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:	**Proposed Admission Arrangements and permanent change of Planned Admission number (PAN) from 2028/29 at St Mary's CofE, Primary school, N8 7QN**
Service Area:	**Schools & Learning**
Officer Completing Assessment:	**Nick Shasha**
Equalities Advisor:	**Yasmin Jama**
Cabinet meeting date (if applicable):	**10 November 2026**
Director/Assistant Director	**Jack Newton**

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 2028/29 at St Mary's CofE Primary school, N8 7QN.
We will ask for approval from Cabinet to consult on our proposed admission arrangements, including the proposals as shown below:

School	**Determined PAN 2027/28**	**Proposed PAN for 2028/29**	**Reduction**
Primary			
St Mary's CofE Primary School	60	30	-30

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.

The governing body of St Mary's CofE Primary school 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, the governing body also 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 2028/29 gives the school 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 planning area 2 where St Mary's CofE is located means that we expect sufficient places to still be available for local children if the PAN is 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 2027-2032 (2026 SPPR) in planning area 2

Primary (Reception)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33
Difference	84 (3fe)	78 (3fe)	77 (3fe)	83 (3fe)	91 (4fe)	96 (4fe)

Projected surplus of Reception to Y6 places 2027-2032 (2026 SPPR) in planning area 2

Primary (R-Y6)	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33
Difference	452	498	515	575	641	689

3b. Outline the key findings of your consultation / engagement activities once completed, particularly in terms of how this relates to groups that share the protected characteristics.
TO UPDATE WHEN CONSULTATION UNDERTAKEN:

4. Data and Impact Analysis

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

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

4a. Age

Data

Borough Profile[1]

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

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

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)

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 January 2026
Service users (Primary children by Age and sex across all Haringey primary age settings)

Year group	Male	Female	Grand Total
Reception	1,396	1,228	2,624
Year 1	1,385	1,234	2,619
Year 2	1,381	1,224	2,605
Year 3	1,384	1,237	2,621
Year 4	1,327	1,316	2,643
Year 5	1,413	1,348	2,761
Year 6	1,383	1,408	2,791
Grand Total	**9,669 (51.8%)**	**8,995 (48.2%)**	**18,664 (100%)**

Source: School Census January 2026

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.

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	65 (3%)	265 (12%)	689 (31%)	610 (28%)	444 (20%)	137 (6%)	**2,210**

Source: DfE Workforce Characteristics data at borough and school level 2025/26

Age profile of staff at St Mary's CofE Primary School

	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65+	Total
Haringey	-	3 (7%)	17 (40%)	10 (24%)	8 (19%)	4 (10%)	**42**

Source: Schools HR data, September 2026

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 St Mary's CofE Primary school reduces 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%

Disability profile of staff at St Mary's CofE Primary School

	Not disabled	**Disabled**	**Prefer not to say**	**Not declared**	**Total**
Haringey	35 (83%)	-	7 (17%)	-	**42**

Source: Schools HR data, September 2026

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**

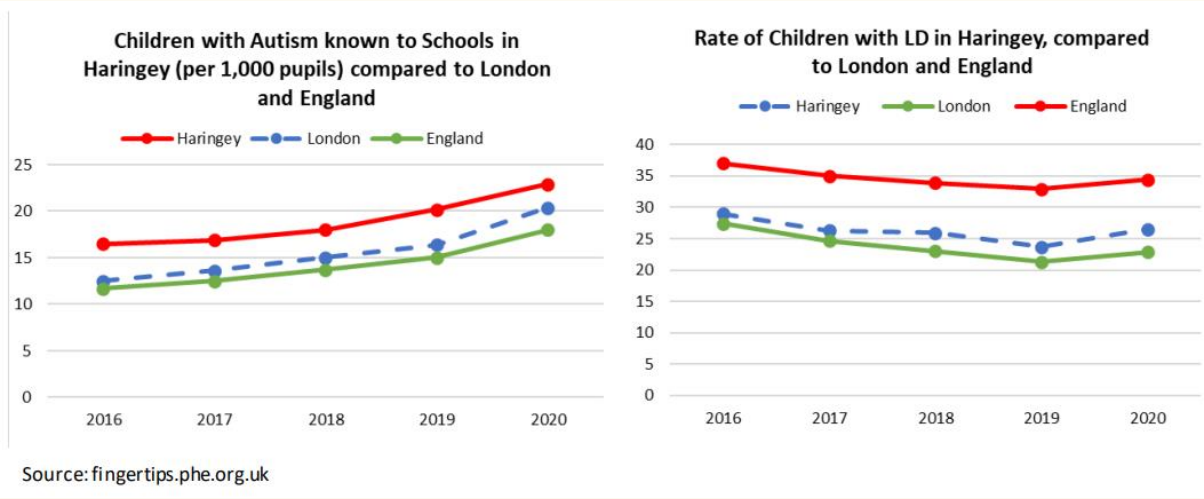
Haringey							
Aged 9 and under	29,667	3%	1%	2%	97%	2%	95%
Aged 10 to 14	15,569	6%	2%	3%	94%	2%	92%

