

## 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

<b>Name of proposal:</b>	<b>Reductions in surplus primary and secondary places</b>
<b>Service Area:</b>	<b>Schools &amp; Learning</b>
<b>Officer Completing Assessment:</b>	<b>Nick Shasha.</b>
<b>Equalities Advisor:</b>	<b>Vlada Shevelkova.</b>
<b>Cabinet meeting date (if applicable):</b>	<b>12 November 2024</b>
<b>Director/Assistant Director</b>	<b>Jane Edwards</b>

### 2. Executive summary

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

- The policy proposal, its aims and objectives, the decision in consideration. Please focus on **the change** that will result from this decision.
- Results of the analysis: potential positive and negative equality impacts
- Mitigations that will be taken to minimise negative equality impacts (if relevant)
- Next steps (this may include: if/when the EQIA will be refreshed, planned consultation, future stages of the project).

This proposal concerns Admissions Arrangements for 2026/27 and proposed reductions in surplus school places at selected primary and secondary schools.

The proposal to reduce surplus (not needed) capacity for both primary and secondary schools would be achieved through the following reductions:

- Rokesly Infant School (reducing from 90 to 60)
- Park View Secondary school (reducing from 216 to 162)
- Hornsey School for Girls (reducing from 162 to 135)

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

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

School	Present PAN	Proposed PAN	Reduction
Rokesly Infant Primary School	90	60	-30
Park View Secondary	216	189	-27
Hornsey School for Girls Secondary	162	135	-27

It is likely that reductions in capacity will have a ripple effect locally as falling demand is rarely evidenced at just one school but is often felt across several. A further benefit of planning places judiciously is that it keeps rolls relatively buoyant across and beyond any planning area as surplus places are reduced.

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

Consulting on our admission arrangements for entry in September 2026/27 gives these schools sufficient time to make the necessary internal organisational adjustments so that any potential impact on staff is limited. It will allow the school leadership teams in offering a more accurate number of places and also help with long term planning.

Our proposal will not adversely impact on families trying to access their local school with high quality provision. A projected surplus of school places in the planning areas where these schools are located means that we expect sufficient places to still be available for local children if the PANs are reduced as proposed.

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

The key stakeholders are children and young people in Haringey schools, their parents and carers. Additional stakeholders are staff employed in the affected Haringey primary and secondary schools.

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

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

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

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

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

- through the Schools Newsletter 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 MPs in Haringey
- to the diocesan authorities

- to neighbouring authorities
- other groups, bodies, parents and carers as appropriate

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

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

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

The most recent data from the FAP shows that 202 children were admitted to Haringey schools using the fair access protocol between 1 August 2023 and 31 July 2024.

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

We have already discussed reductions in surplus (not needed) secondary school capacity with all Secondary and All-Through Head teachers in the borough.

The formal 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 a survey will be developed to ascertain views on the proposals of reducing surplus (not needed) capacity across our Secondary school estate.

We need to reduce the number of “ghost” classes, that is classes that are notionally provided but not needed given the current and projected pupils on roll. At this stage

the following schools are being considered for PAN (Planned Admission number) reductions:

- Rokesly Infant Primary school;
- Hornsey School for Girls;
- Park View

#### **Latest Secondary Transfer offer statistics as at October 2<sup>nd</sup> 2024**

School	PAN	Offered	Vacancies
Hornsey School for Girls	162	95	67
Park View	216	176	40

#### **Latest current Reception offer statistics as at October 2<sup>nd</sup> 2024**

School	PAN	Offered	Vacancies
Rokesly	90	58	32

The data above clearly shows that some Haringey secondary schools could reduce their PAN by 1 form of entry (27-30 pupils depending on setting) with no impact on the provision of existing places to pupils. The same also applies for Rokesly Infant Primary School which has a surplus of 32 vacancies in current Reception based on the determined PAN.

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 BE COMPLETED ONCE CONSULTATION AND ENGAGEMENT UNDERTAKEN**

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

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

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

### **4a. Age Data**

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

- 54,422: 0-17 (21%)
- 71,660: 18-34 (27%)
- 63,930: 35-49 (24%)
- 46,516: 50-64 (18%)
- 27,706: 65+ (10%)

## ONS 2021 Census

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

M: 7,600 F: 7,300

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

M: 7,500 F: 7,200

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

M: 7,900 F: 7,700

Total Haringey Population as at 2021: 264,200

M: 127,100 F: 137,000

## Target Population Profile

Primary school age pupils (5-11) and Secondary age (11-16) school age pupils (Year 7 to Year 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 above and the PLASC School Census has been produced below:

