

## Equality Impact Assessment (EQIA)

The Equality Impact Assessment (EQIA) form is a template for analysing a policy or proposed decision for its potential effects on individuals with protected characteristics covered by the Equality Act 2010.

The council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advance equality of opportunity between people who share protected characteristics and people who do not
- Foster good relations between people who share those characteristics and people who do not

The three parts of the duty apply to the following protected characteristics: age, disability, gender reassignment, pregnancy/maternity, race, religion/faith, sex and sexual orientation. Marriage and civil partnership status applies to the first part of the duty.

Although it is not enforced in legislation as a protected characteristic, Haringey Council treats socioeconomic status as a local protected characteristic.

Also included in the consultation is an opportunity for stakeholders to add comments about the mandatory Fair Access Panel (FAP).

### 1. Responsibility for the Equality Impact Assessment

<b>Name of proposal:</b>	<b>Admissions Arrangements and proposed reductions in surplus Primary school places</b>
<b>Service Area:</b>	<b>Schools and Learning</b>
<b>Officer Completing Assessment:</b>	<b>Nick Shasha</b>
<b>Equalities Advisor:</b>	<b>Vlada Shevelkova</b>
<b>Cabinet meeting date (if applicable):</b>	<b>07 November 2023</b>
<b>Director/Assistant Director</b>	<b>Jane Edwards</b>

### 2. Executive summary

Please complete this section *after* completing the rest of the form and summarise:

- The policy proposal, its aims and objectives, the decision in consideration. Please focus on **the change** that will result from this decision.
- Results of the analysis: potential positive and negative equality impacts

- Mitigations that will be taken to minimise negative equality impacts (if relevant)
- Next steps (this may include: if/when the EQIA will be refreshed, planned consultation, future stages of the project).

This proposal concerns Admissions Arrangements for 2025/26 and proposed reductions in surplus Primary school places.

This EQIA covers the proposal to reduce capacity across our primary school estate by 3 forms of entry. This is to be achieved through the following reductions:

- St Mary’s Priory RC Junior (reducing from 60 to 30)
- St Francis de Sales RC Junior (reducing from 60 to 30)
- St Ignatius RC Primary (reducing from 60 to 30)

Haringey currently has a surplus in excess of 10% for Reception places and reducing the PAN as planned would help bring the surplus closer to the DfE guidance of around 5%.

The 2023 School Place planning report indicates that this surplus is projected to grow to over 500 places by 2027/28 if no action is taken.

The proposal will ensure that sufficient school places are available to meet local demand. The proposed reduction of PANs for some schools will allow better alignment of PANs with actual number of pupils on roll, leading to cost savings. This is likely to enhance the sustainability of Haringey’s current offer at primary education, benefitting the diversity of education choice. Should demand for local school places grow the PAN could be easily increased, as there will not be any changes to the accommodation at the school.

We will ask for approval from Cabinet to consult on our proposed admission arrangements, including the proposals as shown below:

School name and planning area	Published Admission Number (PAN)		
	Current	Proposed	Reduction
St Mary’s Priory Junior Catholic Primary School, N15 5RE – <b>PA3</b>	60	30	-30
St Francis de Sales RC Catholic Junior Primary School, N17 8AZ – <b>PA4</b>	60	30	-30
St Ignatius RC Primary School, N15 6ND – <b>PA3</b>	60	30	-30

The schools shown in the table above are located in our Planning areas 3 and 4 where the most significant surplus of places is found. Current school roll projections for planning area 3 show a surplus of around 1-2 forms of entry (fe) by 2030/31 and for planning area 4 a surplus of around 4fe by 2030/31.

It is likely that reductions in capacity will have a ripple effect locally as falling demand is rarely evidenced at just one school but is often felt across several. A further benefit

of planning places judiciously is that it keeps rolls relatively buoyant across and beyond any planning area as surplus places are reduced.

We are proposing to reduce the number of available places at these schools to enable them to operate more efficiently and cost effectively. The proposed reduction of PANs for these schools will allow better alignment of PANs with actual number of pupils on roll, leading to cost savings.

Consulting on our admission arrangements for entry in September 2025/26 gives these schools sufficient time to make the necessary internal organisational adjustments so that any potential impact on staff is limited. It will allow the school leadership teams in offering a more accurate number of places and also help with long term planning.

Equality consideration was given to the selection of these specific schools for a reduction in PANs to help frame any potential impact on protected groups. Our proposal will not adversely impact on families trying to access their local school with high quality provision. A projected surplus of school places in the planning areas where these schools are located means that we expect sufficient places to still be available for local children if the PANs are reduced as proposed.

All local schools are able to support children with a wide range of abilities, special needs, disabilities and learning difficulties, from able, gifted and talented pupils to those with multiple and significant disabilities, medical conditions and learning difficulties. The schools that are proposed to take PAN reductions do not offer any specific provision that is not provided elsewhere and we believe that the needs of the community can be met at other local schools and this will be tested during the consultation process. We will closely monitor the number of primary applications received at the time and in the event there is an increase in demand for primary school places and additional places are required, these schools can revert to their original PAN.

The key stakeholders are parents and carers that are staff in Haringey primary schools who wish to apply for school places for their children. Additional stakeholders are staff employed in the affected Haringey primary schools.

To ensure as wide a consultation as possible we intend to provide details of the proposed admission arrangements in the following ways:

- through the Schools Bulletin which is distributed to the head teacher and chair of governors of every school in the borough
- letter to all Haringey schools including those proposed for PAN reductions
- to all children's centres in the borough

- to all registered nurseries and child minders and any other early years providers
- on the Council's online primary and secondary admissions page
- via information in all libraries across the borough
- to all councillors
- to both MPs with constituencies in Haringey
- to the diocesan authorities
- to all residents' groups that the Council hold information for
- to all women's groups that the Council hold information for
- other groups, bodies, parents and carers as appropriate

An Equalities Impact Assessment (EqIA) will form an important part of the consultation and will seek to ascertain whether the proposed reduction in PAN at the schools mentioned previously could have an impact on protected groups and whether there are steps that can and/or should be taken to mitigate against such an impact.

