

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: Closure of St Peter in Chains Infant and St Gildas Junior school.

Service Area: Schools & Learning.

Officer Completing Assessment: Nick Shasha.

Equalities Advisor: Guy Latham.

Cabinet meeting date (if applicable): 22 April 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 St Peter in Chains Infant and St Gildas Junior 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 St Peter in Chains Infant and St Gildas Junior school 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. The main positive impacts are that children who move from St Peter in Chains Infant and St Gildas Junior school to any other Haringey primary school will be moving from a school with unsustainable numbers of pupils to one that has more pupils, greater sustainability and possibly a broader curriculum offer.

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 St Peter in Chains Infant and St Gildas Junior school 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 with parents, carers and teaching staff on 4th and 5th February 2025 as part of an informal information exchange designed to identify the main pressures and challenges and explain the consultation process.

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 the proposal and if not, why not. To this purpose a survey will be developed to ascertain views on the proposal for the closure of St Peter in Chains Infant and St Gildas Junior 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 St Peter in Chains Infant and St Gildas Junior school 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

Stage	Description	Timescale
1	Informal consultation on the proposals set out in this report	4-week consultation (24 February 2025 – 21 March 2025)
2	Gathering stakeholder representation and drafting a report with recommendations to Cabinet	March 2025 – April 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.	22 April 2025 Cabinet meeting (Representation period from 05 May – 2 June 2025)

4	Final decision to proceed or not with closure	June 2025 Cabinet meeting
5	Implementation	Decision made in Stage 4 is implemented on the 31 August 2025

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

This will be updated after consultation.

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

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)

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?

The latest data from the ONS 2021 Census and the PLASC School Census has been produced below:

PLASC School Census data as at October 2024

Service users (Primary children by Age and sex at St Peter in Chains Infants (R-Y2) and St Gildas schools (Y3-Y6)

Year group	Male	Female	Grand Total
Reception	5	4	9
Year 1	1	5	6
Year 2	2	2	4
Year 3	7	5	12
Year 4	8	10	18
Year 5	-	-	-
Year 6	6	10	16
Grand Total	29 (44.6%)	36 (55.4%)	65

Source: School Census May 2024

PLASC School Census data as at October 2024

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

Year group	Male	Female	Grand Total
Reception	1,419	1,255	2,674
Year 1	1,403	1,243	2,646
Year 2	1,416	1,279	2,695
Year 3	1,348	1,333	2,681
Year 4	1,431	1,382	2,813
Year 5	1,397	1,395	2,792
Year 6	1,400	1,333	2,733
Grand Total	9,814 (51.6%)	9,220 (48.4%)	19,034 (100%)

Source: School Census October 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools shows a comparable distribution to all Haringey schools. There is a current surplus of vacancies across Planning area 2 where St Peter in Chains RC Infants and St Gildas RC Junior Schools are located. Haringey uses 5 primary planning areas across Haringey for primary school planning. Should St Peter in Chains RC Infants and St Gildas RC Junior Schools 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 St Peter in Chains Infants and St Gildas Junior Schools – Teaching staff

	25 to 34	35 to 44	45 to 54	55 to 64	65+	Total
SP Infants	-	1	2	3	-	6
SG Juniors	-	2	1	-	-	3
Total	-	3	3	3	-	9

Age profile of St Peter in Chains Infants and St Gildas Junior Schools – Support staff

	25 to 34	35 to 44	45 to 54	55 to 64	65+	Total
SP Infants	1	-	4	3	-	8
SG Juniors	-	1	-	4	1	6
Total	1	1	4	7	1	14

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 St Peter in Chains RC Infants and St Gildas RC Junior Schools may be 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools 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 children at across the combined schools (in Years 3, 4 and 6) than younger children (in Reception, Years 1 and 2). Therefore, these older children maybe disproportionately impacted by any closure simply because they are more pupils in these age groups. Pupils at St Peter in Chains RC Infants and St Gildas RC Junior Schools 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

Age range	Cohort size	Disabled under the Equality Act			Not disabled under the Equality Act		
		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	No long-term physical or mental health conditions