## PLASC School Census data as at May 2024

*Service users (Primary children by Age and sex across all Haringey primary age settings)*

Year group	Male	Female	Grand Total
Reception	1,394	1,254	2,648
Year 1	1,434	1,292	2,726
Year 2	1,357	1,347	2,704
Year 3	1,423	1,394	2,817
Year 4	1,411	1,394	2,805

<sup>1</sup> Census, 2021 – [Population and household estimates, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/populationandhousehold/populationandhouseholdestimates/populationandhouseholdestimates)

<b>Year 5</b>	1,412	1,328	2,740
<b>Year 6</b>	1,466	1,347	2,813
<b>Grand Total</b>	<b>9,897 (51.4%)</b>	<b>9,356 (48.6%)</b>	<b>19,253</b>

Source: School Census May 2024

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 2024 indicates a similar split across each of the age groups, with no overrepresentation in any of the age cohorts.

### **PLASC School Census data as at May 2024**

*Service users (Secondary age children attending Haringey secondary settings)*

<b>Year group</b>	<b>Male</b>	<b>Female</b>	<b>Grand Total</b>
<b>Year 7</b>	1,379	1,256	2,635
<b>Year 8</b>	1,352	1,348	2,700
<b>Year 9</b>	1,432	1,316	2,748
<b>Year 10</b>	1,431	1,391	2,822
<b>Year 11</b>	1,475	1,367	2,842
<b>Grand Total</b>	<b>7,069 (51.4%)</b>	<b>6,678 (48.6%)</b>	<b>13,747 (100%)</b>

Source: School Census May 2024 Note: above data includes pupils attending Special school settings, the table below does not hence slight differences in totals

### **PLASC School Census data as at May 2024**

*Service users (Secondary age children (Year 7-11) attending named Haringey secondary settings)*

<b>Year group</b>	<b>Male</b>	<b>Female</b>	<b>Grand Total</b>
<b>Alexandra Park School</b>	591	576	1,167
<b>Duke's Aldridge Academy</b>	571	491	1,062
<b>Fortismere School</b>	736	607	1,343
<b>Gladesmore Community School</b>	681	603	1,284
<b>Greig City Academy</b>	587	425	1,012
<b>Harris Academy Tottenham</b>	505	435	940
<b>Heartlands High School</b>	598	569	1,167
<b>Highgate Wood Secondary School</b>	720	561	1,281
<b>Hornsey School for Girls</b>		720	720
<b>Mulberry Academy Woodside</b>	639	551	1,190
<b>Park View Schol</b>	601	527	1,128



<b>St Thomas More Catholic School</b>	569	465	1,034
<b>Grand Total</b>	<b>6,798 (51%)</b>	<b>6,530 (49%)</b>	<b>13,328 (100%)</b>

Source: School Census May 2024

Historically, the number of children entering Haringey's school system has increased year-on-year though primary cohorts have fallen for several years and are now impacting the size of secondary cohorts also. The School census data from May 2024 shows the fall in size of younger cohorts moving through with the Year 7 cohort (2,635) some way smaller than the Year 11 cohort (2,842).

### Age profile of teaching staff at Haringey schools

	<b>Under 25</b>	<b>25 to 29</b>	<b>30 to 39</b>	<b>40 to 49</b>	<b>50 to 59</b>	<b>60 and over</b>	<b>Total</b>
<b>Haringey</b>	84 (3%)	339 (14%)	761 (30%)	597 (23%)	472 (18%)	117 (4%)	<b>2,370</b>

Source: DfE Workforce Characteristics data at borough and school level 2023/24

Note: for Haringey data is for all schools, primary and secondary

Detail the findings of the data

- 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?
- 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 and secondary school age cohort almost exactly replicates that of the broader population as is to be expected. School staff age groups appear to be broadly comparable to that of the Haringey adult population.

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several 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). Reduction in surplus (not needed) school places should have a minimal impact on staff but it should be acknowledged that this impact may fall more on the numerically more predominant age groups.

Any potential impact needs to be evaluated in the context of scale. Assuming that the proposed schools reduce their PAN by one form of entry redundancy or redeployment of staff at this school is likely to occur. It is likely that a class teacher



and teaching assistant (2 staff) will be affected for each year of PAN reduction. Affected staff should be supported by appropriate HR procedures such as access to a redeployment pool and support given to find another role in Education.

This proposal is likely to have no impact on existing or future pupils at the selected schools in terms of the protected characteristic of age. The proposal relates only to the removal of surplus classes. This proposal may have a small negative impact on school staff based on the protected characteristic of age.