### **3. Consultation and engagement**

3a. How will consultation and/or engagement inform your assessment of the impact of the proposal on protected groups of residents, service users and/or staff? Detail how your approach will facilitate the inclusion of protected groups likely to be impacted by the decision.

The consultation seeks to establish the key concerns and issues of stakeholders and clarify if they identify those issues also shown in the EQIA. Stakeholders such as pupils, parents, carers, school staff and governors will be invited to participate in a consultation and share their views including whether or not they agreed with each proposal and if not, why not. To this purpose an annual Admissions Arrangements survey has been developed which attempts to ascertain views on several education themes such as Primary, Secondary and Sixth form.

To ensure as wide a consultation as possible, a range of modes and methods of communication will be used to inform and facilitate feedback from stakeholders regarding the proposal -

- through the Schools Bulletin which is distributed to the headteacher and chair of governors of every school in the borough
- to all children's centres in the borough
- to all registered nurseries and child minders and any other early years providers
- on the Council's online primary and secondary admissions page
- via information in all libraries across the borough
- to all councillors

- to both MPs with constituencies in Haringey
- to the diocesan authorities
- to neighbouring authorities
- other groups, bodies, parents and carers as appropriate

Stakeholders will also be given the opportunity to express their views in writing via a questionnaire – both electronically and via the hard copy attached to the consultation document, by email and post.

Stakeholders are also invited to comment on the mandatory Fair Access Panel (FAP). The FAP aims to:

- acknowledge the real needs of vulnerable young people who are not on the roll of a school and to ensure that an appropriate placement is identified quickly and pupils are on roll within 15 days of the panel
- seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion
- fairly share the admission of vulnerable students across all schools and Academies (where the panel agree that another mainstream school place should be identified)
- arrange such admissions openly through a process which has the confidence of all
- record the progress and successes of the young people placed through this panel

The most recent data from the FAP shows that 175 children were admitted to Haringey schools using the fair access protocol between 1 August 2022 and 31 July 2023.

**It should be noted that as the specification of the FAP is determined by the School Admissions Code (September 2021) and no changes to its current operation are proposed in this consultation.**

3b. Outline the key findings of your consultation / engagement activities once completed, particularly in terms of how this relates to groups that share the protected characteristics.

A consultation survey on the 2025/26 Admissions Arrangements and proposed PAN reductions will be conducted shortly and results will be published and if applicable, measures taken to mitigate any unforeseen consequences identified,

#### **4. Data and Impact Analysis**

Note: officers may want to complement their analysis with data from the State of the Borough and ward profiles, found here: <https://www.haringey.gov.uk/local-democracy/about-council/state-of-the-borough>.

**Please consider how the proposed change will affect people with protected characteristics.**

## 4a. Age

### Data

#### Borough Profile<sup>1</sup>

56,718: 0-17 (21%)

72,807: 18-34 (27%)

68,257: 35-49 (25%)

44,807: 50-64 (17%)

28,632: 65+ (11%)

#### Target Population Profile<sup>2</sup>

Early years (0-4) and Primary school age pupils (5-11)

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

The latest data from the ONS 2021 Census and the PLASC School Census has been produced below:

#### ONS 2021 Census

0-4 (14,900 and 5.7% of the total Haringey population)

M: 7,600 F: 7,300

5-9 (14,700 and 5.6% of the total Haringey population)

M: 7,500 F: 7,200

10-14 (15,600 and 5.9% of the total Haringey population)

M: 7,900 F: 7,700

Total Haringey Population as at 2021: 264,200

M: 127,100 F: 137,000

#### PLASC School Census data as at May 2023

*Service users (Primary and secondary children by Age and gender)*

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<sup>1</sup> Source: State of the Borough

<sup>2</sup> ONS 2021 Census First Release

Year group	Male	Female	Grand Total
Reception	1,449	1,295	2,744
Year 1	1,367	1,360	2,727
Year 2	1,451	1,399	2,850
Year 3	1,446	1,390	2,836
Year 4	1,420	1,351	2,771
Year 5	1,477	1,351	2,828
Year 6	1,502	1,363	2,865
<b>Grand Total</b>	10,112	9,509	19,621

Source: School Census May 2023

Historically, the number of children entering Haringey's school system has increased year-on-year though primary cohorts are now reducing. The School census data from May 2023 indicates a general even split across each of the age groups, with no overrepresentation in any of the age cohorts and no resultant implications anticipated in relation to the school admissions proposals.

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal as a result of a need related to their protected characteristic?

a) The distribution of the primary school age cohort almost exactly replicates that of the broader population as is to be expected.

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several primary schools will disproportionately affect any potential pupils since the proposal relates to the removal of surplus (not needed) school places.

### Potential Impacts

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

The proposal is likely to have neutral impacts.

