

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:	Admission Arrangements for the 2027/28 academic year
Service Area:	Schools & Learning
Officer Completing Assessment:	Nick Shasha
Equalities Advisor:	Yasmin Jama
Cabinet meeting date (if applicable):	10 February 2025
Director/Assistant Director	Jane Edwards

2. Executive summary

Glossary:

Published Admission Number (PAN) – The number fixed number of school places that a school's admission authority must offer in a specific age group.

Fair Access Panel (FAP) - is a mechanism developed by the local authority in partnership with all schools in their area. Its aim is to ensure that vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

PLASC – Pupil Level Annual School Census - is an electronic collection of pupil and school level data provided by all maintained sector primary, middle, secondary, nursery and special schools in January each year.

EHCP – Education, Care or Health plan - An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

ONS – Office for National Statistics

DfE – Department for Education

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

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

This proposal concerns Admissions Arrangements for 2027/28 and proposed reductions in surplus school places (where we have more school places than needed by our community) at selected primary and secondary schools. We will ask for approval from Cabinet to consult on our proposed admission arrangements, including the proposals as shown below:

School	Determined PAN 2026	Proposed PAN for 2027	Reduction
Primary			
Rokesly Junior	90	60	-30
Secondary			
Gladesmore	243	240	-3
Highgate Wood	243	240	-3
Park View	189	180	-9

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

Due to local changes, the secondary schools displayed in the table above have agreed revised class structures with their unions, increasing class sizes from 27 to 30 pupils. This adjustment offers several operational and financial benefits:

- **Timetabling Efficiencies:** Larger class sizes allow for more streamlined timetabling, reducing the number of teaching groups and enabling more effective use of classroom space and teaching time.
- **Staffing Optimisation:** With fewer classes needed to accommodate the same number of pupils, schools can better allocate teaching staff, potentially reducing the need for additional recruitment and lowering staffing costs.
- **Financial Sustainability:** A class size of 30 aligns more closely with national funding models, helping schools maximise per-pupil funding and maintain financial viability.
- **Resource Allocation:** Economies of scale in teaching resources, planning, and delivery can be achieved, supporting more consistent curriculum coverage and reducing duplication.

The secondary schools proposing reductions to their Published Admission Numbers (PAN) have done so in response to sustained changes in local demand. These proposals are also informed by a number of secondary schools moving from a class size model of 27 to 30 pupils, following consultation with staff unions last year.

All governing boards support these reductions, recognising that they will enable more efficient use of budgets and resources by concentrating provision around fuller classes. This approach is intended to support school improvement and long-term sustainability. Importantly, governing bodies remain open to increasing PANs in future should demand rise, and the admissions process allows for flexibility—reductions can be reversed, and schools may choose to admit above PAN on a temporary or permanent basis if needed.

Consulting on our admission arrangements for entry in September 2027/28 gives these schools sufficient time to make the necessary internal organisational adjustments so that any potential impact on staff is limited. It will allow the school leadership teams in offering a more accurate number of places and help with long term planning.

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

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

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

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

3. Consultation and engagement

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

The consultation aims to identify the key concerns and issues raised by stakeholders, and to determine whether they align with those highlighted in the Equality Impact Assessment (EQIA). Stakeholders such as pupils, parents, carers, school staff and governors will be invited to participate in this consultation and share their views including whether they agreed with each proposal and if not, why not. To this purpose an annual Admissions Arrangements survey has been developed which attempts to ascertain views on several education themes such as Primary, Secondary and Sixth form.

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

- through the Schools Newsletter which is distributed to the headteacher and chair of governors of every school in the borough
- to all children's centres in the borough
- to all registered nurseries and child minders and any other early years providers
- on the Council's online primary and secondary admissions page
- via information in all libraries across the borough
- to all councillors
- to MPs in Haringey
- to the diocesan authorities
- to neighbouring authorities
- other groups, bodies, parents and carers as appropriate

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

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

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

Each year around 200 children and young people pass through secondary FAP and a very small number (less than 5 children) through primary FAP.

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

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

The data below shows the projected surpluses at Reception and Year 7 between now and 2031 which highlights the need for the reductions in capacity and harmonisation of secondary year groups as mentioned above.