## 4b. Disability

### Data for adult age population

		Disabled under the Equality Act			Not disabled under the Equality Act		
Age range	Cohort size	Total (% of Haringey popn)	Day-to-day activities limited a lot	Day-to-day activities limited a little	Total	Has long-term physical or mental health condition but day-to-day activities are not limited	No long-term physical or mental health conditions
Haringey							
Aged 15 to 24 years	29,816	11%	3%	6%	91%	4%	88%
Aged 25 to 34 years	49,595	19%	3%	7%	91%	6%	85%
Aged 35 to 39 years	23,533	9%	3%	6%	91%	5%	86%
Aged 40 to 44 years	21,080	8%	4%	6%	90%	5%	84%
Aged 45 to 49 years	19,111	7%	6%	7%	87%	6%	81%
Aged 50 to 54 years	18,448	7%	9%	9%	82%	6%	76%
Aged 55 to 64 years	27,853	11%	12%	11%	77%	8%	69%

### Data for school age population

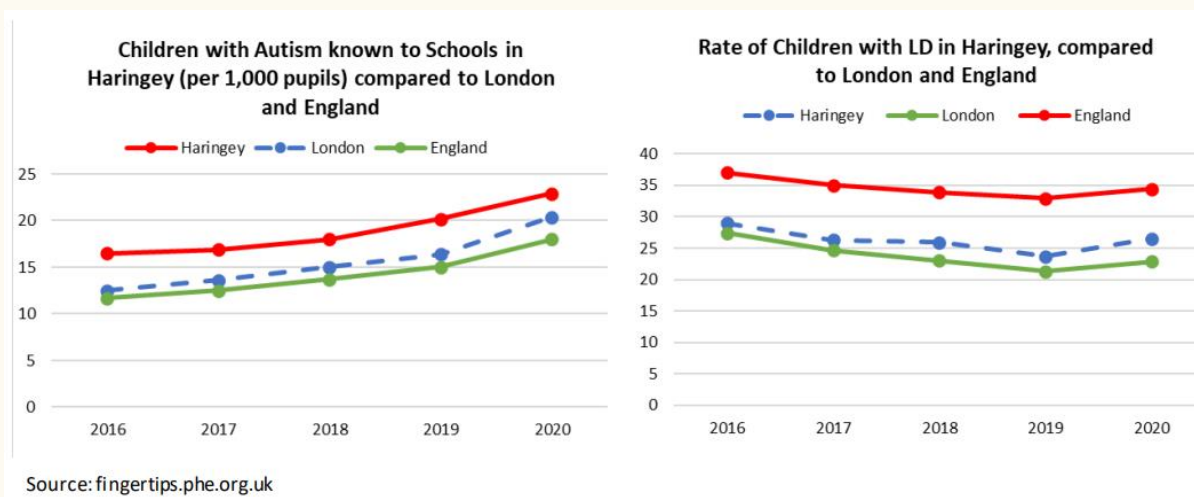
		Disabled under the Equality Act			Not disabled under the Equality Act		
Age range	Cohort size	Total	Day-to-day activities limited a lot	Day-to-day activities limited a little	Total	Has long-term physical or mental health condition but day-to-day activities are not limited	No long-term physical or mental health conditions
Haringey							
Aged 9 and under	29,667	3%	1%	2%	97%	2%	95%
Aged 10 to 14	15,569	6%	2%	3%	94%	2%	92%
Aged 15 to 24	29,816	9%	3%	6%	91%	4%	88%

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

## Target Population Profile

Primary school age pupils (5-11) and Secondary age (11-16) school age pupils (Year 7 to Year 11).

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



Total number of Children & Young People with EHCPs maintained by Haringey, Mar 2024:

Year	Totals	Year	Totals
Pre-School/Nursery	42	Year 9	200
Reception	136	Year 10	162
Year 1	152	Year 11	197
Year 2	151	Year 12	187
Year 3	204	Year 13	153
Year 4	178	Year 14	131
Year 5	185	Year 15	87
Year 6	196	Year 15 plus	163
Year 7	189	Totals	2,903
Year 8	190		

Source: Haringey SEN team 2024

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 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 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.

Concerns of affected disabled staff at any of the impacted schools will be taken into consideration in this consultation with reference made to disability data on staff where available. In terms of mitigating the impact, the Council will endeavour to ensure that should staff be affected by changes to PAN will be given access to the redeployment pool and given individualised support to find alternative roles, considering any impacts on their protected characteristics.