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

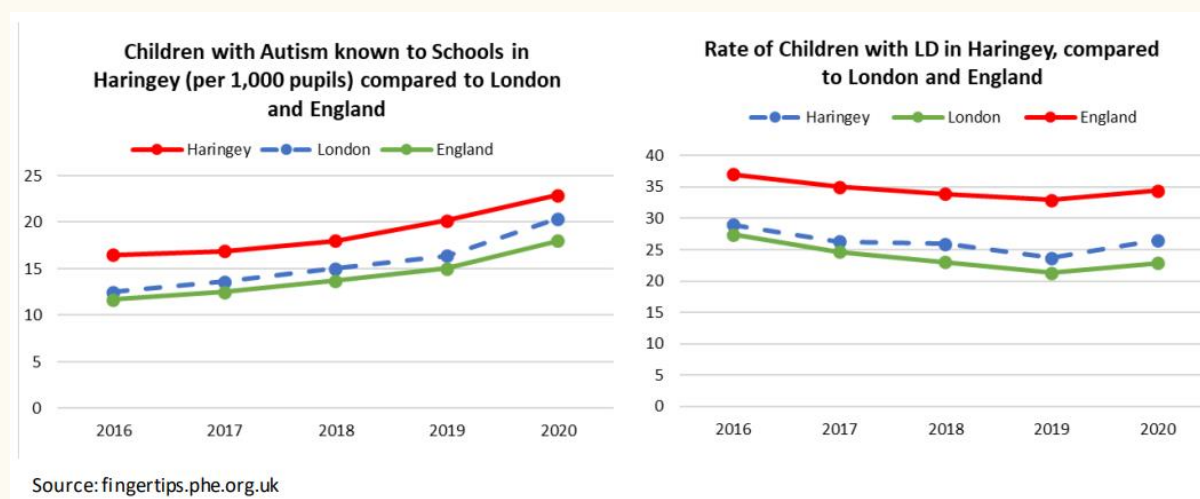
³ NHS Quality Outcomes Framework – [Prevalence of diagnosed depression among GP registered population age 18+](https://nhs.uk/quality-outcomes-framework/prevalence-of-diagnosed-depression-among-gp-registered-population-age-18-plus)

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

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

						day-to-day activities are not limited	
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

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
St Peter in Chains RC Infant School	2 (10%)	3 (16%)	14 (74%)	19
St Gildas RC Junior School	3 (7%)	15 (33%)	28 (61%)	46

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 St Peter in Chains RC Infant School some 10% of pupils have an EHCP (higher than the borough average) and 16% have SEN support (also higher than the borough average). At St Gildas RC Junior School the percentage of pupils with an EHCP is 7% (very similar to the borough average) and with SEN support 33% (much higher than the borough average). To some extent the variances between these percentages maybe related to the very small sample sizes at both schools.

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 St Peter in Chains RC Infants and St Gildas RC Junior Schools for teaching staff

School	Disabled	Not declared	Not disabled	Total
St Peter in Chains RC Infant School	-	-	6	6
St Gildas RC Junior School	-	-	3	3

Disability status at St Peter in Chains RC Infants and St Gildas RC Junior Schools for support staff

School	Disabled	Not declared	Not disabled	Total
St Peter in Chains RC Infant School	-	-	8	8
St Gildas RC Junior School	-	-	6	6

The data above shows the disability status of staff at St Peter in Chains RC Infants and St Gildas RC Junior Schools. It suggests there are no disabled staff at either 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 a decision is taken to close St Peter in Chains RC Infants and St Gildas RC Junior Schools, 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.

There is no equality impact for disabled staff at St Peter in Chains RC Infants and St Gildas RC Junior Schools as the above data indicates no staff with disabilities.

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://ons.gov.uk/people-and-population/population-and-demography/gender-identity)

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%)

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

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

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.

