



“We want every child to be happy, caring and successful”

**Cedars Primary School
Equality Impact Assessment**

Purpose

The purpose of this document is to provide Cedars Primary School’s Board of Governors with an equalities impact assessment for their proposal for the school to convert to an academy. The document is designed to assess 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 admissions arrangements are an important consideration for stakeholders.

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 equality impact.

Question	Response
1. Name of policy / funding activity / event being assessed	Conversion to Academy Status joining the Grand Union Partnership Multi Academy Trust
2. Summary of aims and objectives	The school intends to convert to academy status, leading to improved outcomes for children. 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 relation to this activity?	The Governors have established a period of consultation, building on the work of the Working Party that will run from 10 June to 05 July 2024. Consultation events will seek to engage further with parents, staff, unions and the wider community. These events will provide relevant stakeholders with an opportunity to raise questions regarding the Governors’

	proposal for <i>Cedars Primary School</i> to convert to academy status and join the <i>Grand Union Partnership MAT</i>
4. Who is affected by the policy / activity / event?	Pupils, parents/carers, staff, governing body, local community.
5. What are the arrangements for monitoring and reviewing the actual impact of the policy / activity or event?	<ul style="list-style-type: none"> ● Liaison with link personnel at the Regional Director's Office ● Regular meetings with leaders from the Grand Union Partnership . ● Legal representation will be appointed should the Regional Director's Advisory Board approve the initial application. The school would be likely to convert approximately 6 months after approval at this level. ● Regular liaison with staff, unions and parents/carers.

Pupils

Protected Characteristics	Is there potential for positive or negative impact?	Explanation/ example/ evidence/ data used.	Action to address negative impact (e.g. adjustment to the policy)
Disability	No		
Gender reassignment	No		
Marriage/civil partnership	No		
Pregnancy or maternity	No		
Race	No		
Religion or belief	No		
Sexual orientation	No		
Gender	No		

Staff

Protected Characteristics	Is there potential for positive or negative impact?	Explanation/ example/ evidence/ data used.	Action to address negative impact (e.g. adjustment to the policy)
Disability	No		
Gender reassignment	No		
Marriage/civil partnership	No		

Pregnancy or maternity	No		
Race	No		
Religion or belief	No		
Sexual orientation	No		
Gender	No		

Evaluation

Questions	Explanation/ Justification	
Is it possible the proposed action could discriminate or unfairly disadvantage people?	No	
Final Decision	Judgement	Explanation/ justification
1. No barriers identified, therefore action will proceed.	Yes	Measures 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 action at some point, because the data shows bias towards one or more group.	Yes	Constant monitoring at school level will ensure that the process can be changed or stopped prior to academisation. Due diligence will enable this to be carried out effectively.
3. You can adapt or change the action so as to eliminate bias.	Yes	Due diligence will ensure regular reviews and updates to staff and other stakeholders.
4. Having identified barriers/ impact of the action, there appears to be no other proportionate ways to achieve the aim of the action, therefore the intention is to proceed with caution, knowing that the action may favour some less than others.	Not applicable, in that no barriers or adverse impact have been identified.	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? (EIAs should be published alongside relevant funding activities, etc.)	Yes, within the school website conversion page.
Date completed	May 2024
Review date	To be reviewed and updated in line with the process of due diligence and conversion timelines.