### **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 children and negative impacts on some staff.

## **4c. Gender Reassignment**

### **Data**

### **Borough Profile<sup>2</sup>**

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<sup>2</sup> Census, 2021 – [Gender identity, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/identityandgender/articles/genderidentityenglandandwales/2021)

- Gender Identity different from sex registered at birth but no specific identity given – 0.5%
- Trans woman – 0.1%
- Trans man - 0.1%

## Data

### Borough Profile

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

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

The data above shows that the majority of 16+ residents in Haringey have the same gender identity as sex registered at birth (193,177) whilst 383 residents reported as trans women and 389 as trans men<sup>3</sup>. Haringey doesn't collect this data for secondary age children (11-16).

### Target Population Profile

Primary and secondary age (11-16) school age pupils (Year 7 to Year 11).  
Staff?

Haringey Council does not collect this data for Haringey primary and secondary age children though please see central government data mentioned above on the 16+ population of Haringey.

### Potential impacts

There is no reason to think that this proposal will impact this protected group. If the consultation identifies that this protected characteristic is impacted by any proposal, attempts to mitigate the impact will be considered.

## 4d. Marriage and Civil Partnership

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<sup>3</sup> Trans is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

**Note:** Only the first part of the equality duty (“*Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act*”) applies to this protected characteristic.

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

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

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**

Secondary and Primary school teaching staff and parents and carers only.

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

Haringey doesn’t collect data on the marriage and civil partnership status of school staff.

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

#### **Potential Impacts**

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

This proposal is likely to have no known impacts. If the consultation identifies that this protected characteristic is impacted by any proposal, attempts to mitigate the impact will be considered.

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

#### **Note<sup>5</sup>:**

- Pregnancy is the condition of being pregnant or expecting a baby.
- Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity

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<sup>4</sup> Source: 2011 Census

<sup>5</sup> Equality and Human Rights Commission, 2022 – [Pregnancy and maternity discrimination](#).

discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

## Data

### Borough Profile <sup>6</sup>

Live Births in Haringey 2022: 3,085

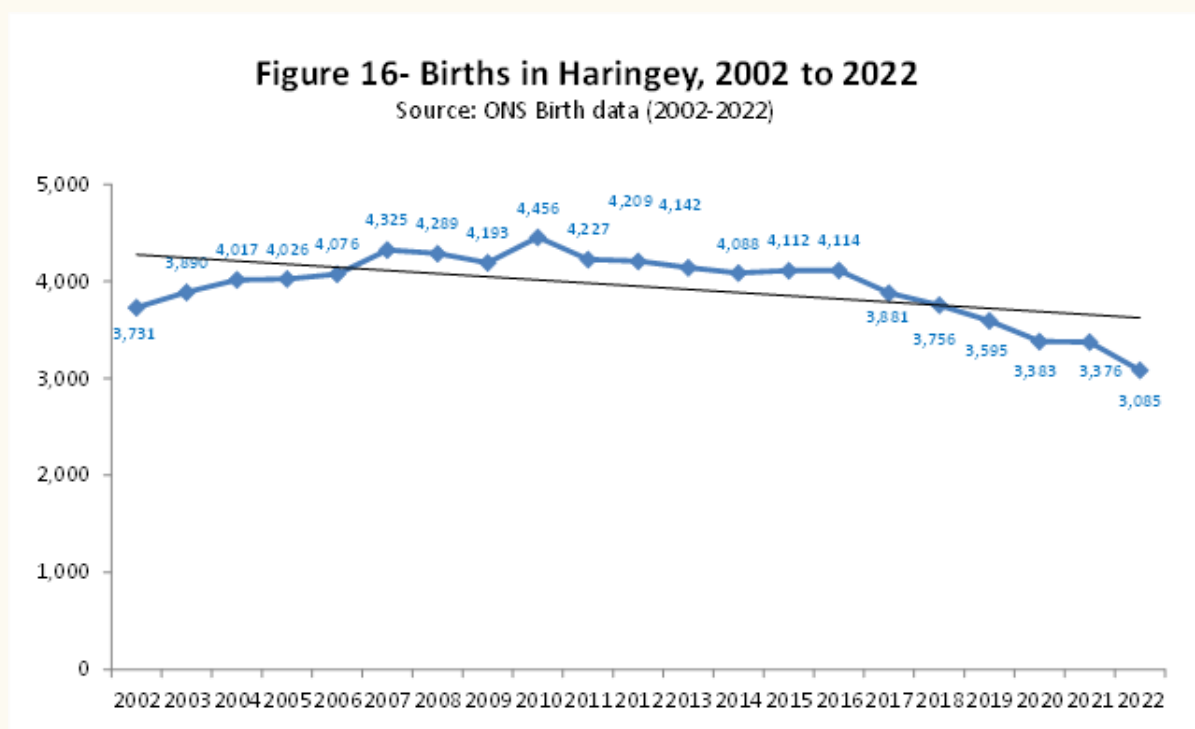
### Target Population Profile

Primary and Secondary school staff and Secondary age (11-16) school age pupils (Year 7 to Year 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 2024 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.