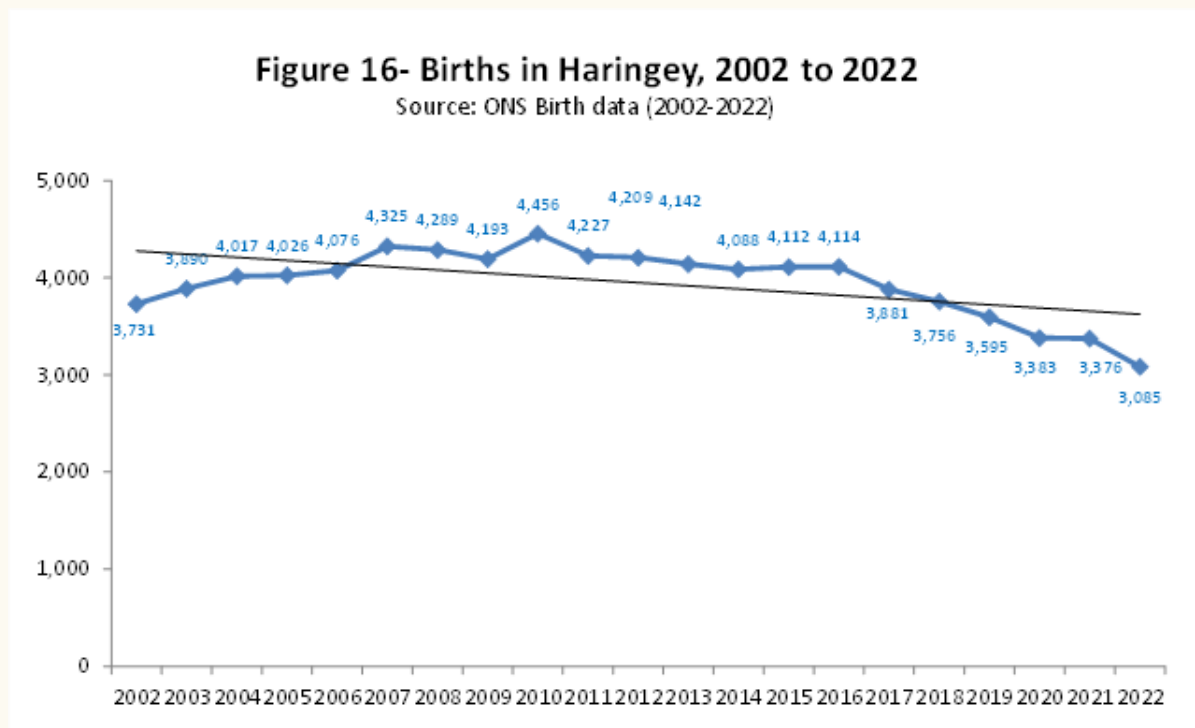
What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

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 leave.

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

Borough Profile – 2021 Census data ¹²

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

¹² Source: 2021 Census

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 St Peter in Chains RC Infant and St Gildas RC Infant **pupil population** as at 2024:

	Haringey average	St Peter in Chains RC Infant	St Gildas RC Junior

Any other ethnic group	7.8%	6%	-
Asian - Any other Asian background	1.7%	-	9%
Asian - Bangladeshi	2.0%	-	-
Asian – Indian	1.1%	-	-
Asian - Pakistani	0.8%	-	-
Black - Any other Black background	2.3%	6%	2%
Black - Black African	12.0%	6%	-
Black - Black Caribbean	4.7%	6%	2%
Chinese	1.0%	-	-
Mixed - Any other Mixed background	6.2%	13%	11%
Mixed - White and Asian	2.9%	-	2%
Mixed - White and Black African	1.7%	-	2%
Mixed - White and Black Caribbean	2.8%	6%	4%
White - Any other White background	27.1%	19%	29%
White - Gypsy/Roma	0.4%	-	-
White – Irish	0.7%	13%	13%
White - Traveller of Irish heritage	0.2%	-	-
White - White British	20.9%	19%	22%
Unclassified	1.8%	-	-
Information not obtained	0.9%	-	-
Refused	0.9%	6%	2%
Grand Total	100%	100%	100%

Source: May 2024 School Census (Haringey) and October 2024 School Census (School level)

The data demonstrates the significant diversity of school-age children at St Peter in Chains RC Infants and St Gildas RC Junior schools. Comparisons to the Haringey average aren't particularly helpful given the very small sample size of pupil cohorts at both St Peter in Chains RC Infants and St Gildas RC Junior schools.

