

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: Options for the future of Tiverton primary school.

Service Area: Schools & Learning.

Officer Completing Assessment: Nick Shasha.

Equalities Advisor: Guy Latham.

Cabinet meeting date (if applicable): 11 February 2025

Director/Assistant Director: Jane Edwards.

Note: We are consulting on four options (no change, federation, amalgamation and closure), however, the EQIA is assessing the impact on two of the recommended/viable options (amalgamation / closure). If federation is chosen, the EQIA will be updated and amended accordingly.

2. Executive summary

Policy proposal: After careful consideration of all the available options for the future of Tiverton primary school the recommended option is to proceed with publishing a statutory notice for closure. It is proposed that the school closes from September 2025. Pupils still at the school will be offered alternative places at other local primary schools. The analysis of school level data (pupil rolls) at Tiverton and the need to protect the sustainability and financial health of other schools are the main reasons

for this decision.

Results of the analysis: The main negative impacts will be for staff at risk of redundancy and the disturbance caused to children and friendship groups with the transitioning to a new school. Additional specific negative impacts relate to deprived children within proximity of Tiverton. The main positive impacts are that children who move from Tiverton to any other Haringey primary school will be moving from a school that is Ofsted rated Inadequate to one that is Ofsted rated Good or Outstanding.

Mitigations: Impacts on children and staff will be mitigated (see 5 – Key impacts summary) by ensuring support and assistance where required. A dedicated Admissions process will be undertaken to ensure as smooth a transition and possible for impacted pupils. Impacted members of staff will be supported through redeployment pools and redundancy, where applicable.

Next steps: The full consultation process and next steps are identified in Section 6 of the Tiverton Cabinet report paper.

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.

We have already met twice with parents, carers and teaching staff in May 2024 as part of an informal information exchange designed to identify the main pressures and challenges.

The formal consultation seeks to establish the key concerns of and issues affecting stakeholders and clarify if they identify those issues also shown in the EQIA or if there are any specific impacts on those with protected characteristics. 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 two proposals: (1) the amalgamation of Tiverton with Seven Sisters or (2) the closure of Tiverton primary school.

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

- through the Schools Newsletter which is distributed to the head teacher and chair of governors of every school in the borough;

- letter to all Haringey primary and secondary schools
- email to all Children's Centres in the borough;
- email to all registered nurseries and child minders and any other early years providers;
- published on the Council's online admissions pages; / dedicated consultation page
- via information in all libraries across the borough (posters/ digital screens);
- email to all councillors from the Lead Cabinet Member;
- email MPs whose constituencies are affected;
- email to the diocesan authorities.
- email to all residents' groups that the Council hold information for
- email to the branch secretaries of all trade unions recognised by the Council for collective bargaining in respect of its employees at Tiverton Primary School
- email to neighbouring authorities
- email to other groups, bodies, parents and carers as appropriate
- social media and digital billboards

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.

Consultation stages

	Description	Timescale
1	Informal consultation on the proposals set out in this report	6-week consultation (October-December 2024)
2	Gathering stakeholder representation and drafting a report with recommendations to Cabinet	December 2024 – January 2025
3	Decision on whether to progress to formal consultation which involves publishing a statutory notice of intention to amalgamate or close. This triggers a 28-day representation period during which any person could object to or make comments on the proposal.	February 2025 Cabinet meeting
4	Final decision to proceed or not with an amalgamation or closure	April or May 2025 Cabinet meeting

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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

There is an understandable anxiousness about changes to Tiverton primary school including its potential closure. These feelings were predominant in the consultation response with themes identified such as “fear of closure, impact on community and impact on children”. There was nonetheless an understanding that change was necessary evidenced by the fact that an almost half of respondents were very unsupportive of No Change. A further third of respondents (32%) were either supportive or very supportive of Closure. Nonetheless there are still a majority (44%) of respondents who were unsupportive or very unsupportive of Closure.

In terms of groups with protected characteristics:

Age: One response in relation to school staff made reference to fears of job loss and risk of redundancy. The EQIA has already identified that there is a disproportionate number of older staff members and older pupils amongst those impacted by the decision due to their greater predominance.

Disability: During the public consultation one parent had specific concerns about their son who has SEN and an EHCP. Their fears were allayed by the provision of a specific meeting for parents of children with SEND/EHCP, and Educational psychologist and colleagues from the SEND department. The parent was also told that if Tiverton closes, the SEND team will support them in finding a place at an alternative school.

Gender reassignment: No specific reference to this protected characteristic from the consultation or engagement activities.

Marriage and civil partnership: No specific reference to this protected characteristic from the consultation or engagement activities.

Pregnancy and maternity: No specific reference to this protected characteristic from the consultation or engagement activities.

Race: No specific reference to this protected characteristic from the consultation or engagement activities.

Religion or Belief: One respondent mistakenly suggested that they didn’t want Tiverton school to be amalgamated with their Catholic school due to it not being of the same standard or having the same Catholic values. At no stage has there been any consideration given to amalgamating Tiverton (a community school) with a Faith school.

Sex: No specific reference to this protected characteristic from the consultation or engagement activities.

Sexual orientation: No specific reference to this protected characteristic from the consultation or engagement activities.

