

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.

1. Responsibility for the Equality Impact Assessment

Name of proposal:	Admissions Arrangements and proposed reductions in surplus Primary school places
Service Area:	Schools and Learning
Officer Completing Assessment:	Nick Shasha
Equalities Advisor:	Rufus Pope
Cabinet meeting date (if applicable):	TO INSERT
Director/Assistant Director	Eveleen Riordan

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).

[To complete once EQIA is done]. [Type answer here]. Adapt from the greyed out section in the previous EQIA (pgs. 2-5)

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.

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

[To complete once EQIA is done].

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 Profile¹

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 Profile²

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

¹ Source: State of the Borough

² ONS 2021 Census First Release

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 2022

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

Year group	Male	Female	Grand Total
Reception	1,375	1,334	2,709
Year 1	1,468	1,422	2,890
Year 2	1,451	1,412	2,863
Year 3	1,449	1,363	2,812
Year 4	1,473	1,336	2,809
Year 5	1,488	1,357	2,845
Year 6	1,462	1,462	2,924
Grand Total	10,166	9,686	19,852

Source: School Census May 2022

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 2022 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. Disability³

Data

Borough Profile ⁴

4,500 people have a serious physical disability in Haringey.

19,500 aged 16-64 have a physical disability this equates to approximately 10% of the population aged 16-64.

1,090 people living with a learning disability in Haringey.

4,400 people have been diagnosed with severe mental illness in Haringey.

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?

The data used will be the distribution of Children & Young People with statements or plans maintained by Haringey as at March 2022.

Total number of Children & Young People with statements or plans maintained by Haringey, Mar 2022:

Year	Totals	Year	Totals
Pre-School/Nursery	35	Year 9	160
Reception	99	Year 10	163
Year 1	154	Year 11	144
Year 2	132	Year 12	165
Year 3	142	Year 13	142

³ 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.

⁴ Source: 2011 Census

Year 4	145	Year 14	143
Year 5	160	Year 15	98
Year 6	161	Year 15 plus	298
Year 7	169	Totals	2,654
Year 8	144		

Source: Haringey SEN team 2022

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 Reassignment⁵

Data

Borough Profile

There is no robust data at Borough level on our Trans population, however the central government estimates that there are approximately 200,000-500,000 Trans people in the UK. Assuming an average representation, this would mean between 800 and 2,000 Haringey residents are Trans.⁶

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.

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?

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.

There is no reason to think that the proposed admissions arrangements will disproportionately affect any potential pupils or parents/carers since the proposal

⁵ 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.

⁶ 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.

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.

4d. Marriage and Civil Partnership

Data

Borough Profile ⁷

Divorced or formerly in a same-sex civil partnership which is now legally dissolved: (8.2%)

In a registered same-sex civil partnership: (0.6%)

Married: (33.3%)

Separated (but still legally married or still legally in a same-sex civil partnership): (4.0%)

Single (never married or never registered a same-sex civil partnership): (50.0%)

Widowed or surviving partner from a same-sex civil partnership: (3.9%)

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 2011 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?

This protected characteristic is by its very nature relevant to parents/carers and teachers only. The number of married people (only available to heterosexual couples at the time of the data being collected) 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

⁷ Source: 2011 Census

ensure all couples in a civil partnership are treated exactly the same as couples in a marriage. We do not hold data which demonstrates the relationship between marital status and likelihood of being a parent/carer of a school-aged child in Haringey, for parents or staff.

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.

4e. Pregnancy and Maternity

Data

Borough Profile ⁸

Live Births in Haringey 2020: 3,383

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

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 2022 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.