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

	St Peter in Chains RC Infants	St Gildas RC Juniors
Asian	1	-
Black	-	-
Mixed	-	-
Other	-	-
White	3	3
Prefer not to say	-	-
Not declared	2	-
Grand Total	6	3

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	St Peter in Chains RC Infants	St Gildas RC Juniors
Asian	10%	1	-
Black	24%	-	1
Mixed	5%	1	-
Other	3%	-	-
White	43%	6	5
Prefer not to say		-	-
Not declared		-	-
Grand Total	100% (3,164)	8	6

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://www.gov.uk/explore-education-statistics)

The data above shows broad ethnicity groups for teachers and school staff at St Peter in Chains RC Infants and St Gildas RC Junior Schools along with ethnicity data for all Haringey school staff and support staff.

The data shows that there are more White teaching staff at St Peter in Chains RC Infants and St Gildas RC Junior Schools than across Haringey as a whole though the exceptionally small data samples at both schools (6 and 3 respectively) may be a factor in these variances.

The data also shows that there are a higher proportion of White support staff across St Peter in Chains RC Infants and St Gildas RC Junior Schools than compared to the Haringey average though again the exceptionally small data samples at both schools (8 and 6 respectively) may be a factor in these variances.

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 St Peter in Chains RC Infants and St Gildas RC Junior Schools who will have to change schools, and amongst this cohort there is an overrepresentation of children from the White Irish background. Pupils at St Peter in Chains RC Infants and St Gildas RC Junior Schools 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 White teachers and support staff at St Peter in Chains RC Infants and St Gildas RC Junior Schools 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.

Capacity at Catholic primary schools in Haringey vs. current cohorts at St Peter in Chains RC Infants and St Gildas RC Junior Schools:

	R	1	2	3	4	5	6
Catholic vacancies by year group in Haringey Catholic schools	83	84	60	82	61	102	58
Pupil numbers by year group at St Peter in Chains Infant and St Gildas Junior school	9	6	4	12	18	0	13
<i>difference</i>	74	78	56	70	43	102	45

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.

Capacity at Catholic primary schools in Haringey vs. current cohorts at St Peter in Chains RC Infants and St Gildas RC Junior 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 there is ample places available at alternative Catholic primary schools (see table above) and non-faith schools within Haringey. Pupils at St Peter in Chains RC Infants and St Gildas RC Junior Schools 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?

¹³ Source: 2021 Census

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 October 2024

Service users (Primary children by Age and sex at St Peter in Chains RC Infants school)

Year group	Male	Female	Grand Total
Reception	5	4	9
Year 1	1	5	6
Year 2	2	2	4
Grand Total	8	11	19

Service users (Primary children by Age and sex at St Gildas RC Junior school)

Year group	Male	Female	Grand Total
Year 3	7	5	12
Year 4	8	10	18
Year 5	0	0	0
Year 6	6	10	16
Grand Total	21	25	46

Source: School Census October 2024

There are slightly more male than female pupils in Haringey primary schools, though not at St Peter in Chains RC Infants and St Gildas RC Junior Schools which has a small female bias though the sample size is very small.

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 St Peter in Chains RC Infants School – Headcount

	Male	Female	Total
Teachers	2	4	6
Support staff	1	7	8
All staff – Total	3	11	14

Staff at St Gildas RC Junior school – Headcount

	Male	Female	Total
Teachers	1	2	3
Support staff	-	4	4
All staff – Total	1	6	7

Data for St Peter in Chains RC Infants and St Gildas RC Junior Schools is limited to teachers and support staff only.