Projected surplus of Primary (reception) places 2026-2031 (2025 SPPR)

Primary (Reception)	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Difference	239	372	344	367	374	379

Projected surplus of Secondary (Y7) places 2026-2031 (2025 SPPR)

Secondary (Y7)	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Difference	98	68	207	245	263	295

3b. Outline the key findings of your consultation / engagement activities once

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

ONS 2021 Census

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

M: 7,600 F: 7,300

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

M: 7,500 F: 7,200

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

M: 7,900 F: 7,700

Total Haringey Population as at 2021: 264,200

M: 127,100 F: 137,000

Target Population Profile

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

What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic? The latest data from the ONS 2021 Census above and the PLASC School Census has been produced below:

PLASC School Census data as at May 2025

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

Year group	Male	Female	Grand Total
Reception	1,410	1,256	2,666
Year 1	1,393	1,242	2,635
Year 2	1,393	1,267	2,660
Year 3	1,334	1,321	2,655
Year 4	1,420	1,370	2,790
Year 5	1,400	1,410	2,810
Year 6	1,386	1,327	2,713
Grand Total	9,736 (51.4%)	9,193 (48.6%)	18,929 (100%)

Source: School Census May 2025

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 2025 indicates a similar split across each of the age groups, with no overrepresentation in any of the age cohorts.

PLASC School Census data as at May 2025

Service users (Secondary age children attending Haringey secondary settings)

Year group	Male	Female	Grand Total
Year 7	1,310	1,168	2,478
Year 8	1,378	1,234	2,612
Year 9	1,341	1,343	2,684
Year 10	1,442	1,334	2,776
Year 11	1,442	1,395	2,837
Grand Total	6,913 (51.6%)	6,474 (48.4%)	13,387 (100%)

Source: School Census May 2025 Note: above data includes pupils attending Special school settings, the table below does not hence slight differences in totals

PLASC School Census data as at May 2025

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

Year group	Male	Female	Grand Total
Alexandra Park School	914	972	1,886
Duke's Aldridge Academy	519	431	950
Fortismere School	939	829	1,768
Gladesmore Community School	647	600	1,247
Greig City Academy	672	504	1,176
Harris Academy Tottenham	712	621	1,333
Heartlands High School	592	587	1,179
Highgate Wood Secondary School	850	696	1,546
Hornsey School for Girls		668	668
Mulberry Academy Woodside	628	531	1,159
Park View Schol	574	483	1,057
St Thomas More Catholic School	679	595	1,274
Grand Total	7,726 (50.7%)	7,517 (49.3%)	15,243 (100%)

Source: School Census May 2025

Historically, the number of children entering Haringey's school system has increased year-on-year though primary cohorts have fallen for several years and are now impacting the size of secondary cohorts also. The School census data from May 2025 shows the fall in size of younger cohorts moving through with the Year 7 cohort (2,478) some way smaller than the Year 11 cohort (2,837).

Age profile of teaching staff (by headcount) at Haringey schools

	Under 25	25 to 29	30 to 39	40 to 49	50 to 59	60 and over	Total
Haringey	80 (4%)	308 (14%)	719 (32%)	605 (27%)	453 (20%)	121 (5%)	2,284

Source: DfE Workforce Characteristics data at borough and school level 2024/25

Note: for Haringey data is for all schools, primary and secondary, percentages may not add up to 100% due to rounding

Detail the findings of the data

- a) Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?
- b) Might members of this group be disproportionately affected by this proposal as a result of a need related to their protected characteristic?

a) The distribution of the primary and secondary school age cohort almost exactly replicates that of the broader population as is to be expected. School staff age groups appear to be broadly comparable to that of the Haringey adult population.

b) The target population is largely school age children so changes to school admission could potentially impact them. However, It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several schools will disproportionately affect any potential pupils since the proposal relates to the removal of surplus (not needed) school places.

Potential Impacts

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

Reduction in surplus (not needed) school places / adjustment of class sizes from 27 to 30 should have a minimal impact on staff.