<sup>6</sup> Births by Borough (ONS)

## 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	7.9%	261	9fe
2019/20	2,952 (actual)	3,296	10.4%	344	12fe
2020/21	2,934 (actual)	3,236	9.3%	302	10fe
2021/22	2683 (actual)	3,088	13.1%	405	13fe
2022/23	2,720 (actual)	3,026	10.1%	306	10fe
2023/24	2,652 (actual Jan 2024)	3,056	13.2%	404	13
2024/25	2,558	2,910	12.1%	352	12
2025/26	2,471	2,880	14.2%	409	14
2026/27	2,484	2,880	13.8%	396	13
2027/28	2,395	2,880	16.8%	485	16
2028/29	2,442	2,880	15.2%	438	15
2029/30	2,447	2,880	15.0%	433	14
2030/31	2,447	2,880	15.0%	433	14

**Source:** 2018-2024 January PLASC counts and GLA 2024 School roll projections – 10 year constrained 3/4 model

### Potential Impacts

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

The above data on birth rates going back to 2002 shows the decline in birth rates since 2011 and the resultant long-term fall in demand for secondary school places that have been seen in recent years and are forecast to continue.

This proposal could have negative impacts on staff members who are pregnant or in the period of maternity. If the consultation identifies that this protected characteristic is impacted by any proposal, attempts to mitigate the impact will be considered.

In terms of mitigating the impact on this protected characteristic all staff affected by the proposal will be given access to the redevelopment pool and given individualised support to find alternative roles within the council, with consideration of their protected characteristic

### 4f. Race



In the Equality Act 2010, race can mean ethnic or national origins, which may or may not be the same as a person's current nationality.<sup>7</sup>

## Data

### **Borough Profile – 2021 Census data <sup>8</sup>**

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

Arab: 1%

Any other ethnic group: 8.7%

Asian: **8.7% in total**

Bangladeshi: 1.8%

Chinese: 1.5%

Indian: 2.2%

Pakistani: 0.8%

Other Asian: 2.4%

Black: **17.6% in total**

African: 9.4%

Caribbean: 6.2%

Other Black: 2.0%

Mixed: **7.0% in total**

White and Asian: 1.5%

White and Black African: 1.0%

White and Black Caribbean: 2.0%

Other Mixed: 2.6%

White: **57.0% in total**

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

Irish: 2.2%

Gypsy or Irish Traveller: 0.1%

Other White: 22.1%

## **Target Population Profile**

Primary school age pupils (5-11) and Secondary age (11-16) school age pupils (Year 7 to Year 11) and school staff.

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

2021 Census data (as shown above) plus data from the annual schools census.

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<sup>7</sup> [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/our-work/anti-discrimination-law/race-discrimination)

<sup>8</sup> Source: 2021 Census

Ethnic composition of Haringey primary **pupil population** as at May 2024:

	<b>Haringey average</b>
Any other ethnic group	7.8%
Asian - Any other Asian background	1.7%
Asian - Bangladeshi	2.0%
Asian – Indian	1.1%
Asian - Pakistani	0.8%
Black - Any other Black background	2.3%
Black - Black African	<b>12.0%</b>
Black - Black Caribbean	4.7%
Chinese	1.0%
Mixed - Any other Mixed background	6.2%
Mixed - White and Asian	2.9%
Mixed - White and Black African	1.7%
Mixed - White and Black Caribbean	2.8%
White - Any other White background	<b>27.1%</b>
White - Gypsy/Roma	0.4%
White – Irish	0.7%
White - Traveller of Irish heritage	0.2%
White - White British	20.9%
Unclassified	1.8%
Information not obtained	0.9%
Refused	0.9%
<b>Grand Total</b>	<b>100%</b>

Source: May 2024 School Census (Haringey)

Ethnic composition of Year 7 to Year 11 pupil population as at 2024:

<b>Ethnicity (Sub category)</b>	<b>Hornsey School for Girls</b>	<b>Park View</b>	<b>Rokesly Infants</b>
Any other Asian background	1%	1%	1%
Any other Black background	3%	2%	1%