Socio-economic status: One respondent mentioned that the area around Seven Sisters road has been forgotten about and that the legacy of previous regeneration now felt non-existent.

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

- 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

Early years (0-4 years old) and Primary school age pupils (5-11 years old; Reception Year to Year 6) along with school staff (18-64 years old)

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

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

The latest data from the ONS 2021 Census 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 at Tiverton primary school)

Year group	Male	Female	Grand Total
Reception	13	16	29
Year 1	14	14	28
Year 2	8	16	24
Year 3	20	12	32
Year 4	23	17	40
Year 5	24	14	38
Year 6	31	18	49
Grand Total	122 (50.8%)	118 (49.2%)	240

Source: School Census May 2024

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
Grand Total	9,897 (51.4%)	9,356 (48.6%)	19,253

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 general even split across each of the age groups, with no overrepresentation in any of the age cohorts.

The age distribution at Tiverton and Seven Sisters schools shows a comparable distribution to all Haringey schools. There is a current surplus of vacancies across Planning area 3 where Tiverton is located. Haringey uses 5 primary planning areas across Haringey for primary school planning. Should Tiverton close (with the net

effect of losing 1 form of capacity) there is enough local capacity to ensure all the existing cohort can receive a school place.

Age profile of teaching staff at Haringey schools

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

Age profile of Tiverton and Seven Sisters schools – Teaching staff

	25 to 34	35 to 44	45 to 54	55 to 64	65+	Total
Seven Sisters	4 (29%)	6 (43%)	2 (14%)	2 (14%)	-	14 (100%)
Tiverton	2 (14%)	5 (36%)	6 (43%)	1 (7%)	-	14 (100%)

Age profile of Tiverton and Seven Sisters schools – Support staff

	25 to 34	35 to 44	45 to 54	55 to 64	65+	Total
Seven Sisters	-	10 (33%)	7 (23%)	12 (40%)	1 (3%)	30 (100%)
Tiverton	1 (3%)	6 (20%)	5 (17%)	11 (37%)	1 (3%)	24 (100%)

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

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

The data above suggests that the teaching staff at Tiverton and Seven Sisters maybe generally older than those found across Haringey schools – an exact like-for-like picture is hard to ascertain due to the available data having different age ranges. If data collected during any subsequent consultation suggests that any proposal will inadvertently impact upon teachers based upon the protected characteristic of age attempts to mitigate this impact may need to be undertaken.

Potential Impacts

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

- Amongst staff at Tiverton and Seven Sisters there is a disproportionate number of older staff members who could be negatively impacted by the closure. In terms of mitigating the impact, the Council will endeavour to ensure that should staff be affected by amalgamation or school closure they will be given access to the redeployment pool and given support to find alternative roles within the Council.

- There is a disproportionate number of older Tiverton children (in Years 4, 5 and 6) than younger children (in Reception, Years 1, 2 and 3). Therefore these older children maybe disproportionately impacted by any potential amalgamation with Seven Sisters simply because they are more pupils in these age groups. The council is currently liaising with transport team colleagues to see how this impact could be mitigated. Pupils at Tiverton will be supported to find places in other local schools, to mitigate the impact of amalgamation or closure. There are sufficient primary school places in the local area that can provide a suitable alternative for displaced pupils.

4b. Disability

Data

Borough Profile (for teacher age population)

- Disabled under Equality Act – 13.7%²
 - Day to day activities limited a lot – 6.1%
 - Day to day activities limited a little – 7.5%
- 7.5% of residents people diagnosed with depression³
- 1.7% of residents diagnosed with a severe mental illness⁴
- 0.4% of people in Haringey have a learning disability⁵

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%

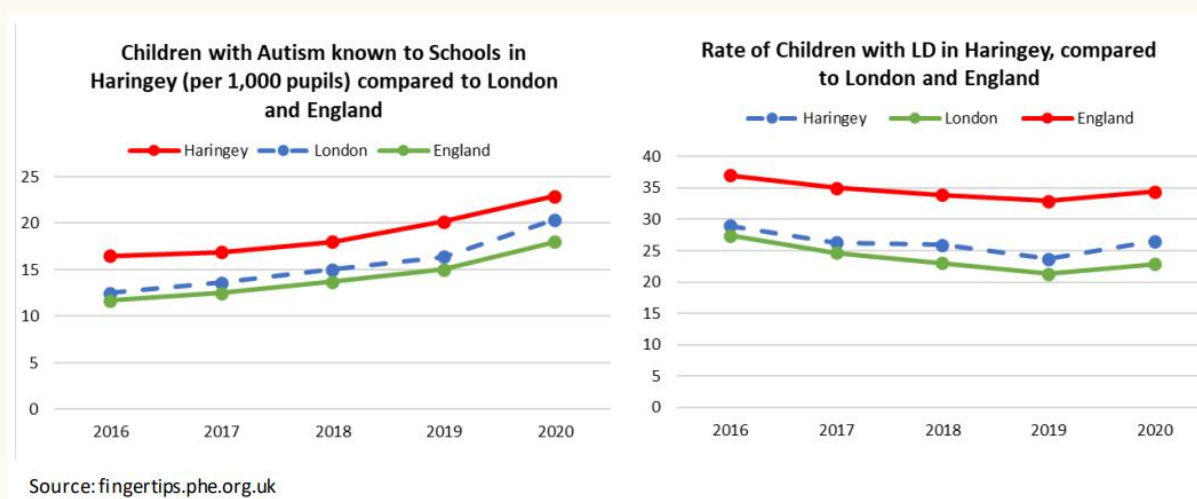
Source: ONS 2021 Census (Table RM073 Disability by sex by age)