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

Target Population Profile

Primary school age pupils (5-11).

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



Total number of Children & Young People with EHCPs maintained by Haringey, Mar 2026:

Year	Totals
Pre-School/Nursery	21
Reception	70
Year 1	151
Year 2	192
Year 3	190
Year 4	198
Year 5	219
Year 6	232
Total	**1,273**

Source: Haringey SEN team 2026

The data demonstrates that there are a range of children with disabilities and that they are evenly represented across age groups. Our Admissions 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.

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

a) The distribution of the children and young people with 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.

Based on the data there is no evidence to indicate disabled staff at St Mary's CofE Primary school will be disproportionately impacted by the change of PAN from 2fe to 1fe. 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 Profile[2]

[2] Census, 2021 – Gender identity, England and Wales - Office for National Statistics (ons.gov.uk)

- 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**

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

Target Population Profile

Primary age (5-11) school age pupils).

Haringey Council does not collect this data for Haringey primary or secondary age children.

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.

[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.

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

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

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.

There is no evidence to suggest people who are married or in a civil partnership will be disproportionately impacted.

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

Note[5]:

- 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.

[4] Source: 2011 Census
[5] Equality and Human Rights Commission, 2022 – Pregnancy and maternity discrimination.

Data
Borough Profile [6]
Live Births in Haringey 2025: 2,932

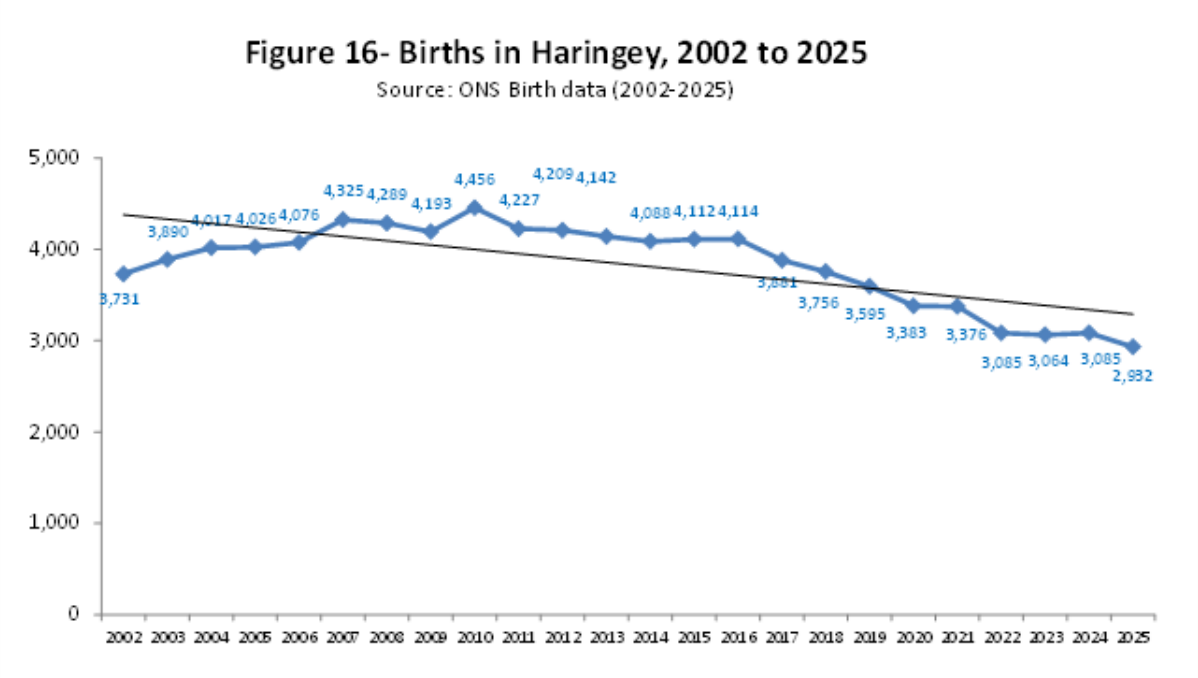
Target Population Profile

Primary age (5-11) school age pupils).

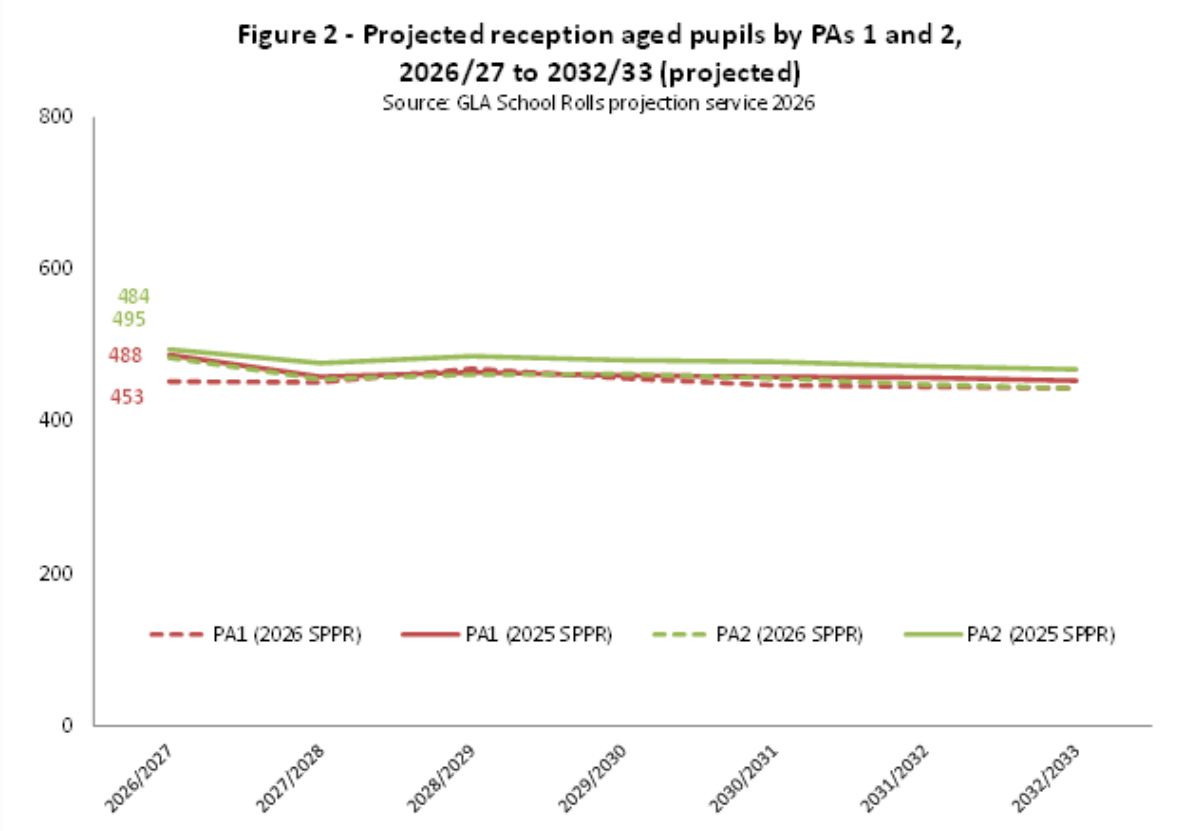
What data sources will you use to inform your assessment of the impact of the proposal on people under this protected characteristic?