⁸ Births by Borough (ONS)

Figure 16- Births in Haringey, 2002 to 2020

Source: ONS Birth data (2002-2020)

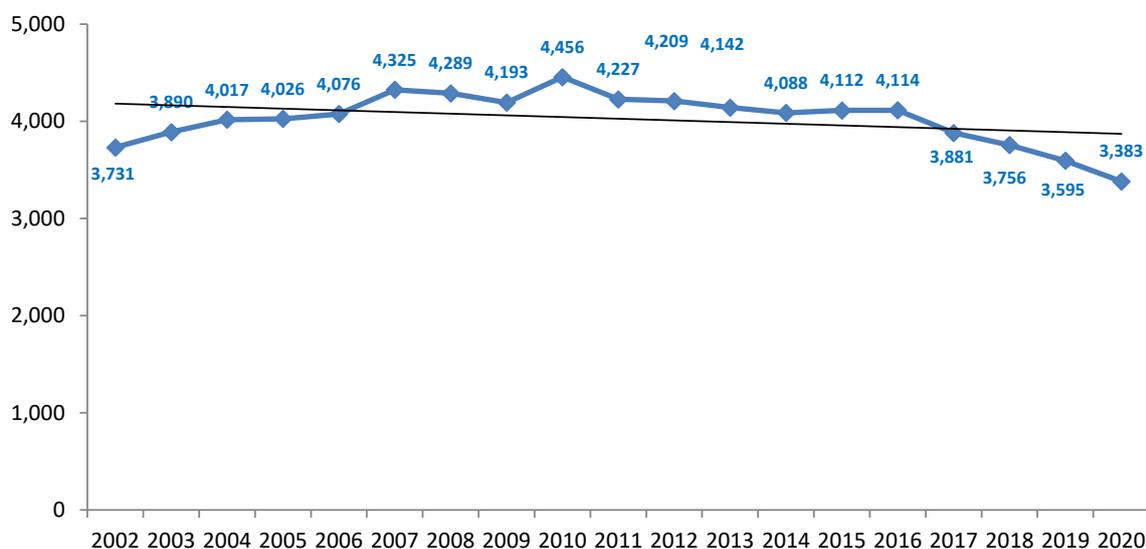


Table 1 – Reception places borough wide

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	2683 (actual Jan 2022)	3,088	7.8%	375	13fe
2022/23	2,810	3,026*	7.1%	216	7fe
2023/24	2,798	3,176	11.9%	378	12fe
2024/25	2,770	3,176	12.8%	406	14fe
2025/26	2,678	3,176	15.7%	498	17fe
2026/27	2,621	3,176	17.5%	555	19fe
2027/28	2,624	3,176	17.4%	552	18fe
2028/29	2,608	3,176	17.9%	568	19fe
2029/30	2,600	3,176	18.1%	576	19fe
2030/31	2,608	3,176	17.9%	568	19fe

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) Existing or future Reception pupils are unlikely to be impacted by the proposed removal of surplus primary school places as the data above shows.

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 given the decline in births and projected future need as shown above.

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.

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.⁹

Data

Borough Profile ¹⁰

Arab: 0.9%

Any other ethnic group: 3.9%

Asian: 9.5%

Bangladeshi: 1.7%

Chinese: 1.5%

Indian: 2.3%

Pakistani: 0.8%

Other Asian: 3.2%

Black: 18.7%

African: 9.0%

Caribbean: 7.1%

Other Black: 2.6%

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

¹⁰ Source: 2011 Census

Mixed: 6.5%

White and Asian: 1.5%

White and Black African: 1.0%

White and Black Caribbean: 1.9%

Other Mixed: 2.1%

White: 60.5% in total

English/Welsh/Scottish/Norther Irish/British: 34.7%

Irish: 2.7%

Gypsy or Irish Traveller: 0.1%

Other White: 23%

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?

2011 Census data (as shown above) plus data from the [DfE Schools, pupils and their characteristics](#) as at 2021/22 and the SFR (Statistical First Release) 25 for teaching staff.