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

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

4b. Disability

Data for adult age population

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

Data for school age population

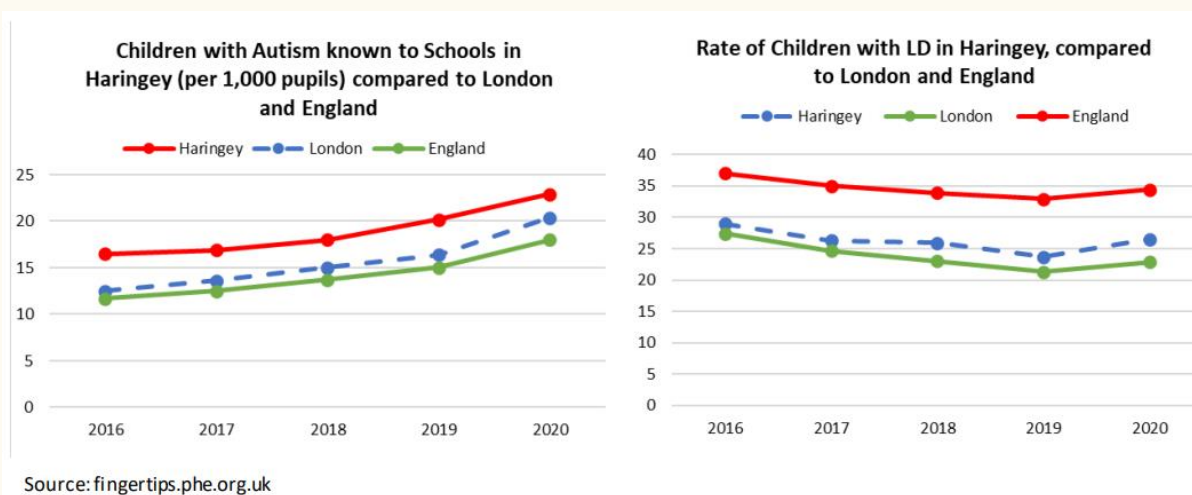
		Disabled under the Equality Act			Not disabled under the Equality Act		
Age range	Cohort size	Total	Day-to-day activities limited a lot	Day-to-day activities limited a little	Total	Has long-term physical or mental health condition but day-to-day activities are not limited	No long-term physical or mental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

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

Target Population Profile

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

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



Total number of Children & Young People with EHCPs maintained by Haringey, Mar 2025:

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

Source: Haringey SEN team 2025

The data demonstrates that there are a range of children with disabilities and that they are evenly represented across age groups. The proposed arrangements prioritise children meeting the criteria for 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.

Detail the findings of the data.

- Might members of this group be disproportionately affected by the proposal due to overrepresentation? How does this compare with the wider demographic profile of the Borough?

b) Might members of this group be disproportionately affected by this proposal by dint of a need related to their protected characteristic?

a) The distribution of the children and young people with EHCPs maintained by Haringey is broadly the same by individual year group and is unlikely to be impacted by the proposed removal of surplus school places at mainstream (not specifically SEND settings).

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several schools will disproportionately affect any potential pupils with EHCPs maintained by Haringey since the proposal relates to the removal of surplus (not needed) school places.

It is not felt that disabled staff at any of the impacted schools will be disproportionately impacted by changes in classroom sizes from 27 to 30 given that this is the normal classroom size across the country. Concerns of affected disabled staff at any of the impacted schools will be taken into consideration in this consultation with reference made to disability data on staff where available. In terms of mitigating the impact, the Council will endeavour to ensure that should staff be affected by changes to PAN will be given access to the redeployment pool and given individualised support to find alternative roles, considering any impacts on their protected characteristics.

Potential Impacts

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

This proposal is likely to have neutral impacts on children and on staff.

4c. Gender Reassignment

Data

Borough Profile²

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

Data

² Census, 2021 – [Gender identity, England and Wales - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsandstates/genderidentity)

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

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 men³. Haringey doesn't collect this data for secondary age children (11-16).

Target Population Profile

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

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

Potential impacts

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

4d. Marriage and Civil Partnership

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

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

³ 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.

Borough Profile ⁴

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

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

Married: (33.3%)

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

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

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

Target Population Profile

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

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

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

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

Potential Impacts

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

This proposal is likely to have no impact. 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

Note⁵:

- 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 ⁶

⁴ Source: 2011 Census

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

⁶ Births by Borough (ONS)

