

EQUALITY IMPACT ASSESSMENT

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

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act
- Advance equality of opportunity between persons who share a ‘relevant protected characteristic’ and persons who do not share it
- Foster good relations between persons who share a ‘relevant protected characteristic’ and persons who do not share it

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	
Name of proposal	Determination of the Council’s school admission arrangements – Consultation
Service area	Schools and Learning
Officer completing assessment	Nick Shasha
Equalities/ HR Advisor	Melissa Nalubwama-Mukasa
Cabinet meeting date (if applicable)	9 February 2021
Director/Assistant Director	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*

This Equality Impact Assessment (EqIA) accompanies the Cabinet report

Determination of the Council's School Admission Arrangements for the academic year 2022/23 which recommends Cabinet to:

- agree to consult on the proposed admission arrangements, including the proposed in-year admissions scheme for the academic year 2022/23;
- agree to consult on the proposed IYFAP which, if agreed at Cabinet in February 2021, would be come into force from 1 March 2021;
- agree that the co-ordinated scheme for the admission of children to maintained primary and secondary schools as set out in Appendix 8 of this report can be published on the Haringey website on 1 January 2021;
- note that consultation on the proposed admission arrangements is scheduled to take place between **24 November 2020 and 5 January 2021**;
- note that following the consultation, a report will be prepared summarising the representations received from the consultation and a decision on the final admission arrangements and the In-Year Fair Access Protocol will be taken by Cabinet in February 2021.

Key stakeholders are parents, carers, staff, children and young adults educated in Haringey community schools. In addition, the same set of stakeholders across the 6 London boroughs neighbouring Haringey.

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 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

An Equalities Impact Assessment (EqIA) will form an important part of the consultation and will seek to ascertain whether the proposed Admission Arrangements 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.

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2014. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place.

The Council is the admissions authority for community and voluntary controlled (VC) schools within the borough and therefore is responsible for determining the admission arrangements for these schools. Academies, foundation schools and voluntary aided schools are their own admissions authority; they must consult on and then determine their own admissions arrangements. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code. The Council is the coordinating authority for all schools in the Borough (except independent fee-paying schools) and will send out school place offer letters to all Haringey residents where a school place has been applied for in any given year.

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability.

“In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated” page 7, para 3 - School Admissions Code 2014.

The Code provides admission authorities with some flexibility to determine and implement their own admission arrangements through local consultation, in order to meet circumstances in their area. However, the purpose of the framework is to aim to ensure that unlawful and unfair arrangements are not adopted and that the needs of all children are met.

As in all boroughs, some schools are more popular than others and inevitably some parents will not secure a place at their preferred school. However, the Local Authority has ensured that the proposed Haringey Admission arrangements 2022/23 are compliant with all areas of the Admissions Code, are equitable and transparent and include measures to actively promote fairness.

Proposed Admission Criteria

The proposed admission criteria for 2017 vary slightly according to the type of provision (nursery¹, primary, secondary etc) they apply to – the criteria for all these settings can be viewed in appendix 1 through to appendix 3. However the main principles for Haringey community and VC schools are set out below:

Statement of Special Education Needs - When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

If the number of applicants without statements of educational needs/ECHP naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

1. Children in Care/ Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Brother or Sister (sibling)

Children with a brother or sister already attending the school and who will still be attending in years 7-11 on the date of admission.

If a place is obtained for an older child using fraudulent information, there will be no sibling connection available to subsequent children from that family.

4. Children of staff

Children of teaching staff of the school where the member of staff has been employed at the school for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

¹ In the case of nurseries, the Authority is responsible for admissions but these are managed by schools with nurseries and nursery centres.

5. Distance

Children whose home address is closest to the preferred school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

Proposed Pan London Co-ordinated Scheme 2022/23

Haringey Council's coordinated scheme is developed in line with the Pan London recommendations and sets out the procedures that all schools for which Haringey is the admitting or coordinating authority agree to sign up to.

In-Year Fair Access Scheme

The 2022/23 arrangements also contain an In-Year Fair Access Scheme which acknowledges the need to deal with vulnerable young people who are not on the roll of a school, quickly and sympathetically. This scheme also fairly shares the burden of admitting vulnerable students across all schools and academies, taking account of their resources to support each student.

