

EQUALITY IMPACT ASSESSMENT

“The **Equality Act 2010** places a ‘**General Duty**’ on all public bodies to have ‘**due regard**’ to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act
- Advance equality of opportunity between persons who share a ‘relevant protected characteristic’ and persons who do not share it
- Foster good relations between persons who share a ‘relevant protected characteristic’ and persons who do not share it

In addition, the Council complies with the Marriage (Same Sex Couples) Act 2013.”

Stage 1 – Screening

Please complete the equalities screening form. If screening identifies that your proposal is likely to impact on protected characteristics, please proceed to stage 2 and complete a full Equality Impact Assessment (EqIA).

Stage 2 – Full Equality Impact Assessment

An EqIA provides evidence for meeting the Council’s commitment to equality and the responsibilities under the Public Sector Equality Duty.

When an EqIA has been undertaken, it should be submitted as an attachment/appendix to the final decision making report. This is so the decision maker (e.g. Cabinet, Committee, senior leader) can use the EqIA to help inform their final decision. The EqIA once submitted will become a public document, published alongside the minutes and record of the decision.

Please read the Council’s Equality Impact Assessment Guidance before beginning the EqIA process.

1. Responsibility for the Equality Impact Assessment

Name of proposal	Staff children priority for admissions
Service area	Schools and Learning
Officer completing assessment	Nick Shasha
Equalities/ HR Advisor	Luke Rigg
Cabinet meeting date (if applicable)	TBC
Director/Assistant Director	Eveleen Riordan

2. Summary of the proposal

Please outline in no more than 3 paragraphs

- The proposal which is being assessed
- The key stakeholders who may be affected by the policy or proposal
- The decision-making route being taken

This proposal concerns the introduction of an additional oversubscription criterion that gives priority to **children of staff** employed at Haringey's community primary and secondary schools. The full definition: "Children whose parent is a member of staff who has been employed at the school for two or more years at the time of application or has been recruited to fill a vacancy for which there is a demonstrable skill shortage."

The key stakeholders are parents and carers that are staff in Haringey community schools who wish to apply for school places for their children. Additional stakeholders are other parents and carers who wish to apply for a school places for their children in a Haringey community primary or secondary school and who could theoretically lose a place to a member of staff instead.

An informal consultation with schools was undertaken in early 2017. The results from this exercise indicated that a majority of schools were in favour of a policy which gave priority to children of staff members. A statutory consultation will therefore be undertaken from 1 October 2017 as part of the annual 2019/20 admission arrangements.

3. What data will you use to inform your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis. Please include any gaps and how you will address these

This could include, for example, data on the Council's workforce, equalities profile of service users, recent surveys, research, results of relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national. For restructures, please complete the restructure EqIA which is available on the HR pages.

Protected group	Service users	Staff
Sex	May 2017 School census	Data from school workforce survey 2016 – SFR25. Data on percentage of school staff who are Male
Gender Reassignment	No national or local collected data	No national or local collected data
Age	May 2017 School census	Data from school workforce survey 2016 – SFR25. Data on percentage of teachers aged

		over 50. No data supplied for other occupational groups.
Disability	2017 School census and data from Haringey SEN team	No relevant data
Race & Ethnicity	January 2017 School census (which has ethnicity)	Data from school workforce survey 2016 – SFR25. Data on percentage of school staff who are classified as BAME.
Sexual Orientation	No local collected data on sexual orientation, however there is ONS annual population data (2016) and ONS sexual identity, UK (2015), which are estimates.	There is no data on sexual orientation from school workforce survey (2016). However, there is ONS annual population data (2016), which is an estimate.
Religion or Belief (or No Belief)	Synthetic data derived from the 2011 ONS National census	2011 census
Pregnancy & Maternity	2011 census	2011 census
Marriage and Civil Partnership	2011 census	2011 census

Outline the key findings of your data analysis. Which groups are disproportionately affected by the proposal? How does this compare with the impact on wider service users and/or the borough's demographic profile? Have any inequalities been identified?

Explain how you will overcome this within the proposal.

Further information on how to do data analysis can be found in the guidance.

At the pre consultation stage, an analysis of the available Equalities data suggested that there is a probability that this proposal could benefit parent (s) and carer (s) of White British ethnic origin to the detriment of parent(s) and carer(s) other ethnic groups. This is because a higher proportion of staff at Haringey community schools are of White British ethnic origin than pupils at Haringey community schools.

