

## 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

<b>Name of proposal</b>	Determination of the Council’s school admission arrangements – Consultation
<b>Service area</b>	Schools and Learning
<b>Officer completing assessment</b>	Nick Shasha
<b>Equalities/ HR Advisor</b>	Alisha Muhmood
<b>Cabinet meeting date (if applicable)</b>	<b>12 November 2019</b>
<b>Director/Assistant Director</b>	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 Equality Impact Assessment (EqIA) accompanies the Cabinet report**

Determination of the Council's School Admission Arrangements for the academic year 2021/22 which recommends Cabinet to:

- agree to consult on the proposed admission arrangements, including the proposed in-year admissions scheme for the academic year 2021/22;
- agree to consult on the proposed IYFAP which, if agreed at Cabinet in February 2020, would be come into force from 1 March 2020;
- agree that the co-ordinated scheme for the admission of children to maintained primary and secondary schools as set out in Appendices 2 and 3 of this report can be published on the Haringey website on 1 January 2020;
- note that consultation on the proposed admission arrangements is scheduled to take place between **26 November 2019 and 7 January 2020**;
- note that following the consultation, a report will be prepared summarising the representations received from the consultation and a decision on the final admission arrangements and the In-Year Fair Access Protocol will be taken by Cabinet in February 2020.

Key stakeholders are parents, carers, staff, children and young adults educated in Haringey community schools. In addition, the same set of stakeholders across the 6 London boroughs neighbouring Haringey.

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 headteacher and chair of governors of every school in the borough
- to all children's centres in the borough
- to all registered nurseries and child minders and any other early years providers
- on the Council's online primary and secondary admissions page
- via information in all libraries across the borough
- to all councillors
- to both MPs with constituencies in Haringey
- to the diocesan authorities
- to neighbouring authorities
- 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 Admission Arrangements 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.

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2014. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place.

The Council is the admissions authority for community and voluntary controlled (VC) schools within the borough and therefore is responsible for determining the admission arrangements for these schools. Academies, foundation schools and voluntary aided schools are their own admissions authority; they must consult on and then determine their own admissions arrangements. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code. The Council is the coordinating authority for all schools in the Borough (except independent fee-paying schools) and will send out school place offer letters to all Haringey residents where a school place has been applied for in any given year.

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability.

“In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated” page 7, para 3 - School Admissions Code 2014.

The Code provides admission authorities with some flexibility to determine and implement their own admission arrangements through local consultation, in order to meet circumstances in their area. However, the purpose of the framework is to aim to ensure that unlawful and unfair arrangements are not adopted and that the needs of all children are met.

As in all boroughs, some schools are more popular than others and inevitably some parents will not secure a place at their preferred school. However, the Local Authority has ensured that the proposed Haringey Admission arrangements 2021/22 are compliant with all areas of the Admissions Code, are equitable and transparent and include measures to actively promote fairness.

### Proposed Admission Criteria

The proposed admission criteria for 2017 vary slightly according to the type of provision (nursery<sup>1</sup>, primary, secondary etc) they apply to – the criteria for all these settings can be

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<sup>1</sup> In the case of nurseries, the Authority is responsible for admissions but these are managed by schools with nurseries and nursery centres.

viewed in appendix 1 through to appendix 3. However the main principles for Haringey community and VC schools are set out below:

**Statement of Special Education Needs** - When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

If the number of applicants without statements of educational needs/ECHP naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

### **1. Children in Care/ Looked After Children**

Children who are looked after by a local authority or were previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

### **2. Social Medical**

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

### **3. Brother or Sister (sibling)**

Children with a brother or sister already attending the school and who will still be attending in years 7-11 on the date of admission.

If a place is obtained for an older child using fraudulent information, there will be no sibling connection available to subsequent children from that family.

### **4. Children of staff**

Children of teaching staff of the school where the member of staff has been employed at the school for two or more years at the time of application and/or children of a member of staff who has been recruited to fill a vacancy for which there is a demonstrable skill shortage.

