

Glebelands School

Equality Impact Assessment

Purpose

The purpose of this document is to provide an equalities impact assessment for their proposal for the school to convert to an academy.

The key question to be addressed is whether or not 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 flexibilities of academy status. It is anticipated that the conversion will result in an overall positive equalities impact.

Question	Response
1. Name of policy / funding activity / event being assessed	Conversion to Academy Status joining the Learning Partners Academy Trust.
2. Summary of aims and objectives of the above	The school intend to convert to academy status, leading to improved school improvement and outcomes for students. Conversion will bring additional opportunities and support for staff and leaders from the school. The school will adhere to the Duty of Care Principles; risk assess, consult with all stakeholders, implement and monitor regular review.
3. What involvement and consultation has been done in relationship to this activity?	Informal consultation with staff, parents and wider stakeholders will commence on the 20 th March 2023. Local Authority have been notified of intention to convert
4. Who is effected 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 Trust. Regular liaison with staff, unions and parents.

Students

Protected Characteristic	Is there a potential for positive or negative impact?	Please explain or give examples of any evidence / data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	No	There are no planned changes to how the school responds to disability as a result of academy conversion.	Any changes to Equality statements or policy will be fully considered.
Gender reassignment	No	There are no planned changes to how the school responds to gender reassignment as a result of academy conversion.	Any changes to policies regarding medical leave will be fully considered.
Marriage or civil partnership	No	There are no planned changes to how the school responds to issues around marriage or civil partnership as a result of academy conversion.	
Pregnancy or maternity	No	There are no planned changes to how the school responds to Pregnancy or maternity leave as a result of academy conversion.	Any changes to HR policy will be fully considered.
Race	No	There are no planned changes to how the school responds to race as a result of academy conversion.	
Religion or belief	No	There are no planned changes to how the school responds to religion or belief as a result of academy conversion.	
Sexual Orientation	No	There are no planned changes to how the school responds to sexual orientation as a result of academy conversion.	
Gender	No	There are no planned changes to how the school responds to gender as a result of academy conversion.	
Age	No	There are no planned changes to how the school responds to age as a result of academy conversion. LP uses the same pension schemes as are currently used by Glebelands School.	

Staff

Protected Characteristic	Is there a potential for positive or negative impact?	Please explain or give examples of any evidence / data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	No	There are no planned changes to how the school responds to disability as a result of academy conversion.	Any changes to Equality statements or policy will be fully considered.

Gender reassignment	No	There are no planned changes to how the school responds to gender reassignment as a result of academy conversion.	Any changes to policies regarding attendance will be fully considered.
Marriage or civil partnership	No	There are no planned changes to how the school responds to issues around marriage or civil partnership as a result of academy conversion.	
Pregnancy or maternity	No	There are no planned changes to how the school responds to Pregnancy or maternity leave as a result of academy conversion.	Any changes to student attendance policy will be fully considered.
Race	No	There are no planned changes to how the school responds to race as a result of academy conversion.	
Religion or belief	No	There are no planned changes to how the school responds to religion or belief as a result of academy conversion.	
Sexual Orientation	No	There are no planned changes to how the school responds to sexual orientation as a result of academy conversion.	
Gender	No	There are no planned changes to how the school responds to gender as a result of academy conversion.	
Age	No	There are no planned changes to the age intake of Glebelands students.	

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	Measure have been put in place to ensure that all protected groups are considered and appropriate measures have been put in place.
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 ensure that process can be changed or stopped immediately. Due diligence will enable this to be done effectively
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:	16/03/2023
Review Date (if applicable)	To be reviewed and updated in line with process of due diligence and conversion timelines.