² Census, 2021 – [Disability, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/disability)

³ NHS Quality Outcomes Framework – [Prevalence of diagnosed depression among GP registered population age 18+](https://www.nhs.uk/quality-outcomes-framework/prevalence-of-diagnosed-depression-among-gp-registered-population-age-18/)

⁴ NHS Quality Outcomes Framework – [Prevalence of diagnosed mental health diagnosis among GP registered population age 18+](https://www.nhs.uk/quality-outcomes-framework/prevalence-of-diagnosed-mental-health-diagnosis-among-gp-registered-population-age-18/)

⁵ PHE Learning disability profiles – <https://fingertips.phe.org.uk/learning-disabilities#page/0/gid/1938132702/pat/6/par/E12000007/ati/102/are/E09000014>



Target Population Profile

Early years (0-4) and Primary school age pupils (5-11) along with teacher adult age population – see Borough profile data.

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

The data used will be data on disability from the 2021 ONS census, data from Public Health England.

Primary age pupils by SEND code

All schools / School	E	K	N	Total
All Haringey primary age pupils (R-Y6)	6%	14%	81%	19,253
Seven Sisters primary school	11%	14%	74%	214
Tiverton primary school	5%	12%	83%	240

E = Education, care and health plan

K = SEN support

N = No special educational need

The above table shows that across Haringey some 6% of primary aged pupils have an Education, care and health plan (EHCP) whilst 14% have SEN support. At Seven Sisters primary school some 11% of pupils have an EHCP (higher than the borough average) and 14% have SEN support (same as borough average). At Tiverton the percentage of pupils with an EHCP is 5% and with SEN support 12%. Both are lower than the borough average and that recorded for Seven Sisters.

The Haringey-wide data (included above) demonstrates that there is an even distribution of children with disabilities across age groups. The current admission arrangements prioritise meeting the criteria for children with an EHCP 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.

The distribution of the children and young people with EHCPs or disability 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).

Disability status at Seven Sisters and Tiverton primary schools for teaching staff

School	Disabled	Not declared	Not disabled	Total
Seven Sisters primary school	-	1 (7%)	13 (93%)	14 (100%)
Tiverton primary school	1 (7%)	1 (7%)	12 (86%)	14 (100%)

Disability status at Seven Sisters and Tiverton primary schools for support staff

School	Disabled	Not declared	Not disabled	Total
Seven Sisters primary school	-	3 (10%)	27 (90%)	30 (100%)
Tiverton primary school	1 (3%)	2 (7%)	21 (70%)	24 (100%)

The data above shows the disability status of staff at Seven Sisters and Tiverton primary schools. It suggests there are no disabled staff at Seven Sisters and two at Tiverton primary school.

Potential Impacts

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

Children with SEND are a vulnerable group who could be negatively affected by this proposal, due to their particular needs and requirements. This will be mitigated by effective transition planning. If the proposal is agreed, additional support to enable a smooth transition will be offered to affected pupils who have a disability or a SEND need.

If the schools are amalgamated, Seven Sisters Primary School currently offers unmatched SEND support to families within the local community and will continue to provide this support. It is well placed in terms of its more central geographical

location in terms of access for families with SEND. Furthermore, Seven Sisters Nurture Hub has been operating successfully for a number of years and was commissioned by the London Borough of Haringey to provide a space for children who need access to therapeutic intervention. Children are referred by their Haringey school to the Hub and have a bespoke programme to enable them to understand their social and emotional needs.

If a decision is taken to close Tiverton, children will be supported to find an alternative place at a local school. The current admission arrangements prioritise meeting the criteria for children with an EHCP as well as also giving priority to children with social and medical considerations that meet the criterion for an exceptional medical or social need.

Concerns of affected disabled staff at Tiverton primary school will be taken into consideration in this consultation. In terms of mitigating the impact, the Council will endeavour to ensure that should staff be affected by amalgamation or school closure they will be given access to the redeployment pool and given individualised support to find alternative roles, considering any impacts on their protected characteristics.

4c. Gender Reassignment

Data

Borough Profile⁶

- 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
Total: All usual residents aged 16 years and over	216,000

⁶ Census, 2021 – [Gender identity, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/mentalhealth/articles/genderidentityenglandandwales/2021)

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 men⁷.

Target Population Profile

Primary school age pupils (5-11) and teaching staff.

There may be a small number of transgender young people attending Haringey schools; some Haringey school staff may also identify as transgender. Haringey does not collect this data for primary age children or school staff, and therefore we do not have reliable data regarding this.

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.

For example, individual needs of transgender young people will be addressed on a case-by-case basis to help them find an appropriate school place. In terms of mitigating the impact on staff, the Council will endeavour to ensure that should staff be affected by amalgamation or school closure they will be given access to the redeployment pool and given individualised support to find alternative roles, considering any impacts on their protected characteristics.