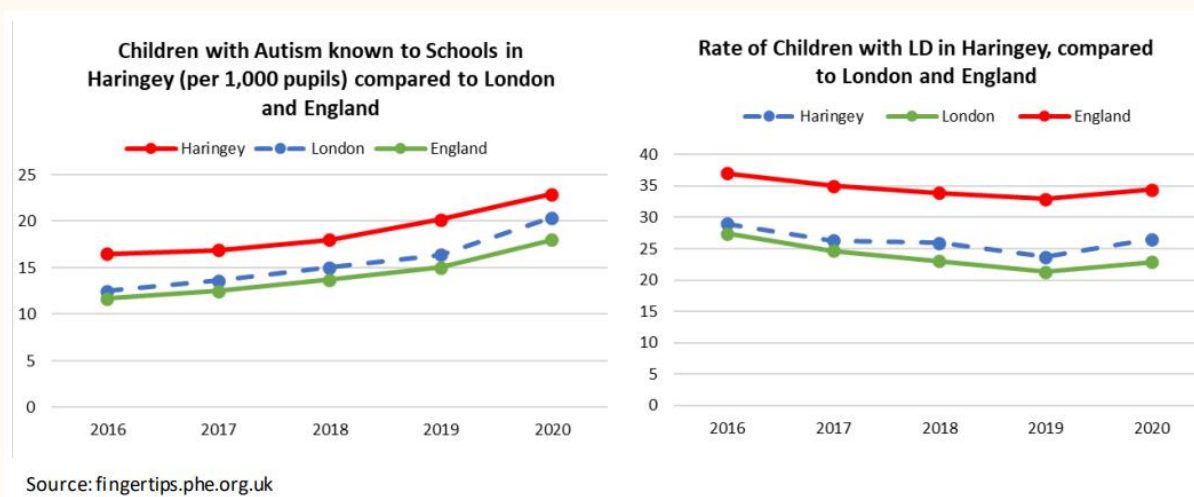
## 4b. Disability<sup>3</sup>

<sup>3</sup> In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.

## Data Borough Profile <sup>4</sup>

Age range	Cohort size	Disabled under the Equality Act			Not disabled under the Equality Act		
		Total	Day-to-day activities limited a lot	Day-to-day activities limited a little	Total	Has long-term physical or mental health condition but day-to-day activities are not limited	No long-term physical or mental health conditions
<b>Haringey</b>							
Aged 9 and under	29,667	3%	1%	2%	97%	2%	95%
Aged 10 to 14	15,569	6%	2%	3%	94%	2%	92%
Aged 15 to 24	29,816	9%	3%	6%	91%	4%	88%
<b>London</b>							
Aged 9 and under	1.6m	4%	2%	2%	96%	1%	95%
Aged 10 to 14	535k	6%	3%	4%	94%	2%	91%
Aged 15 to 24	1.33m	9%	3%	6%	91%	4%	87%
<b>England</b>							
Aged 9 and under	6.4m	5%	2%	3%	95%	2%	93%
Aged 10 to 14	3.4m	9%	3%	5%	91%	3%	88%
Aged 15 to 24	6.2m	12%	4%	8%	88%	5%	83%

Source: ONS 2021 Census (Table RM073 Disability by sex by age)



### Target Population Profile

Early years (0-4) and Primary school age pupils (5-11).

<sup>4</sup> Source: 2021 Census



What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

The data used will be data on disability from the 2021 ONS census, data from Public Health England and the distribution of Children & Young People with statements or plans maintained by Haringey as at March 2023.

Total number of Children & Young People with statements or plans maintained by Haringey, Mar 2023:

Year	Totals	Year	Totals
Pre-School/Nursery	49	Year 9	156
Reception	105	Year 10	186
Year 1	135	Year 11	180
Year 2	167	Year 12	158
Year 3	157	Year 13	159
Year 4	161	Year 14	129
Year 5	175	Year 15	115
Year 6	176	Year 15 plus	211
Year 7	183	<b>Totals</b>	2,791
Year 8	189		

Source: Haringey SEN team 2023

The data demonstrates that there are a range of children with disabilities and that they are evenly represented across age groups. The proposed arrangements prioritise children meeting the criteria for a statement of special educational needs as well as also giving priority to children with social and medical considerations that meet the criterion for an exceptional medical or social need. We do not hold data on pupils with less complex disabilities who do not qualify for either category.

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

a) The distribution of the children and young people with statements or plans maintained by Haringey is broadly the same by individual year group and is unlikely to be impacted by the proposed removal of surplus primary school places at mainstream (not specifically SEND settings).

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several primary schools will disproportionately affect any potential pupils with statements or plans maintained by Haringey since the proposal relates to the removal of surplus (not needed) school places.

### Potential Impacts

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have neutral impacts.

## 4c. Gender Reassignment<sup>5</sup>

### Data

#### Borough Profile

The latest 2021 Census has published the following data on the population aged 16+.

<b>Gender identity</b>	<b>2021</b>
Gender identity the same as sex registered at birth	193,177
Gender identity different from sex registered at birth but no specific identity given	1,377
Trans woman	383
Trans man	389
All other gender identities	537
Not answered	20,137
<b>Total: All usual residents aged 16 years and over</b>	<b>216,000</b>

<sup>5</sup> Under the legal definition, a transgender person has the protected characteristic of gender reassignment if they are undergoing, have undergone, or are proposing to undergo gender reassignment. To be protected from gender reassignment discrimination, an individual does not need to have undergone any specific treatment or surgery to change from one's birth sex to one's preferred gender. This is because changing one's physiological or other gender attributes is a personal process rather than a medical one.

The data above shows that the majority of 16+ residents in Haringey have the same gender identity as sex registered at birth (193,177) whilst 383 residents reported as trans women and 389 as trans men<sup>6</sup>.

### **Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11).

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

None though please see central government data mentioned above on the 16+ population of Haringey.

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

There is no reason to think that the proposed admissions arrangements will impact this protected group.

### **Potential Impacts**

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have no known impacts.

## **4d. Marriage and Civil Partnership**

### **Data**

#### **Borough Profile <sup>7</sup>**

Never married and never registered a civil partnership (51.7%)

Married or in a registered civil partnership (33.7%)

Separated, but still legally married or still legally in a civil partnership (2.8%)

Divorced or civil partnership dissolved (8.2%)

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<sup>6</sup> Trans is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

<sup>7</sup> Source: 2021 Census

Widowed or surviving civil partnership partner (3.5%)

### **Target Population Profile**

Parents/carers of pupils at Haringey Primary schools and Primary school teaching staff only.

