State continues to have due regard to the Public Sector Equality Duty (PSED) under section 149(1) of the Equality Act 2010 in exercising his functions in response to the Coronavirus.

## Age

47-18. It should be noted that the protected characteristic of age is not applicable with regard to children and young people as children's services and education are exceptions but we will need to consider it with respect to parents and the workforce. However, for completeness, we will briefly cover it here.



Source: Schools, pupils and their characteristics, January 2019

18-19. All schools and other educational settings have been closed except for children of critical workers or vulnerable children and young people and there is a fairly balanced distribution of pupils across different age groups of compulsory school age – we would not expect children of critical workers to differ from this profile. This suggests there is not a direct impact on one particular age group.

19-20. Primary school pupils may find independent learning more difficult compared to secondary school pupils. Schools and other educational settings are being encouraged to provide educational support of pupils at home and where possible for parents/carers to assist with that to minimise impacts. However, there is likely to be an impact on the education of pupils. Strategies to minimise and recover from this issue are being implemented such as:

19.1-20.1. Schools and educational settings adapting to new ways of working by moving resources online, working remotely and changing the way they support their students and each other.

19.2-20.2. DfE publishing [ [HYPERLINK](https://www.gov.uk/guidance/supporting-your-childrens-education-during-) "https://www.gov.uk/guidance/supporting-your-childrens-education-during-

**Commented [CA1]:** It's not applicable on discrimination but is on equality of opportunity and fostering good relations. I think on former, you *might* argue (as I think you do in part below) that arguably education in earlier years is vital to development and younger kids less likely to be engaging with independent learning, and so their equal of opportunity compared to older kids *may* be more negatively impacted. On fostering good relations, I think you could say that the current situations means different age groups aren't mixing as much as normal so fostering of good relations between them is impacted. But I would be tempted to deal with those in one age para and then focus on gender for the rest (and probably also say that those age impacts are hard to be certain of or to measure).

In general, would restructure this section to say what we know about age/gender of children of critical workers and VC, then above on age impact, then focus rest on sex.

**Commented [LR2]:** The workforce is not included in this document so far – but may need to review the whole document to look to include them.

**Commented [LR3]:** There are actually 5 paras about age of children here?! Perhaps it could be cut down?

**Commented [CA5]:** Think for this we want to say this will affect all pupils – and then say whether it will affect sexes differently.

coronavirus-covid-19" ] for parents on how to support their child's education and development at home.

19.3-20.3. DfE publishing sources of high quality [ HYPERLINK "https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education" ], including the [ HYPERLINK "https://www.thenational.academy/" ] which will provide 180 video lessons each week.

20-21. The characteristics of the vulnerable children and young people (who can still attend) may help to mitigate some of that as there is a higher proportion of late primary and secondary school age (e.g. 6.4% of 14-year olds are vulnerable compared to 4.5% of 6-year olds).

24-22. In addition, pupils in year 11 and year 13 were preparing to sit KS4 and KS5 examinations and other vocational assessments. However, these assessments have been cancelled and there is work underway to ensure that those pupils can be given appropriate grades that were expected through a clear and robust process – with an appeals process if needed. Further details of that methodology and the possible impacts on protected characteristics is not considered within this assessment.

23. Consideration of parents and carers rather than pupils also leads to further potential issues. Parents and carers are more likely to fall into certain age brackets (20 – 50) and as a result people in this age range will be more impacted by the school closure policy as they will need to make arrangement from the care of their children which could impact on their ability to work. The impact of this is mitigated against by the policy allowing for children of critical workers to continue to attend schools and other educational settings and many non-critical workers have or will be furloughed.

24. Public Health England state the Coronavirus can cause more severe symptoms in people with weakened immune systems, older people and those with weakened immune systems, older people and those with long term conditions like diabetes, cancer and chronic lung disease. There is the risk that face to face contact increases the risk of contracting the virus within the protected characteristics of age.

25. The childcare and teaching workforce skews to the younger end of the age scale for working age adults, and therefore most individuals are not in the vulnerable age categories, meaning that an impact on the health of the childcare and teaching workforce due to their age alone is likely to be limited. However, around a quarter of the childcare workforce is aged over 50, including many school senior leaders, with 29% of school leaders in nursery and primary schools being over this age when compared to 14% of classroom teachers. Ancillary school and nursery and childcare staff including teaching assistants and catering staff may also be of an older age profile.