4d. Marriage and Civil Partnership

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.

Borough Profile ⁸

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%)

⁷ 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.

⁸ Source: 2011 Census

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?

Haringey does not collect data regarding the relationship status of parents and carers.

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

Note⁹:

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

Data

Borough Profile ¹⁰

Live Births in Haringey 2022: 3,085

Target Population Profile

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

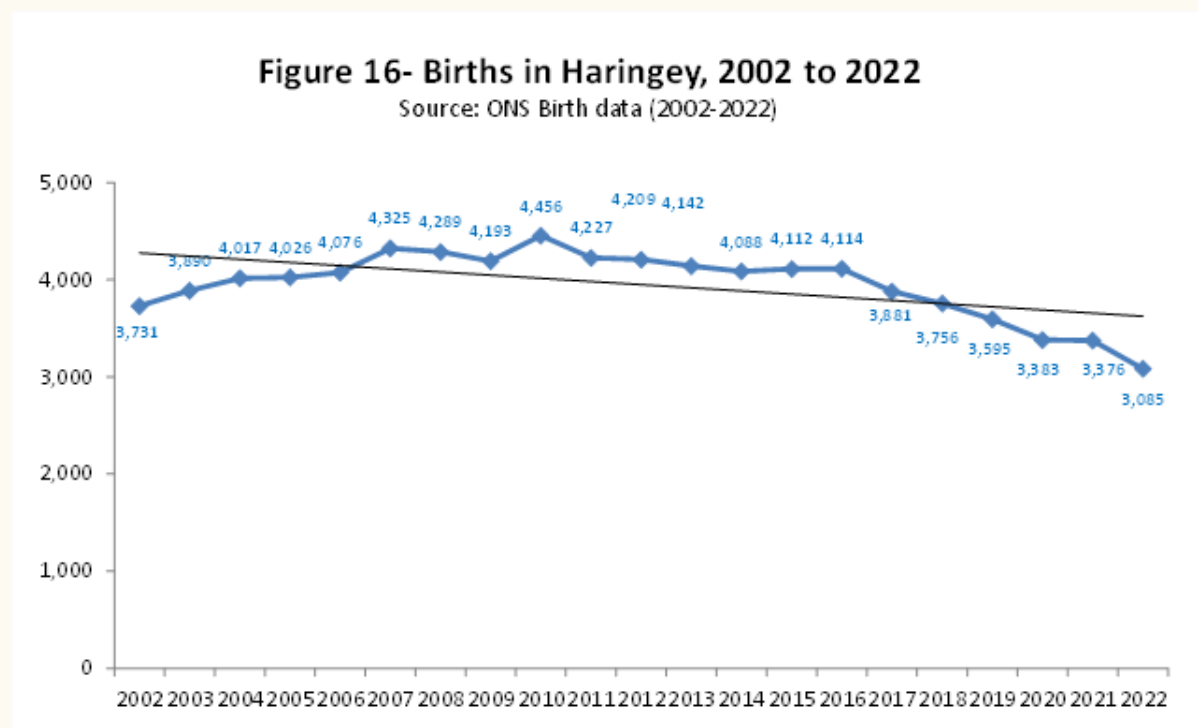
What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

⁹ Equality and Human Rights Commission, 2022 – [Pregnancy and maternity discrimination](#).

¹⁰ Births by Borough (ONS)

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.



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	2,683 (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	13fe
2024/25	2,558	2,910	12.1%	352	12fe
2025/26	2,471	2,880	14.2%	409	14fe
2026/27	2,484	2,880	13.8%	396	13fe

2027/28	2,395	2,880	16.8%	485	16fe
2028/29	2,442	2,880	15.2%	438	15fe
2029/30	2,447	2,880	15.0%	433	14fe
2030/31	2,447	2,880	15.0%	433	14fe

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

Staff at all Haringey state funded schools - Headcount

	Male (%)	Female (%)
Teachers	675 (28.5%)	1,692 (71.5%)
Administrative staff	24 (8.3%)	264 (91.6%)
Auxiliary staff	110 (13.6%)	698 (86.3%)
Leadership non teacher	2 (50%)	2 (50%)
Other support staff	33 (11.7%)	249 (88.3)
School Business professionals	93 (50.5%)	92 (49.5%)
Teaching assistants	216 (14.2%)	1,304 (85.7%)
Technicians	45 (60%)	30 (40%)

Potential Impacts

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

We don't have data on how many staff are currently pregnant or on maternity.

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.¹¹

Data

¹¹ [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com/)

Borough Profile – 2021 Census data ¹²

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

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

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

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

Ethnic composition of Seven Sisters and Tiverton **pupil population** as at 2024:

¹² Source: 2021 Census

	Haringey average	Seven Sisters	Tiverton
Any other ethnic group	7.8%	10.3%	16.7%
Asian - Any other Asian background	1.7%	0.5%	0.4%
Asian - Bangladeshi	2.0%	7.5%	1.3%
Asian – Indian	1.1%	1.9%	0.4%
Asian - Pakistani	0.8%	0.5%	1.7%
Black - Any other Black background	2.3%	2.8%	0%
Black - Black African	12.0%	17.8%	18.8%
Black - Black Caribbean	4.7%	8.4%	7.9%
Chinese	1.0%	0%	0%
Mixed - Any other Mixed background	6.2%	5.1%	4.6%
Mixed - White and Asian	2.9%	0.5%	0%
Mixed - White and Black African	1.7%	1.9%	1.7%
Mixed - White and Black Caribbean	2.8%	4.7%	2.9%
White - Any other White background	27.1%	27.6%	35.0%
White - Gypsy/Roma	0.4%	0%	0%
White – Irish	0.7%	0.5%	0.8%
White - Traveller of Irish heritage	0.2%	0%	0%
White - White British	20.9%	1.9%	2.5%
Unclassified	1.8%	5.6%	3.8%
Information not obtained	0.9%	1.4%	1.7%
Refused	0.9%	1.4%	0%
Grand Total	100%	100%	100%

Source: May 2024 School Census (Haringey)

The data demonstrates the significant diversity of school-age children at Seven Sisters and Tiverton primary schools. In particular, there is a high proportion of pupils identifying as ‘Black African’, ‘Black Caribbean’, and ‘Any other White background’.

Service users (parents/carers)

There is no data available on the ethnicity of parents and carers. However, this is likely to 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).

Teachers ethnicity profile as at September 2024

	Seven Sisters	Tiverton
Asian	-	21.4%
Black	14.3%	28.6%
Mixed	-	-
Other		7.1%
White	64.3%	42.9%
Prefer not to say	14.3%	
Not declared	7.1%	-
Grand Total	100% (14)	100% (24)

Teaching staff

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

Ethnic background	Haringey
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%)
Total	2,369 (100%)

Support staff ethnicity profile as at September 2024

	Haringey average	Seven Sisters	Tiverton
Asian	10%	-	12.5%
Black	24%	40%	37.5%
Mixed	5%	13.3%	4.2%
Other	3%	6.7%	4.2%
White	43%	30.0%	41.7%
Prefer not to say		-	-
Not declared		10.0%	-
Grand Total	100% (3,164)	100% (30)	100% (24)

Source: Haringey Schools HR 2024

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

Ethnic background	Haringey
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%)
Total	3,164 (100%)

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 Seven Sisters and Tiverton primary schools along with ethnicity data for all Haringey school staff and support staff.

The data shows that there are more Asian and Black teaching staff at Tiverton than across Haringey as a whole whilst at Seven Sisters the profile appears slightly closer to the Haringey average. The small data samples at both schools (14 and 24 respectively) may be a factor in these variances.

The data shows that there are a higher proportion of Black support staff across Seven Sisters and Tiverton schools than compared to the Haringey average.

Potential Impacts

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

The proposal could have negative impacts on pupils at Tiverton who will have to change schools, and amongst this cohort there is an overrepresentation of children from Black African, Black Caribbean and Any Other White backgrounds. Pupils at Tiverton will be supported to find places in other local schools, to mitigate the impact of amalgamation or closure. There are sufficient primary school places in the local area that can provide a suitable alternative for displaced pupils.

There is a higher proportion of Black and Asian teachers at Seven Sisters and Tiverton when compared with the Haringey averages. This means that among the cohort of staff who could be negatively impacted by the proposal, there is an overrepresentation of these groups. 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.

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.

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

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

Note: * Totals may not add up due to rounding

Target Population Profile

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

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

Religion or belief is not covered by the PLASC school census, which means that we do not collect this data. The best alternative proxy is the 2021 Census on religion by age for the age groups Aged 2 and Under and Aged 3 to 15 years expressed as percentages.

	Aged 2 years and under		Aged 3 to 15 years	
	Percentage (%)	Cohort size	Percentage (%)	Cohort size
No religion	33%	3,042	10,116	26%
Christian	30%	2,712	14,431	37%
Buddhist	0%	25	158	0%
Hindu	1%	88	314	1%
Jewish	7%	601	2,851	7%
Muslim	16%	1,457	6,999	18%
Sikh	0%	37	141	0%
Other religion	1%	117	762	2%
Not answered	11%	1,034	3,352	9%
Total	264,238	100%	39,124	39,124

Source: ONS (2021 Census data for Haringey)

Note: * Totals may not add up due to rounding

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

Service users (parents/carers)

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

Staff at Haringey schools

We do not have any data on the religious beliefs of the staff in Haringey's schools.

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, 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 and that the two schools mentioned (Tiverton and Seven Sisters) are non-faith community schools. Pupils at Tiverton will be supported to find places in other local schools, to mitigate the impact of amalgamation or closure. There are sufficient primary school places in the local area that can provide a suitable alternative for displaced pupils, including a variety of faith schools in Haringey and across the borough boundary in Hackney.

This proposal is likely to have neutral impacts.

4h. Sex Data

Borough profile ¹³

Females: (51.9%)

Males: (48.1%)

Target Population Profile

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

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

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

Service users (Primary age children by Sex)

	Primary Reception to Yr 6	Primary Reception to Yr 6
Female	9,356	48.6%
Male	9,897	51.4%
Grand Total	19,253	100%

Source: School Census May 2024

PLASC School Census data as at May 2024

Service users (Primary children by Age and sex at Tiverton primary school)

Year group	Male	Female	Grand Total
Reception	13	16	29
Year 1	14	14	28
Year 2	8	16	24

¹³ Source: 2021 Census

Year 3	20	12	32
Year 4	23	17	40
Year 5	24	14	38
Year 6	31	18	49
Grand Total	122 (50.8%)	118 (49.2%)	240

Source: School Census May 2024

There are slightly more male than female pupils in Haringey primary schools, including at Tiverton primary school.