The wider impact on the borough's demographic profile is likely to be negligible since it is likely that a reasonable proportion of the staff affected might be Haringey residents anyway.

In addition, research from Enfield who introduced a children of staff criterion in their community schools oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion. Given the very small impact of these proposed changes it is not felt, at this stage, that mitigating factors need to be introduced along with the policy. Though this is obviously subject to any additional judgments or findings made along the formal consultation route.

The proposal will seek to improve staff recruitment and retention issues within Haringey community schools, which will have wider positive impacts on the educational outcomes for Haringey's children and young people. The change to the eligibility criteria may affect a

small minority of children living in close proximity to their preferred school, however there are wider benefits to the staffing recruitment and retention strategy.

1. Sex

There are slightly more females than males in Haringey primary and secondary schools.

Service users (Primary and secondary age children by Sex)

	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10,771	5,839	16,610	49.2%	48.0%	48.8%
Male	11,125	6,314	17,439	50.8%	52.0%	51.2%
Grand Total	21,896	12,153	34,049	100%	100%	100%

Source: School Census May 2017

There are slightly more male than female pupils in primary and secondary school.

Staff at Haringey schools

	All teachers who are male (%)	All teaching assistants who are male (%)	All Non-classroom Based School Support Staff who Are Male (%)	Auxiliary Staff who Are Male (%)
Haringey	28.4%	16.1%	24.8%	20.3%

Source: SFR25 2017

The majority of Haringey school staff are female, and this is reflected in each category of school staff. The imbalance of teaching staff is most apparent in teaching assistants, of which 16.1% are male. Women are more likely to experience inequalities; such as access to childcare issues.

2. Gender reassignment

There is no national or local collected data on gender reassignment.

3. Age

Service users (Primary and secondary children by Age)

Year group	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total

Reception	3,055		3,055
Year 1	3,198		3,198
Year 2	3,207		3,207
Year 3	3,129		3,129
Year 4	3,211		3,211
Year 5	3,181		3,181
Year 6	2,915		2,915
Year 7		2,511	2,511
Year 8		2,524	2,524
Year 9		2,456	2,456
Year 10		2,339	2,339
Year 11		2,323	2,323
Grand Total	21,896	12,153	34,049

Source: School Census May 2017

Broadly, the number of children entering Haringey's school system has increased year-on-year. In comparing primary and secondary school pupil populations, there are almost double the number of pupils in primary school (21,896 and 12,153 respectively).

4. Disability

Service users: Total number of Children & Young People with statements or plans maintained by Haringey as at March 2017

Year	Statement	In transition to plan	EHC plan	Assessment Place, no plan	Totals
Pre-School/Nursery			17	2	19
Reception	1		52	8	61
Year 1	3	1	68	8	80
Year 2	48	12	51	1	112
Year 3	43	15	27	1	86
Year 4	69	7	35		111
Year 5	58	19	27	1	105
Year 6	27	17	59	3	106
Year 7	8	19	105	1	133
Year 8	89	20	19		128

Year 9	103	22	14	1	140
Year 10	72	34	21		127
Year 11	45	30	42		117
Year 12	32	39	61		132
Year 13	25	26	69		120
Year 14	14	15	50		79
Year 15	14	4	52		70
Year 15 plus	2	16	45	1	64
Totals	653	296	814	27	1,790

While we have a range of children with disabilities, to meet their needs, social and medical considerations are given greater priority than the new criterion so will not be impacted by this decision. We do not have data on pupils with less complex disabilities who do not qualify for this criteria.

Source: Haringey SEN team 2017

5. Race and ethnicity

Service users: Ethnic composition (main groups) of Haringey's primary and secondary school pupil population as at January 2017:

	Haringey		Haringey (%)	
	Primary	Secondary	Primary	Secondary
White British	1,737	9,568	12.3%	17.6%
White Other	1,079	6,034	7.7%	11.1%
Black Caribbean	1,714	5,540	12.2%	10.2%
Turkish	1,411	4,656	10.0%	8.6%
White Eastern European	1,138	4,092	8.1%	7.5%
White English	1,444	3,284	10.2%	6.1%
Black Somali	859	2,902	6.1%	5.3%
Other Black African	703	2,776	5.0%	5.1%
White and Black Caribbean	585	2,102	4.1%	3.9%
Bangladeshi	563	1,870	4.0%	3.4%
Black - Ghanaian	473	1,800	3.4%	3.3%
Any other mixed background	258	1,716	1.8%	3.2%
Latin/South/Central American	338	1,280	2.4%	2.4%
Black - Nigerian	342	1,242	2.4%	2.3%
White European	474	1,248	3.4%	2.3%
Black - Congolese	323	1,122	2.3%	2.1%
White and Black African	295	1,056	2.1%	1.9%