Relevant Legislation

According to the Equality Act 2010 an admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character (faith schools) or single sex schools are exempt as they are allowed to make a decision based on religious belief or sex respectively.

Admission authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

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
Sex	January 2020 School census / SFR25 2018
Gender Reassignment	No national or local collected data
Age	January 2020 School census
Disability	2020 data from Haringey SEN team
Race & Ethnicity	2019/20 School census (which has ethnicity)
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.
Religion or Belief (or No Belief)	Synthetic data derived from the 2011 ONS National census
Pregnancy & Maternity	2011 census
Marriage and Civil Partnership	2011 census

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 (Primary and secondary age children by Sex) - Haringey

	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10,312	6,474	16,786	49%	49%	49%
Male	10,811	6,905	17,716	51%	51%	51%
Grand Total	21,123	13,379	34,502	100%	100%	100%

Source: School Census January 2020

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

Figure 2 - Staff at Haringey schools

	All teachers who are male (%)	All teaching assistants who are male (%)	All Non-classroom Based School Support Staff who Are Male (%)	Auxiliary Staff who Are Male (%)
Haringey	29.6%	14.7%	24.7%	19.3%

Source: SFR25 2018

The majority of Haringey school staff are female, and this is reflected in each category of school staff. The imbalance of teaching staff is most apparent in teaching assistants, of which 14.7% are male across all Haringey schools. Women are therefore more likely to be affected by the proposal. Women are more likely to experience inequalities; such as access to childcare issues.

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 (Primary and secondary children by Age)

Year group	Number – All Haringey schools
Reception	2,952
Year 1	2,976
Year 2	2,943
Year 3	3,020
Year 4	3,042
Year 5	3,117
Year 6	3,073
Primary Reception to Yr 6	21,123
Year 7	2,805
Year 8	2,787
Year 9	2,586
Year 10	2,606
Year 11	2,595
Secondary Yrs 7-11	12,379
Year 12	1,193
Year 13	1,012
Year 14	33
Sixth Form	2,238

Grand Total	36,740
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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.

4. Disability

Figure 4 - Service users: Total number of Children & Young People with statements or plans maintained by Haringey as at April 2020

Year	Totals	Year	Totals
Pre-School/Nursery	31	Year 9	136
Reception	94	Year 10	153
Year 1	103	Year 11	141
Year 2	104	Year 12	162
Year 3	121	Year 13	132
Year 4	111	Year 14	104
Year 5	149	Year 15	112
Year 6	131	Year 15 plus	245
Year 7	142	Totals	2,317
Year 8	146		

Source: Haringey SEN team 2020

While we have a range of children with disabilities, to meet their needs, social and medical considerations are given higher priority under the admission arrangements. We do not have data on pupils with less complex disabilities who do not qualify for this criteria.

5. Race and ethnicity

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

	Haringey	
	Number	%
White - Any other White background	10,962	28.0
White - White British	7,589	19.4
Black - Black African	5,413	13.8
Any other ethnic group	2,813	7.2
Black - Black Caribbean	2,472	6.3
Mixed - Any other Mixed background	2,200	5.6

Mixed - White and Black Caribbean	1,102	2.8
Asian - Bangladeshi	1,071	2.7
Mixed - White and Asian	824	2.1
Black - Any other Black background	764	2.0
Mixed - White and Black African	625	1.6
Asian - Any other Asian background	563	1.4
Chinese	392	1.0
Asian - Indian	389	1.0
Asian - Pakistani	383	1.0
White - Irish	317	0.8
White - Gypsy/Roma	115	0.3
White - Traveller of Irish heritage	33	0.1
Unclassified	1,065	2.7
Grand Total	39,092	100

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

28.0% of Haringey’s pupils 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.

Figure 6 - Staff ethnicity: ethnic profile of Haringey teachers, teaching assistants, non-classroom based school support staff and auxiliary staff

Haringey	
BAME Teachers (as a proportion of all Teachers)	45.4%
BAME Teaching Assistants (as a proportion of all Teaching Assistants)	67.9%
BAME Non-classroom Based School Support Staff (as a proportion of all Non-classroom Based School Support Staff)	58.4%
BAME Auxiliary Staff (as a proportion of all Auxiliary Staff)	76.2%

Source: SFR25 2018 (latest available)

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

In three of the four groups, a majority of teaching staff are BAME (except BAME Teachers, who represent 45.4% of the overall Haringey teacher population). BAME communities are more likely to experience inequalities, such as discrimination and poverty.