Any other ethnic group	9%	11%	5%
Any other mixed background	11%	8%	4%
Any other White background	13%	30%	19%
Bangladeshi	4%	4%	3%
Black - African	9%	11%	2%
Black - Caribbean	4%	7%	3%
Chinese	1%	0%	1%
Gypsy / Roma	0%	3%	0%
Indian	1%	1%	3%
Pakistani	1%	0%	1%
White - Irish	1%	0%	2%
White	0%	0%	0%
White - British	22%	13%	40%
White and Asian	2%	1%	8%
White and Black African	1%	1%	2%
White and Black Caribbean	3%	2%	3%
N/A	3%	2%	5%
Information not yet obtained	1%	3%	0%
Refused	11%	0%	0%
<b>Grand Total</b>	<b>100% (720)</b>	<b>100% (1,128)</b>	<b>100% (197)</b>

Source: May 2024 School Census (Haringey)

<b>Ethnicity (Sub category)</b>	<b>All Haringey secondary age (Y7-Y11) settings</b>
Any other Asian background	1%
Any other Black background	2%
Any other ethnic group	9%
Any other mixed background	7%
Any other White background	26%
Bangladeshi	3%
Black - African	13%
Black - Caribbean	6%
Chinese	1%

Gypsy / Roma	0%
Indian	1%
Pakistani	1%
White - Irish	0%
White	0%
White - British	16%
White and Asian	2%
White and Black African	1%
White and Black Caribbean	3%
N/A	2%
Information not yet obtained	3%
Refused	5%
<b>Grand Total</b>	<b>100% (13,328)</b>

Source: May 2024 School Census (Haringey)

The data demonstrates some significant differences in the ethnic profiles of the selected schools. Hornsey School for Girls has a far lower proportion of Any Other White pupils (13%) than the other schools and the borough average of 26%.

#### Teaching staff

Teaching staff at All Haringey state funded schools  
(Headcount/%)

<b>Ethnic background</b>	<b>Haringey</b>
White	1,376 (58%)
Black or Black British	301 (13%)
Information not yet obtained	314 (13%)
Asian or Asian British	176 (7%)
Any other Mixed background	120 (5%)
Any other ethnic group	64 (3%)
Refused	18 (1%)
<b>Total</b>	<b>2,369 (100%)</b>

Support Staff at All Haringey state funded schools  
(Headcount/%)

<b>Ethnic background</b>	<b>Haringey</b>
White	1,373 (43%)
Black or Black British	772 (24%)
Information not yet obtained	452 (14%)
Asian or Asian British	310 (10%)
Any other Mixed background	159 (5%)

Any other ethnic group	98 (3%)
<b>Total</b>	<b>3,164 (100%)</b>

Source: DfE School workforce data 2024 (Reporting year 2023) [School workforce in England, Reporting year 2023 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

The data above shows broad ethnicity groups for teachers and school staff at all Haringey schools. Teaching staff appear to broadly represent the overall ethnic mix found in the borough as a whole though the Black population is slightly underrepresented. For Support staff the White population is a lower proportion than the borough average whilst the Black population is a higher proportion.

## Potential Impacts

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

This proposal is likely to have no impact on existing or future pupils at the selected schools in terms of the protected characteristic of race. The proposal relates only to the removal of surplus classes.

The proposal might negatively impact some teachers or teaching staff based upon their ethnicity due to differing proportions when compared to the overall non-teaching population. In terms of mitigating the impact, the Council will endeavour to ensure all staff affected by the proposal will be given access to the redeployment pool and given individualised support to find alternative roles within the Council, with consideration of their protected characteristic.

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.

## 4g. Religion or belief

### Data

#### 2021 Census update

ONS data on religion from the 2021 Census for all Haringey residents irrespective of age is shown for guidance. It shows proportional declines in religious observance for most groups, a trend well observed over historical editions of the decennial census.

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

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

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

## Target Population Profile

Primary school age pupils (5-11) and Secondary age (11-16) school age pupils (Year 7 to Year 11) and school staff.

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

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

	<b>Aged 3 to 15 years</b>	
	<b>Percentage (%)</b>	<b>Cohort size</b>
No religion	10,116	26%
Christian	14,431	37%
Buddhist	158	0%
Hindu	314	1%

Jewish	2,851	7%
Muslim	6,999	18%
Sikh	141	0%
Other religion	762	2%
Not answered	3,352	9%
Total	39,124	39,124

Source: ONS (2021 Census data for Haringey)

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

The data demonstrates that Christian and Muslim pupils are the largest faith groups within Haringey's cohort for those 3 years to 15 years (37% and 18% respectively). Around a quarter of the Aged 3 to 15 years cohort report No religion (26%). We don't hold data on the religion or belief of Haringey teaching staff.

### 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 school places will negatively impact pupils or teachers/school staff based upon their religion or no religion especially as the proposal relates to the removal of surplus places that are not needed.

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

This proposal is likely to have neutral impacts.