26. When making decisions regarding their workforce arrangements the potential impact on those at greater risk of the virus due to their age, including those who may be shielding and not in work will need to be considered by settings.

22-27. Do we add the same table as the re-opening EIA?

## Sex

23-28. As all schools and other educational settings have been closed except for children of critical workers or vulnerable children and young people the direct impact is not expected to differ much across these groups. There is a fairly balanced distribution of pupils across different gender groups – we would not expect children of critical workers to differ from this profile. However, boys are more likely to fall into this vulnerable cohort than girls (6.4% compared to 3.8%).

24-29. This means that girls may be more impacted as are less likely to be in the vulnerable cohort (who can still attend their school/educational setting). However as noted in paragraph [ REF \_Ref38624643 r \h ], strategies are being implemented to help lessen this issue.

25-30. Given these vulnerable pupils can still attend their school or educational setting there is the increased risk of exposure to the infection (although the settings will not have far fewer children and young people so the risk is lessened). To help mitigate that exposure risk the government have published [ HYPERLINK "https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults" ] to help educational settings support safe provision for these children and young people.

31. A further consequence on parents and carers may be caused by women still tending to shoulder greater childcare responsibilities than men<sup>3</sup>. It is therefore more likely that, overall, women may look to reduce their work more than men to care for children not in school. This is in part mitigated by critical workers being *able* to still send their children to school but must be balanced against the guidance around social-distancing. However current data suggests only a small proportion of critical workers' children are currently attending<sup>4</sup> school.

32. Men make up 15% of teachers in state funded nurse and primary schools and 37% in secondary schools thereby making teaching a more female dominated

<sup>3</sup> [ HYPERLINK "https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/womenshouldertheresponsibilityofunpaidwork/2016-11-10" ]

<sup>4</sup> School attendance stats are planned to be published on gov.uk on a weekly basis, provisionally scheduled for 21<sup>st</sup> April

Commented [LR8]: But we do not have any data on this to know ...

Commented [CA9]: Hmm, in the same vein, would we say that the impact on parents will in practice differ by age – more likely to impact people in 20s-50s than under 20s and over 60s? Impact on equal of opportunity in terms of work if they are having to pick up fulltime childcare?

Commented [MA10]: The attendance stats are going to be published every Tuesday from this Tuesday coming. I'd be tempted to leave out the exact figure and include a reference a link to the stats. I tried to put a footnote in but this online version of Word is a bit tricky! Kate Johnson is the stats lead.

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profession. Non-teaching staff are even more predominantly female, with 7% of non-teaching staff in primary and nurse settings being male and 21% in secondary schools. 96% of the group-based provider staff in the childcare sector are women.

26. In the school closures policy there could be a greater impact on the female workforce in terms of balancing childcare responsibilities as parents with their status as key workers where they are unable to send their own children to a school setting.

## Disability

27.33. While we recognise that SEND and disability are not synonymous, there is an overlap between them – around half of pupils with SEN also have a disability.<sup>5</sup> Across England, the percentage of all school pupils that have special educational needs has risen to 14.9% in 2019, up from 14.6% in 2018. Likewise, the number of school pupils with an Education Health and Care Plan (EHCP) has risen to 3.1% in 2019, up from 2.9% in 2018.<sup>6</sup>

28.34. Children and young people with SEN would be likely to suffer a negative effect of any support being temporarily suspended. For example, some children on the autistic spectrum will often find such change/disruption difficult to cope with and could suffer longer-term negative effects.

29.35. Children and young people with SEND are disproportionately likely to be economically disadvantaged. 2019 data shows that pupils with special educational needs remain more likely to be eligible for free school meals – 28% compared to 13% of pupils without special educational needs. Pupils with EHC plans are more likely to be eligible for free school meals than pupils on SEN support (33% compared to 27%).<sup>7</sup>

30.36. Pupils who are eligible for free school meals would also be missing out on that free school meal – but to mitigate this issue support is being provided through their existing schools food suppliers or through the national voucher scheme Government has put in place.

