

## EQUALITY IMPACT ASSESSMENT

The **Equality Act 2010** places a ‘**General Duty**’ on all public bodies to have ‘**due regard**’ to the need to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advancing equality of opportunity between those with a ‘relevant protected characteristic’ and those without one;
- Fostering good relations between those with a ‘relevant protected characteristic’ and those without one.

In addition the Council complies with the Marriage (same sex couples) Act 2013.

### Stage 1 – Screening

Please complete the equalities screening form. If screening identifies that your proposal is likely to impact on protected characteristics, please proceed to stage 2 and complete a full Equality Impact Assessment (EqIA).

### Stage 2 – Full Equality Impact Assessment

An EqIA provides evidence for meeting the Council’s commitment to equality and the responsibilities under the Public Sector Equality Duty.

**When an EqIA has been undertaken, it should be submitted as an attachment/appendix to the final decision making report. This is so the decision maker (e.g. Cabinet, Committee, senior leader) can use the EqIA to help inform their final decision. The EqIA once submitted will become a public document, published alongside the minutes and record of the decision.**

Please read the Council’s Equality Impact Assessment Guidance before beginning the EqIA process.

1. Responsibility for the Equality Impact Assessment	
<b>Name of proposal</b>	Haringey Fairer Education Fund (HFEF)
<b>Service area</b>	Schools & Learning
<b>Officer completing assessment</b>	Nick Shasha
<b>Equalities/ HR Advisor</b>	Hugh Smith
<b>Cabinet meeting date (if applicable)</b>	10 November 2020
<b>Director/Assistant Director</b>	Eveleen Riordan

### 2. Summary of the proposal

Please outline in no more than 3 paragraphs

- The proposal which is being assessed
- The key stakeholders who may be affected by the policy or proposal
- The decision-making route being taken

On 15 July 2020, Cabinet agreed to fund a Local Authority university bursary scheme for young people from low income families (under £30k per annum total household income) from the academic year beginning in September 2021. The scheme will, among other things, pay a yearly bursary of £3000 for the duration of the degree course for 10 students, mentoring from year 13 (or before) through to graduation, the cost of the UCAS application fee and visits to two university open days during schools years 12 or 13. The scheme will be known as the Haringey Fairer Education Fund (HFEF).

The key stakeholders are young people from low income families. The scheme is limited to those young people (18 – 25<sup>1</sup>) from a household where the total income (including any benefits) of the parents(s)/carer(s) is no more than £30k per annum.

In the summer of 2020 all secondary schools and post 16 settings were invited to speak to us about how they are already supporting their young people to aim high and to consider higher education where previously they may not have done so. Our schools provided detailed information on how young people are supported and encouraged from a very young age. These views were collated and helped shaped a Cabinet report about the HFEF.

### 3. What data will you use to inform your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis. Please include any gaps and how you will address these

This could include, for example, data on the Council's workforce, equalities profile of service users, recent surveys, research, results of relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national. For restructures, please complete the restructure EqIA which is available on the HR pages.

Protected group	Service users	Staff
Sex	January 2020 School census / SFR25 2018	n/a
Gender Reassignment	No national or local collected data	n/a
Age	January 2020 School census	n/a
Disability	2020 data from Haringey SEN team	n/a

<sup>1</sup> Aged 25 on or before the 1 September in the year that they are going to university

Race & Ethnicity	2019/20 School census (which has ethnicity)	n/a
Sexual Orientation	No local collected data on sexual orientation, however there is ONS annual population data (2016) and ONS sexual identity, UK (2015), which are estimates.	n/a
Religion or Belief (or No Belief)	Synthetic data derived from the 2011 ONS National census	n/a
Pregnancy & Maternity	2011 census	n/a
Marriage and Civil Partnership	2011 census	n/a

**Outline the key findings of your data analysis. Which groups are disproportionately affected by the proposal? How does this compare with the impact on wider service users and/or the borough's demographic profile? Have any inequalities been identified?**

