

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 its 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	Amalgamation between Stamford Hill and Tiverton Primary Schools
Service area	Schools and Learning
Officer completing assessment	Nick Shasha
Equalities/ HR Advisor	
Cabinet meeting date (if applicable)	9 July 2019
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*

Proposal: This proposal concerns the amalgamation between Stamford Hill, N15 6HD and Tiverton Primary Schools, N15 6SP. This would involve the closure of Stamford Hill Primary School, with the displaced pupils being accommodated by Tiverton Primary School.

The main reason for this proposal is to ensure the sustainability of all our primary schools across the borough in the light of falling demand. 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.

Stakeholders: The key stakeholders are children currently enrolled at Stamford Hill Primary School, their parents and carers and those staff currently employed by the Council to work at the school.

Decision-making: We will ask for approval from Cabinet on 12 March to consult on our proposed amalgamation. We are proposing to amalgamate Stamford Hill Primary with Tiverton Primary School. It is expected the existing cohorts of Stamford Hill would be absorbed by Tiverton Primary School (400m away). Parents and carers will also be given the opportunity to apply for places in other Haringey primary schools where vacancies exist.

To ensure as wide a consultation as possible we intend to provide details of the proposed changes 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;
- letter to all Haringey primary and secondary schools
- email to all Children's Centres in the borough;
- email to all registered nurseries and child minders and any other early years providers;
- published on the Council's online admissions pages;
- via information in all libraries across the borough (poster and hardcopies of consultation document);
- email to all councillors from the Lead Cabinet Member;
- email to both MPs with constituencies in Haringey;
- email to the diocesan authorities.
- email to all residents' groups that the Council hold information for
- email to the branch secretaries of all trade unions recognised by the Council for

collective bargaining in respect of its employees at Stamford Hill Primary School

- email to 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 amalgamation of Stamford Hill Primary School with Tiverton Primary School 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	October 2018 School census
Gender Reassignment	No national or local collected data
Age	October 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 and age

Service users (Primary children by sex and age) -

	Stamford Hill							
	R	1	2	3	4	5	6	Total
Female	10	7	11	15	13	13	14	83
Male	17	17	13	14	10	13	12	96
Female %	29%	46%	52%	57%	50%	54%	37%	46%
Male %	71%	54%	48%	43%	50%	46%	63%	54%
Grand Total	27	24	24	29	23	26	26	179

	Tiverton							
	R	1	2	3	4	5	6	Total
Female	19	26	16	24	19	17	27	148
Male	9	18	17	17	28	32	27	148
Female %	68%	59%	48%	59%	40%	35%	50%	50%
Male %	32%	41%	52%	41%	60%	65%	50%	50%
Grand Total	28	44	33	41	47	49	54	296

	Haringey – all primary schools							
	R	1	2	3	4	5	6	Total
Female	1464	1411	1450	1556	1498	1564	1582	10,525
Male	1555	1557	1600	1574	1668	1519	1588	11,061
Female %	48%	48%	48%	50%	47%	51%	50%	49%
Male %	52%	52%	52%	50%	53%	49%	50%	51%
Grand Total	3,019	2,968	3,050	3,130	3,166	3,083	3,170	21,586

Source: School Census October 2018

The data shows a reasonably equal distribution between female and male at Stamford Hill, Tiverton and across all Haringey primary schools. There is some year-to-year fluctuation at both Stamford Hill and Tiverton though this is to be expected given the small cohort sizes.

The age distribution at Stamford Hill, Tiverton and across all Haringey schools shows an equitable distribution. There is a current surplus of vacancies across Planning area 3 (where Stamford Hill and Tiverton are located) and indeed across Haringey as a whole. Should Stamford Hill close (with the net effect of losing 1 form of capacity) there is enough local capacity to ensure all the existing cohort can receive a school place

Staff at Haringey schools

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

			Are Male (%)	
Haringey	29.2%	15.0%	23.6%	21.6%
Stamford Hill	0%	20.2%	0%	Suppressed
Tiverton	Suppressed	Suppressed	Suppressed	Suppressed

Source: SFR25 2017

Note: Some data for Stamford Hill and Tiverton have been suppressed due to low sample sizes

The majority of Haringey primary 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 15% are male across Haringey and 20.2% across Stamford Hill. If the outcome of this consultation leads to a reduction of staff 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.