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

Census 2021 data on marriage and civil partnership as shown above

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

All decisions will ensure all couples in a civil partnership are treated exactly the same as couples in a marriage.

### **Potential Impacts**

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have no known impacts.

## **4e. Pregnancy and Maternity**

### **Data**

#### **Borough Profile <sup>8</sup>**

Live Births in Haringey 2020: 3,376

### **Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11)

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

ONS Live births data and GLA School roll projections

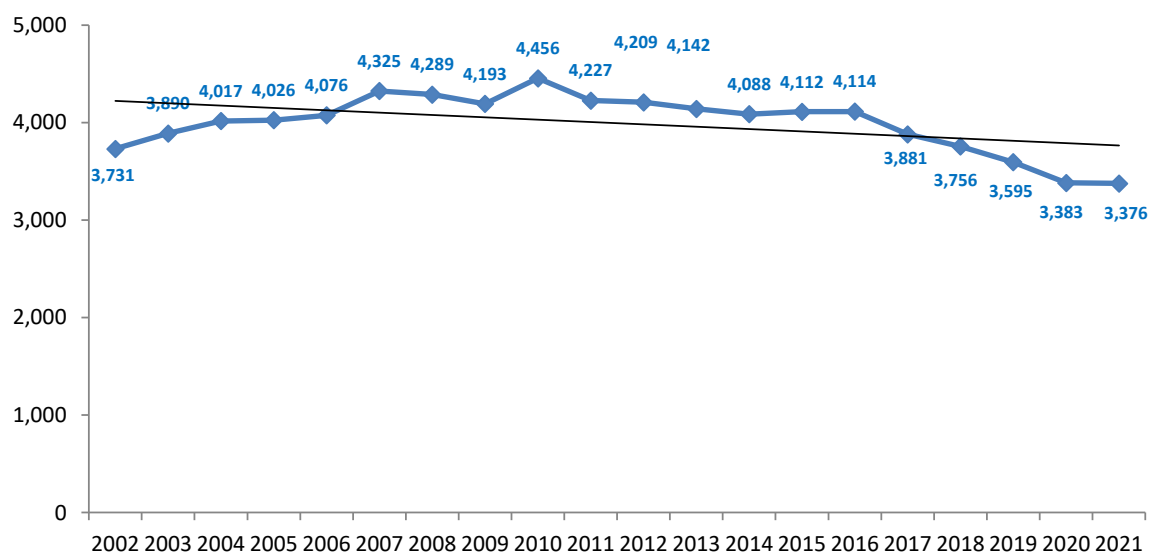
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<sup>8</sup> Births by Borough (ONS)

The ONS data below shows the recent decline of birth rates in Haringey. Birth rates are a key determinant in the likely demand for subsequent school places. Data below from the 2023 School Place Planning report also show a projected fall in the number of Reception places required (the second column) versus the number of Reception places currently provided (the third column) at primary schools between now and 2030.

**Figure 16- Births in Haringey, 2002 to 2021**

Source: ONS Birth data (2002-2021)



**Table 1 – Reception places borough wide**

Intake year	Reception aged pupils	Number of school places across borough	% of reception surplus	Deficit/surplus No. of places	Equivalent Form of Entry (fe)
2018/19	3,029 (actual)	3,290	7.90%	261	9fe
2019/20	2,952 (actual)	3,296	10.40%	344	12fe
2020/21	2,934 (actual)	3,236	9.3%	302	10fe
2021/22	2,683 (actual)	3,088	13.1%	405	15fe
2022/23	2,720 (actual Jan 2023)	3,026*	10.1%	306	10fe
2023/24	2,589	3,056	15.3%	467	16fe
2024/25	2,530	2,936	13.8%	406	14fe
2025/26	2,446	2,936	16.7%	490	16fe
2026/27	2,483	2,936	15.4%	453	15fe
2027/28	2,434	2,936	17.1%	502	17fe
2028/29	2,480	2,936	15.5%	456	15fe

2029/30	2,503	2,936	14.7%	433	14fe
2030/31	2,508	2,936	14.6%	428	14fe

**Source:** 2018-2023 January PLASC counts and GLA 2023 School roll projections – 10 year constrained 3/4 model

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

There is no reason to think that the proposed admissions arrangements will impact this protected group.

### Potential Impacts

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have no known impacts.

## 4f. Race

In the Equality Act 2010, race can mean ethnic or national origins, which may or may not be the same as a person's current nationality.<sup>9</sup>

### Data

#### Borough Profile <sup>10</sup>

Other ethnic group: **9.7% in total**

Arab: 1%

Any other ethnic group: 8.7%

#### Asian: **8.7% in total**

Bangladeshi: 1.8%

Chinese: 1.5%

Indian: 2.2%

Pakistani: 0.8%

Other Asian: 2.4%

#### Black: **17.6% in total**

African: 9.4%

Caribbean: 6.2%

<sup>9</sup> [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/race-discrimination)

<sup>10</sup> Source: 2021 Census

Other Black: 2.0%

**Mixed: 7.0% in total**

White and Asian: 1.5%

White and Black African: 1.0%

White and Black Caribbean: 2.0%

Other Mixed: 2.6%

**White: 57.0% in total**

English/Welsh/Scottish/Norther Irish/British: 31.9%

Irish: 2.2%

Gypsy or Irish Traveller: 0.1%

Other White: 22.1%

**Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

2021 Census data (as shown above) plus data from the [DfE Schools, pupils and their characteristics](#) as at 2022/23 and the SFR (Statistical First Release) 25 for teaching staff.

