

Hamer Community Primary School Equality Impact Assessment

Purpose

The purpose of this document is to provide for the governing board of Hamer Community Primary School, an equalities impact assessment for their proposal for the school to convert to an academy and join The Altus Education Partnership (MAT).

The key question to be addressed is whether or not the conversion 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 convert to academy status and join The Altus Education Partnership, 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 equalities impact.

Question	Response
1. Name of policy / funding activity / event being assessed	Conversion to Academy Status joining The Altus Education Partnership.
2. Summary of aims and objectives of the above	The school intend to convert to academy status, to ensure that we continue to offer exceptional provision for our children and enable them to continue to achieve the best possible outcomes in terms of both their academic attainment but also their personal development. At the same time, we want to protect the ethos, identity, values and character of our school and support our children, staff and families in the best possible way. 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 relationship to this activity?	Formal consultation will commence with parents and staff and wider stakeholders Monday 24th November 2025 for a period of three weeks. The Local Authority have been notified of intention to convert, as have our PFI partners.
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?	Regular meetings with The Altus education Partnership and appointed legal representative. Regular liaison with pupils, staff, unions and parents. The Governing Board and SLT of Hamer Community Primary School will continually review and monitor the process.

Pupils

Protected Characteristic	Is there a potential for positive or negative impact?	Please explain or give examples of any evidence / data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	No		
Gender reassignment	No		
Marriage of civil partnership	No		
Pregnancy of maternity	No		
Race	No		
Religion or belief	No		
Sexual Orientation	No		
Gender	No		

Staff

Protected Characteristic	Is there a potential for positive or negative impact?	Please explain or give examples of any evidence / data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	No		
Gender reassignment	No		
Marriage of civil partnership	No		
Pregnancy of maternity	No		
Race	No		
Religion or belief	No		
Sexual Orientation	No		
Gender	No		
Age	No		

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 appropriate measures have been put in place.
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. Due diligence will enable this to be done effectively
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:	20.11.2025
Completed by:	Victoria Terry
Review Date (if applicable)	To be reviewed and updated in line with process of due diligence and conversion timelines.