Service users (parents/carers)

Borough wide data indicates that there is a gender split of males 51.4% to females 48.6%. There is no available data collected by the Children's Service indicating the proportion of each which is also a parent/carer.

Staff at all Haringey state funded schools - Headcount

	Male (%)	Female (%)
Teachers	675 (28.5%)	1,692 (71.5%)
Administrative staff	24 (8.3%)	264 (91.6%)
Auxiliary staff	110 (13.6%)	698 (86.3%)
Leadership non teacher	2 (50%)	2 (50%)
Other support staff	33 (11.7%)	249 (88.3)
School Business professionals	93 (50.5%)	92 (49.5%)
Teaching assistants	216 (14.2%)	1,304 (85.7%)
Technicians	45 (60%)	30 (40%)

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)

Staff at Seven Sisters school – Headcount

	Male (%)	Female (%)	Total
Teachers	21.4%	78.6%	14
Teachers – Total	21.4%	78.6%	100% (14)
Other support staff	19.9%	49.8%	23
School Business professionals		3.3%	1
Teaching assistants	3.3%	23.3%	8

Other support staff – Total	23.3%	76.7%	100% (30)
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Staff at Tiverton school – Headcount

	Male (%)	Female (%)	Total
Teachers	14.3%	85.7%	14
Teachers – Total	14.3%	85.7%	100% (14)
Other support staff	4.2%	79.4%	20
School Business professionals	-	4.2%	1
Teaching assistants	4.2%	8.3%	3
Other support staff – Total	8.3%	91.7%	100% (24)

Data for Seven Sisters and Tiverton is limited to teachers, Other support staff, teaching assistants and school business professionals only.

There are more female teachers and support staff at both Seven Sisters and Tiverton than compared to male teachers and support staff. As a greater proportion of school staff are women rather than men it is more likely women will be affected by this change.

If the outcome of this consultation leads to a reduction of staff the overrepresentation of female teachers and teaching assistants means that numerically more of them are likely to be affected by the proposal than male teachers and teaching assistants. This is simply because of their greater prevalence in the school workforce. However the impact on individual male and female staff is likely to be equal.

Potential Impacts

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

Amongst Tiverton staff, there is an overrepresentation of females relative to the borough average, which could mean that negative impacts as a result of the proposal will be felt mostly by females. However, on the basis of sex the proposal will impact each member of staff equally. 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, with consideration of their protected characteristic.

Amongst Tiverton pupils, there is an overrepresentation of males relative to the borough average, but the negative impacts of the proposal will not affect any pupil specifically as a result of their sex. 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 reasonable travelling distance guidelines set out by the DfE.

4i. Sexual Orientation

Data

Borough profile ¹⁴

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

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

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

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.

The sexual orientation of young people within Haringey schools is not currently recorded.

Sexual orientation of staff at Seven Sisters school

	Total
Heterosexual/Straight	3 (7%)

¹⁴ Source: ONS Integrated Household Survey

Not declared	41 (93%)
Prefer not to say	0 (0%)
Total	44 (100%)

Sexual orientation of staff at Tiverton school

	Total
Heterosexual/Straight	11 (29%)
Not declared	15 (39%)
Prefer not to say	12 (32%)
Total	38 (100%)

Potential Impacts

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.. 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.

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

4j. Socioeconomic Status

Data

Borough profile

Income

8.3% of the population in Haringey were claiming unemployment benefit on 10 July 2024.¹⁵

¹⁵ [ONS Claimant Count](#)

21.9% of the population in Haringey were claiming Universal Credit on 21 August 2024 (% of population aged 16-65 on Universal Credit) ¹⁶
 34% of employee jobs in the borough are paid less than the London Living Wage.¹⁷

