

## Equality impact assessment

Proposal: Academisation of the federated schools of Kettleasing Felliscliffe Primary School, Ripley Endowed CE Primary School and Beckwithshaw Primary School

Equality Impact Assessments (EIAs) are public documents. EIAs accompany reports going to Governors for decisions. We keep a record of all EIAs. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of School	Federation of Kettleasing Felliscliffe Primary School, Ripley Endowed CE Primary School and Beckwithshaw Primary School
Proposal lead	C Whitehead, Interim Exec Head
Names and roles of other people involved in carrying out the EIA	V Kirkham, Interim Exec Head Robert Ling, IEB Chair
How will you pay due regard? e.g. working group, individual senior leader	Co exec Headteacher
When did the due regard process start?	May 2022

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you changing provision, changing how you do something, stopping doing something?)

The federation of schools are entering the academisation process and as such will join an academy sponsor in academic year 22-23.

**Section 2. Why is this being proposed? What are the aims? What does the school hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)**

Two schools within the federation have been served a legal order to academise on the basis of their Ofsted inspection. Kettlesing Felliscliffe Primary school is under no such legal notice to academise though it is the intention of the IEB, the staff and parents to ensure the federation of the three schools and therefore the proposed academisation of the federation as a whole. In maintaining the federation of three schools, the schools will further strengthen their position as effective settings of teaching and learning for children through a single leadership structure, combined CPD and agile workforce.

**Section 3. What will change? What will be different for pupils and/or staff?**

There will be a change in leadership structure at the point of conversion with the academy sponsor providing new staff to support and lead the schools. In addition, there will be new opportunities for teachers to access CPD and on-going support through centralised hubs which the sponsor will offer, for example: SEND hub, HR support. The academy sponsor may look to develop the curriculum over time in line with the needs of the school and its pupils. The day-to-day teaching and learning experience for staff and pupils is likely to be similar to current experiences.

**Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)**

The IEB have maintained regular and effective communication with parents and staff during this process. Staff have had the opportunity to meet with IEB members to ask questions and understand the process and timeframe. Parents and staff at Kettlesing Felliscliffe Primary School were invited to a consultation on the proposal to academise and feedback was sought. Furthermore, staff have been invited to an upcoming meeting with union representatives, IEB members and academy sponsor representatives.

All staff were invited to attend a meeting with the academy sponsor to gain further insight into the practicalities of conversion.

**Section 5. What impact will this proposal have on the school budget? Will it be cost neutral, have increased cost or reduce costs?**

Please explain briefly why this will be the result.

There will be no cost to the school – all budget implications at the point of conversion will be transferred to the academy sponsor.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation, pupil data or census information etc.</b>
Age (Staff only)	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.
Disability		***		The conversion to academy will provide school staff, pupils and parents with access to SEND hub where access to specialist knowledge and services can be facilitated. Disability would fall under the remit of inclusion services.
Sex (Gender)	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor

				maintain statutory policies in line with school settings.
Race	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.
Gender reassignment	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.
Sexual orientation	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.
Religion or belief	***			Ripley is a CE primary school and therefore some families select this school for its Christian vision and values. Through the consultation process, there have been no concerns raised as a result of the academisation process which will see the school join an academy of both faith and non-faith schools.
Pregnancy or maternity	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.
Marriage or civil partnership (staff only)	***			The conversion to academy will have no impact on people with protected characteristics as the academy sponsor maintain statutory policies in line with school settings.

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<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?		***		It is anticipated that pupils and parents will have access to a consolidated offering of school clubs and school services that will support those who are unable to access more centralised services.
...have a low income/ eligible for pupil premium ?	***			No anticipated impact.
...parents are in the armed forces?	***			There are a number of children from armed forces families – there is no anticipated impact as a result of conversion.

<p><b>Section 8. Will the proposal affect anyone more because of a combination of protected characteristics?</b> (e.g. Asian girls, low income pupils with a disability) <b>State what you think the effect may be and why, providing evidence from engagement, consultation and/or pupil data or census information etc.</b></p> <p>There is no anticipated impact of the conversion on people with a combination of characteristics.</p>
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<b>Section 9. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access work for us and pupils can access services)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	****
<b>2. Adverse impact - adjust the proposal -</b> The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
<b>3. Adverse impact - continue the proposal -</b> The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	

<p><b>4. Actual or potential unlawful discrimination - stop and remove the proposal</b>          – The EIA identifies actual or potential unlawful discrimination. It must be stopped.</p>	
<p><b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)          Through the consultation process with staff and parents, the IEB have not encountered any concerns in relation to equality of people with protected characteristics.</p>	

**Section 10. If the proposal is to be implemented how will you find out how it is really affecting pupils and staff?** (How will you monitor and review the changes?)  
 On conversion, the academy will implement its own policies in relation to equality, in addition to gaining feedback from staff, pupils and parents. Curriculum coverage, teaching and learning policies will provide opportunities for staff and pupils to engage in communication that will support the development of inclusive and equalities practice.

**Section 11. Action plan.** List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

<b>Action</b>	<b>Lead</b>	<b>By when</b>	<b>Progress</b>	<b>Monitoring arrangements</b>
Staff to be kept aware of and up to date with procedures for ensuring inclusion within the curriculum for all children	SENDCo	Autumn term	Feedback from staff and pupils gathered in the autumn term, including from lesson observations and book scrutiny	Headteacher to ensure timetabled staff meeting time and follow up meeting with teachers
RE curriculum planning and teaching to be distinctive and in-line with CE schools for Ripley Endowed Primary School	RE Lead	Autumn term	To ensure the curriculum, school vision, values and ethos are promoted, retained and developed across the	RE Lead and IEB to monitor implementation

			curriculum and learning behaviours	
Equalities training for all staff	Headteacher	Autumn term	To ensure all staff have had access to equalities training	Headteacher

**Section 12. Summary** Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the governors.

The outcome of the EIA identifies minimal impact on people with protected characteristics. Evidence has been taken from school census data, IEB consultation and parent/staff meetings in relation to the academisation process. The academy sponsor will be able to provide support for families, children and staff within the remit of this EIA owing to their knowledge of the local contexts of the school and through their development of inclusion policies, services and curriculum. The IEB are currently overseeing the process of academisation and continue to communicate accordingly with the local authority, academy sponsor, senior leaders and school communities to minimise impact.

**Section 13. Sign off section**

This full EIA was completed by:

**Name: Chris Whitehead**  
**Roll: Interim Exec Head**  
**Signature: C Whitehead**

**Completion date: 29.6.22**

**Authorised by Headteacher (signature): C Whitehead**  
**Authorised by Chair of Governors (signature):**

**Date: 5.7.22**