Ethnic composition (main groups) of Haringey's school pupil population as at 2022/23 (state funded primary):

<b>Haringey (Sub category)</b>		
	<b>Number</b>	<b>%</b>
Any other ethnic group	1,639	7.8%
Asian - Any other Asian background	386	1.8%
Asian - Bangladeshi	446	2.1%
Asian – Chinese	228	1.1%
Asian – Indian	229	1.1%
Asian - Pakistani	170	0.8%
Black - Any other Black background	485	2.3%
Black - Black African	2,577	12.3%
Black - Black Caribbean	1,003	4.8%
Mixed - Any other Mixed background	1,302	6.2%
Mixed - White and Asian	595	2.8%

Mixed - White and Black African	340	1.6%
Mixed - White and Black Caribbean	596	2.9%
Unclassified	334	1.6%
White - Any other White background	5,886	28.2%
White - Gypsy/Roma	77	0.4%
White – Irish	156	0.7%
White - Traveller of Irish heritage	29	0.1%
White - White British	4,417	21.1%
<b>Grand Total</b>	<b>20,895</b>	<b>100%</b>

Source: DfE Schools, pupils and their characteristics as at 2022/23 (State funded primary)

The data demonstrates the significant diversity of school-age children in Haringey, with a general overrepresentation of some minority groups compared with data on the wider Haringey population. 28.2% of Haringey's primary age pupils are from Any other white background whilst 21.1% are White-British. Some 12.3% of primary age pupils are Black African and 4.8% are Black Caribbean. 7.8% of pupils are from any other ethnic group, with a level of representation seen across all other ethnic groups too.

#### *Service users (parents/carers)*

There is no data available on the ethnicity of parents and carers. However, this should largely reflect the ethnicity figures set out above in respect of pupils, as their children (with the exception of children in care that may be placed in foster care).

2021 Census data indicates the following: English/Welsh/Scottish/Northern Irish/British: 31.9%, followed by White – Other (22.1%), 9.4% are Black African (9.4%) and Black Caribbean (6.2%) – please see table above for a fuller breakdown. While not a direct mirror of the data seen across the pupil cohort, the trends are not too dissimilar.

#### Staff at All Haringey state funded schools (Headcount)

<b>Ethnic background</b>	<b>Total</b>	<b>Percentage (%)</b>
White	1,470	62%
Black or Black British	311	13%
Information not yet obtained	238	10%
Asian or Asian British	171	7%
Any other Mixed background	109	5%
Any other ethnic group	68	3%
Refused	14	1%
<b>Total</b>	<b>2,382</b>	<b>100%</b>

Support Staff at all Haringey nursery and primary settings



<b>Staff Group</b>	<b>Number</b>	<b>(% of all support staff)</b>
<b>Administrative staff</b>		
Ethnic Minority Group (including white minorities)	143	7.0%
Information not yet obtained	40	2.0%
Not Minority Ethnic Group	90	4.4%
Refused	4	0.2%
<b>Total</b>	<b>277</b>	<b>13.5%</b>
<b>Auxiliary staff</b>		
Ethnic Minority Group (including white minorities)	396	19.4%
Information not yet obtained	93	4.5%
Not Minority Ethnic Group	137	6.7%
Refused	3	0.1%
<b>Total</b>	<b>629</b>	<b>30.8%</b>
<b>Other school support staff</b>		
Ethnic Minority Group (including white minorities)	77	3.8%
Information not yet obtained	9	0.4%
Not Minority Ethnic Group	52	2.5%
<b>Total</b>	<b>138</b>	<b>6.7%</b>
<b>Teaching assistants</b>		
Ethnic Minority Group (including white minorities)	561	27.4%
Information not yet obtained	189	9.2%
Not Minority Ethnic Group	239	11.7%
Refused	7	0.3%
<b>Total</b>	<b>996</b>	<b>48.7%</b>
<b>Technicians</b>		
Ethnic Minority Group (including white minorities)	1	0.0%
Information not yet obtained	1	0.0%
Not Minority Ethnic Group	3	0.1%
<b>Total</b>	<b>5</b>	<b>0.2%</b>
<b>Grand Total</b>	<b>2,045</b>	<b>100%</b>

Source: DfE School workforce data 2022 [School workforce in England, Reporting year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

The staff ethnicity data shows the broad composition of ethnicities among classroom and non-classroom staff.

For teaching staff in Haringey schools there is a majority (62%) of the White group compared those in other ethnic groups. This contrasts with most types of support staff who tend to come from an Ethnic minority group including white minorities. Direct comparison of teaching staff and support staff is complicated by the different methodologies used.

A greater proportion of Haringey teachers identify as White (62%) compared to Haringey state funded primary age pupils (50.5%).

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

There is no reason that the removal of surplus primary school places will negatively impact pupils, parents/carers or teachers based upon their ethnicity especially as the proposal relates to the removal of surplus places that are not needed.

### **Potential Impacts**

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race. While there is an overrepresentation of children from ethnic minority backgrounds among the pupil population of Haringey, the admissions arrangements apply across the piece regardless of ethnic identity. It should however be recognised that the operation of the Fair Access Protocol may have a particular positive impact on pupils from certain ethnic minority groups who meet its requirements, recognising the intersection between race and ethnicity, socioeconomic disadvantage, and disadvantage as a whole, which the Protocol is targeted at addressing.

This proposal is likely to have positive impacts.

## **4g. Religion or belief**

### **Data**

## 2021 Census update

As of early January 2023 the ONS have released some data on religion from the latest 2021 census. The table below (for all usual Haringey residents irrespective of age) is shown for guidance. It shows proportional declines in religious observance for most groups.

All Haringey residents	Percentage - % 2021 / (2011)	Number
Christian	39.3 (45.0)	103,944
No religion	31.6 (25.2)	83,535
Religion not stated	8.0 (8.9)	21,027
Muslim	12.6 (14.2)	33,295
Jewish	3.6 (3.0)	9,397
Hindu	1.3 (1.8)	3,529
Buddhist	0.9 (1.1)	2,455
Sikh	0.3 (0.3)	892
Other religion	2.3 (0.5)	6,164
Total	100%	264,238

Source: ONS - 2021 Census data for Haringey (2011 data in brackets)

Note: \* Totals may not add up due to rounding

## Target Population Profile

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

What data will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

Religion or belief is not covered by the PLASC school census, which means that we don't have access to relevant records. The best alternative proxy is the 2021 Census on religion by age for the age groups Aged 2 and Under and Aged 3 to 15 years expressed as percentages.