31.37. In addition, pupils who are eligible for free school meals may have more challenging home working environments<sup>8</sup> which are less conducive to home learning and therefore may be more impacted by this 'school closure policy'. Therefore to help mitigate this issue:

<sup>5</sup> Disability Data Collection for Children's Services (<http://www.bath.ac.uk/research/pdes/DCSF-RR062.pdf>)

<sup>6</sup> Department for Education (2019) 'Special educational needs in England January 2019'

<sup>7</sup> Department for Education (2019) 'Special educational needs in England January 2019'

<sup>8</sup> Drivers and Barriers to Educational Success - Evidence from the Longitudinal Study of Young People in England (2009) - [HYPERLINK "<https://www.ifs.org.uk/publications/4515>" ]

Commented [MA1312]: I would run this whole section by [Name Redacted] there's time I would run this whole section by: NR

Commented [CA13R12]: And SEND policy team?

Commented [LR15R14]: In this current version we have covered children and young people (EYs to FE) – HE students are not covered as noted in the scope

This whole document should be reviewed as assessed to include impacts on the school workforce as appropriate

I have looked to include extra about parents with a disability – but I'm shooting in the dark a little as I don't know this area well and do not have e data to support

Commented [LR17]: A line noting "Parents of children who have SEND are also less likely to use early years provision so this temporary closure of the EY provision could affect this group less." Was in the very brief EIA conducted for enacting the bill's powers (which never happened).

However this line was not included as the findings from: [HYPERLINK "<https://www.gov.uk/government/statistics/childcare-and-early-years-survey-of-parents-2019>" ] (tab 1 4) Suggest that SEN children seem to use more child care provision ?

Commented [MP18]: does this need evidence?

~~34.1-37.1.~~ DfE have ordered laptops to help disadvantaged young people who would otherwise not have access and are preparing for exams (in year 10).

~~34.2-37.2.~~ If disadvantaged children in year 10, care leavers and children with a social worker at secondary school cannot access the internet, DfE will provide free 4G mobile Wi-Fi devices to get them connected while schools are closed.

~~34.3-37.3.~~ DfE are also working with some of the major telecommunications providers to exempt certain educational resource sites from data charges.

~~34.4-37.4.~~ For 16-19 year olds, colleges, schools or other providers can support those without access to devices or connections through their flexible bursary funding. Where additional funding is needed to provide this support, providers can apply to have their bursary funds topped up to ensure those who need it have access.

~~32-38.~~ Children and young people with an EHCP are included in the vulnerable cohort definition but we are asking local authorities to work with educational providers, families and the child or young person to carry out a risk assessment to judge whether the child or young person's needs cannot be met safely at home. Where the risk assessment determines a child or young person with an EHC plan will be as safe or safer at an educational setting, we recommend that they attend the educational setting.

~~33-39.~~ Some pupils with EHCPs have medical conditions that make them high-risk, with regards to the virus, so are shielding rather than attending school. In addition, internal data suggests currently only a small proportion of children and young people with EHCPs are attending school. Where children are shielding at home, there could be an impact on the primary carers or wider family of continuing to provide education via virtual means where they have more complex needs thereby potentially further impacting on their educational and social outcomes. There could also be an impact where a parent or parents in a family are themselves disabled or have complex individual needs.

Commented [LL19]: What has the Department done around this?

~~34-40.~~ Therefore this definition of vulnerable pupils should help partially mitigate the impact on pupils with SEND (as the with the most complex needs are more likely to have an EHCP) but the majority of children and young people with SEND are not included in this definition.

~~41.~~ However given these vulnerable pupils can still attend their school or educational setting there is the increased risk of exposure to the infection (although the settings will not have far fewer children and young people so the risk is lessened), to help mitigate that risk the government have published [ HYPERLINK "https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults" ] to help educational settings support safe provision for these children and young people.

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42. The ONS report that 9% of primary school teachers, 11% of secondary school teachers, 16% of teaching assistants, and 9% of headteachers have a disability.<sup>9</sup> We do not have data on the proportion of those staff who would be considered vulnerable to COVID-19 and required to shield. Remaining in school could therefore pose an additional risk to those individuals with the workforce by exposing them to the potential risk of virus transmission. It is anticipated settings will consider this impact at a local level.