## 4h. Sex

### Data

#### Borough profile <sup>9</sup>

Females: (51.9%)

Males: (48.1%)

### Target Population Profile

Primary school age pupils (5-11) and Secondary age (11-16) school age pupils (Year

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<sup>9</sup> Source: 2021 Census



7 to Year 11) and school staff.

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

### PLASC School Census data as at May 2024

*Service users (Primary children by Age and sex across all Haringey primary age settings)*

Year group	Male	Female	Grand Total
Reception	1,394	1,254	2,648
Year 1	1,434	1,292	2,726
Year 2	1,357	1,347	2,704
Year 3	1,423	1,394	2,817
Year 4	1,411	1,394	2,805
Year 5	1,412	1,328	2,740
Year 6	1,466	1,347	2,813
<b>Grand Total</b>	<b>9,897 (51.4%)</b>	<b>9,356 (48.6%)</b>	<b>19,253</b>

Source: School Census May 2024

### PLASC School Census data as at May 2024

*Service users (Secondary age children attending Haringey secondary settings)*

Year group	Male	Female	Grand Total
<b>Year 7</b>	1,379	1,256	2,635
<b>Year 8</b>	1,352	1,348	2,700
<b>Year 9</b>	1,432	1,316	2,748
<b>Year 10</b>	1,431	1,391	2,822
<b>Year 11</b>	1,475	1,367	2,842
<b>Grand Total</b>	<b>7,069 (51.4%)</b>	<b>6,678 (48.6%)</b>	<b>13,747 (100%)</b>

Source: School Census May 2024 Note: above data includes pupils attending Special school settings, the table below does not hence slight differences in totals

2021 Census data as shown above, PLASC School census data as shown below.  
*Service users (Secondary age children by Sex)*

Sex	Hornsey School for Girls	Park View
<b>Female</b>	100%	47%

<b>Male</b>	0%	53%
<b>Total</b>	<b>720</b>	<b>1,128</b>

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 2024 indicates a general even split across male and female.

Borough wide data indicates that there is a gender split of males 51.9% to females 48.1% across the whole population. There is no available data indicating the proportion of each which is also a parent/carer.

*Staff at all Haringey state funded schools - Headcount*

	Male (%)	Female (%)
Teachers	679 (28.5%)	1,703 (71.5%)
Teaching assistants	202 (13.3%)	1,317 (86.7%)
Other support staff	39 (15.1%)	22 (84.9%)
Administrative staff	111 (23.3%)	365 (76.7%)
Technicians	55 (64%)	31 (36%)
Auxiliary staff	105 (12.5%)	732 (87.5%)

Source: DfE School workforce in England (Haringey) 2022

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

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

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

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

The main impact of this proposal is surplus places will be reduced in the relevant planning area by reducing surplus (not needed) capacity. These places are in

addition to those projected to be required by pupils it is anticipated that no impact on this characteristic (sex) will occur for pupils.

### 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 proposal will negatively impact pupils based upon their sex especially as the proposal relates to the removal of surplus places that are not needed.

This proposal is likely to have no impacts on pupils and a negative impact on female staff.

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

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

## 4i. Sexual Orientation

### Data

#### Borough profile <sup>10</sup>

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

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

	Number	Percentage (%)
Straight or heterosexual	180,100	83.4%
Gay or Lesbian	5,912	2.7%
Bisexual	4,503	2.1%

<sup>10</sup> Source: ONS Integrated Household Survey

All other sexual orientation	1,752	0.8%
Not answered	23,733	11.0%
<b>Total</b>	<b>216,000</b>	<b>100%</b>

### Target Population Profile

Haringey doesn't collect data on the sexual orientation of those aged below 16.

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. ONS data has been used as it is consistent and we only have data on sexual orientation for some schools across Haringey.

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

### Potential Impacts

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

This proposal is likely to have no known impacts.

## 4j. Socioeconomic Status

### Data

#### Borough profile

#### Income

8.3% of the population in Haringey were claiming unemployment benefit on 10 July 2024.<sup>11</sup>

21.9% of the population in Haringey were claiming Universal Credit on 21 August 2024 (% of population aged 16-65 on Universal Credit )<sup>12</sup>

34% of employee jobs in the borough are paid less than the London Living Wage.<sup>13</sup>

### Educational Attainment

<sup>11</sup> [ONS Claimant Count](#)

<sup>12</sup> [LG Inform](#)

<sup>13</sup> ONS, ASHE survey July 2023 Percentage of employee jobs in London paid below the London Living Wage by borough

While Haringey's proportion of students attaining grade 5 or above in English and Mathematics GCSEs is higher than the national average, it is below the London average.<sup>14</sup>

