

Please click on headings to find [general guidance](#) or section guidance with an example. You will find supporting information in appendices at the end of the guidance.

When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.

Please also contact Tim Greaves if you need this equality impact assessment form in a different format.

1. [What are you assessing?](#)

A proposal to change Stanwell School from Foundation School to Community Maintained School from September 2024.

2. [Who is responsible?](#)

Name	Lisa Lewis	Job Title	Operational Manager, Strategy & Resources
Team	Strategy, Community Learning & Resources	Directorate	Learning & Skills

3. [When is the assessment being carried out?](#)

Date of start of assessment	11 September 2023
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4. [Describe the proposal?](#)

What is the purpose of the proposal?

The consultation process followed Welsh Government guidelines in compliance with the Schools Standards and Organisation (Wales) Act 2013 and was delivered in line with the School Organisation Code 2018. The consultation is designed to ensure that the Governing Body ascertain all views and consider all perspectives when we assess the educational merits of the proposal. The consultation process

gave prescribed consultees the opportunity to learn about the proposal and for the Governing Body to hear the views of all those with an interest so that they can be considered before any decisions are made. To ensure that the Governing Body had the resources available to be compliant with the above Act and Code, administrative support was provided by officers of the Vale of Glamorgan Council.

The feedback and views expressed in the consultation is being considered in the publication of a consultation response report to the proposal and this Equality Impact Assessment.

The Consultation outlines the school's proposals to change Stanwell School from a Foundation School to Community Maintained School. Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges changing from a foundation school to a community maintained school. The advantages and disadvantages are highlighted as part of the proposal.

Why do you need to put it in place?

The Governing Body at Stanwell School decided to proceed with this consultation following several organisational challenges experienced during the academic year 2022/23. We identified that the school would benefit from additional support with financial management, compliance and long-term sustainability as well as working more closely with the Vale of Glamorgan Council and other secondary schools in the management of admissions and shared good practice. We also identified that the proposal would allow for improved access to funding streams such as community focussed schools grants and s106 funding, for example, via the Councils Capital Maintenance and School Investment Programme.

It is anticipated that these factors will provide an overall betterment to the school in maintaining its outcomes, especially when considering current and future financial pressures and liabilities.

Do we need to commit significant resources to it (such as money or staff)?

The change from a Foundation school to Community focused school would not require significant resources outside of officer time. The change in status would mean that the Council would be committed to manage admission arrangements in the same that it does for other schools across the Vale of Glamorgan Council.

The Council would establish transitional arrangements for children in attendance at a linked feeder school prior to the change in status. The Council will therefore retain feeder primary school links for those children in attendance at a designated feeder primary school during the academic year 2023/2024. All children in the reception to year 6 age group of a designated feeder school during the 2023/2024 academic year would retain their feeder school status.

The transitional arrangements would cease for the year 6 transfer process to Secondary education in September 2030 when the last child under transitional arrangements leaves their feeder primary school. The feeder schools for Stanwell

school are all within the catchment area for Stanwell and there is no proposal to change the catchment area for the school.

The staff at Stanwell would be employed by the Council under the same terms and conditions of employment as they currently are. The Vale of Glamorgan Council would work with the school to ensure full consultation with staff and recognised Trade Unions takes place throughout the transfer process with regards to any employment related matters relevant to this consultation. Governors and the Council would ensure full compliance with all TUPE requirements that occur as a result of the change of category. The school will benefit from appropriate legal advice and support from the Council as part of the managing the TUPE contractual process.

Council officers in liaison with the school's human resource providers, would work closely with the school and governors to support staff as appropriate and to ensure regular and clear communication always takes place.

What are the intended outcomes of the proposal?

Changing Stanwell School from a Foundation School to a Community Maintained School would;

- Help facilitate improved financial management through access to additional specialist financial support on budget management by the Vale of Glamorgan Council.
- Provide the school with assurance and sustainability of the school's successes as reflected in the most recent Estyn report.
- Facilitate the development of greater working partnerships with the Local Authority, Welsh Government and with schools across the Vale of Glamorgan.
- Allow for improved access to funding streams such as community focussed schools grants and s106 funding via the Councils Capital Management and School Investment Programme.
- Ensuring compliance with Fair Funding regulations.
- Encourage greater partnership working through sharing best practice and services with other schools across the Vale of Glamorgan.