A greater proportion of Haringey schools staff are White British as compared to pupils at Haringey schools.

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 15th largest LGB community in the country², 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 couples³, 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 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

²<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexualidentityestimates/uk2013to2015#introduction>

³ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015>

Total	100%	38,338
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Source: ONS (2011 Census data for Haringey)
 Note: * Totals may not add up due to rounding

Those affected by the proposal are therefore more likely to be Christian, Muslim, or have no religion. Plans will need to have due regard to diversity issues relating to these communities.

8. Pregnancy and maternity⁴

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. Decisions will need to consider the needs of mothers with young children as they are likely to be disproportionately affected by the proposal.

9. Marriage and Civil Partnership⁵

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

⁴ ONS Mid year population estimates as at June 2019

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

⁵ Census 2011

Further information on consultation is contained within accompanying EqlA guidance

The consultation seeks to establish the key concerns and issues of stakeholders and clarify if they identify those issues also shown in the EqlA. 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.

The consultation received 4 responses – the raw data is supplied in Appendix 7b.

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?

The consultation saw 4 responses. 3 of these responses addressed specific issues around policy.

Fraudulent applications / moving temporarily to gain access to a preferred school

One respondent raised concerns about fraudulent applications / the abuse of addresses of convenience. This is whereby parents/carers temporarily move into an area close to a sought-after school to obtain a school place then move out to a permanent home further from the school thus denying school places to children who permanently closer to the

school in question. Again, the potential impact on protected characteristics is hard to assess without analysis. The respondent asked for the council to withdraw a place if the child moves and is no longer within reasonable walking distance of the school and also amend the sibling priority so that siblings are only given priority if the applicant and older sibling remain living within a certain “reasonable distance” of the school.

The full response as shown in the Determination of the Council’s School Admission Arrangements for the academic year 2022/23 is reproduced below:

Haringey council takes any attempt to obtain a school place through fraudulent means very seriously. Each year we conduct a wide range of checks to prevent fraudulent applications. Several hundred applications are identified each year using multiple techniques including geography, inconsistencies with the application etc. and these undergo additional detailed address fact-checking procedures. Of these a small number of applications may be identified as probable fraudulent applications.

These applications are then submitted to further in-depth investigations including, but not limited to, documentation checks, unannounced home visits and checks with partner services undertaken by Haringey’s School Admissions and Fraud Prevention Services. Officers liaise with colleagues in neighbouring boroughs to investigate cross-border cases, and access a wide range of databases including, but not limited to, Council Tax, Benefits and Utility Services.

Following these investigations, the information discovered is then considered by the admission authorities of each applicable school. For Academies, foundations schools and others who are their own admission authorities, the decision whether they consider applications to be fraudulent is made on the basis of Haringey’s investigations and any further checks the school may wish to conduct. Historically a very small number of applications are discovered to be fraudulent, for example in recent years approximately 0.2% of applications were considered fraudulent following in-depth investigation, a much smaller value than anecdotal evidence may suggest.

Haringey also has an online anonymous whistle-blowing form for members of the public who may wish to inform the LA of possible fraudulent applicants. This form has proved invaluable in Haringey’s investigations, and in all cases where members of the public suggest that they are aware of families who have submitted fraudulent applications, we would ask them to provide as much information as possible via this online form so that an investigation can be undertaken. The form can be submitted anonymously and can be found [online](#) along with Haringey’s Address of Convenience Protocol. Our address of convenience protocol sets out the procedure by which we investigate potential addresses of convenience.

It was also recommended that Haringey introduce limiting factors on the sibling criterion, such as stipulating that families who have moved further than a reasonable distance from the school should no longer qualify under the sibling criterion. In November 2015 Haringey Council consulted on proposals to alter the sibling criterion for primary community and VC schools. It was determined **NOT** to introduce this limiting factor on the sibling criterion and full details of why this change was not implemented are provided in the report, online [here](#): and in the appendices to the report, online [here](#).

The report concluded that the introduction of this limited sibling criterion would impact most heavily and negatively upon families with certain protected characteristics, and upon some of the most vulnerable families in the borough, making these families further disadvantaged in no longer being able to access places at a single school for their children. As such it is unlikely that Haringey will consult on the introduction of a similar criterion to community schools in the near future.

