

The potential conversion of Tameside Pupil Referral Service from a Local Authority Maintained School to an Academy

The purpose of the EIA is to identify equalities implications of the proposal to convert from a Maintained Special School to an Academy. The impact will be measured principally in terms of its impact on young people and their families; our staff; other educational institutions in our vicinity.

	Key sections	Comments
1	<p>What is the existing service, document or action being impact assessed?</p> <p>What are the aims and objectives of the service, document or action?</p>	<p>The Proposal</p> <p>Following the implementation of the Academies Act 2010, the Management Committee of TPRS is consulting on the proposal to convert from a Local Authority Maintained to an Academy, with effect from September 2023</p> <p>Objectives of this Assessment</p> <p>The purpose of this EIA is to identify equalities implications of the proposal to convert to an Academy. The Management Committee is committed, both as an employer and as a service provider, to ensure that it offers equal access to jobs and educational provision to all.</p>
2	<p>What is the proposed change?</p>	<p>The proposed change is that TPRS should convert to Academy status from September 2023. The Management Committee have stated that they believe the conversion to Academy status will allow TPRS the best opportunity to maintain and further develop the outstanding provision which we currently offer. The Management Committee has stated that there is no intention for there to be any change to the ethos of the school as a result of conversion to Academy status. TPRS would become part of a brand new trust- Ambition Community Trust- which will have an ethos based on relational inclusion.</p>
3	<p>What involvement and consultation has been done in relationship to this activity?</p>	<p>Informal conversations with staff and members of SLT</p>

		<p>Formal consultation will commence with staff, parents and unions in the Summer Term following the outcome of head teacher board. Local Authority have been notified of the intention</p>
4	<p>What groups will be affected by this? What will the impacts on these groups be? What evidence has been used to inform this view? What plans are in place to mitigate any negative impacts identified?</p>	<p>Pupils, Staff and Stakeholders</p> <p>Pupils</p> <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. Whilst the Academy will operate independently of the Local Authority it will be required to adhere to the School Admissions Code, as administered by the Local Authority, which prioritises looked after children to attend the school which is most appropriate to their individual needs. The school will continue to provide a broad and balanced curriculum.</p> <p>Staff</p> <p>As part of the Academy conversion, the employment of all staff will transfer from the Management Committee of TPRS to Ambition Community Trust. The Governing Body has confirmed that TUPE regulations will apply to existing staff and as a result all existing terms and conditions of employment will transfer. In addition, the Management Committee has indicated that they intend to continue to follow national terms and conditions of employment to all newly appointed staff. As a result, the Management Committee 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>

Equalities Strand	Judgement	Issues or opportunities that need to be addressed
Age	<p>Neutral</p> <p>No adverse impact identified TPRS will continue to provide educational provision as directed by the LA. No changes to the terms and conditions of employment of existing staff. Governors have stated that they are intending to adhere to existing terms and conditions for new appointments.</p>	
Sex	<p>Neutral</p> <p>No adverse impact identified TPRS will continue to comply with the School Admissions Code and no adverse implications have been identified. No changes to the terms and conditions of employment of existing staff. Governors have stated that they intend to continue to adhere to existing terms and conditions for new appointments.</p>	
Disability	<p>Positive</p> <p>No adverse impact identified The Governing Body will still be under the legal duties of the Disability Equality Duty in the Equality Act 2010 and will continue to promote disability equality duties</p>	<p>The conversion to academy will provide school staff, pupils and parents with access to more support due to the close links that would be made with a Primary and special school from other local authorities where we can draw on their expertise.</p>
Ethnicity, race and culture	<p>Neutral</p> <p>No adverse impact identified</p>	
Sexual orientation	<p>Neutral</p>	

	No adverse impact identified	
Religion or belief	Neutral No adverse impact identified The Academy will be a nonfaith school and will continue to provide a quality education for children and young people from a diverse background incorporating a wide range of religions and beliefs	
Pregnancy & Maternity	Neutral No adverse impact identified	
Marriage & Civil Partnership	Neutral No adverse impact identified	
Gender reassignment	Neutral No adverse impact identified	
Looked After Children	Neutral No adverse impact identified.	
Deprivation	Neutral No adverse impact identified..	