Other Black	225	1,000	1.6%	1.8%
White and Asian	139	974	1.0%	1.8%
Totals	14,100	54,262	100%	100%

Source: School Census January 2017

22.5% of Haringey's primary school pupils are White British or White English. 77.5% of Haringey's primary school pupils are BAME. 23.7% of Haringey's secondary school pupils are White British or White English. 76.3% of Haringey's secondary school pupils are BAME. In both primary and secondary settings, the majority of pupils are BAME. BAME communities are more likely to experience discrimination and BAME pupils are more likely to experience inequalities, such as discrimination and poverty.

Staff ethnicity: Broad ethnic composition of Haringey teachers, teaching assistants, non-classroom based school support staff and auxiliary staff

Haringey	
BAME Teachers (as a proportion of all Teachers)	45%
BAME Teaching Assistants (as a proportion of all Teaching Assistants)	67%
BAME Non-classroom Based School Support Staff (as a proportion of all Non-classroom Based School Support Staff)	56.1%
BAME Auxiliary Staff (as a proportion of all Auxiliary Staff)	73.7%

Source: SFR25 2017

The staff ethnicity data shows the broad composition of ethnicities among classroom and non-classroom staff.

In three of the four groups, a majority of teaching staff are BAME (except BAME Teachers, who represent 45% of the overall Haringey teacher population. BAME communities are more likely to experience inequalities, such as discrimination and poverty.

6. Sexual orientation

We do not hold ward or borough level data on sexual orientation, and it is not collected nationally through the Census. However, the ONS estimates that 3.7% of Haringey's population are lesbian, gay or bisexual (LGB), which is the 15th largest LGB community in the country¹, and is likely to be reflected in both the pupil and parent populations. However, ONS data shows that 0.5% families are same sex cohabitating couples², which suggests that LGB people are less likely to be parents, compared with the wider population. However, we will need to ensure that discrimination based on sexual orientation is eliminated in the application of this criteria.

¹<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexualidentityestimates/uk2013to2015#introduction>

² <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015>

7. Religion or belief (or no belief)

Religion or belief is not covered by the PLASC school census, which means that we don't have access to records for 2017. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey.

The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,067) multiplied through the distribution of religion or belief from the 2011 Census.

	Percentage (%)	Notional Number
Christian	39.7%	1,218
No religion	20.9%	641
Religion not stated	12.3%	377
Muslim	19.3%	592
Jewish	5.6%	172
Hindu	1.0%	31
Buddhist	0.8%	25
Sikh	0.3%	9
Other religion	0.2%	6
Total	100%	3,067

Source: ONS (2011 Census data for Haringey)

Note: * Totals may not add up due to rounding

8. Pregnancy and maternity³

The proportion of 0-4 year old in the Census 2011:

	Number of 0-4 year olds
Haringey	7.1%
London	7.2%
England and Wales	6.2%

Haringey has a higher proportion compared to the England and Wales average, but is marginally below the London average.

9. Marriage and Civil Partnership⁴

	Married (heterosexual couples)	Civil Partnership
Haringey	32.2%	0.6%
London	40%	0.4%
England and Wales	47%	0.2%

³ Census 2011

⁴ Census 2011

The number of married people (only available to heterosexual couples at the time) is significantly lower than in London and England. However, the proportion of people in civil partnerships is higher in the area compared to the London and England and Wales average.

4. a) 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?

Please outline which groups you may target and how you will have targeted them

Further information on consultation is contained within accompanying EqIA guidance

The consultation will seek to obtain responses from stakeholders on the topic of introducing priority for staff children. These responses will help to feed into a report written for Cabinet. This report will also take into account the initial findings of the data analysis below and will also consider additional findings and feedback.

4. b) 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

Explain how will the consultation's findings will shape and inform your proposal and the decision making process, and any modifications made?

TO BE COMPLETED ONCE CONSULTATION IS UNDERTAKEN

5. What is the likely impact of the proposal on groups of service users and/or staff that share the protected characteristics?

Please explain the likely differential impact on each of the 9 equality strands, whether positive or negative. Where it is anticipated there will be no impact from the proposal, please outline the evidence that supports this conclusion.