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.¹⁸

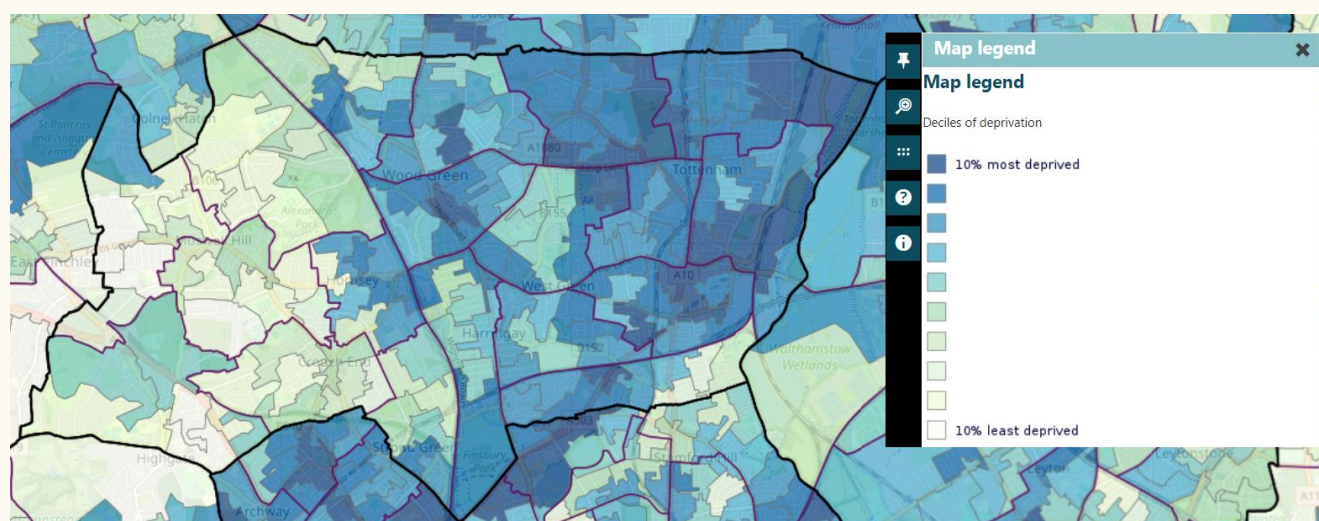
3.7% of Haringey's working age populations had no qualifications in 2021.¹⁹ 5.0% were qualified to level one only.²⁰

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.²¹

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

¹⁶ [LG Inform](#)

¹⁷ ONS, ASHE survey July 2023 Percentage of employee jobs in London paid below the London Living Wage by borough

¹⁸ [LG Inform - qualifications](#)

¹⁹ [LG Inform - qualifications](#)

²⁰ [LG Inform – level one](#)

²¹ [State of the Borough](#) (p.21)

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

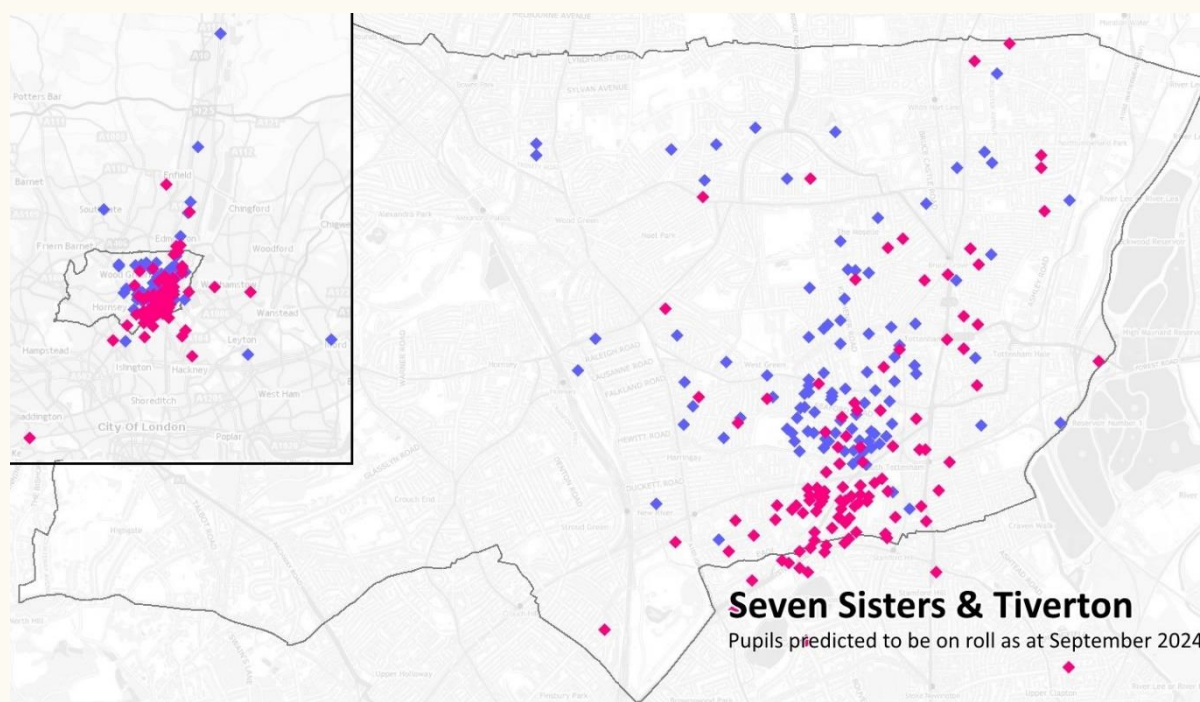
What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

Deprivation data of Planning Area 3

Educational attainment data from Seven Sisters and Tiverton School.

Home locations of Tiverton and Seven Sisters pupils

Map 1 Home locations of current Seven Sisters and Tiverton pupils



The proposal includes reducing the number of surplus places in Planning area 3 where Tiverton primary school is located.

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

Potential Impacts

The proposal is likely to have a negative impact on students living near Tiverton school, in high areas of deprivation. Tiverton is 0.6 miles away from Seven Sisters, which is a 13-minute walk between the two schools – therefore the costs of additional travel should be minimal. Should this exact same cohort of pupils attend Seven Sisters rather than Tiverton the typical distance travelled is 0.43 of mile / less than half a mile. It should be noted that these data are averages, and most parents/carers will have a shorter or longer travel distance than that stated above. Of the 215 pupils at Tiverton predicted to be on roll in September 2024, some 62 or just under a third will have a shorter distance to Seven Sisters than Tiverton.

