

APPENDIX 4. EQUALITY IMPACT ASSESSMENT

1. **Title of Proposal:** Statement of Action St. Augustine of Canterbury Catholic High School
Service: Schools' Services
Department: People's Services
Responsible Officer: Jo Davies
Date Completed: 2018

Aims: Please identify the main aims of the policy, decision or function?

1. To note the content and despatch of the draft Statement of Action at Appendix 1 of the Proposal (which sets out the process by which the local authority and the school governors can facilitate the conversion of the school to academy status)
2. To note the role of the Archdiocese of Liverpool; (which must consent to academisation for the conversion to go ahead, but will not consent) and
3. To agree the way forward in that the local authority recommends the following actions to Cabinet:
 - Compliance with the Education and Adoption Act 2016, in that the local authority (and governors) facilitate the conversion of St Augustine's to academy status; and
 - The Local Authority to continue to work with the Archdiocese to assist the school to improve outcomes.

2. Community Impact Assessment

The Impact Assessment tool helps to identify the benefits to the local community of the work. All policies, decisions or functions will have an impact on the local community in St Helens. This tool acts as a prompt to identify what difference the work will make and how.

It provides an opportunity to think about where we might be able to reduce negative impacts, identify missed opportunities, and capitalise on positive impacts. It will build broader portfolio support for your work.

Community: Please describe how your work will benefit the council & staff/ local community.

If the proposals as set out in the Aims above are approved, then it is still likely that the school will not be subject to academisation, given the Archdiocese's position. It is vital that Local Authority support the school to improve, in order that students there can achieve better outcomes in their GCSE examinations this year and beyond. The work in place is expected to contribute to improvement over that period and beyond, given past performance.

3. How to use this tool

3.1 At the planning stage: This is the best time to consider the difference this will make to the local community

3.2 Developing Key decisions:

Engage with the Equality lead to go through the tool and identify how your work will make a difference to the local community in St. Helens. Work to complete the tool and to frame the key decision. Agree actions to show what has happened.

3.3 Evaluation

This tool identifies actions that will ensure that your work has the most benefit to people in St. Helens. Reviewing the actions in 6 or 12 months helps to evaluate your work and to demonstrate the impact that your work has had.

4. Publishing the results of the assessment:

This Impact Assessment Report must be used to inform Decisions, Scrutiny Reviews, Service Level Agreements Service and Contract specifications, policy or service evaluations and reviews. The key issues from the impact assessment must be included within the documents, and the impact assessment must be attached.

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Issue	Impact Y/N	How will this be taken into account
<p>What opportunities are there to promote equality of opportunity in access to facilities, information, guidance and support?</p>	<p>Y</p>	<p>The Local Authority's school effectiveness service will continue to provide challenge and support to the school, with the assistance of the Archdiocese, to assist in improving (i) leadership and governance at the school, (ii) behaviour, and (iii) the quality of teaching. This will include support to advance the school's continued compliance with the duties of the following Acts, which support staff, students and parents with characteristics protected under the Equality Act 2010.</p> <p>Human Rights Act 1998 The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.</p> <p>Education Act 2002 (Section 78) Section 78 requires the governing body to ensure the curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.</p> <p>Education And Inspections Act 2006 (Section 38 (1)) Section 38 (1) of the Education and Inspections Act 2006 requires the governing body to</p> <ul style="list-style-type: none"> • Promote the wellbeing of pupils at the school, and • Promote community cohesion. <p>The Children and Families Act 2014 (Part 3) Part 3 of this Act requires the school to set out how it will support children and young people with Special Educational Needs (SEN), Social Care Needs and Health Needs.</p> <p>Equality Act 2010 The duty of the Equality Act 2010, which requires schools, in the exercise of their functions and decisions, to have due regard to the need to:</p> <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation • Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it • Foster good relations between persons who share a protected characteristic and persons who do not share it. <p>Equality Act 2010 (Section 10), which requires the school to prepare and maintain an accessibility plan in order to</p> <ul style="list-style-type: none"> • increase the extent to which disabled pupils can participate in the school's curriculum • improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and • improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled <p>The Equality Act 2010 (Specific Duty) Regulations 2011, which requires the school to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.</p>