There are more female teachers and support staff at both St Peter in Chains RC Infants and St Gildas RC Junior Schools 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools' staff, there is an overrepresentation of females 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools' pupils, there is a small overrepresentation of females 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%

¹⁴ Source: ONS Integrated Household Survey

Total	216,000	100%
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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 St Peter in Chains RC Infants school

	Total
Heterosexual/Straight	5
Not declared	8
Prefer not to say	1
Total	14

Sexual orientation of staff at St Gildas RC Junior school

	Total
Heterosexual/Straight	2
Bisexual	1
Not declared	6
Prefer not to say	-
Total	9

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

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

¹⁵ [ONS Claimant Count](#)

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](#)

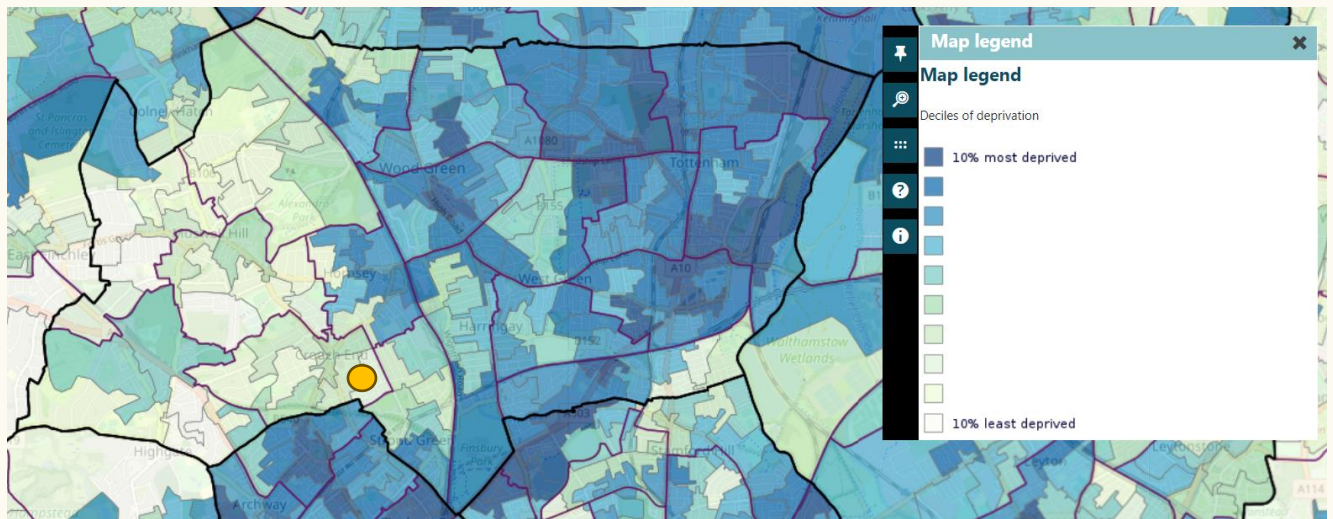
¹⁹ [LG Inform - qualifications](#)

²⁰ [LG Inform – level one](#)

²¹ [State of the Borough](#) (p.21)