43. A higher proportion of the college workforce report having a disability, therefore there may be more staff in the COVID-19 vulnerable groups. 15% of college teachers and 14% of college leaders reported having a disability. A higher proportion of teachers in some subject areas report having a disability e.g. 21% of social care teachers. This is a higher proportion than those reported for primary (9%) and secondary (11%) teachers.<sup>10</sup>

35. —

## Race (including ethnicity)

36.44. As the school closure is national policy all ethnicities will be impacted in line with the national ethnicity profile. However certain ethnic groups are more likely to be included in the vulnerable children and young people cohort. Around 6% of black or mixed race pupils are classed as vulnerable compared to 5.2% of pupils with white pupils, 3.9% of Asian pupils, 3.1% of Chinese pupils and 4.1% of pupils of other ethnic origins.

37.45. Given these vulnerable pupils can still attend their school or educational setting there is the increased risk of exposure to the infection (although the settings will not have far fewer children and young people so the risk is lessened), to help mitigate that risk DfE have published [ HYPERLINK "https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults" ] to help educational settings support safe provision for these children and young people.

38.46. Families of certain ethnic backgrounds are, however, more likely to live in multigenerational households<sup>11</sup> and therefore some of these children and young people

<sup>9</sup> Who works in the public sector? (Office for National Statistics, June 2019): [ HYPERLINK "https://www.ons.gov.uk/economy/governmentpublicsectorandtaxes/publicspending/articles/whoworksinthepublicsector/2019-06-04" ]

<sup>10</sup> College staff survey - 2018: [ HYPERLINK "https://www.gov.uk/government/publications/college-staff-survey-2018" ]

<sup>11</sup> Data from the Resolution Foundation suggests 70% of white 70+ households do not have younger people living with them, compared to just 20% of South Asian and 50% of Black African or Caribbean households: [ HYPERLINK "https://metro.co.uk/2020/03/23/government-wants-70s-self-isolate-asians-live-families-12406886/" ]

Commented [HF20R19]: [ HYPERLINK "mailto:G... NR ]

Commented [GG21R19]: College figures are from 2018 College Staff Suvery: https://www.gov.uk/government/publications/college-staff-survey-2018

I'm not sure where schools figures are from, they were already in [ NR ] paper i think.

Commented [CA22]: I wonder this is missing specific mention of GRT – already v low outcomes, remote learning likely very difficult etc

may be more likely to live with grandparents over 70 who are being 'shielded' so may not attend school even if eligible.

[39.47](#). The Education Endowment Foundation (EEF) have suggested that "the attainment gap will almost certainly widen when children are not in school"<sup>12</sup>. There is a connection between ethnicity, disadvantage and attainment - almost 50% of children from ethnic minority backgrounds grow up in low-income households, compared to just over 20% of young white people<sup>13</sup>. This may mean these ethnic minority groups are more impacted by these the 'school closures policy'. As noted above (see paragraph-[37](#) [ REF \_Ref38565044 \r \h ]) DfE has introduced policies to help mitigate these issues support these children and young people and has a programme of rolling out devices with connectivity to ensure access to remote learning and reduce the impact of them falling behind further in their education.

[40.48](#) Exploration of the home learning environment for different ethnic groups using internal findings from the LSYPE<sup>14</sup> also suggest that pupils from different ethnic background may be more impacted by this school closure policy. These survey findings suggest that:

[40.1.48.1](#). Young people of mixed ethnic origin (90% had access), Caribbean (91%) and White British (92%) ethnicities were least likely to have access to an internet enabled desktop or laptop. In comparison, 99% young people of Indian ethnicity and 97% of Bangladeshi ethnicity had access to a desktop/laptop.

[40.2.48.2](#). Young people from Indian, Pakistani and Caribbean ethnic groups were more likely to report that someone at home checked they did their homework 'every time' (51%, 51% and 46% respectively) compared to White British young people (38%). White 'other' (37%) and young people of mixed ethnic origin (38%) were least likely to report that someone at home checked they did their homework 'every time'.

[41.49](#). This means that the children and young people for the ethnic groups identified above may be less able to do online learning or have encouragement from people at home to ensure they complete work given to them.