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 and 2026 School Place Planning report also show the projected demand for Reception places required in Planning area 2 (where St Mary's CofE Primary school) and the adjacent Planning area 1. It shows stability in the levels of demand (below 500 places) in Planning area 2 between now and 2032/33 against a supply of 540 reception places, hence the need to reduce the number of surplus places.



[6] Births by Borough (ONS)



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 primary school places that have been seen in recent years and are forecast to stay at a far lower level compared to the period of high birth rates.

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]

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

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/Norther Irish/British: 31.9%
Irish: 2.2%
Gypsy or Irish Traveller: 0.1%
Other White: 22.1%

Target Population Profile
Primary school age pupils (5-11) and 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**

[8] Source: 2021 Census

Asian - Asian British/Any Asian Background	1.7%
Asian - Asian British/Bangladeshi	2.1%
Asian - Asian British/Indian	1.2%
Asian - Asian British/Pakistani	0.9%
Asian British	0.0%
Black - African	12.1%
Black - Black British/Caribbean	4.8%
Black - Other Black	2.1%
Black British	0.1%
Chinese	1.0%
Information Not Obtained	0.7%
Mixed - Any Other Mixed Background	7.0%
Mixed - White And Asian	2.8%
Mixed - White And Black African	1.7%
Mixed - White And Black Caribbean	2.8%
Other	8.4%
Other - Arab	0.0%
Refused	1.0%
Travellers White - Gypsy/Roma	0.2%
Travellers White - Gypsy/Roma - Other	0.0%
Travellers White - Gypsy/Roma - Roma	0.2%
Travellers White - Traveller of Irish Heritage	0.1%
White - British	21.1%
White - Irish	0.8%
White - Other White	26.9%
Grand Total	100.0%

Source: May 2025 School Census (Haringey)

Ethnic composition of pupil population as at 2026 at St Mary's CofE Primary school:

Source: Jan 2026 School Census (Haringey)

Ethnicity (Sub category)	**St Mary's CofE Primary school**
Asian - Asian British/Any Asian Background	-
Asian - Asian British/Bangladeshi	-

Asian - Asian British/Indian	-
Asian - Asian British/Pakistani	-
Asian British	-
Black - African	19 (7.0%)
Black - Black British/Caribbean	54 (19.9%)
Black - Other Black	22 (8.0%)
Black British	-
Chinese	4 (1.5%)
Information Not Obtained	-
Mixed - Any Other Mixed Background	15 (5.5%)
Mixed - White And Asian	6 (2.2%)
Mixed - White And Black African	5 (1.8%)
Mixed - White And Black Caribbean	14 (5.1%)
Other	12 (4.4%)
Other - Arab	-
Refused	-
Travellers White - Gypsy/Roma	-
Travellers White - Gypsy/Roma - Other	-
Travellers White - Gypsy/Roma - Roma	-
Travellers White - Traveller of Irish Heritage	-
White - Irish	-
White - Other White	57 (21.0%)
White British	55 (20.2%)
Grand Total	272 (100.0%)

Note: Cohort sizes less than 4 not shown.

The data demonstrates some differences in the ethnic profiles of St Mary's CofE Primary school and the Haringey Primary average. For instance, St Mary's CofE Primary school has a higher percentage of Black British/Caribbean pupils than the borough average (19.9% and 4.8% respectively) but a lower Black-African percentage (7.0% and 12.1% respectively). Ultimately though, St Mary's CofE Primary school has an ethnically diverse pupil cohort, in common with Haringey Primary schools.