*Explain how you will overcome this within the proposal.*

*Further information on how to do data analysis can be found in the guidance.*

### 1. Sex

Figure 1 - Service users (Secondary and sixth form age children by Sex) – Haringey

	Secondary Yrs 7-11	Yrs 12-14	Grand Total	Secondary Yrs 7-11	Yrs 12-14	Grand Total
Female	6,474	1,189	7,663	48%	53%	49%
Male	6,905	1,049	7,954	52%	47%	51%
Grand Total	13,379	2,238	15,617	100%	100%	100%

Source: School Census January 2020

There are slightly more male pupils in Haringey secondary schools (Years 7-11). The opposite is the case for Years 12-14. Monitoring of sex will be undertaken to ensure that applicants to the bursary scheme broadly reflect the 50:50 composition reflected at both Y7-Y11 and Y12-14.

### 2. Gender reassignment

We do not hold data on the number of people who are seeking, receiving or have received gender reassignment surgery, and there is not national data collected for this characteristic. The Equality and Human Rights Commission estimate that there are between 300,000-500,000 transgender people in the UK. We will need to consider the inequalities and discrimination experienced for this protected group. For the purposes of this EqIA, we will use the inclusive term Trans\* in order to represent the spectrum of transgender and gender variance.

### 3. Age

Figure 3 - Service users (Secondary and sixth form age children by Age)

Year group	Number – All Haringey schools
Year 7	2,805
Year 8	2,787
Year 9	2,586
Year 10	2,606
Year 11	2,595
<b>Secondary Yrs 7-11</b>	<b>12,379</b>
Year 12	1,193
Year 13	1,012
Year 14	33
<b>Sixth Form</b>	<b>2,238</b>
<b>Grand Total</b>	<b>36,740</b>

Source: School Census January 2020

Broadly, the number of children entering Haringey's school system has increased year-on-year though primary cohorts are now reducing whilst secondary cohorts are growing.

The table above only shows pupil numbers at Haringey school or sixth form settings and does not include data on a significant number of Year 12-14 Haringey resident pupils who are educated outside of Haringey (around 52% in 2018/19). The table below shows the number of Haringey residents at out of borough Year 12-14 settings in 2018/19.

FTE institution	Number of pupils
WKCIC (City & Islington)	250
WKCIC (King's Cross)	155
Sir George Monoux 6 <sup>th</sup> form college	150
Waltham Forest FE college	116
Woodhouse 6 <sup>th</sup> form college	93
Barnet & Southgate college (Southgate)	56
Educated outside area – not listed	44
City of Westminster college	31
Barnet & Southgate college (Wood Street centre)	23
Leyton Sixth form college	21

All Other	<b>290</b>
<b>Grand Total</b>	<b>1,229</b>

Source: Haringey School Place Planning report 2020 (via Haringey Activity survey of Y11 destinations)

#### 4. Disability

Figure 4 - Service users: Total number of those in Year 7 to Year 15 plus with statements or plans maintained by Haringey as at April 2020

Year	Totals	Year	Totals
Year 7	142	Year 13	132
Year 8	146	Year 14	104
Year 9	136	Year 15	112
Year 10	153	Year 15 plus	245
Year 11	141	<b>Totals</b>	<b>2,317</b>
Year 12	162		

Source: Haringey SEN team 2020

Monitoring of SEN status will be undertaken to ensure that applicants to the bursary scheme do not disadvantage applicants with SEN. The Head of SEND is also a member of the Panel that ultimately selects the eventual 10 recipients each year.

The [Russell Group](#) have stated in their 2020 report Pathways for Potential that “pupils with special educational needs and disabilities (SEND) can face significantly greater challenges in learning at school compared to the majority of their peers whilst also reporting that the Educational Endowment Foundation found that there is a very large attainment gap between pupils in England with SEND and their peers<sup>2</sup>.”

Young people with SEND continue to struggle to make the move into the HE sector, however in Haringey we have had a number of young people supported by an EHCP make the move into the HE sector. Any support that can be provided to enable young people with SEND to make this next step will be invaluable.