Any potential impact on travel times for impacted parents/carers and children has already been discussed with the council Leads in these areas and we may consider enlargement of the School street status given to Seven Sisters school (should this proposal lead to the amalgamation of both Tiverton and Seven Sisters schools) to aid safer transport to the school. We may also offer more protection to vulnerable groups and blue badge holders.

In terms of pupil composition Tiverton Primary School shares many similar characteristics with other Haringey primary schools located in Planning Area 3 and sufficient places exist at neighbouring schools to absorb displaced pupils. Moreover, all surrounding schools are judged by Ofsted to be 'good' or 'outstanding', whereas Tiverton is judged as 'Requires Improvement', therefore there may be a positive impact of pupils moving to other schools as the educational provision will be improved

5. Key Impacts Summary

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

The closure of Tiverton primary school will impact existing pupils and teaching staff. The main negative impacts will be for staff at risk of redundancy and the disturbance caused to children and friendship groups with the transitioning to a new school. Additional specific negative impacts relate to deprived children within proximity of Tiverton.

Pupils still at the school will be offered alternative places at other local primary schools via a dedicated Schools admissions process. Children with SEND or an EHCP will also receive additional assistance to make their transition as smooth as possible.

Impacted members of staff will be supported through redeployment pools and redundancy where applicable. The council is working closely with Schools HR to identify staff impacted and provide a suite of support.

5b. Intersectionality

There is a possibility that this proposal could disadvantage pregnant women due to the greater prevalence of women amongst teachers and teaching assistants across Haringey schools' staff.

Any potential impact needs to be evaluated in the context of scale (i.e. by establishing if there are pregnant women affected by this proposal).

The proposal should also be viewed in the context of ensuring the sustainability and breadth of offer at Haringey's primary school estate. Doing nothing would put many

schools under possibly intolerable financial burden due to growing surpluses which would likely worsen wider educational outcomes for all pupils.

5c. Data Gaps

We are not aware of any relevant groups who have not been consulted with through school meetings and via the consultation survey.

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?

As mentioned above, there is a possibility that staff members impacted by redundancies and redeployment will be disproportionately female because there is a greater concentration of females than males amongst teachers and teaching assistants in Haringey schools.

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

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

The EQIA has identified several areas where protected characteristics are impacted but these will be mitigated as described above in 5a – Key Impacts summary.

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: Protected characteristic (Age)

Lead officer: Chidi Okwesilieze (Head of School's HR). For school staff establish if older school staff are at particular risk in terms of redeployment/redundancy risk and establish mitigations to tackle this.

Lead officer: Carlo Kodosi (Head of Admissions and School Organisation). Ensure that the managed admissions process for older (and more prevalent) pupils at Tiverton runs smoothly and efficiently.

Timescale: Q2025 (for staff) / Consistent with admissions process schedule for pupils

Action: Protected characteristic (Pregnancy and maternity)

Lead officer: Schools HR (Chidi Okwesilieze - Head of School's HR). Establish if any staff affected by the closure of Tiverton Primary school are pregnant or on maternity leave. Arrange a one-to-one meeting with them to determine how Schools can assist them.

Timescale: Q1 2025

Action: Protected characteristic (Race)

Lead officer: Chidi Okwesilieze (Head of School's HR). For school staff: Ensure that school staff of Asian and Black ethnicity at Tiverton are given access to redeployment/redundancy and establish mitigations to tackle this, taking into account this protected characteristic.

Lead officer: Carlo Kodosi (Head of Admissions and School Organisation). Ensure that the managed admissions process for pupils of Black African, Black Caribbean, and Any Other White background at Tiverton runs smoothly and efficiently.

Timescale: Q1 2025 (for staff) / Consistent with admissions process schedule for pupils

Action: Protected characteristic (Sex)

Lead officer: Chidi Okwesilieze (Head of School's HR). Ensure that female staff affected by the proposal will be given access to the redeployment pool and given individualised support to find alternative roles, with consideration of their protected characteristic.

Timescale: Q1 2025

Action: Protected characteristic (Socioeconomic status)

Lead officer: Carlo Kodosi (Head of Admissions and School Organisation). Ensure that the managed admissions process for pupils of the local area around Tiverton primary school (which is located in a ward with high levels of deprivation) runs smoothly and efficiently and takes into account this protected characteristic.

Timescale: Consistent with admissions process schedule for pupils

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:

N/A

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?

If a decision is made to close the school, then we will ensure the smooth transition of displaced pupils to a new school that is rated by Ofsted as 'Good' or 'Outstanding'. There is no intention to provide ongoing monitoring as we expect schools to be able to support and safeguard pupils in their care.

Both Haringey and neighbouring schools are able to support children with a wide range of abilities, special needs, disabilities and learning difficulties, from able, gifted and talented pupils to those with multiple and significant disabilities, medical conditions and learning difficulties. They work with special educational needs and are able to accommodate a wide range of medical needs and offer pastoral support to children.

8. Authorisation

EQIA approved by (Assistant Director/ Director)
Director for Schools and Learning

Jane Edwards, Assistant

Date

07 January 2025

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.