Who does the proposal affect?

All staff, pupils, parents of pupils, and governors at Stanwell School from September 2024.

Will the proposal affect how other organisations work?

The proposal is unlikely to have a significant impact on any other schools in the local area. Whilst the Council is increasing the support provided to Stanwell School,

it will not affect the support available to other schools within Vale of Glamorgan. The proposal will provide opportunities for greater partnership working between secondary schools within Vale of Glamorgan and the sharing of best practice.

Will the proposal affect how you deliver services?

The Governing Body must ensure that the school serves its local community. If this proposal comes to fruition, the change will result in the school running as usual with no impact to staff and pupils.

Will the proposal impact on other policies or practices?

The Governing Body at Stanwell School decided to proceed with this consultation following several organisational challenges experienced during the academic year 2022/23. The changes to policies and practices would include:

- The school would no longer hold a foundation status and would be changed to a community maintained status, as with all other schools across the Vale.
- The Vale of Glamorgan Council will be responsible for maintaining the school.
- Recent changes have meant that Stanwell would be employed by the Council under the same terms and conditions of employment as they currently are.
- The Council would be responsible for the admissions policy and transitional arrangements.

Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?

Our school already works well with a number of other schools in the Vale of Glamorgan. We would however benefit from working more closely with other secondary schools and sharing data with the Council, thereby ensuring that additional opportunities available to the school are maximised and in leveraging economies of scale in managing challenges within the education system.

Our school would also benefit from working fully within the Council's Managed Move Protocol. The school already refer to the Social, Emotional and Mental Health Panel (SEMHP) and the Inclusion Team for support around attendance and exclusions and adopting the protocol would therefore better support learners to access the full range of support mechanisms available, as outlined in the SEMHP Continuum.

All responses received as part of this consultation in are reflected in the Consultation Report and analysis of the protected characteristics are included in this assessment. Before any decisions are made, the governing boy needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known.

The governing body consulted with the following groups:

Staff (teaching and non-teaching) at Stanwell School	Individual members of Stanwell School Governing Body
Parents/Carers and Guardians of children at Stanwell	Penarth Town Council
Parents/Carers and Guardians of children attending Stanwell's linked feeder schools	Vale of Glamorgan Council
Families First/Flying Start Management Board	Vale of Glamorgan Early Years Development Partnership (EYDCP)
Diocesan Directors of Education	Further education institutions serving the area of the school
Assembly Members (AM's) / Members of Parliament (MP's) / Regional Assembly Members	Local Councillors
Rhieni dros Addysg Gymraeg (RHAG)	Welsh Language Commissioner
Estyn	Neighbouring Primary and Secondary schools in the Vale of Glamorgan
Welsh Government Ministers	Central South Consortium Joint Education Service
Local Police and Crime Commissioner	Trade Unions
Council's Transportation Department	Directors of Education – All Neighbouring Authorities

How will you achieve the proposed changes?

The Consultation report will be considered by the Governing Body on 23rd November and published on the school and Council's website on the 27th November 2023.

Subject to approval, the Statutory notice will be issued during which time formal written objections will be invited, this will proceed from 8th January 2024 – 5th February 2024.

Who will deliver the proposal?

Subject to the approval of this proposal, it is anticipated that Stanwell School will confirm service level agreements for services provided by the Vale of Glamorgan Council. The Council will work closely with the governing body and staff to manage the implementation. Parents and pupils of Stanwell have been fully engaged in the consultation process along with all other consultees.

How will you know whether you have achieved the proposal's purpose?

The Consultation outlines the Governing Body's proposal to change Stanwell School from a Foundation School to a Community Maintained School. This will:

- Improve financial management, ensure compliance and support long-term sustainability.
- Positively impact upon management of admissions within the catchment area and across the Vale of Glamorgan.
- Improve access to funding streams such as community focussed schools grants and s106 funding.
- Benefit from working more closely with other secondary schools via the Local Authority ensuring that all opportunities are available and leveraged appropriately.