#### 5. Race and ethnicity

Figure 5 - Service users: 2019/20 Ethnic composition (main groups) of Haringey’s school pupil population (excluding sixth form):

	School population		Secondary (Y7-Y11 only)	
	Number	%	Number	%
White - Any other White background	10,962	28.0	4,121	27.0
White - White British	7,589	19.4	2,770	18.2
Black - Black African	5,413	13.8	2,094	13.7

<sup>2</sup> Pg. 45, Pathways for Potential, <https://pathwaysforpotential.russellgroup.ac.uk/>

Any other ethnic group	2,813	7.2	1,133	7.4
Black - Black Caribbean	2,472	6.3	1,080	7.1
Mixed - Any other Mixed background	2,200	5.6	828	5.4
Mixed - White and Black Caribbean	1,102	2.8	443	2.9
Asian - Bangladeshi	1,071	2.7	503	3.3
Mixed - White and Asian	824	2.1	271	1.8
Black - Any other Black background	764	2.0	263	1.7
Mixed - White and Black African	625	1.6	261	1.7
Asian - Any other Asian background	563	1.4	156	1.0
Chinese	392	1.0	130	0.9
Asian - Indian	389	1.0	157	1.0
Asian - Pakistani	383	1.0	164	1.1
White - Irish	317	0.8	112	0.7
White - Gypsy/Roma	115	0.3	44	0.3
White - Traveller of Irish heritage	33	0.1	6	0.0
Unclassified	1,065	2.7	722	4.7
<b>Grand Total</b>	<b>39,092</b>	<b>100</b>	<b>15,258</b>	<b>100</b>

Source: School Census January 2020 via  
<https://explore-education-statistics.service.gov.uk/data-tables>

Of the entire Haringey school population 28.0% are Any other white background whilst 19.4% are White-British. Some 13.8% of primary pupils are Black African, whilst 6.3% are Black Caribbean and 7.2% are Any other ethnic group origin. A similar ethnic profile and distribution is also found when focusing solely on secondary aged (Y7-Y11) pupils attending Haringey secondary schools. Monitoring of applicant ethnicity status will be undertaken to ensure that applicants to the bursary scheme are not disadvantaged by this protected characteristic.

## 6. Sexual orientation

We do not hold ward or borough level data on sexual orientation, and it is not collected nationally through the Census. However, the ONS estimates that 3.7% of Haringey's population are lesbian, gay or bisexual (LGB), which is the 15<sup>th</sup> largest LGB community in the country<sup>3</sup>, and is likely to be reflected in both the pupil and parent populations. However, ONS data shows that 0.5% families are same sex cohabitating couples<sup>4</sup>, which suggests that LGB people are less likely to be parents, compared with the wider population.

## 7. Religion or belief (or no belief)

Religion or belief is not covered by the PLASC school census, which means that we don't have access to records for 2017. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the 0-19 age group (0-4, 5-7, 8-9, 10-14, 15, 16-17 and 18-19) has been combined to

<sup>3</sup><https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexuality/identityestimates/uk2013to2015#introduction>

<sup>4</sup>

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015>

provide an approximation of the likely religious or belief profile of school age children in Haringey.

The notional number is based upon the known sample size of pupils in Haringey (38,338) used in the Race and ethnicity analysis in Table 5 multiplied through the distribution of religion or belief from the 2011 Census. Data has been rounded to illustrate that these are synthetic estimates.

Figure 7 – Religion of pupils attending Haringey community schools

	Haringey	
	Percentage (%)	Notional Number
Christian	41.1%	15,750
Muslim	21.3%	8,150
No religion	20.0%	7,650
Religion not stated	10.4%	4,000
Jewish	4.9%	1,900
Hindu	1.0%	350
Buddhist	0.7%	300
Sikh	0.3%	150
Other religion	0.2%	100
Total	100%	38,338

Source: ONS (2011 Census data for Haringey)

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

## 8. Pregnancy and maternity<sup>5</sup>

Figure 8

The proportion of 0-4 year olds according to the Office for National Statistics mid-year population estimates as at June 2019:

Area	Number of 0-4 year olds
Haringey	6.7%
London	6.8%
England and Wales	5.8%

Haringey has a higher proportion compared to the England and Wales average, but is comparable to the London average.

