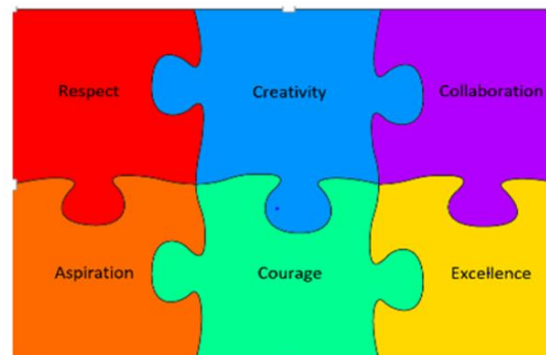




Randlay Primary School and Nursery

‘Working Together As One’



Equalities Impact Statement

Purpose

The purpose of this document is to provide for the Governing Board of Randlay Primary School and Nursery an equalities impact assessment for their proposal for the school to convert to an academy.

The key consideration is whether this conversion could result in differing outcomes for specific groups or create unequal access to services provided by the school. to be addressed is whether 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. Having reviewed all equality strands, there is no evidence to suggest that conversion to academy status will negatively impact any group. Conversely, it is expected that the school's existing inclusive ethos, policies, and practices will be further strengthened through the opportunities offered by academy status.

Summary of Aims and Objectives

Randlay Primary School and Nursery intends to convert to academy status to further enhance school improvements and outcomes for all pupils.

This transition will provide opportunities for collaboration, professional development , and leadership support. The school will continue to uphold its' Duty of Care Principles by :

- Undertaking thorough risk assessments
- Consulting with stakeholders
- Implementing changes carefully.

It is anticipated that the conversion will result in no adverse equalities impact.

Area of assessment	Actions
<p>Monitoring and reviewing progress regularly</p> <p>Consultation and Engagement</p>	<p>Informal consultation with staff, parents and wider stakeholders.</p> <p>Parents and wider stakeholder meeting</p> <p>Website communication</p> <p>The Local Authority have been notified of the intention to convert and are fully supportive of the process.</p> <p>Formal consultation will commence with staff in Summer Term 2026 following the outcome of advisory board.</p>
<p>Who is affected by the policy / activity / event?</p>	<p>Pupils, Staff and Stakeholders</p>
<p>What are the arrangements for monitoring and reviewing the actual impact of the policy / activity or event?</p>	<p>Liaison with link personnel.</p> <p>Regular meetings with Thomas Telford Multi Academy Trust and appointed legal representative.</p> <p>Regular liaison with staff, unions, and parents.</p> <p>The Governing Board of Randlay Primary School and Nursery will continually review and monitor the process.</p>
<p>What are the implications for current and prospective 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.</p> <p>Randlay Primary School and Nursery is committed to the inclusion of all our pupils. We have developed a wide range of strategies to respond to the individual needs of all our students with a committed approach to inclusion.</p> <p>In recent years, the school has also 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>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 and SEN children to attend the school which is most appropriate to their individual needs.</p>

<p>. What are the implications for staff?</p>	<p>As part of the Academy conversion, it is intended that, the employment of all staff will transfer from Telford and Wrekin Council to the Thomas Telford Multi Academy Trust. Randlay's Governing Board has confirmed that TUPE regulations will apply to existing staff and as a result it is envisaged that all existing terms and conditions of employment will be maintained as part of the transfer.</p> <p>As a result, the Governing Board is confident, subject to the satisfactory completion of the TUPE process, that there is no detriment to any individual or groups of our staff with respect to their existing terms and conditions of employment.</p>
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Pupils		
Protected characteristic	Judgement based on above criteria	Action to address impact
Disability	Neutral No adverse impact identified	
Gender reassignment	Neutral No adverse impact identified	
Marriage or civil partnership	Neutral No adverse impact identified	
Pregnancy or 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 above criteria	Action to address impact (eg adjustment to policy)
Disability	Neutral No adverse impact identified	
Gender reassignment	Neutral No adverse impact identified	
Marriage or civil partnership	Neutral No adverse impact identified	
Pregnancy or 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	

Conclusion

Randlay Primary School and Nursery is confident that converting to an academy status will not result in any negative equity impact.

The schools' strong commitment to inclusion, fairness and equality will remain central and through academy status the school will commit to continued improvement for all members of the school community.

Evaluation

Questions	Evaluation and 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 box	Include explanation and justification
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	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	10 th December 2025	
Review date (if applicable)	To be reviewed and updated in line with processes of due diligence and conversion timelines.	