Further information on assessing impact on different groups is contained within accompanying EqIA guidance

1. Sex (Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)

Positive	X	Negative		Neutral		Unknown	
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				impact		Impact	
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The main impact of this proposal is that a number of children of staff may obtain a school place ahead of a child whose parent(s)/carer(s) are not staff at a Haringey school. There is no reason to suspect that these children that benefit from a school place will be anything other than split equally between male and female. Women are over represented in teaching staff and are typically more likely to take on caring responsibilities, or be the head of lone parent households. Therefore, this change in criteria will benefit them without causing a significant shortage of places.

2. Gender reassignment *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

The main impact of this proposal is that a number of children of staff may obtain a school place ahead of a child whose parent(s)/carer(s) are not staff at a Haringey school. There is no reason to suspect this will have any impact whatsoever on the protected characteristic of gender reassignment either for pupils or parent (s) and carer (s). However, steps will be taken to ensure that this protected group is not subject to discrimination as a result of this change in criteria.

Positive		Negative		Neutral impact	X	Unknown Impact	
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3. Age *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

Positive		Negative		Neutral impact	X	Unknown Impact	
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The main impact of this proposal is that a number of children of staff may obtain a school place ahead of a child whose parent(s)/carer(s) are not staff at a Haringey school. There is no reason to suspect that these children that benefit from a school place will be anything other than split equally between existing years of entry.

The change in criteria is a response to the issue of staff recruitment and retention in the borough, and will have wider positive benefits for the educational outcomes of Haringey's children and young people.

4. Disability *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

Positive		Negative		Neutral impact	X	Unknown Impact	
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The main impact of this proposal is that a number of children of staff may obtain a school place ahead of a child whose parent(s)/carer(s) are not staff at a Haringey school.

There is no reason to suggest that the small number of staff children that benefit from a school place will be any more or less likely than the rest of the school population to have SEN / physical disability.

While we have a range of children with disabilities, to meet their needs, social and medical considerations are given greater priority than the new criterion so will not be impacted by this decision. We do not have data on pupils with less complex disabilities who do not qualify for this criteria.

The change in criteria is a response to the issue of staff recruitment and retention in the borough, and will have wider positive benefits for the educational outcomes of Haringey's children and young people.

5. Race and ethnicity *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

Positive		Negative		Neutral impact	X	Unknown Impact	
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The main impact of this proposal is that a number of children of staff may obtain a school place ahead of a child whose parent(s)/carer(s) are not staff at a Haringey school.

Based on the ethnic data for pupils and staff below there is evidence that a staff priority criterion could benefit staff from a White British background. The proportion of staff who are White British in Haringey primary and secondary schools is higher than that of the pupil cohorts.

Research based on Enfield council who introduced a children of staff criterion in their community schools' oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion.

Assuming that between 0.5 and 1% of offers made at oversubscribed community primary schools this would only affect between 6 and 11 pupils. This is from a cohort of 1,136 offers which were made at oversubscribed community primary schools in September 2017.

Moreover the council is proposing to introduce the staff criterion across all staff employed at Haringey schools for two or more years including non-classroom based staff and auxiliary staff. The last two staff groups have a higher percentage (%) of "BAME" recorded as their ethnicity (56.1% and 73.7% respectively) than teachers (45%). This may be closer to Haringey's school population where only 12.3% and 17.6% of pupils are classified as White British at Haringey primary and secondary schools.

The proposal is a reasonable and proportionate response to the issue of staff recruitment and retention in the borough, and will have wider positive benefits for the educational outcomes of Haringey's children and young people.

6. Sexual orientation *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall*

impact of this proposal on this protected characteristic)

Positive		Negative		Neutral impact	X	Unknown Impact	
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We do not hold ward or borough level data on sexual orientation, and it is not collected nationally through the Census. However, the ONS estimates that 3.7% of Haringey’s population are lesbian, gay or bisexual (LGB), which is the 15th largest LGB community in the country⁵, which is likely to be reflected in both the pupil and parent populations. However, ONS data shows that 0.5% families are same sex cohabitating couples⁶, which suggests that LGB people are less likely to be parents, compared with the wider population. However, we will need to ensure that discrimination based on sexual orientation is eliminated in the application of this criteria.

7. Religion or belief (or no belief) *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

Religion or belief is not covered by the PLASC school census which means that we don’t have access to records for 2017. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey. The notional number is based upon the known sample size of Reception aged pupils in Haringey (3,067) multiplied through the distribution of religion or belief from the 2011 Census.