[42.50](#). In addition White British households are less likely to be overcrowded than households from all other ethnic groups combined - around 2% of White British households experienced overcrowding, compared with 30% of Bangladeshi households

<sup>12</sup> [ HYPERLINK "https://educationendowmentfoundation.org.uk/news/chief-executives-letter-school-closures-the-disadvantage-gap-may-widen-but-there-are-practical-steps-we-can-take-to-minimise-it" ]

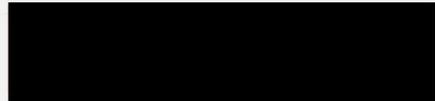
<sup>13</sup> Kenway, P. and Palmer, G. (2007) 'Poverty among ethnic groups: How and why does it differ?', New Policy Institute

<sup>14</sup> Longitudinal survey of young people in England - The analysis is based on a representative sample of around 11,000 young people in year 10 from the LSYPE2 cohort study in 2014 (wave 2 of the study).



Commented [CA25]: Can presumably add something in here about work underway to get IT devices to disadvantaged kids to help with online learning.

Commented [CO26]: Obviously there is the confounding factor that different ethnic groups may have differing levels of home education (at a given level of income). But I don't expect we have direct evidence on that from covid - I think LSYPE will have info on that - perhaps check with Michael Dale [ HYPERLINK ]



(the highest percentage).<sup>15</sup> This implies that children and young people from Bangladeshi households may not have the physical and distraction free space leading to a less conducive learning environment.

51. Parents of children with certain ethnic backgrounds are also less likely to use formal early years provision – ‘White British’, ‘White and Black’ and ‘White and Asian’ groups were more likely to use formal childcare (68%, 67% and 69% respectively) compared to ‘Asian Bangladeshi’ and ‘Asian other’ ethnic groups (43% and 44% respectively) who were least likely.<sup>16</sup> So those ethnic groups that are more likely to use formal childcare may be more affected by this temporary closure of the EY provision.

43-52. The ethnic makeup of the childcare workforce is broadly equivalent to the population as a whole. In the 2018 Labour Force Survey: 87% of childcare workers were white,<sup>17</sup> compared to 87% of the working age population in employment.<sup>18</sup>

### Religion or Belief

44-53. School closures include faith schools, meaning that some groups may be missing out more than just educational provision. However all pupils are subject to impacts on their social, moral and cultural development, for which schools play an important role so we do not have any evidence to suggest that any particular faith groups will be disproportionately impacted by this.

54. For the children of some religious groups eg Orthodox Jews, Plymouth Brethren internet usage may be significantly restricted and therefore being educated at home and engaging remotely via online teaching methods means could have a greater impact on these cohort of pupils.

45-55. We do not collect data on the religious beliefs of the education workforce so do not foresee that any particular religious groups would be disproportionately impacted on by school closures.



Commented [CA33]: Also add something like ‘School closures include faith schools, meaning that some groups may be missing out more than just educational provision. However all pupils are subject to impacts on their social, moral and cultural development, for which schools play an important role.’

Commented [CA34]: Nothing on use of childcare by different religious groups? There is something about orthodox jewish groups here I think – I would guess they use childcare a lot less but also they do not allow their children to use the internet, so impact on home ed would be much more significant for them. Same will be the case I suspect for Plymouth brethren.

Commented [LR35R34]: This is still an outstanding issue – I do not know the restrictions on computer/internet use amongst different religious and the impact this might therefore have with this policy

Commented [CA36R34]: NR from Faith schools team may be best to advise if/when he’s heard concerns from any faith groups). Certainly the most orthodox jewish groups restrict internet use and we could reasonably say there’s a good chance this then has a negative impact on their children’s engagement with any online remote learning.

<sup>15</sup> [ HYPERLINK "https://www.ethnicity-facts-figures.service.gov.uk/housing/housing-conditions/overcrowded-households/latest" ]

<sup>16</sup> [ HYPERLINK "https://www.gov.uk/government/statistics/childcare-and-early-years-survey-of-parents-2019" ]

<sup>17</sup> The early years workforce in England: [ HYPERLINK "https://epi.org.uk/wp-content/uploads/2019/01/The-early-years-workforce-in-England\_EPI.pdf" ]

<sup>18</sup> Ethnicity facts and figures – employment: [ HYPERLINK "https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment/latest" ]

## Pregnancy and Maternity

46-56. We do not anticipate any substantial disproportionate impact of school closures on individuals who are pregnant. However, there may be some additional stress on pregnant or new mothers in juggling the education/care of older school age children during the day whilst still needing to deal with their new-born / any pregnancy related issues.

