

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	Louise HoptonBeatty
Cabinet meeting date (if applicable)	13 November 2018
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 temporary reduction of PAN (planned admission number) for Tiverton and Welbourne Primary schools. Haringey currently has a surplus of Reception school places equivalent to 8 forms of entry (230 places) or around 7% of our total Reception capacity. The 2018 School Place planning report indicates that this surplus is projected to 350 by 2021/22.

The proposal will ensure that sufficient school places are available to meet local demand. The proposed reduction of PANs for some school 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 at primary education, 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.

We will ask for approval from Cabinet to consult on our proposed admission arrangements, including the proposal to decrease reduce the PAN for Welbourne and Tiverton Primary Schools by one form of entry (1FE) – 30 Reception pupils each from September 2020 as part of the community and voluntary controlled (VC) schools' published admission arrangements.

Planning areas 3 and 4 in which these schools are located show the most significant surplus of places. Both Tiverton and Welbourne Primary schools have vacancies across all year groups and our projections show that demand is likely to continue to decrease. Current school roll projections for planning area 3 (where Tiverton is located) suggest a surplus of school places of between 1-2 forms of entry between now and 2026/27. Current school roll projections for planning area 4 (where Welbourne is located) suggest a surplus of school places of between 3-4 forms of entry between now and 2021/22.

Approval was sought from the Schools Adjudicator for a temporary reduction in PAN for Tiverton Primary School for entry in September 2018. A reduction by 1 form of entry was agreed by the Schools Adjudicator and it is likely that a similar request will be made for entry in September 2019 due to the lack of demand. Our projections show that demand is likely to continue to decline in future years and the schools is unlikely to fill beyond 1 form of entry.

Welbourne Primary School has the highest number of vacancies across all year groups compared to other schools in Planning Area 4. It is likely that this will have had a ripple effect locally as falling demand is rarely evidenced at just one school but is often felt across several. A further benefit of planning places judiciously is that it keeps rolls relatively buoyant across and beyond any planning area as surplus places are reduced.

We are proposing to reduce the number of available places at these schools to enable them to operate more efficiently and cost effectively. The proposed reduction of PANs for these schools will allow better alignment of PANs with actual number of pupils on roll,

leading to cost savings.

Consulting on our admission arrangements for entry in September 2020 gives these schools sufficient time to make the necessary internal organisational adjustments so that any potential impact on staff is negligible. It will allow the school leadership teams in offering a more accurate number of places and also help with long term planning.

Equality consideration was given to the selection of these specific schools for a reduction in PANs to help frame any potential impact on protected groups. Our proposal will not adversely impact on 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 at Welbourne and Tiverton Primary School for entry in September 2020.

All local schools are rated 'Good' or 'Outstanding' by Ofsted and are able to support children with a wide range of abilities, special needs, disabilities and learning difficulties, from able, gifted and talented pupils to those with multiple and significant disabilities, medical conditions and learning difficulties. Welbourne and Tiverton 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 primary applications received at the time and in the event there is an increase in demand for primary school places and additional places are required, these schools can revert to their original PAN.

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 staff employed in the affected Haringey community primary schools.

To ensure as wide a consultation as possible we intend to provide details of the proposed admission arrangements in the following ways:

- through the Schools Bulletin which is distributed to the head teacher 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 both MPs with constituencies in Haringey
- to the diocesan authorities
- to all residents' groups that the Council hold information for
- to all women's groups that the Council hold information for
- other groups, bodies, parents and carers as appropriate

An 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. 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
Sex	May 2018 School census
Gender Reassignment	No national or local collected data
Age	May 2018 School census
Disability	2018 School census and data from Haringey SEN team
Race & Ethnicity	January 2018 School census (which has ethnicity)
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.
Religion or Belief (or No Belief)	Synthetic data derived from the 2011 ONS National census
Pregnancy & Maternity	2011 census
Marriage and Civil Partnership	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.

1. Sex

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	10,687	6,010	16,697	49%	48%	49%
Male	11,165	6,419	17,584	51%	52%	51%
Grand Total	21,852	12,429	34,281	100%	100%	100%

Source: School Census May 2018

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%
Tiverton	Supressed	Supressed	Supressed	Supressed
Welbourne	24.6%	26.6%	36.5%	0%

Source: SFR25 2016/2017

Note: Haringey data is 2016 and for primary and secondary schools. Schools data is 2017 and data for Tiverton suppressed due to low

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. Female teachers and teaching assistants are therefore more likely to be affected by the proposal than male teachers and teaching assistants because of their greater prevalence in the school workforce.