Positive		Negative		Neutral impact	X	Unknown Impact	
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8. Pregnancy and maternity *(Please outline a summary of the impact the proposal will have on this protected characteristic and cross the box below on your assessment of the overall impact of this proposal on this protected characteristic)*

There is national census data for this protected group. However, given the small scale impact of giving staff children priority it is unlikely that any significant impact will occur.

Research based on Enfield council who introduced a children of staff criterion in their community schools’ oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion.

Assuming that between 0.5 and 1% of offers made at oversubscribed community primary schools this would only affect between 6 and 11 pupils. This is from a cohort of 1,136 offers which were made at oversubscribed community primary schools in September 2017.

However, we will need to ensure that discrimination based on pregnancy and maternity

⁵<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexualidentityestimates/uk2013to2015#introduction>

⁶ <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015>

issues is eliminated in the application of this criteria.

Positive		Negative		Neutral impact	X	Unknown Impact	
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9. Marriage and Civil Partnership (*Consideration is only needed to ensure there is no discrimination between people in a marriage and people in a civil partnership*)

There is national census data for this protected group. However, given the small scale impact of giving staff children priority it is unlikely that any significant impact will occur.

Research based on Enfield council who introduced a children of staff criterion in their community schools' oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion.

Assuming that between 0.5 and 1% of offers made at oversubscribed community primary schools this would only affect between 6 and 11 pupils. This is from a cohort of 1,136 offers which were made at oversubscribed community primary schools in September 2017.

However, we will need to ensure that discrimination based on marriage and civil partnership issues is eliminated in the application of this criteria.

Positive		Negative		Neutral impact	X	Unknown Impact	
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10. Groups that cross two or more equality strands e.g. young black women

Outline the overall impact of the policy for the Public Sector Equality Duty:

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

This includes:

- a) Remove or minimise disadvantage suffered by persons protected under the Equality Act
- b) Take steps to meet the needs of persons protected under the Equality Act that are different from the needs of other groups
- c) Encourage persons protected under the Equality Act to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Will the proposal help to foster good relations between groups who share a protected characteristic and those who do not?

- There is probability that this proposal could benefit parent (s) and carer (s) of BAME groups to the detriment of parent(s) and carer(s) other ethnic groups. This is

because a higher proportion of staff at Haringey community schools are of White British ethnic origin than pupils at Haringey community schools

- Any potential impact needs to be evaluated in the context of scale. Research based on Enfield council who introduced a children of staff criterion in their community schools' oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion.
- Assuming that between 0.5 and 1% of offers made at oversubscribed community primary schools this would only affect between 6 and 11 pupils. This is from a cohort of 1,136 offers which were made at oversubscribed community primary schools in September 2017.
- The proposal should also be viewed in the context of improving Haringey's teaching staff recruitment and retention outcomes. Improved recruitment and retention will have wider positive impacts on educational outcomes for children and young people in the borough, and this has been considered against any potential negative impacts of changing the eligibility criteria.

6. a) What changes if any do you plan to make to your proposal as a result of the Equality Impact Assessment?

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

Outcome	Y/N
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. <u>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.</u>	Y
Adjust the proposal: the EqIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly <u>set out below</u> 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	
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:	

6 b) Summarise the specific actions you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty

Impact and which protected characteristics are impacted?	Action	Lead officer	Timescale
N/A			

N/A			
N/A			
N/A			

Please outline any areas you have identified where negative impacts will happen as a result of the proposal but it is not possible to mitigate them. Please provide a complete and honest justification on why it is not possible to mitigate them.

As mentioned above there is probability that this proposal could benefit parent (s) and carer (s) of BAME groups to the detriment of parent(s) and carer(s) other ethnic groups. This is because a higher proportion of staff at Haringey community schools are of White British ethnic origin than pupils at Haringey community schools.

The negative impact on parent(s) and carer(s) of BAME groups has been identified as a potential issue in changing the eligibility criteria, however the proposal is a reasonable and proportionate response to ensure that Haringey's teaching staff recruitment, retention and wider educational outcomes are improved.

6 c) Summarise the measures you intend to put in place to monitor the equalities impact of the proposal as it is implemented:

N/A

7. Authorisation

EqlA approved by
(Assistant Director/ Director)

Date
.....

8. Publication

Please ensure the completed EqlA is published in accordance with the Council's policy.

Please contact the Policy & Strategy Team for any feedback on the EqIA process.