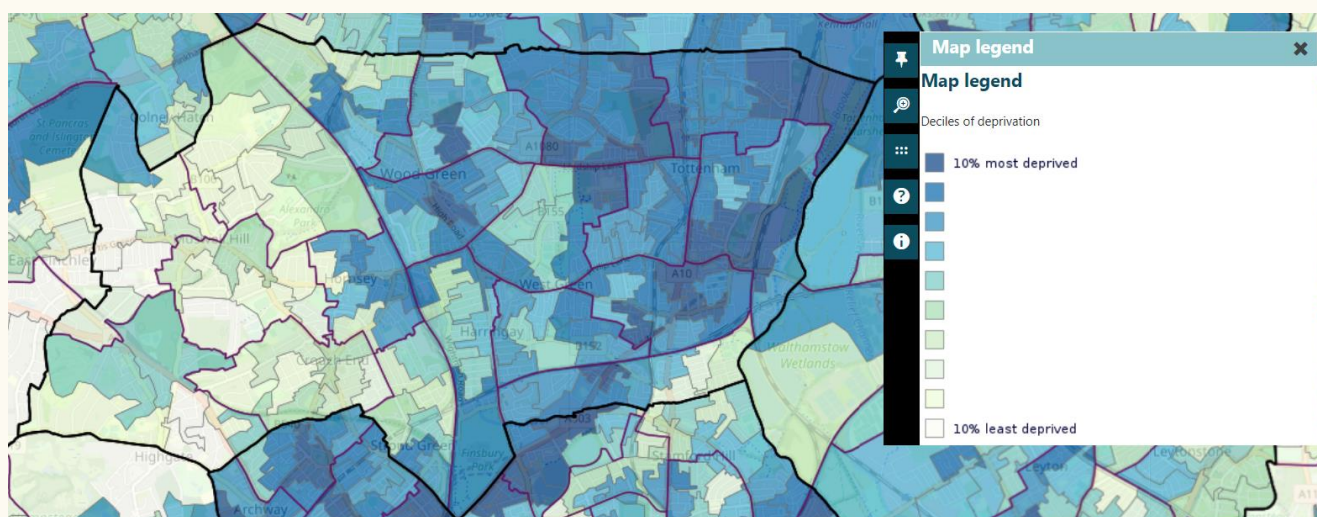
3.7% of Haringey's working age populations had no qualifications in 2021.<sup>15</sup> 5.0% were qualified to level one only.<sup>16</sup>

## Area Deprivation

Haringey is the 4th most deprived in London as measured by the IMD score 2019. The most deprived LSOAs (Lower Super Output Areas or small neighbourhood areas) are more heavily concentrated in the east of the borough where more than half of the LSOAs fall into the 20% most deprived in the country.<sup>17</sup>

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

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



## Target Population Profile

Secondary age (11-16) school age pupils (Year 7 to Year 11).

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.

The proposal includes reducing the number of surplus places at up to four selected secondary schools in Haringey.

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

<sup>15</sup> [LG Inform - qualifications](#)

<sup>16</sup> [LG Inform – level one](#)

<sup>17</sup> [State of the Borough](#) (p.21)

## **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 proposal will negatively impact pupils based upon their socioeconomic status especially as the proposal relates to the removal of surplus places that are not needed.

This proposal is likely to have negative impacts on affected staff who live in deprived parts of Haringey.

## **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 the selected secondary and 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).

These schools were identified as potential candidates for a reduction in discussions held with school leaders and governors in a series of geographical cluster workshops during the Autumn Term 2023. Amendment to PAN and local/planning area capacity has been considered in the context of the effects on local provision, looking at recruitment patterns to local schools and ensuring that the knock-on effects in the adjustment of PANs is considered. Meetings and or conversations have also been conducted with all Secondary/All-Through Head teachers in the borough.

### **5b. Intersectionality**

- Many proposals will predominantly impact individuals who have more than one protected characteristic, thereby transforming the impact of the decision.
- This section is about applying a systemic analysis to the impact of the decision and ensuring protected characteristics are not considered in isolation from the individuals who embody them.
- Please consider if there is an impact on one or more of the protected groups? Who are the groups and what is the impact?

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

- Children from ethnic minority groups may be more likely to experience positive benefits from the FAP, as they may be overrepresented in the groups



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

### **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

## **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?

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 school places are surplus to demand and thus unused.

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

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

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

## **7. Amendments and mitigations**



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

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

Please delete Y/N as applicable

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

**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 **Y/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. **Y/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.**

## **7. Ongoing monitoring**

**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:**

**Annual monitoring**

## **8. Authorisation**

EQIA approved by (Assistant Director/ Director)

**Jane Edwards**

Date

**01/11/24**

## **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.