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

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

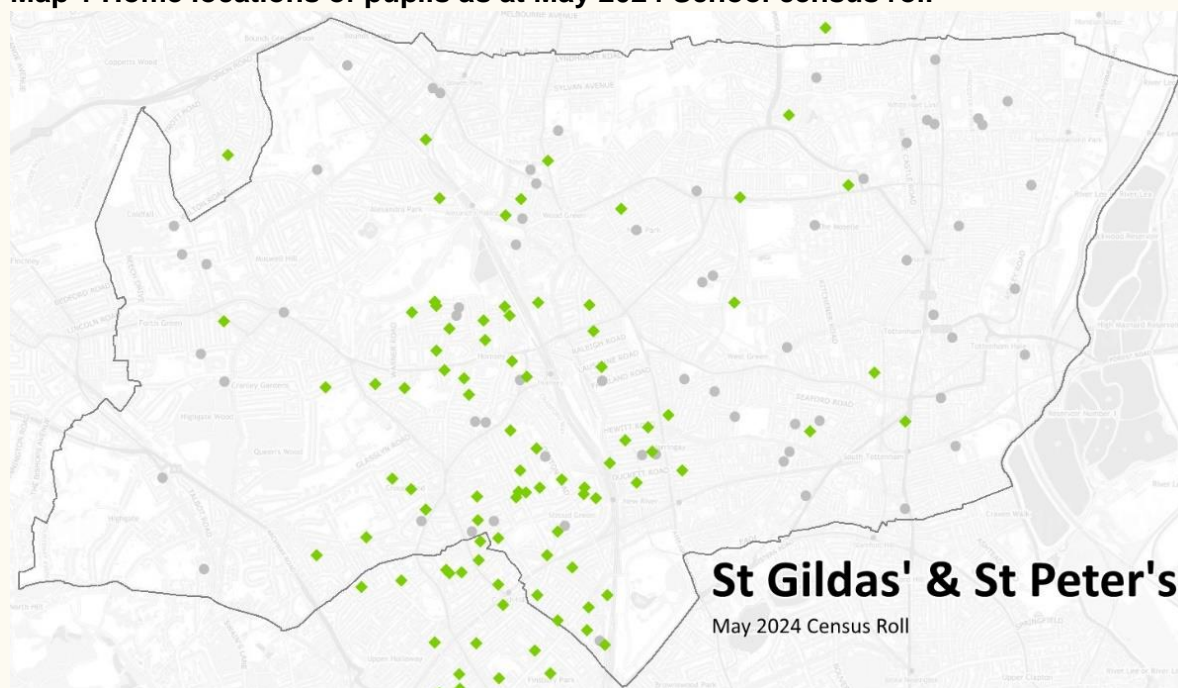
What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

Deprivation data of Planning Area 2 – see above map with location of St Peter in Chains RC Infants and St Gildas RC Junior Schools represented by a yellow circle.

Educational attainment data from St Peter in Chains RC Infants and St Gildas RC Junior schools.

Home locations of St Peter in Chains RC Infants and St Gildas RC Junior Schools' pupils.

Map 1 Home locations of pupils as at May 2024 School census roll



The proposal includes reducing the number of surplus places in Planning area 2 where St Peter in Chains RC Infants and St Gildas RC Junior Schools are 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools, in high areas of deprivation. However, Map 1 above shows that pupils are distributed across the borough and the school itself is located in a part of Haringey that is relatively less deprived than the rest of the borough (indicated by the light gradation in the Indices of Deprivation map (IMD) above).

In terms of pupil composition St Peter in Chains RC Infants and St Gildas RC Junior Schools share many similar characteristics with other Haringey primary schools located in Planning Area 2 and sufficient places exist at neighbouring schools to absorb displaced pupils. Moreover, all surrounding schools are judged by Ofsted to be 'good' or 'outstanding' thus ensuring there may be a positive impact of pupils moving to other schools as the educational provision will be improved certainly by virtue of attending a school with a likely broader curriculum mix, more staff and greater financial sustainability.

5. Key Impacts Summary

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

The closure of St Peter in Chains RC Infants and St Gildas RC Junior Schools 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 St Peter in Chains RC Infants and St Gildas RC Junior Schools though the IMD map suggests the school is not located in a particularly deprived part of the borough.

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 St Peter in Chains RC Infants and St Gildas RC Junior schools 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 St Peter in Chains RC Infants and St Gildas RC Junior

schools 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 St Peter in Chains RC Infants and St Gildas RC Junior schools are given access to redeployment/redundancy and establish mitigations to tackle this, taking into account this protected characteristic.

Lead officer: Carlo Kodsí (Head of Admissions and School Organisation). Ensure that the managed admissions process for all pupils and those with a White Irish background at St Peter in Chains RC Infants and St Gildas RC Junior schools 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 Kodsí (Head of Admissions and School Organisation). Ensure that the managed admissions process for pupils of the local area around St Peter in Chains RC Infants and St Gildas RC Junior schools 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

There were 20 individual responses to the survey question “Please provide reasons for your views below”. Appendix 1 para 1.4. lists the individual written responses received during the consultation together with responses from LA Officers for the consideration of decision makers. Officer responses include a number of mitigations that have already been addressed as part of this EQIA, namely sufficient vacancies in local schools and individualised support for displaced families and staff.

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

21 March 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.