

Equality Impact Assessment

Purpose

The purpose of this document is to provide for the Interim Executive Board of St. Pauls CE (C) Primary School an equalities impact assessment for their proposal for the school to convert to an academy.

The key question to be addressed is whether the conversion to academy will result in quantifiable or different outcomes for different groups or differential access to the services provided by the school.

In addition to the below impact strands, in a school context, the arrangements for admissions are an important consideration for stakeholders. In conclusion, there is no evidence to indicate that the proposal to convert to academy status will have any negative impact in any equality strand. It is expected that the school's established policies and practices will be strengthened through the flexibility of academy status. It is anticipated that the conversion will result in no adverse equalities impact.

Question	Response
1. Name of policy / funding activity / event being assessed	Conversion to Academy Status joining the St Bartholomew's CE MAT
2. Summary of aims and objectives of the above	<p>The school intends to convert to academy status, leading to improved school improvement and outcomes for children.</p> <p>Conversion will bring additional opportunities and support for staff and leaders from the school.</p> <p>The school will adhere to the Duty of Care Principles; risk assess, consult with all stakeholders, implement, and monitor regular review.</p>
3. What involvement and consultation has been done in relationship to this activity?	<p>Informal consultation with staff, parents and wider stakeholders will commence on the 28th November 2023. The Local Authority have been notified of the intention to convert and are fully supportive of the process.</p> <p>Formal consultation will commence with staff in the Autumn Term following the outcome of advisory board.</p>
4. Who is affected by the policy / activity / event?	Pupils, Staff and Stakeholders
5. What are the arrangements for monitoring and reviewing the actual impact of the policy / activity or event?	Liaison with link RSC personnel. Regular meetings with St Bartholomew's CE MAT and appointed legal representative. Regular liaison with staff, unions, and parents. The Interim Executive Board of St. Pauls CE (C) Primary School will continually review and monitor the process.
6. What are the implications for current and prospective pupils?	<p>The conversion will not impact on the duties already on the school in respect of its arrangements for admissions, exclusions and special educational needs.</p> <p>St Pauls CE (C) Primary School is committed to the inclusion of all our pupils. We have</p>

	<p>developed a wide range of strategies to respond to the individual needs of all our students. In recent years, the school has also been developing its curriculum to ensure that it is fully personalised, meeting the needs and aspirations of all our pupils, allowing them access to learning that is relevant and fulfilling.</p> <p>Whilst the Academy will operate independently of the Local Authority it will be required to adhere to the School Admissions Code, as administered by the Local Authority, which prioritises looked after children and SEN children to attend the school which is most appropriate to their individual needs.</p>
7. What are the implications for staff?	<p>As part of the Academy conversion, the employment of all staff will transfer from St. Pauls CE (C) School to the St Bartholomew's CE MAT.</p> <p>Interim Executive Board has confirmed that TUPE regulations will apply to existing staff and as a result all existing terms and conditions of employment will transfer. In addition, St Bartholomew's CE MAT has indicated that they intend to continue to follow national terms and conditions of employment to all newly appointed staff. As a result, the Interim Executive Board is confident that there is no detriment to any individual or groups of our staff with respect to their existing terms and conditions of employment.</p>

Pupils

Protected Characteristic	Judgement based on evidence cited above	Action to address negative impact (e.g., adjustment to the policy)
Disability	Neutral No adverse impact identified	
Gender reassignment	Neutral No adverse impact identified	
Marriage of civil partnership	Neutral No adverse impact identified	
Pregnancy of maternity	Neutral No adverse impact identified	
Race	Neutral No adverse impact identified	
Religion or belief	Neutral No adverse impact identified	
Sexual Orientation	Neutral No adverse impact identified	
Gender	Neutral No adverse impact identified	

Staff

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Age	Neutral No adverse impact identified	

Evaluation

Questions	Explanation / Justification	
Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people?	No	
Final Decision	Tick the relevant box	Include and explanation / justification required
1. No barriers identified; therefore, activity will proceed.	y	Measures have been put in place to ensure that all protected groups are considered, and actions identified where appropriate.
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups	y	Constant monitoring at school level to ensure that the process can be changed or stopped immediately.
3. You can adapt or change the policy in a way which you think will eliminate the bias	y	Due diligence will ensure regular reviews and updates to staff and stakeholders.
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g., in extreme cases or where positive action is taken). Therefore, you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.	y	Due diligence and regular communication with staff and stakeholders will ensure that the process is undertaken in a measured way to reduce any incidence of inequality.

Will this EIA be published? Yes / Not required (EIAs should be published alongside relevant funding activities e.g., calls and events)	Yes, within the school website conversion page.
Date Completed:	28 th November 2023
Review Date (if applicable)	To be reviewed and updated in line with process of due diligence and conversion timelines.