To further combat fraudulent applications, Haringey has introduced the removal of the sibling criterion for families who obtained a place for their older child fraudulently.

Children of staff criterion and childcare services

One respondent suggested that the council should amend its children of staff criterion in the oversubscription criteria to include staff who provide wrap-around childcare. Again, without analysis it is impossible to weigh up the impact this policy could have on protected characteristics though obviously the staff in question might be offered school places for their children ahead of other children.

The full response as shown in the Determination of the Council's School Admission Arrangements for the academic year 2022/23 is reproduced below:

The Council introduced an additional oversubscription criterion for 'children of staff' for the 2019/20 year of entry to address the teacher shortage at the time and to provide schools with the ability to retain and recruit staff for areas where there was a demonstrable skills shortage. Priority under this criterion is given where the member of teaching staff has been employed at the school for two or more years at the time of application or where a member of staff has been recruited to fill a vacancy for which there is a demonstrable skills shortage.

All schools are expected to provide access to wrap-around childcare if there is sufficient demand, either on their own premises or nearby. Not all schools provide out of school care themselves, some do, but others out-source the provision. Some schools opt to fulfil the requirements themselves, others invite individuals, playgroups, or other private childcare providers to meet the requirements on their behalf. In this case, the primary school in question out-sources childcare provision to an out of school club which is a private childcare provider operating outside of local authority control.

Whilst we acknowledge the valuable service clubs provides to local school communities, staff members employed at the club are not teachers on Haringey's payroll or recruited to fill a demonstrable skill shortage. Therefore, they do not meet the requirements of the rule and it would not be in the spirit of the policy to broaden the criterion to incorporate staff employed by a private organisation.

Although the number of children this criterion represents each year has been small, there is a risk that extending the 'children of staff' criterion further to include other groups of children may result in an increase in numbers. This would cause disadvantage to local families eligible for a place under the distance criterion. Some of our schools are a very popular and oversubscribed and the area the schools serve rarely goes out beyond

0.5 miles. Applicants offered a place under the staff criterion tend to live outside the cut off distance and therefore extending the criterion further may risk displacing more families living in the local community.

If the council were to consider amending its 'children of staff' criterion we would have to include all out of school clubs in Haringey for reasons of equity and fairness. This could potentially result in a significant increase in the number of children offered a place under the 'children of staff' criterion each year. Currently to mitigate against this risk, priority for children of staff is limited to one place for each form of entry in any year.

Haringey In-year Fair Access Protocol (IYFAP)

The first was a suggestion about how the council can minimise the risk of permanent exclusion. The potential impact on protected characteristics is hard to assess without analysis. Nevertheless the response suggested that the council tracks all managed moves to ensure that early intervention and support can be put in place and emphasised that many young people who are permanently excluded or transfer to an AP setting have previously attended up to 3 mainstream schools via managed moves.

The full response as shown in the Determination of the Council's School Admission Arrangements for the academic year 2022/23 is reproduced below:

The Haringey In-Year Fair Access Protocol (IYFAP) ensures unplaced children, especially the most vulnerable, are offered a school place without delay and is a statutory requirement set out in the School Admissions Code 2014. In applying the Protocol, the panel ensures that these children and young people are shared fairly across all Haringey schools and that this process is open and transparent.

This year key stakeholders (panel members such as headteachers or their designated representative who enforce the protocol) were consulted on a minor alteration to the protocol in relation to managed moves⁶. Managed moves can be arranged for children at the risk of permanent exclusion and will be agreed between the substantive and receiving school and the family outside the panel.

The change to the protocol proposes a more robust system of tracking so an accurate record of managed moves currently in progress can be maintained by the local authority. All schools would be expected to inform the Admissions Service when a managed move has been instigated and also the outcome i.e. when a pupil moves permanently to their new school or that it is determined that they should remain at their original school.

Two responses were received in favour of the minor alteration to the protocol in relation to managed moves. One respondent acknowledged the essential need for managed moves to be tracked in order to ensure early intervention and support for young people

⁶ The term managed move refers to the transfer of a pupil who is at serious risk of permanent exclusion from one school to another. Managed moves are intended to provide a way to avoid the need for permanent exclusion in cases where a full range of inclusion strategies have been applied and these have not been lastingly effective.

at risk of exclusion. No other representation was received which is likely to be attributed to the ongoing support and satisfaction with the overall protocol and its application.