If the Governing Body approve, reject or approve the proposals with modifications. In doing so, the Governing Body and Council will take into account any statutory objections that it has received.

5. What evidence are you using?

Engagement (with internal and external stakeholders)

The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Council consulted with a range of statutory consultees outlined in and required by the Code.

The authority received 106 individual responses by the consultation closing date of 11th September 2023 to 23 October 2023. Of the total 106 individual responses received, 56 were in favour of the proposal, 50 were opposed. Estyn also formally responded to the consultation.

It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases we have accepted the responses to the questions that they have chosen to answer. Where recorded the protected characteristics of the respondents are provided below.

Feedback from consultation meetings and drop in sessions are not included in this report as it was stated clearly in the consultation document that the Council would only accept responses using the official consultation response form. Consultees were advised of this at the drop in sessions. The Council consulted with a range of statutory consultees outlined and required by the Code.

Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response.

The Council is using the feedback and responses received to the engagement and consultation exercises carried out in relation to the proposal, this also included engagement with pupils of Stanwell School. The Council held drop in sessions and invited stakeholders to attend as part of the process.

Respondents were asked to complete an Equalities Monitoring form included in the consultation document.

Consultees were asked for their opinion on a key question to each proposal:

1) Do you support the proposal to change Stanwell School from a foundation school to a community maintained school from September 2024?

Consultees were able to respond to each proposal with Yes, No or No opinion either way. Consultees were invited to respond to both proposals if they so wished.

Consultees were also offered the opportunity to comment further:

If you support or do not support the proposal, then please explain why.

If you would like to suggest any changes or alternatives to the proposals, please detail these below.

Any other comments?

A series of consultation events were held at Stanwell School. These sessions included Staff meetings, Parents and Community drop in events and Pupil engagement sessions. The rationale behind the proposals was highlighted at each event and an explanation of the statutory process and the timescales involved was provided with the opportunity for open dialogue between all in attendance. These sessions were open to all stakeholders in the consultation process. A report on the outcome of the pupil engagement session can be found at Annex D of the Consultation response report.

National data and research

A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.

Household projections by local authority

<https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>

Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>

ONS 2016 population estimates (row 392 code W06000014)

<https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>

Protected characteristic data from 2021 Census

[Protected characteristics by disability status England and Wales: Census 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/protected-characteristics-by-disability-status-england-and-wales-census-2021)

Local data and research

- The Governing Body at Stanwell School decided to proceed with this consultation following several organisational challenges experienced during the academic year 2022/23.
- Stanwell school already perform well as identified in the inspection by ESTYN. The change in status will not impact this. The inspection report for Stanwell School can be found at <https://www.estyn.gov.wales/>;
- There is no change to the catchment area proposed in this consultation.

6. [How robust is the evidence?](#)

Does it show what the impact will be (positive and negative)?

- This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision-making process. The impact of the proposal will be positive in terms of improving the financial management, supporting long-term sustainability as well as positively impacting the management of admissions within the local authority area.
- The school would no longer manage its own admissions process and there would be a requirement to ensure all parents of future pupil are aware of this change. There is potential for the proposal to have a negative impact on parents who have chosen feeder primary schools for their children's education and for priority transfer to secondary education at Stanwell School. Transitional admission arrangements will be put in place to mitigate the effects of the change of category allowing

children to retain their feeder status up until the year 6 transfer process to Secondary education for September 2030.

What are the gaps?

There is limited information around the protected characteristics of the staff and governing body however the proposal is designed to have a positive or neutral impact on those with protected characteristics as part of the change.

As part of the consultation several opportunities via a variety of confidential methods were given to staff and governors to express concerns with relation to their personal circumstances as well as any wider concerns.

No issues were raised during the consultation or subsequently that were considered to have an adverse impact on the protected characteristics of staff or governors.

The Governing Body and Council will ensure that all staff and pupils would not be adversely impacted as a result of their protected characteristic as a result of this proposal.

What will you do about this?

Consideration of the protected characteristics of the pupils and staff would be reflected as part of the proposal.