Live Births in Haringey 2024: 3,085

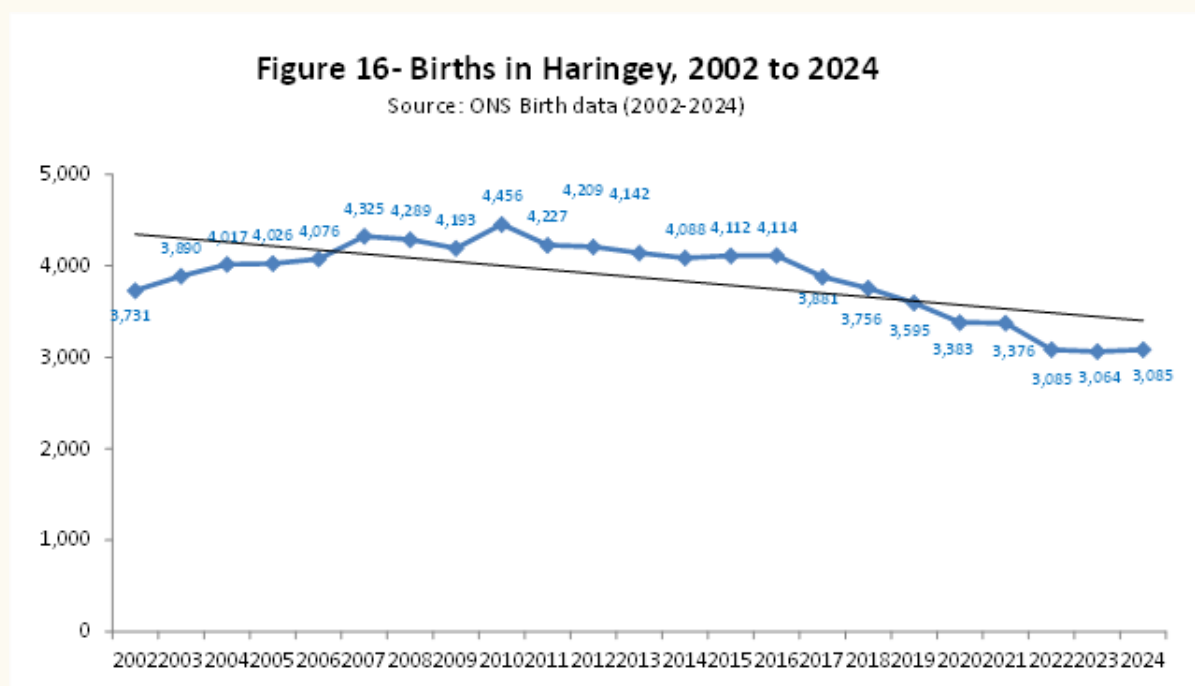
Target Population Profile

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

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

ONS Live births data and GLA School roll projections

The ONS data below shows the recent decline of birth rates in Haringey. Birth rates are a key determinant in the likely demand for subsequent school places. Data below from the 2025 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.



Potential Impacts

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

This proposal is likely to have no impact. The above data on birth rates going back to 2002 shows the decline in birth rates since 2011 and the resultant long-term fall in demand for secondary school places that have been seen in recent years and are

forecast to continue.

This proposal is unlikely to have a disproportionate impact on staff who are pregnant. If the consultation identifies that this protected characteristic is impacted by any proposal, attempts to mitigate the impact will be considered.

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

4f. Race

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

Data

Borough Profile – 2021 Census data ⁸

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%

⁷ [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

⁸ Source: 2021 Census

Gypsy or Irish Traveller: 0.1%
Other White: 22.1%

Target Population Profile

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

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

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

Ethnic composition of Haringey **pupil population** as at May 2025:

Ethnicity (Sub category)	Haringey average - Primary	Haringey average - Secondary
Asian - Asian British/Any Asian Background	1.7%	1.0%
Asian - Asian British/Bangladeshi	2.1%	2.4%
Asian - Asian British/Indian	1.2%	1.0%
Asian - Asian British/Pakistani	0.9%	0.7%
Asian British	0.0%	-
Black - African	12.1%	13.4%
Black - Black British/Caribbean	4.8%	5.8%
Black - Other Black	2.1%	2.4%
Black British	0.1%	0.1%
Chinese	1.0%	0.7%
Information Not Obtained	0.7%	2.3%
Mixed - Any Other Mixed Background	7.0%	8.5%
Mixed - White And Asian	2.8%	0.8%
Mixed - White And Black African	1.7%	1.4%
Mixed - White And Black Caribbean	2.8%	2.8%
Other	8.4%	9.2%
Other - Arab	0.0%	-
Refused	1.0%	4.0%
Travellers White - Gypsy/Roma	0.2%	0.1%
Travellers White - Gypsy/Roma - Other	0.0%	0.0%
Travellers White - Gypsy/Roma - Roma	0.2%	0.1%
Travellers White - Traveller of Irish Heritage	0.1%	0.1%

