

## Equality Impact Assessment of Academisation

### Introduction

The purpose of this document is to provide an equalities impact assessment around the proposal to academise.

The key question to be addressed is whether the school's conversion to academy status will result in different access, types of provision or outcomes for different groups within the school.

In conclusion, there is no evidence to indicate that the proposal to convert to academy status will have any negative impact in any of the equality strands. The school's established policies and practices will be strengthened as part of a large, local, Multi Academy Trust with a strong reputation. It is anticipated that the conversion will result in an overall positive equalities impact.

<b>Question</b>	<b>Response</b>
1. Name of policy / funding activity / event being assessed	Conversion to Academy Status joining The Athelstan Trust
2. Summary of aims and objectives of the above	<p>The school intends to convert to academy status, leading to collaboration with like-minded schools, enhanced school improvement and outcomes for students. Conversion will bring additional opportunities and support for staff and leaders from the school.</p> <p>The school will continue to uphold its duty of care to all individuals and protected groups.</p> <p>This will be regularly monitored and reviewed.</p>
3. What consultation has been done	Governing board discussed proposal in Spring 23. Following this an expression of interest was submitted to the Regional Directors office and further discussions were held around the possibility. With a positive outcome from these Governors voted to formally consult with staff, parents and wider stakeholders. This commenced Spring 24. The Local Authority and Unions have been notified of this intention to convert.
4. Who is affected by this policy / activity	Pupils, Staff and Stakeholders
5. What are the arrangements for monitoring and reviewing this process	Liaison with school union rep/s and broader staff – 'open door' approach. Regular liaison with parents. Regular meetings with The Athelstan Trust. The Governing Board will continually review and monitor the process.

### **Pupils**

Protected Characteristic	Potential for impact	Action to address negative impact
Disability / SEND	No – no change to school approach because of academy conversion.	
Mental Health	No – no change to school approach because of academy conversion.	
Gender reassignment	No – no change to school approach because of academy conversion.	
Marriage of civil partnership	No – no change to school approach because of academy conversion.	
Pregnancy	No – no change to school approach because of academy conversion.	
Race	No – no change to school approach because of academy conversion.	
Religion or belief	No – no change to school approach because of academy conversion.	
Sexual orientation	No – no change to school approach because of academy conversion.	
Gender	No – no change to school approach because of academy conversion.	

**Staff** - Trust policies in line with current HR policies

Protected Characteristic	Potential for impact	Action to address negative impact
Disability / SEND	No	
Mental Health	No	
Gender reassignment	No	
Marriage of civil partnership	No	
Pregnancy	No	
Race	No	
Religion or belief	No	
Sexual orientation	No	
Gender	No	

**Evaluation**

Questions	Explanation / Justification	
Does it appear possible the proposal to academise could discriminate or unfairly disadvantage individuals / groups of people?	No	
All barriers identified can be overcome, therefore process can proceed.	Yes	Measures in place to ensure that all protected groups are considered and open lines of communication for any concerns to be raised directly.

The process can be stopped at any point if it becomes apparent there is bias towards one or more groups.	Yes	Constant monitoring at school level. Due diligence process continues to ensure any evidence is identified at the earliest opportunity
Possible to adapt or change approach if evidence of bias becomes apparent in order to eliminate it.	Yes	Ongoing due diligence and regular updates to all stakeholders.
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 process. <i>(Where this is the case, and the process is proceeding it will be done with caution ensuring that it is understood to favour some people less than others and justifications for this decision can be made).</i>	N/A	

Will this Equalities Impact Assessment be published – Yes / No (rationale)	Yes – on the school website
Date completed	7 <sup>th</sup> May 2024
Review date	To be reviewed regularly in line with the due diligence and conversion timelines