The school would no longer manage its own admissions process and there would be a requirement to ensure all parents of future pupil are aware of this change. Parents have chosen feeder primary schools for their children's education and for priority transfer to secondary education at Stanwell School. Any potential concern would be managed by ensuring transition arrangements were in place until 2030.

What monitoring data will you collect?

The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, protected characteristics are captured through this process.

How often will you analyse and report on this?

The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's Governing body, the Council, the Central South Consortium and Estyn.

Where will you publish monitoring data and reports?

School Census School is published by Welsh Government on the STATS Wales website for each local authority area.

There would be continued monitoring of school standards across all year groups by the Governing Body, the Local Authority and the Central South Consortium and via Estyn.

Standards in schools are monitored on an annual basis by the Consortium and reported back to the Local Authority. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school.

7. [Impact](#)

Is there an impact?

The proposal would support the school to ensure that they promote equality of opportunity and foster good relations between those with different protected characteristics. There has been no perceived negative impact on the protected characteristics identified. Successful implementation of the proposal would enable compliance by providing a school that has strong working relationships with both the local authority and other schools within the Vale of Glamorgan.

If there is no impact, what is the justification for thinking this? Provide evidence.

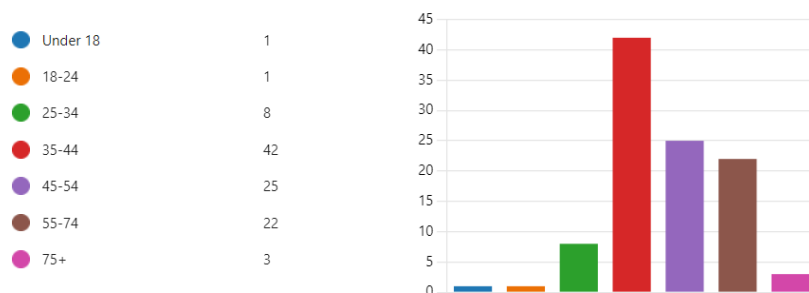
Evidence is assessed through the consultation process and through school and pupil data.

If there is likely to be an impact, what is it?

Age

According to the Pupil Level Annual School Census (PLASC) carried out in January 2023 there were 1946 pupils on roll age 11-19.

106 people responded to the consultation, 106 were completed via the online form. Age related data is only available for submissions received online, for those who chose to provide the detail. Only 102 respondents provided this information, 4 chose not to include this information.



The proposal would have a **neutral** impact on the pupils currently attending Stanwell school. The teaching and learning would continue to be managed as per usual. However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).

Disability

The data held on pupils is characterised by Special Educational Needs (SEN). 7.04% of pupils attending Stanwell School have SEN. This will include pupils with a disability however it will also include pupils without a disability. The degree of need varies across a range of additional learning needs types including:

Additional Learning Needs (ALN) Groups
ASD (Autistic Spectrum Disorder)
BESD (Behavioural, emotional and social difficulties)
DYSL (Dyslexia)
GLD (General Learning Difficulties)
MLD (Moderate Learning Difficulties)
SLCD (Speech, Language and Communication Difficulties)

6 (6%) of respondents to the consultation said their day-to-day activities were limited because of a physical or mental condition. No respondents indicated that this proposal would have an adverse impact on their disability.

The school would continue to provide a targeted and bespoke curriculum which is responsive to the individual child's abilities and ensures that all children who require additional support are integrated across all areas of the curriculum.

As the staff would remain unchanged, they would be very aware of the individual needs of pupils. All staff, governors and pupils would be in a position to liaise with the Council at to ensure that the learning environment is supportive of all pupils, including those who benefit from a quieter learning environment.

This data is collected where appropriate on admission and the Council and school use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school's Governing Body, the Council, the Central South Consortium and Estyn.

Based on the policies in place that would not change as a result of the change in status, staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff and other stakeholders at the school.

The proposal will have a **neutral** impact on pupils, staff, governors and the wider community visiting the school who have been identified within this protected group, there will be no changes to the physical element of the school.

Gender reassignment, including gender identity

Gender reassignment is not consistently recorded for secondary age pupils however individual pupils choosing to live other than at their birth gender are supported within all Schools. If the proposal materialises, all pupils would continue to receive a high-quality education with suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment.