White - British	21.1%	16.9%
White - Irish	0.8%	0.5%
White - Other White	26.9%	25.9%
Grand Total	100.0%	100.0%

Source: May 2025 School Census (Haringey)

Ethnic composition of pupil population as at 2025 at selected schools:

Ethnicity (Sub category)	Gladesmore	Highgate Wood	Park View	Rokesly Junior
Asian - Asian British/Any Asian Background	1.1%	1.0%	0.6%	1.3%
Asian - Asian British/Bangladeshi	3.3%	0.8%	3.4%	2.3%
Asian - Asian British/Indian	1.2%	1.0%	0.5%	1.7%
Asian - Asian British/Pakistani	0.6%	0.2%	0.5%	0.3%
Asian British	-	-	-	0.3%
Black - African	16.8%	5.1%	12.1%	6.0%
Black - Black British/Caribbean	9.9%	4.1%	7.6%	4.7%
Black - Other Black	4.0%	1.0%	1.6%	0.7%
Black British	0.0%	0.0%	0.0%	0.0%
Chinese	2.2%	0.1%	0.2%	0.3%
Information Not Obtained	3.4%	3.6%	4.0%	0.0%
Mixed - Any Other Mixed Background	4.8%	10.1%	9.4%	7.3%
Mixed - White And Asian	0.0%	1.3%	0.5%	6.0%
Mixed - White And Black African	1.6%	1.6%	0.5%	0.7%
Mixed - White And Black Caribbean	3.4%	3.4%	1.3%	5.0%
Other	13.8%	5.4%	11.8%	4.0%
Other - Arab	-	-	-	0.0%
Refused	8.2%	1.2%	0.1%	0.0%
Travellers White - Gypsy/Roma	0.2%	0.0%	0.2%	0.0%
Travellers White - Gypsy/Roma - Other	0.0%	0.0%	0.3%	0.0%
Travellers White - Gypsy/Roma - Roma	0.1%	0.0%	0.6%	0.0%
Travellers White - Traveller of Irish Heritage	0.1%	0.1%	0.1%	0.0%
White - British	4.0%	39.7%	14.2%	40.9%
White - Irish	0.1%	1.1%	0.5%	0.7%

White - Other White	21.2%	19.2%	30.2%	17.9%
White British	0.0%	0.0%	0.0%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%

Source: May 2025 School Census (Haringey)

The data demonstrates some significant differences in the ethnic profiles of the selected schools. For instance, Highgate Wood school has a far smaller percentage of Black African pupils (5.1%) compared to the other schools shown above and the borough average whilst Gladesmore has a far lower percentage of White – British (4.0%) pupils compared to the other schools shown above and the borough average.

Teaching staff

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

Ethnic background	Haringey
White	1,135 (66%)
Black or Black British	277 (16%)
Information not yet obtained	538 (z)
Asian or Asian British	150 (9%)
Any other Mixed background	112 (%)
Any other ethnic group	56 (3%)
Refused	19 (z)
Total	2,284 (100%)

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

Ethnic background	Haringey
White	1,215 (50%)
Black or Black British	717 (29%)
Information not yet obtained	699 (z)
Asian or Asian British	276 (1%)
Any other Mixed background	137 (6%)
Any other ethnic group	96 (4%)
Total	3,140

Source: DfE School workforce data 2025 (Reporting year 2024) [School workforce in England, Reporting year 2024 - Explore education statistics - GOV.UK](#)

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

Potential Impacts

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

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

The proposal might negatively impact some teachers or teaching staff based upon their ethnicity due to differing proportions when compared to the overall non-teaching population. For example this could be White teaching staff or White support staff who are make up 66% and 50% of Haringey staff respectively in the data above. In terms of mitigating the impact, the Council will endeavour to ensure all staff affected by the proposal will be given access to the redeployment pool and given individualised support to find alternative roles within the Council, with consideration of their protected characteristic.

The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race. While there is an overrepresentation of children from ethnic minority backgrounds among the pupil population of Haringey, the admissions arrangements apply across the piece regardless of ethnic identity. It should however be recognised that the operation of the Fair Access Protocol may have a particular positive impact on pupils from certain ethnic minority groups who meet its requirements, recognising the intersection between race and ethnicity, socioeconomic disadvantage, and disadvantage as a whole, which the Protocol is targeted at addressing.