Ethnic composition (main groups) of Haringey's school pupil population as at 2021/22 (state funded primary):

Haringey (Sub category)		
	Number	%
Any other ethnic group	1,588	7.5%
Asian - Any other Asian background	384	1.8%
Asian - Bangladeshi	457	2.2%
Asian - Chinese	220	1.0%
Asian – Indian	223	1.1%
Asian - Pakistani	175	0.8%
Black - Any other Black background	470	2.2%
Black - Black African	2,672	12.7%
Black - Black Caribbean	1,098	5.2%
Mixed - Any other Mixed background	1,310	6.2%
Mixed - White and Asian	599	2.8%
Mixed - White and Black African	327	1.5%

Mixed - White and Black Caribbean	567	2.7%
Unclassified	331	1.6%
White - Any other White background	5,861	27.8%
White - Gypsy/Roma	61	0.3%
White – Irish	175	0.8%
White - Traveller of Irish heritage	25	0.1%
White - White British	4,555	21.6%
Grand Total	21,098	100%

Source: DfE Schools, pupils and their characteristics as at 2021/22 (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. 27.8% of Haringey’s primary age pupils are from Any other white background whilst 21.6% are White-British. Some 12.7% of primary age pupils are Black African and 5.2% are Black Caribbean. 7.5% 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).

Census data indicates that the majority of the population are White British (34.7%), followed by White – Other (23.0%). 9.0% are Black African and 7.1% are Black Caribbean. While not a direct mirror of the data seen across the pupil cohort, the trends are not dissimilar, and deviations are likely due to the significant passage of time since the Census figures were collated.

Staff at All Haringey Primary and nursery schools

	All who are not minority ethnic group (%)	All who are minority ethnic group including white minorities (%)	Information not yet obtained (%)	Refused (%)
Teachers	52% (1,040)	48% (963)	z% (190)	z% (15)

Specified ethnicity of teachers

	White (%)	Any Other mixed background (%)	Asian or Asian British (%)	Black or Black British (%)

Teachers	70% (1,393)	5% (104)	8% (160)	14% (285)
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Support Staff at all Haringey Primary and nursery schools

Staff Group	Number	(%)
Administrative staff and Ethnic Minority Group (including white minorities)	236	11.5
Administrative staff and Information not yet obtained	20	Z
Administrative staff and Not Minority Ethnic Group	174	8.4
Administrative staff and Refused	1	Z
Auxiliary staff and Ethnic Minority Group (including white minorities)	241	11.7
Auxiliary staff and Information not yet obtained	34	Z
Auxiliary staff and Not Minority Ethnic Group	62	3.0
Auxiliary staff and Refused	0	Z
Other school support staff and Ethnic Minority Group (including white minorities)	136	6.6
Other school support staff and Information not yet obtained	13	Z
Other school support staff and Not Minority Ethnic Group	87	4.2
Other school support staff and Refused	1	z
Teaching assistants and Ethnic Minority Group (including white minorities)	731	35.5
Teaching assistants and Information not yet obtained	126	z
Teaching assistants and Not Minority Ethnic Group	303	14.7
Teaching assistants and Refused	9	z
Technicians and Ethnic Minority Group (including white minorities)	52	2.5
Technicians and Information not yet obtained	4	z
Technicians and Not Minority Ethnic Group	35	1.7
Technicians and Refused	1	z
Grand Total	2,266	100%

Source: SFR25 2021/2022

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 slight majority (52%) of not minority group compared to 48% who are Ethnic minority including white minorities. Across all staff other than teachers most staff at Haringey schools are Ethnic minority including white minorities.

A greater proportion of Haringey teachers identify as White (70%) compared to Haringey state funded primary age pupils (50.6%).

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.

While the data demonstrates that there is a slight majority of minority ethnicities across Haringey's school staff, we do not know the proportion of which are also parents of school-aged children who might benefit from admissions arrangements giving priority to children of staff. That said, it is anticipated that this provision will have a positive impact on staff from minority ethnicity backgrounds, given their slight overrepresentation among the wider staff population.

This proposal is likely to have positive impacts.

4g. Religion or belief

Data

Borough Profile ¹¹

Christian: 45%

Buddhist: 1.1%

Hindu: 1.9%

Jewish: 3%

Muslim: 14.2%

¹¹ Source: 2011 Census

No religion: 25.2%
 Other religion: 0.5%
 Religion not stated: 8.9%
 Sikh: 0.3%

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 Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (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 state funded primary settings as at 2021/22 (21,098) multiplied through the distribution of religion or belief from the 2011 Census.

