

The Equality Act 2010: The Equality Duty

The College has a duty to consider the needs of all individuals in our day-to-day work – in shaping policy, in delivering services and in relation to our employees. The Equality Duty has three aims, which require the College to have due regard to the need to:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Is there potential for the policy/procedure/strategy to be in contravention of the aims of the Equality Duty?	Yes	x	No	
If Yes, please state which groups may be affected and complete a full equalities impact assessment (guidance and forms available on the intranet)	Staff, students, parents and local stakeholders			

Equality Analysis

Department: College Corporation

Policy/practice/procedure/plan: Convert to a MAT

Is this activity: Proposed ~~Existing~~

Initial Screen

Read over the policy/procedure/practice to familiarise yourself with it.

Primary Stage – Determine the relevance and analyse data

1. What outcomes do you want to achieve from this policy/plan/practice/procedure?

The process of conversion from a designated Sixth Form College to an academy, as part of a multi- academy trust (The Stamford Park Trust) on the 1st September 2017.

2. Who is affected by this? (This could be staff, students, parents, visitors to college etc)?

Staff, students, parents and stakeholders in the community

3. What data do you have relating to this policy/plan/procedure practice?

Government guidance on the conversion process. External support advice from Eversheds and RSM Tenon.

4. Does the data suggest any differential and adverse impact on any particular group?

No. The conversion process does not have make a material difference to the functions of the college in its new legal personality as an academy as part of a multi-academy trust.

Consultation

5. Who have you consulted and what methods have you used?

All staff have been consulted and kept informed of the decisions and procedures set out to convert from a designated sixth form college to an academy and have had opportunities to ask questions about the impact on them. An academisation working party was set up, comprising governors and members of the SLT to look at the process and procedures. The views and opinions of legal and financial experts was also considered.

6. What were their views?

In most cases, staff were unconcerned about the process. The main issues surrounded pay and conditions; these were addressed, leaving staff reassured.

7. Consider your previous answers. In light of evidence and views gathered, does this policy, plan, practice or procedure have a negative impact on any particular group?

No, this procedure will not adversely affect any group.

If the answer to question 7 is yes, you need to continue

Secondary Stage

8. In what areas are there concerns of a negative impact?

- Disability
- Gender
- Gender re-assignment
- Race
- Sexual orientation
- Age
- Religion and belief
- Pregnancy and Maternity
- Marriage and Civil partnership

9. What are the concerns?

10. What changes will now be made to the policy in the light of this impact assessment?

11. How will these changes be communicated to the groups consulted?

12. By what date will the changes be made?