	Aged 2 years and under		Aged 3 to 15 years	
	Percentage (%)	Cohort size	Percentage (%)	Cohort size
No religion	33%	3,042	10,116	26%
Christian	30%	2,712	14,431	37%
Buddhist	0%	25	158	0%

Hindu	1%	88	314	1%
Jewish	7%	601	2,851	7%
Muslim	16%	1,457	6,999	18%
Sikh	0%	37	141	0%
Other religion	1%	117	762	2%
Not answered	11%	1,034	3,352	9%
Total	264,238	100%	39,124	39,124

Source: ONS (2021 Census data for Haringey)

Note: \* Totals may not add up due to rounding

The data demonstrates that Christian and Muslim pupils are the largest faith groups within Haringey's cohort for those aged 2 years and under (30% and 16% respectively) and 3 years to 15 years (37% and 18% respectively). Around a third of the Aged 2 and under cohort report No religion compared to around a quarter (26%) of the 3 years to 15 years cohort.

#### *Service users (parents/carers)*

While there is no data available on religious beliefs of Haringey parents/carers, 2021 Census data follows the trend seen above, indicating that Christianity and Islam are the main religions in Haringey (39.3% and 12.6% respectively), with 31.6% of residents having no religion.

#### *Staff at Haringey schools*

There is no publicly available data on the religious beliefs of Haringey's schools staff. These may reflect the borough-wide position.

### **Potential Impacts**

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

There is no reason that the removal of surplus primary school places will negatively impact pupils, parents/carers or teachers based upon their religion or no religion especially as the proposal relates to the removal of surplus places that are not needed.

Haringey has a large number of Church of England and Catholic primary schools in the borough. These schools have seen pupil numbers fall more significantly than other schools which is likely to be related to the consistent drop in the local population who identify as Christian and the rise of those with no stated religion (see table above on Census data from 2011 and 2021). We are not proposing to make physical reductions in the size of these schools and should demand return the schools can reinstate their previous admission numbers.

This proposal is likely to have neutral impacts.

## 4h. Sex

### Data

#### Borough profile <sup>11</sup>

Females: (51.9%)

Males: (48.1%)

### Target Population Profile

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

2021 Census data as shown above, PLASC School census data and SFR25 data from the DfE.

*Service users (Primary age children by Sex)*

	Primary Reception to Yr 6	Primary Reception to Yr 6
Female	9,509	48.5%
Male	10,112	51.5%
<b>Grand Total</b>	<b>19,621</b>	<b>100%</b>

Source: School Census May 2023

There are slightly more male than female pupils in both primary and secondary schools.

*Service users (parents/carers)*

Borough wide data indicates that there is a gender split of males 51.% to females 48.1%. There is no available data indicating the proportion of each which is also a parent/carer.

*Staff at all Haringey state funded schools - Headcount*

	Male (%)	Female (%)
Teachers	679 (28.5%)	1,703 (71.5%)
Teaching assistants	202 (13.3%)	1,317 (86.7%)
Other support staff	39 (15.1%)	22 (84.9%)
Administrative staff	111 (23.3%)	365 (76.7%)

<sup>11</sup> Source: 2021 Census

Technicians	55 (64%)	31 (36%)
Auxiliary staff	105 (12.5%)	732 (87.5%)

Source: DfE School workforce in England (Haringey) 2022

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

The majority of Haringey school staff are female, and this is reflected in each category of school staff except technicians. The imbalance of teaching staff is most apparent amongst auxiliary staff, of which 12.5% are male.

All primary schools within the borough are coeducational. There is sufficient capacity to accommodate pupils of all sexes in a school of preference or within the reasonable travelling distance guidelines set out by the DfE.

For all of these schools, the sex of the pupil is not a factor of the admission arrangements, with no implications therefore based on this protected characteristic.

The admission arrangements do not have an impact on the sex of the different parent/carer compositions within Haringey households.

Sex is not a factor of the admission arrangements, so this protected characteristic is not affected.

#### *Staff at Haringey schools*

The main impact of this proposal is that surplus reception places will be reduced in the relevant planning area by reducing capacity. These places are in addition to those projected to be required by pupils it is anticipated that no impact on this characteristic (sex) will occur for pupils.

This change in reception place provision is likely to result in the reduction of teaching and teaching assistant staff required. As a greater proportion of school staff are women rather than men it is more likely women will be affected by this change.

Any potential impact needs to be evaluated in the context of scale. Assuming that the proposed schools reduce their PAN by one form of entry redundancy or redeployment of staff at this school is likely to occur. It is likely that a class teacher and teaching assistant (2 staff) will be affected for each year of PAN reduction. Affected staff should be supported by appropriate procedures such as access to a redeployment pool and support given to find another role in Education.

## Potential Impacts

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have negative impacts on some female staff at the proposed schools.

## 4i. Sexual Orientation

### Data

#### Borough profile <sup>12</sup>

3.2% of London residents aged 16 or over identified themselves as lesbian, gay or bisexual in 2013. In Haringey this equates to 8,454 residents.

The latest 2021 census has collected data on sexual orientation for the first time and data from Haringey is shown below:

	Number	Percentage (%)
Straight or heterosexual	180,100	83.4%
Gay or Lesbian	5,912	2.7%
Bisexual	4,503	2.1%
All other sexual orientation	1,752	0.8%
Not answered	23,733	11.0%
<b>Total</b>	<b>216,000</b>	<b>100%</b>

### Target Population Profile

Parents/carers of pupils plus teaching staff

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

ONS Integrated Household survey as shown above and 2021 ONS Census data.