4g. Religion or belief

Data

2021 Census update

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

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

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

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

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

	Aged 3 to 15 years	
	Percentage (%)	Cohort size
No religion	10,116	26%
Christian	14,431	37%
Buddhist	158	0%
Hindu	314	1%
Jewish	2,851	7%
Muslim	6,999	18%
Sikh	141	0%
Other religion	762	2%
Not answered	3,352	9%
Total	39,124	39,124

Source: ONS (2021 Census data for Haringey)

Note: * Totals may not add up due to rounding

The data demonstrates that Christian and Muslim pupils are the largest faith groups within Haringey's cohort for those 3 years to 15 years (37% and 18% respectively).

Around a quarter of the Aged 3 to 15 years cohort report No religion (26%). We don't hold data on the religion or belief of Haringey teaching staff.

Potential Impacts

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

There is no reason that the removal of surplus school places / adjustment of class sizes from 27 to 30 will negatively impact pupils or teachers/school staff based upon their religion or no religion especially as the proposal relates to the removal of surplus places that are not needed.

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

This proposal is likely to have neutral impacts.

4h. Sex

Data

Borough profile ⁹

Females: (51.9%)

Males: (48.1%)

Target Population Profile

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

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

PLASC School Census data as at May 2025

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

Year group	Male	Female	Grand Total
Reception	1,410	1,256	2,666
Year 1	1,393	1,242	2,635

⁹ Source: 2021 Census

Year 2	1,393	1,267	2,660
Year 3	1,334	1,321	2,655
Year 4	1,420	1,370	2,790
Year 5	1,400	1,410	2,810
Year 6	1,386	1,327	2,713
Grand Total	9,736 (51.4%)	9,193 (48.6%)	18,929 (100%)

Source: School Census May 2025

PLASC School Census data as at May 2025

Service users (Secondary age children attending Haringey secondary settings)

Year group	Male	Female	Grand Total
Year 7	1,310	1,168	2,478
Year 8	1,378	1,234	2,612
Year 9	1,341	1,343	2,684
Year 10	1,442	1,334	2,776
Year 11	1,442	1,395	2,837
Grand Total	16,649 (51.6%)	15,667 (48.4%)	32,316 (100%)

Source: School Census May 2025

PLASC School census data as at May 2025

Service users (Primary and Secondary age children by Sex at selected schools)

Sex	Rokesly Junior primary	Gladesmore secondary	Highgate Wood secondary	Park View secondary
Female	142 (47.2%)	600 (48.1%)	538 (43.1%)	483 (45.7%)
Male	159 (52.8%)	647 (51.9%)	709 (56.9%)	574 (54.3%)
Total	301 (100%)	1,247 (100%)	1,247 (100%)	1,057 (100%)

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 2025 indicates a general even split across male and female.

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

Staff at all Haringey state funded schools - Headcount

	Male (%)	Female (%)
Teachers	695 (30.4%)	1,589 (69.6%)

Teaching assistants	277 (18.2%)	1,249 (81.8%)
Other school support staff	31 (11.4%)	240 (88.6%)
Administrative staff	36 (12.3%)	256 (87.7%)
Technicians	52 (60.5%)	34 (39.5%)
Auxiliary staff	120 (15.3%)	661 (84.5%)
Leadership – non teacher	x	x
School business professionals	92 (51.4%)	87 (48.6%)

Source: DfE School workforce data 2025 (Reporting year 2024) [School workforce in England, Reporting year 2024 - Explore education statistics - GOV.UK](#)

Note: x = sample size too small for disclosure

The majority of Haringey school staff are female, and this is reflected in each category of school staff except technicians. The imbalance of school staff is most apparent amongst other school staff and administrative staff, of which 11.4% and 12.3% are male.

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

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

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

The main impact of this proposal is surplus places will be reduced in the relevant planning area by reducing surplus (not needed) capacity. These places are in addition to those projected to be required by pupils it is anticipated that no impact on this characteristic (sex) will occur for pupils.

Potential Impacts

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

There is no reason that the proposal will negatively impact pupils based upon their sex especially as the proposal relates to the removal of surplus places that are not needed / adjustment of class sizes from 27 to 30.