Changing status of the school would have a **neutral** impact on individuals protected under the duty of gender reassignment. All children would continue to receive a high quality education as part of an '11-19' school. Staff would continue to receive protection under the Equalities Act 2010.

Inclusivity and respect of others is an intrinsic element of the national curriculum which the school currently delivers. The proposal would therefore provide a **neutral** impact.

Marriage and civil partnership (discrimination only)

The Equality monitoring form indicates the following breakdown.

What is your marital status?	
Married	59 (55.66%)
Civil Partnership	10(9.43%)
Separated but still legally married	2(1.89%)
Divorced	7 (6.60%)
Widowed	1(0.94%)
Prefer not to say	18 (16.98%)

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level for staff and governors however the proposal is likely to have a neutral impact on those with protected characteristics accessing the school. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Based on the policies in place that would not change as a result of the change in status, this proposal would have a **neutral** impact on this protected group.

Pregnancy and Maternity

It is considered that there will not be a negative impact on pupils in this protected group. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.

Staff who are currently on maternity leave or are pregnant at the point of the proposed move would be protected under the Equalities Act 2010.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Inclusivity and respect of others is an intrinsic element of the national curriculum. The school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Race

The predominant ethnicity at Stanwell school is currently White Welsh/English/Scottish/Northern Irish British with 81.29% of children falling within this category. This is significantly lower than the average 85.74% White British) across the wider Vale Secondary School population.

The proposal will not change the ethnic profile of the school, although in future the characteristic of children emanating from the catchment area, outside of the feeder schools is unknown at this stage.

All staff, pupils and governors would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Inclusivity and respect of others is an intrinsic element of the national curriculum. The school will ensure it promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Religion and belief

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Respect for all religious and non-religious beliefs would not change due to this proposal. Changing to a community maintained school would not impact on the curriculum relating to religion and belief.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal this proposal would have a **neutral** impact on people in this protected group.

Sex

The school currently has 49.6 % female pupils on roll and 50.4% male pupils. This is the same percentage as the Vale wide primary pupil population therefore there would be no perceived negative impact.

The staff population is 69.18% female and 30.81% male, compared with a Vale wide profile of 68.62% female, 31.37% male staff in Secondary Schools.

Children of both sexes would be treated and taught equally as the management of the school remains unchanged. There would be no different methods of teaching or curricula for either sex. Pupils would continue to be supported to enable equal access to PE and where lessons are segregated by sex/gender they would be enabled to participate in the activity which corresponds to their gender identity if this is what they request. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

From those respondents who fully or partially completed the Equal Opportunities Monitoring form

57.54% (61) were completed by women

32.07% (34) were completed by men

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Sexual orientation

Inclusivity and respect of others is an intrinsic element of the national curriculum. The principles of school inspection as described in the 'Framework for School Inspection',

The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from the school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.

Inspectors will also consider types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

The Equality monitoring form for respondents indicates the following breakdown.

Which of the following options best describes how you think of yourself?

Heterosexual / straight	76.41%	81
Gay or lesbian	0.94%	1
Bisexual	0%	0
Prefer not to say	12.26%	13
Other	1.88%	2

Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.

Welsh language

The school are working towards achieving their 'Gold Siarter Iaeth' which actively supports the Welsh Government target of one million Welsh speakers by 2050.

Staff and pupils would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as the School will have direct support from the Council to promote Welsh Language effectively overall.

Human rights

Consideration of the UNICEF document, A Human Rights-Based Approach to Education for all was given as part of the development of this consultation. This document advises

that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It contends that human rights related to education cannot be realized unless and until all three are addressed:

- The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.
- The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.
- The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.

This proposal has been presented in order to address the right of access to education, the right to quality education and the right to respect within the learning environment for all pupils within the Vale of Glamorgan.

None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **neutral** impact on people in this protected group as the management of school will continue to run as usual with additional support from the Council.

How do you know?

Explain this for each of the relevant protected characteristics as identified above.

Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform proposals usually. In this particular case, it was the decision of the Governing body of Stanwell school to change status resulted from a number of organisational challenges. The staff would also continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

What can be done to promote a positive impact?

Explain this for each of the relevant protected characteristics as identified above.

The availability of the school, its benefits and the facilities available will be published on the Council's website and through the Council's Parental Guide to School Admissions for parents to consider when making a decision on where to apply for a school place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimize disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons' disabilities would be continue under the school's management plan. Having due regard to 'fostering good relations' involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal.

It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law.

Age

The proposal would have **neutral** impact on the pupils currently attending Stanwell school. There will be no significant changes or impact on pupils or staff regarding the change in status.

Disability

The proposal will have a **neutral** impact on pupils, staff, governors and the wider community visiting the school who have been identified within this protected group, there will be no changes to the physical element of the school.

Gender reassignment, including gender identity

All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. The school will continue to have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.

Inclusivity and respect of others is an intrinsic element of the national curriculum which the school currently delivers. The proposal would therefore provide a **neutral** impact.

Marriage and civil partnership

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge

carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Pregnancy and Maternity

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Race

Inclusivity and respect of others is an intrinsic element of the curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Religion and belief

Inclusivity and respect of others is an intrinsic element of the curriculum. The school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.

Sex

Children of both sexes would continue to be treated and taught equally. There would be no different methods of teaching or curricula for either sex. Inclusivity and respect of others is an intrinsic element of the curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge. The proposal would provide a **neutral** impact.

Sexual orientation

Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.

Inclusivity and respect of others is an intrinsic element of the curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge. The proposal would provide a **neutral** impact.

Welsh Language

This proposal would have a **positive** impact on people in this protected group as the School will have direct support from the Council to promote Welsh Language effectively overall.

Human rights

Based on current evidence, this proposal would have a **neutral** impact on people in this protected group as the management of school will continue to run as usual with additional support from the Council.

What can be done to lessen the risk of a negative impact?

Explain this for each of the relevant protected characteristics as identified above.

The protected characteristics of any future pupils are not currently known. At present there is no evidence to suggest reasonable adjustment would be required for any pupil as a result of this proposal, however parents will be encouraged to discuss any needs with both the school and the Council, should the proposal be implemented, during the transition phase.

Any pupil applying to Stanwell School after September 2024 would have to apply through the Councils admissions procedures. In September 2030, the feeder school system would be removed fully. No catchment changes are proposed as part of this consultation.

Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)

This proposal focuses on the change the status of the school from a foundation status to a community maintained school, therefore, will have no impact in this area.

Will the impact be positive, negative or neutral?

Explain this for each of the relevant protected characteristics as identified above.

Age – Neutral

Disability - Neutral

Gender reassignment, including gender identity – neutral

Marriage and civil partnership – neutral

Pregnancy and Maternity – neutral

Race – neutral

Religion and belief – neutral

Sex – neutral

Sexual orientation – neutral

Welsh Language – positive

Human rights – neutral

In conclusion, there is no real risk of direct or indirect discrimination as the Governing Body is pursuing a legitimate aim to benefit from a change from a Foundation School to Community Maintained School from September 2024.

8. Monitoring on-going impact

Date you will monitor progress

PLASC data is annual and if approved a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required.

Measures that you will monitor

PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement Plan.

Date you will review implemented proposal and its impact

The governing body of the school will work closely with the Council to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The governing body will review the impact of the proposal within a year of its implementation.

9. Further action as a result of this equality impact assessment

Possible Outcomes	Say which applies
No major change	Yes
Adjust the policy	
Continue the policy	
Stop and remove the policy	

10. Outcomes and Actions

Recommend actions to senior management team
Outcome following formal consideration of proposal by senior management team

11. Important Note

Where you have identified impacts, you must detail this in your Governing Body report when seeking approval for your proposal.

12. Publication

Where will you publish your approved proposal and equality impact assessment?

School website

Vale of Glamorgan Website

In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.

13. Authorisation

Approved by (name)	Mr T Rogers
Job Title	Chair of Governors at Stanwell School
Date of approval	November 2023
Date of review	To be reviewed following the statutory objection period, should the proposal progress

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