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

<sup>12</sup> Source: ONS Integrated Household Survey

We do not anticipate that the admissions arrangements will have any impact on people based on their sexual orientation and we will continue to ensure there is no discrimination based on sexual orientation.

### **Potential Impacts**

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have no known impacts.

## **4j. Socioeconomic Status (local)**

### **Data**

#### **Borough profile**

#### **Income**

6.8% of the population in Haringey were claiming unemployment benefit on 10 August 2023.<sup>13</sup>

20.0% of the population in Haringey were claiming Universal Credit on 12 September 2023 (% of population aged 16-65 on Universal Credit )<sup>14</sup>

34% of employee jobs in the borough are paid less than the London Living Wage.<sup>15</sup>

#### **Educational Attainment**

While Haringey's proportion of students attaining grade 5 or above in English and Mathematics GCSEs is higher than the national average, it is below the London average.<sup>16</sup>

4.4% of Haringey's working age populations had no qualifications in 2020.<sup>17</sup> 4.8% were qualified to level one only.<sup>18</sup>

#### **Area Deprivation**

Haringey is the 4th most deprived in London as measured by the IMD score 2019. The most deprived LSOAs (Lower Super Output Areas or small neighbourhood

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<sup>13</sup> [ONS Claimant Count](#)

<sup>14</sup> [LG Inform](#)

<sup>15</sup> ONS, ASHE survey July 2023 Percentage of employee jobs in London paid below the London Living Wage by borough

<sup>16</sup> [LG Inform - qualifications](#)

<sup>17</sup> [LG Inform - qualifications](#)

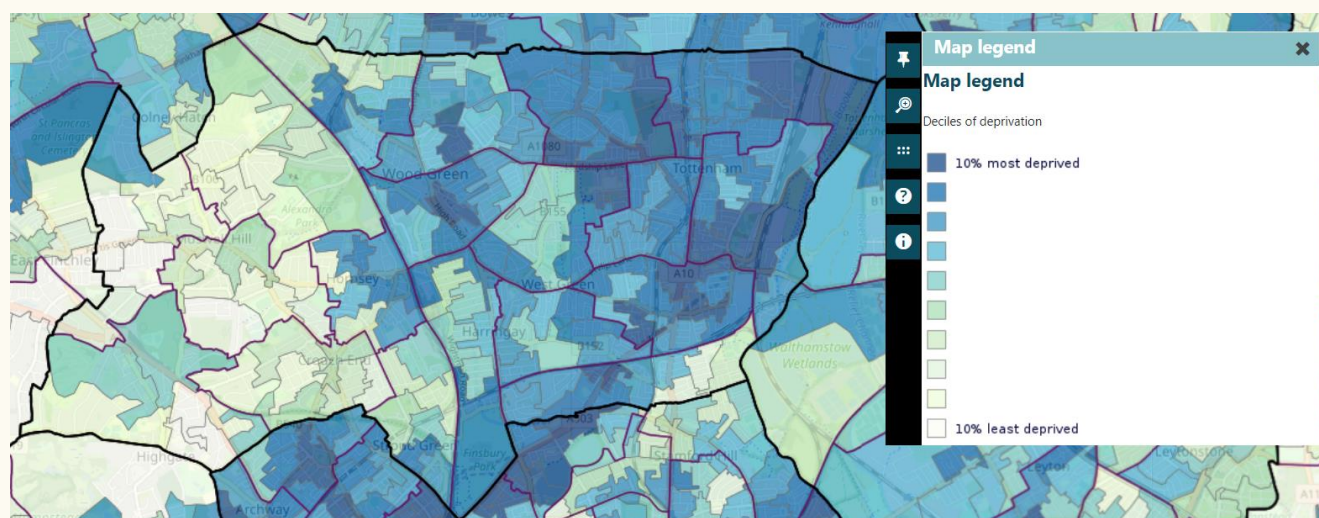
<sup>18</sup> [LG Inform – level one](#)



areas) are more heavily concentrated in the east of the borough where more than half of the LSOAs fall into the 20% most deprived in the country.<sup>19</sup>

This trend is illustrated in the map below where the darker shaded areas show data from the 2019 IDACI (Income Deprivation affecting children index).

Source: [Indices of Deprivation - London Datastore](#)



## Target Population Profile

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

Deprivation and Educational attainment data as listed above.

Detail the findings of the data.

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

The proposal does include reducing the number of surplus Reception places at several Haringey primary schools. These are predominantly in the East of the borough as this where the greatest number of surplus places exists. There should be no impact on early years and primary school age pupils as this proposal relates to the removal of surplus (not needed) school places so no pupil should be disadvantaged.

The proposal could result in potential redundancy or redeployment of teaching staff.

## Potential Impacts

<sup>19</sup> [State of the Borough](#) (p.21)

- Consider whether the proposed policy/decision will have positive, neutral, or negative impacts (including but not limited to health impacts).

This proposal is likely to have neutral impacts on early years and primary school age pupils. It could have a negative impact on teaching staff in the affected schools.

## **5. Key Impacts Summary**

### **5a. Outline the key findings of your data analysis.**

The key finding is that the removal of surplus (not needed) school places at a number of selected primary schools is unlikely to have any material impact on existing or future pupils at those schools. It is likely to lead to those affected schools having improved finances and thus sustainability due to the way that schools funding is directly relating to pupil numbers. Moreover as this proposal does not impact the net capacity of schools (the amount of pupils these school can accommodate) any increase in demand for local school place in future can be easily accommodated without even the need for a formal consultation – this is called reinstatement of PAN (planned admission number).

Equality consideration was given to the selection of these specific schools for a reduction in PAN to help frame any potential impact on protected groups. These schools were identified as potential candidates for a reduction in discussions held with school leaders and governors in a series of geographical cluster workshops during the Autumn Term 2023. Amendment to PAN and local/planning area capacity has been considered in the context of the effects on local provision, looking at recruitment patterns to local schools and ensuring that the knock-on effects in the adjustment of PANs is considered.