2. Gender reassignment

We do not hold data on the number of people who are seeking, receiving or have received gender reassignment surgery, and there is not national data collected for this characteristic. The Equality and Human Rights Commission estimate that there are between 300,000-500,000 transgender people in the UK. We will need to consider the inequalities and discrimination experienced for this protected group. For the purposes of this EqIA, we will use the inclusive term Trans* in order to represent the spectrum of transgender and gender variance.

3. Age

Service users (Primary and secondary children by Age)

Year group	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Reception	2,978		2,978
Year 1	3,079		3,079
Year 2	3,156		3,156
Year 3	3,188		3,188
Year 4	3,110		3,110

Year 5	3,170		3,170
Year 6	3,171		3,171
Year 7		2,554	2,554
Year 8		2,531	2,531
Year 9		2,551	2,551
Year 10		2,457	2,457
Year 11		2,336	2,336
Grand Total	21,852	12,429	34,281

Source: School Census May 2018

Broadly, the number of children entering Haringey's school system has increased year-on-year though primary cohorts are now reducing whilst secondary cohorts are growing.

4. Disability

Service users: Total number of Children & Young People with statements or plans maintained by Haringey as at March 2018

Year	Totals	Year	Totals
Pre-School/Nursery	11	Year 9	129
Reception	56	Year 10	138
Year 1	78	Year 11	129
Year 2	88	Year 12	111
Year 3	114	Year 13	122
Year 4	96	Year 14	104
Year 5	113	Year 15	69
Year 6	114	Year 15 plus	115
Year 7	123	Totals	1,848
Year 8	138		

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 2018

5. Race and ethnicity

Service users: Ethnic composition (main groups) of Haringey's primary school (Reception to Year 6) pupil population as at January 2018:

Haringey (Main category)		
	Primary	Primary (%)
White	10,994	50.3%
Black or Black British	5,191	23.7%
Mixed/Dual background	2,566	11.7%
Any other ethnic group	1,328	6.1%
Asian or Asian British	1,243	5.7%
Chinese	259	1.2%
Information not yet obtained	217	1.0%
Refused	65	0.3%
Grand Total	21,863	100.0%

Haringey (Sub category)		
	Primary	Primary (%)
Any other white background	6,245	28.6%
White - British	4,420	20.2%
Black African	3,237	14.8%
Black Caribbean	1,490	6.8%
Any other ethnic group	1,328	6.1%
Any other mixed background	1,097	5.0%
White and Black Caribbean	656	3.0%
Bangladeshi	534	2.4%
White and Asian	502	2.3%
Any other Black background	464	2.1%
Any other Asian Background	341	1.6%
White and Black African	311	1.4%
Chinese	259	1.2%
Information not yet obtained	217	1.0%
White - Irish	204	0.9%
Indian	189	0.9%
Pakistani	179	0.8%
Gypsy/Roma	71	0.3%
Refused	65	0.3%
Traveller of Irish heritage	54	0.2%

Grand Total	21,863	100%
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Source: School Census January 2018

28.6% of Haringey's primary school pupils are Any other white background whilst 20.2% are White-British. Some 14.8% of primary pupils are Black.

Staff ethnicity: ethnic profile 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.

A greater proportion of Haringey schools staff are White British as compared to pupils at Haringey schools.

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.

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

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>

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

Those affected by the proposal are therefore more likely to be Christian, Muslim, or have no religion. Plans will need to have due regard to diversity issues relating to these communities though it should also be noted that the proposal is to reduce surplus reception places rather than those currently in use by pupils.

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. Decisions will need to consider the needs of mothers with young children as they are likely to be disproportionately affected by the proposal.

9. Marriage and Civil Partnership⁴

	Married (heterosexual)	Civil Partnership
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³ Census 2011

⁴ Census 2011

	couples)	
Haringey	32.2%	0.6%
London	40%	0.4%
England and Wales	47%	0.2%

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. Decisions will need to ensure all couples in a civil partnership are treated exactly the same as couples in a marriage.

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

THIS SECTION WILL BE POPULATED FOLLOWING CONSULTATION.

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?

THIS SECTION WILL BE POPULATED FOLLOWING CONSULTATION.