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

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

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

4i. Sexual Orientation

Data

Borough profile ¹⁰

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

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

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

ONS Integrated Household survey as shown above and 2021 ONS Census data. ONS data has been used as it is consistent and we only have data on sexual orientation for some schools across Haringey.

¹⁰ Source: ONS Integrated Household Survey

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

Potential Impacts

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

This proposal is likely to have no impacts.

4j. Socioeconomic Status

Data

Borough profile

Income

7.9% of the population in Haringey were claiming unemployment benefit on 10 July 2025.¹¹

25.3% of the population in Haringey were claiming Universal Credit in July 2025 (% of population aged 16-65 on Universal Credit)¹²

It is estimated that 28.6% of employee jobs in the borough are paid less than the Living Wage Foundation rate.¹³

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.¹⁴

3.7% of Haringey's working age populations had no qualifications in 2021.¹⁵ 5.0% were qualified to level one only.¹⁶

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

¹¹ [ONS Claimant Count](#)

¹² [LG Inform](#)

¹³ [Number and proportion of employee jobs with hourly pay below the living wage - Office for National Statistics](#)

¹⁴ ['Local authority characteristics data' from 'Key stage 4 performance', Permanent data table - Explore education statistics - GOV.UK](#)

¹⁵ [LG Inform - qualifications](#)

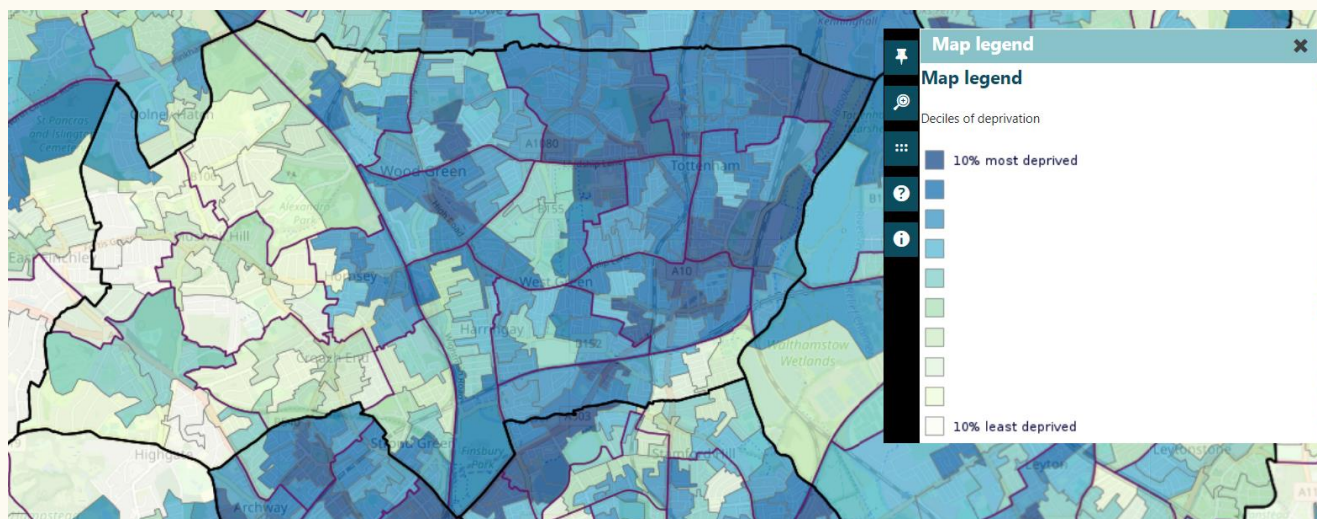
¹⁶ [LG Inform – level one](#)

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.¹⁷

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](#)

Note: The 2025 Indices of Multiple Deprivation will be available in October or November 2025.



Target Population Profile

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

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

Deprivation and Educational attainment data as listed above.

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

Potential Impacts

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

There is no reason that the proposal will negatively impact pupils based upon their socioeconomic status especially as the proposal relates to the removal of surplus places that are not needed / adjustment of class sizes from 27 to 30.

This proposal is likely to have negative impacts on affected staff who live in deprived parts of Haringey who might be disproportionately impacted by coming from a lower socio-economic background. In terms of mitigating the impact, the Council will endeavour to ensure all staff affected by the proposal will be given access to the

¹⁷ [State of the Borough](#) (p.21)

redeployment pool and given individualised support to find alternative roles within the Council, with consideration of their protected characteristic.

