

Equality Impact Assessment

Purpose

The purpose of this document is to provide for the Trust Board of St Bartholomew's CE MAT an equalities impact assessment for their proposal for Haughton St Giles CE Primary Academy to lower its age range to 3 - 11.

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

In conclusion, there is no evidence to indicate that the proposal to lower the age range to 3 - 11 will have any negative impact in any equality strand.

Question	Response
1. Name of policy / funding activity / event being assessed	Lowering of the age range of Haughton St Giles CE Primary Academy to 3 – 11.
2. Summary of aims and objectives of the above	<p>The school intends to lower its age range so that it can establish a nursery which would be combined with the Reception class. The maximum capacity of the combined class would be 30 children.</p> <p>This change will provide a service to the local community and help the financial stability of the school.</p> <p>The school will adhere to the Duty of Care Principles; risk assess, consult with all stakeholders, implement, monitor, and conduct regular reviews.</p>
3. What involvement and consultation has been done in relationship to this activity?	Formal consultation with staff, parents and wider stakeholders will commence on 30 th September 2024. The Local Authority and Diocese have been notified of the intention to lower the age range.
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 DfE personnel. Regular liaison with staff, governors, and parents. The Trust Board 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>Haughton St Giles CE Primary Academy is committed to the inclusion of all their pupils. They have developed a wide range of strategies to respond to the individual needs of all of their students. In recent years, the school has also</p>

	<p>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>7. What are the implications for staff?</p>	<p>The Trust Board has confirmed there will be no changes to terms and conditions for existing staff because of this significant change proposal. The Trust 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

Protected Characteristic	Judgement based on evidence cited above	Action to address negative impact (e.g. adjustment to the policy)
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Religion or belief	Neutral No adverse impact identified	
Sexual Orientation	Neutral No adverse impact identified	

Gender	Neutral No adverse impact identified	
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	Regular reviews will be undertaken based on consultation responses 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	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, on the school's website home page.
Date Completed:	26 th September 2024
Review Date (if applicable)	To be reviewed and updated in line with the significant change process.