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		Negative		Neutral impact	X	Unknown Impact	
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The main impact of this proposal is that surplus reception places will be temporarily reduced in the relevant planning area by reducing 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.

This change in reception 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 one of the schools (either Tiverton or Welbourne) reduces it's PAN by one form of entry for 3 consecutive years 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 procedures such as access to a redeployment pool and support given to find another role in Education.

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 surplus reception place will be temporarily reduced in the relevant planning area by reducing capacity. These places are in addition to those projected to be required by pupils. We do not anticipate that this will have any impact on this group (gender reassignment).

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		Unknown Impact	X
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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 surplus reception place will be temporarily reduced in the relevant planning area by reducing capacity. These places are in addition to those projected to be required by pupils it is anticipated that no impact on this characteristic (age) will occur.

This change in reception place provision is likely to result in the reduction of teaching and teaching assistant staff required though there is no reason to think teachers or teaching assistants of a specific age will be negatively affected.

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 surplus reception place will be temporarily reduced in the relevant planning area by reducing capacity. These places are in addition to those projected to be required by pupils and it is anticipated that no impact on this characteristic (disability) will occur.

This change in reception place provision is likely to result in the reduction of teaching and teaching assistant staff required though there is no reason to think teachers or teaching assistants with disabilities will be negatively affected.

However, steps will be taken to ensure that this protected group is not subject to discrimination as a result of this change in criteria.

SEN pupils should not experience any change as a result of this proposal.

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 surplus reception place will be temporarily reduced in the relevant planning area by reducing capacity. These places are in addition to those projected to be required by pupils and it is anticipated that no impact on this characteristic (race and ethnicity) will occur.

This change in reception place provision is likely to result in the reduction of teaching and teaching assistant staff required though there is no reason to think teachers or teaching assistants of specific ethnicity will be negatively affected.

However, steps will be taken to ensure that this protected group is not subject to discrimination as a result of this change in criteria.

Pupils of any specific race or ethnicity should not experience any change as a result of this proposal.

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.

We do not anticipate that this change 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.

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 2018. 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.

There is no reason to suspect that children with any particular religion or belief (or indeed none) will be disproportionately affected by the proposal given that the proposal only intends to remove surplus school places.

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)*

This change in reception 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 it is possible that staff members who are pregnant maybe more impacted by this proposal. It is important to note though that only several staff members are likely to be affected at each school.

However, steps will be taken to ensure that this protected group is not disproportionately affected.

Any potential impact needs to be evaluated in the context of scale. Assuming that one of the schools (either Tiverton or Welbourne) reduces it's PAN by one form of entry for 3 consecutive years redundancy or redeployment of staff at this school is likely to occur. It is

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>

likely that a class teacher and teaching assistant (2 staff) will be affected for each year of PAN reduction.

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*)

Teachers or teaching assistants who may be affected by this proposal who are in a civil partnership will be treated the same as people who are married.

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

The proposal is likely to have a positive impact on women with children as women are overrepresented among Haringey schools staff and the proposal targets parents with school-aged children.

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 a possibility that this proposal could disadvantage pregnant women due to the greater prevalence of women amongst teachers and teaching assistants across Haringey schools staff.
- Any potential impact needs to be evaluated in the context of scale. Assuming that one of the schools (either Tiverton or Welbourne) reduces it's PAN by one form of entry for 3 consecutive years 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.

- The proposal should also be viewed in the context of ensuring the sustainability and breadth of offer at Haringey's primary school estate. Doing nothing would put many schools (especially Tiverton and Welbourne) under possibly intolerable financial burden which would likely worsen wider educational outcomes for all pupils.

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 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.

The negative impact on these teachers and teaching assistants has been identified as a potential issue in reducing the admissions numbers at Tiverton and Welbourne school (s). 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 (especially Tiverton and Welbourne) under possibly intolerable financial burden which would likely worsen wider educational outcomes.

Any potential impact also needs to be evaluated in the context of scale. Assuming that one of the schools (either Tiverton or Welbourne) reduces it's PAN by one form of entry for 3 consecutive years 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.

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 Reception places are required they are immediately fulfilled.

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

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

Monitoring - The Team Leader of School Admissions 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 e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information will be 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 are applied.

7. Authorisation

EqlA approved byEveleen
 Riordan.....
 (Assistant Director)

Date23
 October 2018.....

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 EqlA process.