Teaching staff

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

Ethnic background	**Teaching staff**	**Support staff**
White	1,185 (66%)	1,122 (38%)
Black or Black British	279 (16%)	636 (21%)
Information not yet obtained	48 (z)	79 (3%)
Asian or Asian British	161 (9%)	252 (8%)
Any other Mixed background	109 (6%)	124 (4%)
Any other ethnic group	63 (4%)	85 (3%)
Refused	365 (z)	694 (23%)
Total	**2,210 (100%)**	**2,992**

Note: Cohort sizes less than 4 not shown.
Source: DfE School workforce data 2025/26 (Reporting year 2025) School workforce in England, Reporting year 2025 - Explore education statistics - GOV.UK

Ethnic profile of staff at St Mary's CofE Primary School

Ethnic background	St Mary's CofE
White	13 (31%)
Black or Black British	8 (19%)
Information not yet obtained	-
Asian or Asian British	-
Any other Mixed background	2 (5%)
Any other ethnic group	2 (5%)
Refused / Not declared	17 (41%)
Total	**(100%)**

Source: Schools HR data, September 2026

The data above shows broad ethnic groups for teachers and school staff at all Haringey schools and St Mary's CofE Primary school. There appear to be fewer White staff at St Mary's CofE Primary school than the borough average though we have no data on almost half the sample size (41%) so definitive conclusions are hard to establish.

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 make up a large proportion of Haringey and St Mary's CofE Primary school 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 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 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 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 January 2026
Service users (Primary children by Age and sex across all Haringey primary age settings)

Year group	Male	Female	Grand Total
Reception	1,396	1,228	2,624
Year 1	1,385	1,234	2,619
Year 2	1,381	1,224	2,605
Year 3	1,384	1,237	2,621
Year 4	1,327	1,316	2,643
Year 5	1,413	1,348	2,761
Year 6	1,383	1,408	2,791
Grand Total	**9,669 (51.8%)**	**8,995 (48.2%)**	**18,664 (100%)**

Source: School Census January 2026

PLASC School census data as at January 2025
Service users (Primary age children by Sex attending St Mary's CofE Primary School)

Year group	Male	Female	Grand Total
Reception	13	24	37
Year 1	19	20	39
Year 2	**12**	**18**	**30**
Year 3	**20**	**20**	**40**
Year 4	**25**	**17**	**42**
Year 5	**22**	**22**	**44**
Year 6	**17**	**23**	**40**

[9] Source: 2021 Census

Grand Total	**128**	**144**	**272**

Historically, the number of children entering Haringey's school system has increased year-on-year though primary cohorts have generally reduced since 2012. The School census data from January 2026 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	658 (29.8%)	1,552 (70.2%)
Teaching assistants	206 (13.8%)	1,284 (86.2%)
Other school support staff	32 (12.9%)	216 (87.1%)
Administrative staff	28 (10%)	251 (90%)
Technicians	44 (62%)	27 (38%)
Auxiliary staff	108 (15.1%)	609 (84.9%)
Leadership – non teacher	x	x
School business professionals	85 (50.3%)	84 (49.7%)

Source: DfE School workforce data 2025/26 (Reporting year 2025) School workforce in England, Reporting year 2025 - Explore education statistics - GOV.UK

Note: x = sample size too small for disclosure

Staff at St Mary's CofE Primary School - Headcount

	Male (%)	Female (%)
Staff	5 (12%)	37 (88%)

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 12.9% and 10% are male. At St Mary's CofE Primary School some 37 of 42 staff (88%) are female.

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

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

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

The main impact of this proposal is surplus places will be reduced in planning area 2 by reducing surplus (not needed) capacity. These places are in addition to those projected to be required by pupils it is anticipated that no impact on this characteristic (sex) will occur for pupils.

Potential Impacts

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

There is no reason that the proposal will negatively impact pupils based upon their sex especially as the proposal relates to the removal of surplus places that are not needed.

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

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

Any potential impact needs to be evaluated in the context of scale. Assuming that St Mary's CofE Primary school reduces 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 in 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%**

Sexual orientation of staff at St Mary's CofE Primary School

	Number	Percentage (%)
Straight or heterosexual	12	29%
Gay or Lesbian	-	-
Bisexual	-	-
I use another term	-	-
Prefer not to say	21	50%
Not declared	9	21%
Total	42	100%

