



Fred Longworth High School

Equality Impact Assessment – Summary Document

The Equality Impact Assessment is by nature a large document and a brief summary of the key points are provided here:

National Data (Taken from the Academies Bill Equality Impact Assessment)

The current national data was collected in 2008/09 and shows that exclusions were slightly higher in Academies than in maintained schools. This however, was based upon the previous Academy conversions of failed secondary schools. The governors will want to take account of this information though and review the level and nature of any exclusion at Fred Longworth High School, within 12 months of Academy opening, in order to establish if any equality issues emerge.

School Policy Intentions

Fred Longworth High School does not plan to change any of its current policies upon conversion to an Academy; however it will review its Equality Policy to ensure it's in line with current legislation, such as the Equalities Act 2010.

Consultation with Relevant Groups

Age: Communication was made with all staff inviting them to give their comments to Governors. A dedicated e-mail account was made available and a number of meetings took place including informal and formal full staff meetings, one union meeting, and one meeting with Wigan HR, however no issues or concerns were raised specifically regarding age.

Disability: A letter was sent to all parents of pupils with SEN inviting them to give their comments and attend a parents meeting on 11th March 2011. A number attended the meeting; however no specific issues or concerns were raised regarding disability or SEN.

Gender: Student consultations included all year groups and genders; all students had assemblies and were written to and replies were invited and student council meetings set up; however with regards to gender no issues or concerns arose.

Pregnancy and Maternity: Staff were all briefed about no change to maternity/paternity conditions, there were very few responses regarding concerns about change to conditions, however these policies would stay the same if the school converted to an Academy.

Race: Letters were available in Polish, Russian, Mandarin and Turkish inviting parents to a meeting on 11th March 2011 and seeking any views. However no specific responses were received from the ethnic groups and no issues or concerns arose regarding ethnicity.

Human Rights: Fred Longworth High School will comply with the Human Rights Act 1998, by complying with the convention rights. It will provide all pupils with the right to education, whilst ensuring that their religious and philosophical beliefs are respected. Furthermore, we will review and retain our equality policy to protect all pupils from discrimination and promote racial equality and social cohesion.

Data Collection and Evidence

Local data shows us Wigan is not too dissimilar to National data; however data on pupil characteristics was lacking in areas, this is due to the small amount or unrepresentative nature of the cohort; and will be reflected in the schools ethnic minority numbers. This is shown in Fred Longworth High School with 95.9% of the school population being White British; the school also has significantly low numbers of pupils with English as an additional language and pupils in care. However, this reflects the nature of Fred Longworth's community and is not likely to dramatically change upon conversion to an Academy. The data also shows that the school has done significantly well, in regards to attainment in recent years, which should not be affected by academy status and all groups seem to be above or in line with the National Average in most areas.

Assessing Impact

The school will retain its current equality policy and continue to be an equal opportunities employer. It will maintain the current admissions policy. The Academy Trust will actively promote its curriculum and pastoral working to the wider community with the intention of improving access to pupils of all abilities, gender and race and allowing parents to exercise choice.

The Governors will on an annual basis consider the effects of existing policy on promoting community cohesion, good race relations and the wider impact on equality issues and human rights. They will determine if any specific actions could be taken to further improve the Academy Trust's active promotion of equality of opportunity.

The Governor's annual review meeting will also have a focus on exclusion data, which will be reviewed by the Directors to assess if any equality issues have been identified.

Procurements and Partnerships

The Academy conversion process itself is not expected to trigger any formal tender process. Should a multi-year insurance procurement be required then this will be conducted using the Local Authority arrangements or the DfE procurement framework. After Academy Conversion, tender specifications and contract requirements will be required to reflect the Academy Trusts single equality policy and compliance with the public equality duties of the trust.

The Decision

The school is strongly committed to equality and the equality policy meets legal responsibilities in this regard. The findings of this Equality Impact Assessment indicate that we have less ethnic minorities compared to national figures. All students are treated equally and all cultures are celebrated in events, days and through the curriculum. This would be developed further if we move to Academy Trust status to develop a secure sense of belonging to the whole community and an awareness of human rights. Gender differences do occur in achievement with girls doing better than boys in the majority of subjects. This is in line with national trends. The data shows the school have done significantly well in regards to attainment over recent years, and this is expected to continue upon conversion to an academy.

Special Needs students gain good levels of value added as indicated in high CVA and our broad curriculum supports this achievement. Academy Trust status will allow us to personalise the curriculum still further with a foundation curriculum.

Students and staff raise awareness on issues of homosexuality and gender diversity in assemblies and the school tolerates no bullying in any equality areas.

The Equality Impact Assessment has not identified any risks if the school continues to convert to an Academy, however it has identified a number of small action points to be completed post-academy opening, providing the school with an opportunity to promote equality further.

Next Steps

The Equality Impact Assessment identifies a number of action points that the Governors should recommend are completed by the Academy Trust if the school chooses to convert to an Academy.

The Equality Impact Assessment needs to be signed off by three people.