## 9. Marriage and Civil Partnership<sup>6</sup>

<sup>5</sup> ONS Mid year population estimates as at June 2019

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland>

<sup>6</sup> Census 2011

Figure 9

	Married (heterosexual couples)	Civil Partnership
Haringey	32.2%	0.6%
London	40%	0.4%
England and Wales	47%	0.2%

The number of married people (only available to heterosexual couples at the time) is significantly lower than in London and England. However, the proportion of people in civil partnerships is higher in the area compared to the London and England and Wales average. Decisions will need to ensure all couples in a civil partnership are treated exactly the same as couples in a marriage.

**4. a) 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?**

*Please outline which groups you may target and how you will have targeted them*

Further information on consultation is contained within accompanying EqIA guidance

A consultation with schools was undertaken in summer 2020. This was undertaken to establish what stakeholders felt would be the most beneficial and effective way to deliver the bursary scheme. It has also enabled the authority to effectively benchmark the wide array of activities undertaken by our schools in the area of encouraging access to higher education so that our efforts can be complimentary.

The groups we are attempting to target through the bursary are young people from low income families. The scheme is limited to those young people (18 – 25<sup>7</sup>) from a household where the total income (including any benefits) of the parents(s)/carer(s) is no more than £30k per annum.

The bursary scheme will be advertised on the council website, via Twitter and with an e-mail send to all of our schools.

**4. b) 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**

*Explain how will the consultation's findings will shape and inform your proposal and the decision-making process, and any modifications made?*

<sup>7</sup> Aged 25 on or before the 1 September in the year that they are going to university



The consultation that took place in summer 2020 established that our schools already undertaken a wide range of policies that support our young people to aim high and consider higher education. These include:

- Work begins with years 7, 8 and 9 to identify those young people for whom university and for whom ambitious university choices (Russell and Oxbridge) are realistic but for whom there are barriers that mean that they might not access those options.
- A year 12 UCAS application support process is put in place for all students. In one school, an additional 40 students were identified for whom disadvantage had been a factor and support was targeted to them. This support includes writing a personal statement.
- There is tracking across all year groups throughout secondary school to identify potential disadvantage and support accordingly.
- Pupils are asked in year 12 if they have ever been eligible for FSM (free school meals) and information is gathered on whether either of their parents have been to university so as to identify those for whom support and encouragement is paramount in the process.
- Many schools work with the Brilliant Club<sup>8</sup> for students from year 8 and where there isn't a history of university entry in the family.
- There is a wealth of cultural capital work carried out in our schools from primary schools and into secondary schools. This includes a wide range of cultural trips (major museums, Sotheby's etc) and students are also linked with mentors and role models from universities in specific areas e.g. Maths or medicine.
- In many of our sixth forms, every young people are mentored to aim and to achieve to an ambitious level. Mentoring is carried out by form teachers and heads of year and alumni young people are also brought back into school to connect with existing students and speak about their experiences both at university and once they are in the job market. In one school, a young BAME woman was coming back to the school for her third time to speak to students about her route into a high flying career with Barclays and her journey which included a university place.
- Young girls are also targeted and supported to be able to think outside any traditional 'box' that they may be within from societal expectations, including routes into science and other fields where females are underrepresented.
- Many of our schools already have their own modest bursary schemes to help disadvantaged pupils, this provides discretionary payments for school trips, education materials (books and practical material) and is means tested so that it is targeted at the right students.
- Some of our schools are already supporting young people at year 11 to travel to university open days and make the right preferences on their UCAS form.
- In at least one school there is a dedicated fund raiser (part of the PTA – parent teacher association) to increase the bursary funding within the school for young people). In another school, a bursary of £1000 is available to support students while at school and had been directed to support two BAME students in their journey through years 12 and 13.