Source: Schools HR data, September 2026

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

[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

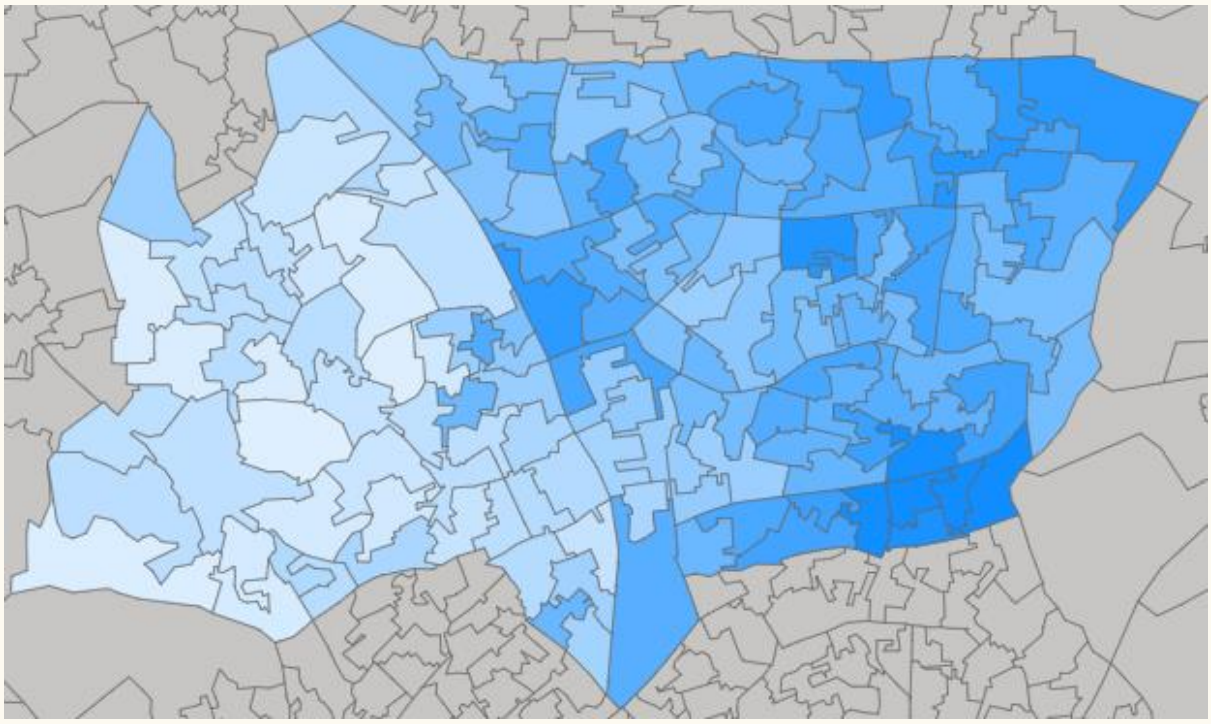
[14] 'Local authority characteristics data' from 'Key stage 4 performance', Permanent data table - Explore education statistics - GOV.UK

[15] LG Inform - qualifications

[16] LG Inform – level one

Haringey is the 3rd most deprived borough in London as measured by the IMD average score 2025. 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.[17]

This trend is illustrated in the map below where the darker shaded areas show data from the 2025 IDACI (Income Deprivation affecting children index). The IDACI measures the proportion of all children aged 0-15 living in income deprived families
Source: IMD Data dashboard – Haringey



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.

Potential Impacts

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

[17] State of the Borough (p.21)

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

This proposal is likely to have negative impacts on affected staff who live in deprived parts of Haringey who might be disproportionately impacted by coming from a lower socio-economic background. St Mary's CE school is in the Hornsey ward which is generally less deprived than wards located in the East of the borough (see map). 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.

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 St Mary's CofE Primary school 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 reduction of PAN from 60 to 30 at St Mary's CofE Primary school for other primary schools in Planning area 2. It may help their 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 St Mary's CofE Primary school (the amount of pupils

that can be accommodated) 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.

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?

Whilst the analysis does not currently indicate a disproportionate impact on individuals with multiple protected characteristics, it is noted that there are some areas above where it hasn't been possible to collect data and that there is a gap in this regard. Where multiple protected characteristics intersect and present issues mitigations will be developed.

5c. Data Gaps

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

It is noted that there are some areas above where it hasn't been possible to collect data and that there is a gap in this regard. Where multiple protected characteristics intersect and present issues mitigations will be developed as outlined in 5b above.

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 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 outs 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)	**Jack Newton**
Date	**TO ENTER**

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.