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)

Positive		Negative		Neutral impact	X	Unknown Impact	
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All primary and all but one of the secondary schools within the borough are coeducational.

For all of these schools, the gender of the pupil is not a factor of the admission arrangements, so this protected characteristic is not affected.

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)

There are no proposals in the Admissions Arrangements that affect this protected characteristic.

Positive		Negative		Neutral impact		Unknown Impact	X
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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)

Positive	X	Negative		Neutral impact		Unknown Impact	
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The policy applies equally to all children of statutory school age as defined by the Admissions Code 2014.

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)*

Positive	X	Negative		Neutral impact		Unknown Impact	
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Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs/EHCP that names their school. These children are placed in the relevant school before all other places are allocated.

Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist panel and are outside of the scope of these admission arrangements.

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)*

Positive	X	Negative	X	Neutral impact		Unknown Impact	
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Positive - The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race

Translated applications are available on request for those who do not have English as their first language and face to face workshops are held for parents of prospective applicants to support their application process.

Negative - In the proposed arrangements, children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with as a late application. In line with the Pan London co-ordinated scheme, Haringey will accept late applications and process them as on time only if they are late for a good reason and supported by written independent evidence. Upon receipt of the written independent evidence, each case will be decided on its own merits. This information is published online within the School Admissions prospectuses.

The latest date for the late applications which are considered to be on-time within the terms of the home LA's scheme is 11 December 2020 (Secondary Transfer) and 12 February 2021 (Starting Reception). These dates are agreed annually in line with the Pan London co-ordinated scheme in order to enable the efficient processing and data sharing iterative processes which take place across all boroughs following these dates.

This approach is seen as fair and necessary in line with the Pan London co-ordinated scheme and the School Admissions Code (2014) which defines the application deadlines as 'closing dates' at paragraph 1.32C.

Based on the ethnicity data for pupils and staff there is evidence that a staff priority criterion could benefit staff from a White British background as a greater proportion of

Haringey schools staff are White British as compared to pupils at Haringey schools. There is a possibility that this proposal could benefit White British parent (s) and carer (s) to the detriment of parent(s) and carer(s) other ethnic groups. Due to the small proportion of pupils that are awarded a place under the staff criterion, we do not feel this is an issue and we are not able to restrict admission to schools based on ethnicity. We have also limited places under this criterion to one form of entry per year group.

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)*

Positive	X	Negative		Neutral impact		Unknown Impact	
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All schools included in the arrangements have to admit pupils regardless of sexual orientation.

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)*

For community and VC schools, religion is not a factor of the admission arrangements.

The governing bodies of faith schools are the admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. Faith schools are allowed to set objective criteria relating to faith, in line with the mandatory provisions of the Schools Admission Code.

Positive		Negative		Neutral impact	X	Unknown Impact	
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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)*

In addition to the criteria set out in Section 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth, the Local Authority would ask community schools to go over their published admission number. This aspect of the criteria ensures that multiple birth families are not disadvantaged by the proposed arrangements. The proposal will benefit members of Haringey schools staff with children by enabling access for their children to the school in which they work.

Positive	X		Negative		Neutral impact	Unknown Impact	
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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)*

There are no proposals in the Admissions Arrangements that affect this protected characteristic.

Positive		Negative		Neutral impact		Unknown Impact	X
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10. Groups that cross two or more equality strands e.g. young black women

The proposal is likely to have a positive impact on women with children as women are overrepresented among Haringey schools staff and the proposal targets parents with school-aged children.

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 protected characteristics?
- Will the proposal help to advance equality of opportunity between groups who share a 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 protected characteristic and those who do not?

The proposed admission arrangements for 2022/23 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.

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
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. <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>	Y
Adjust the proposal: the EqIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality.	N

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	
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

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 protected characteristics are impacted?	Action	Lead officer	Timescale
N/A			

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.

N/A

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

Training – Staff in the Haringey School Admissions service are provided with yearly refresher training in line with the admission arrangements, 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 e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools’ Adjudicators monitors the fairness of the admission arrangements. This information will be 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 are applied.

7. Authorisation

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EqlA approved byEveleen Riordan..... (Assistant Director)	Date
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8. Publication <i>Please ensure the completed EqlA is published in accordance with the Council's policy.</i>

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