---

<sup>8</sup> The Brilliant works with schools across the country to increase the number of pupils from underrepresented backgrounds progressing to highly selective universities. This work includes mobilising the PhD community to share its expertise in state schools [www.thebrilliantclub.org](http://www.thebrilliantclub.org)

The above findings have helped the authority establish how best to calibrate the bursary scheme by providing assistance in the following areas:

- Providing support: the bewildering choices for university and for a degree course are a barrier for some young people who need to be supported while at school to navigate their way through the process and to make the right choice for them
- Financial aid: Tuition fees are a major barrier for young people in terms of fear of getting into significant debt and also concern that there is no financial cushion for many young people if they run into difficulty at university and can't keep up with accommodation and living expenses.
- Assurance: A bond or guarantee is now widely expected by university halls and other accommodation and again, this presents a barrier for those where their parents, carers or any extended family are not able to provide this guarantee.
- Guidance: There also needs to be a continuing body of work with our young people to ensure that they are aware of and confident in their potential from a young age which enables them to make the right choices at GCSE and at A level to maximise their opportunities and options.

**5. What is the likely impact of the proposal on groups of service users and/or staff that share the protected characteristics?**

*Please explain the likely differential impact on each of the 9 equality strands, whether positive or negative. Where it is anticipated there will be no impact from the proposal, please outline the evidence that supports this conclusion.*

Further information on assessing impact on different groups is contained within accompanying EqIA guidance

**1. Sex** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**2. Gender reassignment** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**3. Age** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**4. Disability** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

The scheme may benefit this protected characteristic by enhancing opportunities for residents with SEND who are under-represented in higher education / or have additional barriers related to deprivation.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

**5. Race and ethnicity** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

The scheme may benefit this protected characteristic by enhancing opportunities for BAME residents who are under-represented in higher education / or have additional barriers related to deprivation.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

**6. Sexual orientation** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**7. Religion or belief (or no belief)** (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**8. Pregnancy and maternity** *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**9. Marriage and Civil Partnership** *(Consideration is only needed to ensure there is no discrimination between people in a marriage and people in a civil partnership)*

It is not anticipated that the proposal will have any impact on this protected characteristic.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

**10. Groups that cross two or more equality strands e.g. young black women**

The scheme could benefit BAME residents with disabilities for the reasons outlined above.

**Outline the overall impact of the policy for the Public Sector Equality Duty:**

- 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?

This includes:

- a) Remove or minimise disadvantage suffered by persons protected under the Equality Act
  - b) Take steps to meet the needs of persons protected under the Equality Act that are different from the needs of other groups
  - c) Encourage persons protected under the Equality Act to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Will the proposal help to foster good relations between groups who share a relevant protected characteristic and those who do not?

**6. a) What changes if any do you plan to make to your proposal as a result of the Equality Impact Assessment?**

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

Outcome	Y/N
<p><b>No major change to the proposal:</b> 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. <u>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.</u></p>	Y
<p><b>Adjust the proposal:</b> the EqIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly <u>set out below</u> 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</p>	
<p><b>Stop and remove the proposal:</b> the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision.</p>	

**6 b) Summarise the specific actions you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty**

Impact and which relevant protected characteristics are impacted?	Action	Lead officer	Timescale

**Please outline any areas you have identified where negative impacts will happen as a result 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 them.**

**6 c) Summarise the measures you intend to put in place to monitor the equalities impact of the proposal as it is implemented:**

Sense checking of all applicants and those applicants awarded bursaries against the known proportions of pupils with protected characteristics will take place. Due to the small sample size of awards (10 per annum) it may not be that bursary awards will precisely match this profile.

We will use what we learn this year to inform next year's progress to address gaps in applicants by protected characteristic. We can also use and shape our advertisements on the council website, our Twitter posts and with communication to all of our schools.

**7. Authorisation**

EqIA approved by  ..... (Ann Graham / Director)	Date: 2 November 2020 .....
--	--------------------------------

**8. 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.