Age of staff at Haringey primary schools

Percentage of teachers aged 50 or over

Stamford Hill	Tiverton	Haringey
Suppressed	Suppressed	20.2%

Source: SFR25 2017

Note: Data for Stamford Hill and Tiverton have been suppressed due to low sample sizes and data for Haringey is for all schools, primary and secondary

The data above suggests (due to low sample sizes) that neither Stamford Hill nor Tiverton have many teachers above the age of 50. If data collected during any subsequent consultation suggests that any proposal will inadvertently impact upon teachers based upon the protected characteristic of age attempts to mitigate this impact may need to be undertaken.

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. 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		

All Haringey schools are able to support children with a wide range of abilities, special needs, disabilities and learning difficulties, from able, gifted and talented pupils to those with multiple and significant disabilities, medical conditions and learning difficulties. Stamford Hill Primary not offer any specific provision that is not provided in other local schools.

Source: Haringey SEN team 2018

4. Ethnicity of pupil cohorts at Stamford Hill, Tiverton and Haringey primary schools

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

Haringey (Main category) – Percentage (%)			
	Stamford Hill	Tiverton	Haringey
White	37%	42%	50%
Black or Black British	32%	33%	24%
Mixed/Dual background	8%	7%	12%
Any other ethnic group	21%	9%	6%
Asian or Asian British	2%	7%	6%
Chinese	1%	0%	1%
Information not yet obtained	0%	1%	1%
Refused	0%	0%	0%

Note: Totals may not add up to 100% due to rounding

Haringey (Sub category) – Percentage (%)			
	Stamford Hill	Tiverton	Haringey
Any other white background	33%	38%	29%
White – British	3%	4%	20%

Black African	13%	26%	15%
Black Caribbean	14%	5%	7%
Any other ethnic group	21%	9%	6%
Any other mixed background	3%	4%	5%
White and Black Caribbean	2%	2%	3%
Bangladeshi	1%	4%	2%
White and Asian	-	1%	2%
Any other Black background	6%	2%	2%
Any other Asian Background	1%	1%	2%
White and Black African	2%	1%	1%
Chinese	1%	-	1%
Information not yet obtained	-	1%	1%
White - Irish	1%	-	1%
Indian	1%	1%	1%
Pakistani	-	2%	1%
Gypsy/Roma	1%	-	0%
Refused	-	-	0%
Traveller of Irish heritage	-	-	0%

Source: School Census January 2018

Note: Totals may not sum to 100% because of rounding

The data above confirms that both Stamford Hill and Tiverton have ethnically diverse pupil cohorts as do Haringey primary schools overall. Perhaps the most significant difference shown above is the proportion of White British pupils across Haringey as a whole (20%) compared to Stamford Hill (3%) and Tiverton (4%). This is likely because of the differing ethnic make-up of the borough between wards in the East where Stamford Hill and Tiverton are located and those in the West.

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

Staff category	Stamford Hill	Tiverton	Haringey
BAME Teachers (as a proportion of all Teachers)	54.5%	83.3%	46.5%
BAME Teaching Assistants (as a proportion of all Teaching Assistants)	85%	64.3%	67.2%
BAME Non-classroom Based School Support Staff (as a proportion of all Non-classroom Based School Support Staff)	66.7%	50%	58.8%
BAME Auxiliary Staff (as a proportion of all Auxiliary Staff)	Suppressed	88%	75.2%

Source: SFR25 2017

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

At Tiverton three of the four groups of staff have over 50% representation from BAME ethnicities. At Stamford Hill, all three staff groups that have data also show 50% representation from BAME ethnicities (data for auxiliary staff is suppressed). Across all Haringey schools (primary and secondary) teachers from a BAME ethnicity make up just under half of all teachers (46.5%) whilst the other 3 categories show BAME representation of 67.2%, 58.8% and 75.2% respectively.

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.

5. 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.

6. 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 primary 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

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>

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 primary school places rather than those currently in use by pupils.

7. Pregnancy and maternity³

The proportion of 0-4-year olds 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.

8. Marriage and Civil Partnership⁴

	Married (heterosexual couples)	Civil Partnership
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

The consultation has not revealed any negative impact on protected groups of residents and service users principally because we fully expect to still have a surplus of primary school places in the local area.

³ Census 2011

⁴ Census 2011

However, the benefit of running a pre-statutory consultation was in assisting to identify harder to reach groups in the diverse communities of Stamford Hill school. Survey documents and consultation responses were translated into Spanish, Portuguese, Turkish and Polish. This has proved to be a useful exercise and will assist in shaping how we proceed to statutory consultation.

A small number of staff members at Stamford Hill and Tiverton primary school will be affected by re-organisation to reflect the fewer staff positions required by an amalgamated school. As both schools are local community schools all affected staff are employed by the local authority and will be notified by Schools HR of the processes that will be undertaken.