	Percentage (%)	Notional Number
Christian	41.1%	8,671
No religion	20.0%	4,220
Religion not stated	10.4%	2,194
Muslim	21.3%	4,494
Jewish	4.9%	1,034
Hindu	1.0%	211
Buddhist	0.7%	148
Sikh	0.3%	63
Other religion	0.2%	42
Total	100%	21,098

Source: ONS (2011 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 pupil cohort (41.1% and 21.3% respectively), followed by those with no religion (10.4%), with the expectation that this reflects the religious beliefs of parents in Haringey who are likely to define their child's religious beliefs.

Service users (parents/carers)

While there is no data available on religious beliefs of Haringey parents/carers, Census data follows the trend seen above, indicating that Christianity and Islam are the main religions in Haringey (45.0% and 14.2% respectively), with 25.2% 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.

This proposal is likely to have neutral impacts.

4h. Sex

Data

Borough profile ¹²

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)

¹² Source: 2021 Census

	Primary Reception to Yr 6	Primary Reception to Yr 6
Female	9,686	48.8%
Male	10,166	51.2%
Grand Total	19,852	100%

Source: School Census May 2022

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 51.9% to females 48.1%. There is no available data indicating the proportion of each which is also a parent/carer.

Staff at all Haringey Primary and nursery schools

	Male (%)	Female (%)
Teachers	29.2% (643)	70.8% (1,564)
Teaching assistants	14.7% (171)	85.3% (997)
Other support staff	11% (26)	89% (211)
Administrative staff	24.4% (105)	75.6% (326)
Technicians	66% (61)	34% (32)
Auxiliary staff	19.7% (66)	80.3% (271)

Source: SFR25 2020/2021

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 other support staff, of which 11% 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.

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.

4i. Sexual Orientation

Data

Borough profile ¹³

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.

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) and .

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 schools included in the arrangements have to admit pupils regardless of sexual orientation.

¹³ Source: ONS Integrated Household Survey

We do not hold ward or borough level data on sexual orientation though it will be available when results from the 2021 Census become available in October 2022. 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 country¹⁴, which is likely to be reflected in both the pupil and parent populations. However, ONS data shows that 0.5% families are same sex cohabitating couples¹⁵, which suggests that LGB people are less likely to be parents, compared with the wider population. However, we will need to ensure that discrimination based on sexual orientation is eliminated in the application of this criteria.

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 neutral impacts.

4j. Socioeconomic Status (local)

Data

Borough profile

Income

8.3% of the population in Haringey were claiming unemployment benefit on 9 December 2021.¹⁶

20.8% of the population in Haringey were claiming Universal Credit on 9 December 2021.¹⁷

29% of employee jobs in the borough are paid less than the London Living Wage.¹⁸

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.¹⁹

¹⁴<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexualidentityestimates/uk2013to2015#introduction>

¹⁵

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

¹⁶ [ONS Claimant Count](#)

¹⁷ [LG Inform](#)

¹⁸ ONS

¹⁹ Source: Annual Population Survey 2019 (via nomis)

4.4% of Haringey's working age populations had no qualifications in 2020.²⁰ 4.8% were qualified to level one only.²¹

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 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.²²

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 (no needed) school places so no pupil should be disadvantaged.

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

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 on early years and primary school age pupils. It could theoretically have a negative impact on teaching staff in the affected schools.

²⁰ [LG Inform - qualifications](#)

²¹ [LG Inform – level one](#)

²² [State of the Borough](#) (p.21)

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).

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:

- female schools staff - as women are overrepresented among Haringey school staff and the proposal targets parents with school-aged children.
- Children from ethnic minority groups. 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.

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 the two groups identified in 6 above, female schools staff and 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.

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)

[Type answer here].

Date

[Type answer here].

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.