Admissions:

As an academy, TPRS will continue to operate in full the local authority admissions policy.

Disability

TPRS has an Accessibility Plan. The school’s approach is not focused solely on physical buildings issues (though these are addressed) but to embed equality for pupils with a disability into the culture of the school in practical ways. This includes accessibility, academic support and social and emotional development strategies for pupils with disabilities and impairments.

The academy will continue to work with local authorities, NHS agencies and other partners to help ensure good opportunities and outcomes for students with special needs, impairments and disabilities.

Staff will transfer to the academy with their terms and conditions of employment unchanged. The school will continue to operate employment policies and practices based on those operated by the local authority.

Due to the increased expertise around disability with the academy trust, this protected characteristic is likely to see a more positive impact.

Sexual Orientation:

The school aims to demonstrate mutual respect between all members of the school community.

The school's Equality Policy recognises the general duty to have due regard for the need to eliminate unlawful sexual discrimination and to eliminate sexual harassment. This approach will extend to the academy.

Religion and Belief:

Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities; pupils' views are actively encouraged and respected. In the curriculum the aim has been and will continue to be to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning processes will ensure equality of access for all pupils, preparing them for life in a diverse society.

Pupils appreciate religious difference and cultural diversity. They already value equality and hold a strong sense of social justice (these are values to be embedded further and more formally through the adoption of the Ambition Community ethos). Pupils are appropriately respectful of religious events and realise the consequences of prejudice, challenging this where needed.

Pupils engender a positive and inclusive school community ethos which is centred around the school's core values. It is anticipated that the conversion to academy status using the Ambition Community model will further strengthen and embed the positive and inclusive school community ethos.

A co-operative approach in the governance, curriculum and pedagogy of the academy will be ethically based and faith neutral. This will allow the school to set out and sustain a tolerant and non-discriminatory ethos that should be acceptable to all with a religious faith and those with none.

Age:

The school has committed to strive to ensure that all students, at every age and ability level, have an excellent foundation for future success. The school makes clear its consistently high expectation of all pupils regardless of age. To secure the best possible outcomes a range of teaching methods is used throughout the school ensuring that effective learning takes place at all stages for all pupils.

The existing employment policies relating to age, including retirement age and pensions provision will continue to be aligned to local policies. Teachers will continue to have access to the Teachers Pensions Scheme and support staff to the Local Government

Pensions Scheme. The move to academy status will not result in measures to change terms and conditions of employment nor any changes to pension entitlements as provided for in the Teachers and Local Government Pension Schemes.

Deprivation/Social inclusion:

The nature of TPRS means that the majority of students who join us come from the most deprived areas and families in the borough.

Community Cohesion

The ambition and belief of the governors, to be carried across to the academy, is for the school as an excellent local community asset; a place where all students can reach their potential and achieve the highest standards. A central aim is to ensure fairness and to make sure that all children can succeed, whatever their background.

The school has been able to build upon its cultural and religious diversity to help promote the social, moral, cultural and spiritual development of students. The move to an academy will increase the opportunities for this work. The academy membership structure will support additional opportunities for communication with stakeholders (parents and the wider community) to ensure parents’ and community views are captured to inform practice.

5	<p>Action Planning</p> <p>Are there any actions that you have identified to address any potentially unjustifiable differences in impact on different equality groups Are there any actions you have identified to take advantage of an opportunity you have identified to promote equality and diversity Where will these be recorded</p>	No Actions Identified
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Summary

The outcome of the Equalities Impact Assessment identifies minimal impact on people with protected characteristics.

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 Y/N	Include and explanation / justification required

<p>1. No barriers identified, therefore activity will proceed.</p>	<p>Y</p>	<p>Measures have been put in place to ensure that all protected groups are considered and appropriate measures have been put in place.</p>
<p>2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups</p>	<p>Y</p>	<p>Constant monitoring at school level ensure that process can be changed or stopped immediately. Due diligence will enable this to be done effectively</p>
<p>3. You can adapt or change the policy in a way which you think will eliminate the bias</p>	<p>Y</p>	<p>Due diligence will ensure regular reviews and updates to staff and stakeholders.</p>
<p>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.</p>	<p>Y</p>	<p>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.</p>