The proposed closure of Stamford Hill Primary School will result in a reduction in the number of teachers and teaching assistants employed by the Council. 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 and the fact that this bias of teaching staff to be female in primary schools is a local, London and national characteristic. Thus, contraction or expansion of teaching supply inevitably impacts (or benefits) females more than males. Affected staff should be supported by appropriate procedures such as access to a redeployment pool and support given to find another role in the Council.

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?

The consultation has not revealed any negative impact on protected groups of residents, service users, principally because we fully expect to still have a surplus of primary school places in the local area.

However, the benefit of running a pre-statutory consultation was in assisting to identify harder to reach groups in the diverse communities of Stamford Hill school. Survey documents and consultation responses were translated into Spanish, Portuguese, Turkish and Polish. This has proved to be a useful exercise and will assist in shaping how we proceed to statutory 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

1a. Sex – Service users *(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	
----------	--	----------	--	----------------	---	----------------	--

The main impact of this proposal is that surplus primary school places will be 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.

1b. Sex – teaching staff *(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	X	Neutral impact		Unknown Impact	
----------	--	----------	---	----------------	--	----------------	--

The proposed closure of Stamford Hill Primary School will result in a reduction in the number of teachers and teaching assistants employed by the Council. 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 and the fact that this bias of teaching staff to be female in primary schools is a local, London and national characteristic. Thus, contraction or expansion of teaching supply inevitably impacts (or benefits) females more than males. Affected staff should be supported by appropriate procedures such as access to a redeployment pool and support given to find another role in the Council.

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 primary school places will be 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
----------	--	----------	--	----------------	--	----------------	---

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	
----------	--	----------	--	----------------	---	----------------	--

The main impact of this proposal is that surplus primary school places will be 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 primary school 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	
----------	--	----------	--	----------------	---	----------------	--

The main impact of this proposal is that surplus primary school places will be 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 primary school places is likely to result in the reduction of teaching and teaching assistant staff required by the Council 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	
----------	--	----------	--	----------------	---	----------------	--

The main impact of this proposal is that surplus primary school places will be 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 primary school place provision is likely to result in the reduction of teaching and teaching assistant staff required by the Council 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	
----------	--	----------	--	----------------	---	----------------	--

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 primary 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	
----------	--	----------	--	----------------	---	----------------	--

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)*

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>

The proposed closure of Stamford Hill Primary School will result in a reduction of teaching and teaching assistant staff required by the Council. As a greater proportion of school staff are women it is possible that staff members who are pregnant may be more impacted by this proposal. It is important to note though that there may not be any school staff affected under this characteristic.

Any potential impact needs to be evaluated in the context of scale and the fact that the sex bias of teaching staff in primary schools is a local, London and national characteristic. Affected staff should be supported by appropriate procedures such as access to a redeployment pool and support given to find another role in the Council.

However, monitoring of this protected group should ensure it is not disproportionately affected.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

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	
----------	--	----------	--	----------------	---	----------------	--

10. Groups that cross two or more equality strands e.g. young black women

This proposal could have a negative impact on pregnant women due to the over-representation of women amongst Haringey schools staff.

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 (i.e. by establishing if there are pregnant women affected by this proposal)
- The proposal should also be viewed in the context of ensuring the sustainability and breadth of offer at Haringey's primary school estate. Doing nothing would put many schools under possibly intolerable financial burden due to growing surpluses which would likely worsen wider educational outcomes for all pupils.
- Moreover, Stamford Hill is currently OFSTED rated Inadequate. Moving its current cohort of pupils to any other Haringey primary school would ensure they were educated at a school with a Good or Outstanding OFSTED rating – all other Haringey primary schools are rated as Good or Outstanding.

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
Sex	<i>Ensure all staff affected are given full and fair access to the redeployment pool.</i>	<i>Louise HoptonBeatty</i>	<i>Q1-Q3 2019</i>
Pregnancy and maternity	<i>Monitor this group to ensure that if this characteristic is</i>	<i>Louise HoptonBeatty</i>	<i>Q1-Q3 2019</i>

	<i>affected (i.e. if pregnant or staff on maternity are included) those affected are given full and fair access to the redeployment pool</i>		
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 greater numbers of them are female rather than male and are likely to be made redundant or re-deployed. And as result of the impact on sex there could also be an additional impact on pregnancy and maternity.

The negative impact on these teachers and teaching assistants has been identified as a potential issue in the proposal to close Stamford Hill Primary School. However, the proposal is a reasonable and proportionate response to ensure the sustainability and breadth of offer at Haringey's primary school estate. Taking no action would put many schools under possibly intolerable financial burden which would likely worsen 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.

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. the number of 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 by (Assistant 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 EqlA process.