5. Key Impacts Summary

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

The key finding is that the removal of surplus (not needed) school places at the selected secondary and primary schools is unlikely to have any overall material impact on existing or future pupils at those schools.

Age: None **Disability:** None **Gender Reassignment:** None **Marriage and civil partnership:** None **Pregnancy and maternity:** This proposal is unlikely to have a disproportionate impact on staff who are pregnant. If the consultation identifies that this protected characteristic is impacted by any proposal, attempts to mitigate the impact will be considered – see above section for more detail. **Race:** The proposal might negatively impact some teachers or teaching staff based upon their ethnicity due to differing proportions when compared to the overall non-teaching population – see above section for more detail. **Religion or Belief:** None **Sex:** This change in place provision is likely to result in the reduction of teaching and teaching assistant staff required. As a greater proportion of school staff are women rather than men it is more likely women will be affected by this change – see above section for more detail. **Sexual orientation:** None **Socio-economic status:** This proposal is likely to have negative impacts on affected staff who live in deprived parts of Haringey who might be disproportionately impacted by coming from a lower socio-economic background – see above section for more detail.

The same finding (limited material impact) is found for the proposed adjustment of class sizes from 27 to 30 at selected secondary schools. It is likely to lead to those affected schools having improved finances and thus sustainability due to the way that schools funding is directly relating to pupil numbers. Moreover, as this proposal does not impact the net capacity of schools (the amount of pupils these school can accommodate) any increase in demand for local school place in future can be easily accommodated without even the need for a formal consultation – this is called reinstatement of PAN (planned admission number).

Amendment to PAN and local/planning area capacity has been considered in the context of the effects on local provision, looking at recruitment patterns to local schools and ensuring that the knock-on effects in the adjustment of PANs is considered. Meetings and or conversations have also been conducted with all Secondary and All-Through headteachers in the borough.

5b. Intersectionality

- Many proposals will predominantly impact individuals who have more than one protected characteristic, thereby transforming the impact of the decision.

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

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

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

5c. Data Gaps

Based on your data are there any relevant groups who have not yet been consulted or engaged? Please explain how you will address this

N/A

6. Overall impact of the policy for the Public Sector Equality Duty

Summarise the key implications of the decision for people with protected characteristics.

In your answer, please consider the following three questions:

- Could the proposal result in any direct/indirect discrimination for any group that shares the relevant protected characteristics?
- Will the proposal help to advance equality of opportunity between groups who share a relevant protected characteristic and those who do not?
- Will the proposal help to foster good relations between groups who share a relevant protected characteristic and those who do not?

It is not felt that there will be any difference in the relations between groups who share the above characteristics and those who do not given there are no material differences from arrangements for previous years.

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

However, the proposal is a reasonable and proportionate response to ensure the sustainability and breadth of offer at Haringey's primary and secondary school

estate. Doing nothing would put many schools under intolerable financial burden which could negatively impact wider educational outcomes.

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

7. Amendments and mitigations

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

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

Please delete Y/N as applicable

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

Adjust the proposal: the EQIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly set out below the key adjustments you plan to make to the policy. If there are any adverse impacts you cannot mitigate, please provide a compelling reason below **Y/N**

Stop and remove the proposal: the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision. **Y/N**

7b. What specific actions do you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty?

Action: We are not proposing to take any specific actions further. Note: **This answer may be amended pending the outcome of the consultation if it emerges there are unforeseen Equalities issues that need addressing.**

7. Ongoing monitoring

Training – Staff in the Haringey School Admissions and Organisation Service are provided with yearly refresher training in line with the admission arrangements and appeal regulations which addresses any changes to either the criteria or co-ordinated schemes.

Monitoring - The Head of Admissions and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an annual report which sets out information on the effectiveness of the admission

arrangements and compliance with the requirements of the Code. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information is reported to the DfE and the OSA annually.

Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local authority on the legality, fairness, and effectiveness of local admission arrangements.

Appeal arrangements - Admission arrangements are subject to an appeal process that gives parents the right to appeal decisions. The process is also used to hold admissions authorities to account and ensure that the arrangements have been applied correctly.

Date of EQIA monitoring review:

Annual monitoring

8. Authorisation

EQIA approved by (Assistant Director/ Director)

Jane Edwards

Date

15.01.2026

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.