57. In addition any support, advice and guidance given by school welfare officers to pregnant teenagers or teenage mothers will not be easily accessible during the school closures. There are other resources that children and young people can access (from home) to help mitigate some of this issue such as the NSPCC helpline. we are continuing to support NSPCC's Childline and are working with them to expand the adult helpline by providing them with £1.6 million. This means children have someone to call, and more adults will be able to raise concerns and seek advice about the safety and wellbeing of any child they are worried about. we are continuing to support NSPCC's Childline and are working with them to expand the adult helpline by providing them with £1.6 million. This means children have someone to call, and more adults will be able to raise concerns and seek advice about the safety and wellbeing of any child they are worried about. The government are continuing to support NSPCC's Childline and are working with them to expand the adult helpline by providing them with £1.6 million. This means children have someone to call, and more adults will be able to raise concerns and seek advice about the safety and wellbeing of any child they are worried about.

47-58. We do not collect data on the pregnancy status of staff in schools or other educational settings but as outlined previously, a significant proportion of the workforce is female. However, as PHE advice to pregnant women is to shield as a clinically vulnerable group, it is expected that settings will locally work with pregnant women to minimise any impact of school closures on their exposure to the virus.

## Sexual Orientation and Gender Reassignment

48-59. LGBT children and young people may more have difficulties in the home environment without the 'escape' of going to educational settings. The 2018 National LGBT Survey report found that Younger people were more likely not to be open with any of the family they lived with (42% of cisgender 16-17 year olds and 28% of 18-24 year olds) and that of all survey respondents 29% had experienced an incident involving someone they lived with. The most frequently reported incidents involved verbal

Commented [LR38R37]: HE is not covered in this so that is fine – if this assessment is to cover the school workforce all of these areas need to be reconsidered with that in mind and additions made as needed.

School workforce is a tricky one to me – as schools are remaining open and so I think most staff are going in but that means we need to consider the health implications of those staff as they are working (but some will probably not be working – I assume decisions on that were made locally – but I do not know how). I do not know the advice for certain groups (e.g. those pregnant) and if they are advised to stay at home?

Commented [CA39]: Nothing here about pregnant teens / teen parents?

harassment, insults or other hurtful comments. The most frequently identified perpetrators were parents and guardians (38%).<sup>19</sup>

60. In addition any support, advice and guidance given by school welfare officers to any lesbian, gay, bi-sexual or transgender pupils and young people will not be easily accessible during the school closures. As noted above (paragraph [ REF \_Ref38626672 \r \h ]) there are other resources that children and young people can access (from home) to help mitigate some of this issue.

61. We do not collect data on the sexual orientation or gender reassignment status of staff in schools and other educational settings, however we don't anticipate any disproportionate impacts on staff of different sexual orientations or subject to the protected characteristic of gender reassignment.

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<sup>19</sup> National LGBT Survey: Research Report [ HYPERLINK "https://www.gov.uk/government/publications/national-lgbt-survey-summary-report" ]



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#### Data sources:

SEN:

[ HYPERLINK "https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019" \h ]

[ HYPERLINK "https://www.gov.uk/government/collections/statistics-special-educational-needs-sen" \h ]

School Census:

[ HYPERLINK "https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019" \h ]

#### Vulnerable Pupils Characteristics

Internal data on vulnerable pupils characteristics taken from the Pupil Data Repository. Important notes about the data:

- This data comes from combining the Spring 2019 pupil census, with CiN data from March 2019
- This means any pupils who attend schools who do **not** fill out the termly census won't appear in this dataset (i.e. Independent school pupils)
- This will explain why the figures for all pupils won't match those numbers for "all pupils in the country" and will differ from the figures being used within the live data dashboard
- I therefore recommend findings using this data come from **comparing relative percentages of vulnerable children** rather than absolute values

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