All three schools are located in the Planning Areas with the most vacancies in the borough (Planning Areas 3 and 4) and the highest concentration of Catholic schools in near proximity to one another. This area is therefore one of the most acutely affected by unused places and the reduction in demand has impacted these school's ability to manage class sizes and effective pupil to teacher ratios. We are consulting on reducing PAN from September 2025 to assist these schools in managing the impact of lower pupil numbers.

### **5b. Intersectionality**

- Many proposals will predominantly impact individuals who have more than one protected characteristic, thereby transforming the impact of the decision.
- This section is about applying a systemic analysis to the impact of the decision and ensuring protected characteristics are not considered in isolation from the individuals who embody them.

Please consider if there is an impact on one or more of the protected groups? Who are the groups and what is the impact?

The proposal is likely to have a positive impact on groups with intersecting protected characteristics. These groups include:

- Children from ethnic minority groups may be more likely to experience positive benefits from the FAP, as they may be overrepresented in the groups that the FAP targets. Evidence shows that they are more likely to face socioeconomic disadvantage, are overrepresented among the population of children in care or children who are looked after and are more likely to have a disability or special educational needs. The prioritisation of the admissions criteria means that children from ethnic minority backgrounds are on the whole likely to be positively impacted by the proposed arrangements.

In terms of potential negative impacts:

### **5c. Data Gaps**

Based on your data are there any relevant groups who have not yet been consulted or engaged? Please explain how you will address this

It is not felt that there are groups who have not been considered already in the above analysis.

## **6. Overall impact of the policy for the Public Sector Equality Duty**

Summarise the key implications of the decision for people with protected characteristics.

In your answer, please consider the following three questions:

- Could the proposal result in any direct/indirect discrimination for any group that shares the relevant protected characteristics?
- Will the proposal help to advance equality of opportunity between groups who share a relevant protected characteristic and those who do not?
- Will the proposal help to foster good relations between groups who share a relevant protected characteristic and those who do not?

The admission arrangements do not differ materially from the arrangements for previous years, and we therefore do not consider that there are any new or specific equalities issues to emerge from these general admissions arrangements. We continue to monitor and assess the impact of any changing trends for consideration when admissions criteria are set each year.

The proposal may have a positive impact on children from ethnic minority groups.

It is not felt that there will be any difference in the relations between groups who share the above characteristics and those who do not given there are no material differences from arrangements for previous years and that the removal of Reception

school places are surplus to demand and thus unused.

As mentioned above there is a possibility that this proposal could adversely impact female teachers / teaching assistants as several staff members at each school may be made redundant or re-deployed and there is a greater concentration of females than males amongst teachers and teaching assistants in Haringey schools.

However the proposal is a reasonable and proportionate response to ensure the sustainability and breadth of offer at Haringey's primary school estate. Doing nothing would put many schools under intolerable financial burden which could negatively impact wider educational outcomes.

Moreover, following the results of the consultation it is proposed to consider any possible mitigating factors that may alleviate impacts of these teachers / teaching assistants. Careful monitoring of in-year admissions and school roll projections data will also ensure that if additional Reception places are required they are immediately fulfilled.

## 7. Amendments and mitigations

### 7a. What changes, if any, do you plan to make to your proposal because of the Equality Impact Assessment?

Further information on responding to identified impacts is contained within accompanying EQIA guidance

Please delete Y/N as applicable

**No major change to the proposal:** the EQIA demonstrates the proposal is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. If you have found any inequalities or negative impacts that you are unable to mitigate, please provide a compelling reason below why you are unable to mitigate them **Y**

**Adjust the proposal:** the EQIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly set out below the key adjustments you plan to make to the policy. If there are any adverse impacts you cannot mitigate, please provide a compelling reason below **N**

**Stop and remove the proposal:** the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision. **N**

### 7b. What specific actions do you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty?

Action:

We are not proposing to take any specific actions further. Note: **This answer may be amended pending the outcome of the consultation if it emerges there are unforeseen Equalities issues that need addressing.**

Lead officer: **[Type answer here].**

Timescale: **[Type answer here].**

Please outline any areas you have identified where negative impacts will happen because of the proposal, but it is not possible to mitigate them.

Please provide a complete and honest justification on why it is not possible to mitigate the:

**[Type answer here].**

## 7. Ongoing monitoring

Summarise the measures you intend to put in place to monitor the equalities impact of the proposal as it is implemented.

- Who will be responsible for the monitoring?
- What the type of data needed is and how often it will be analysed.
- When the policy will be reviewed and what evidence could trigger an early revision
- How to continue to involve relevant groups and communities in the implementation and monitoring of the policy?

**Training** – Staff in the Haringey School Admissions and Organisation Service are provided with yearly refresher training in line with the admission arrangements and appeal regulations which addresses any changes to either the criteria or co-ordinated schemes.

**Monitoring** - The Head of Admissions and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an annual report which sets out information on the effectiveness of the admission arrangements and compliance with the requirements of the Code. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information is reported to the DfE and the OSA annually.

Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local

authority on the legality, fairness, and effectiveness of local admission arrangements.

**Appeal arrangements** - Admission arrangements are subject to an appeal process that gives parents the right to appeal decisions. The process is also used to hold admissions authorities to account and ensure that the arrangements have been applied correctly.

**Date of EQIA monitoring review:**

**[Type answer here].**

## **8. Authorisation**

EQIA approved by (Assistant Director/ Director)

**Jane Edwards**

Date

**18/10/2023**

## **9. Publication**

Please ensure the completed EQIA is published in accordance with the Council's policy.

Please contact the Policy & Strategy Team for any feedback on the EQIA process.