### **5. Distance**

Children whose home address is closest to the preferred school.

Distance will be measured in a straight line from the Ordnance Survey address point of the child's home to the Ordnance Survey address point of the school, calculated using a computerised mapping system.

#### Proposed Pan London Co-ordinated Scheme 2021/22

Haringey Council's coordinated scheme is developed in line with the Pan London recommendations and sets out the procedures that all schools for which Haringey is the admitting or coordinating authority agree to sign up to.

#### In-Year Fair Access Scheme

The 2021/22 arrangements also contain an In-Year Fair Access Scheme which acknowledges the need to deal with vulnerable young people who are not on the roll of a school, quickly and sympathetically. This scheme also fairly shares the burden of admitting vulnerable students across all schools and academies, taking account of their resources to support each student.

#### Relevant Legislation

According to the Equality Act 2010 an admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character (faith schools) or single sex schools are exempt as they are allowed to make a decision based on religious belief or sex respectively.

Admission authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

### **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 2019 School census / SFR25 2016/2017
Gender Reassignment	No national or local collected data
Age	May 2019 School census
Disability	2019 data from Haringey SEN team
Race & Ethnicity	January 2019 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

Figure 1 - Service users (Primary and secondary age children by Sex) - Haringey

	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Female	10,547	6,235	16,782	49%	48%	49%
Male	10,973	6,733	17,706	51%	52%	51%
Grand Total	21,520	12,968	34,488	100%	100%	100%

Source: School Census May 2019

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

Figure 2 - 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 2016/2017

Note: Data is as at November 2016 and for primary and secondary schools.

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 across all Haringey schools.

## 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

Figure 3 - Service users (Primary and secondary children by Age)

Year group	Number – All Haringey schools
Reception	3,019
Year 1	2,964
Year 2	3,039
Year 3	3,097
Year 4	3,156
Year 5	3,088
Year 6	3,157
<b>Primary Reception to Yr 6</b>	<b>21,520</b>
Year 7	2,784
Year 8	2,554
Year 9	2,575
Year 10	2,571
Year 11	2,484
<b>Secondary Yrs 7-11</b>	<b>12,968</b>
Year 12	1,134
Year 13	855
Year 14	13
<b>Sixth Form</b>	<b>2,002</b>
<b>Grand Total</b>	<b>36,490</b>

Source: School Census May 2019

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

Figure 4 - Service users: Total number of Children & Young People with statements or plans maintained by Haringey as at April 2019

Year	Totals	Year	Totals
Pre-School/Nursery	36	Year 9	143
Reception	80	Year 10	136
Year 1	93	Year 11	154
Year 2	99	Year 12	130
Year 3	106	Year 13	106
Year 4	133	Year 14	114
Year 5	111	Year 15	98
Year 6	128	Year 15 plus	153
Year 7	132	Totals	2,082
Year 8	130		

Source: Haringey SEN team 2019

While we have a range of children with disabilities, to meet their needs, social and medical considerations are given higher priority under the admission arrangements. We do not have data on pupils with less complex disabilities who do not qualify for this criteria.

#### 5. Race and ethnicity

Figure 5 - Service users: Ethnic composition (main groups) of Haringey's school pupil population as at January 2019:

	Haringey	
	Number	%
Any other white background	10,724	28.0%
White British ethnic origin	7,611	19.9%
Black African ethnic origin	5,386	14.0%
Any other ethnic group ethnic origin	2,651	6.9%
Black Caribbean ethnic origin	2,635	6.9%
Any other mixed background ethnic origin	2,026	5.3%
White and black Caribbean ethnic origin	1,074	2.8%
Bangladeshi ethnic origin	1,006	2.6%
White and Asian ethnic origin	794	2.1%
Any other black background ethnic origin	754	2.0%



<b>white and black African ethnic origin</b>	585	1.5%
<b>Any other Asian background ethnic origin</b>	527	1.4%
<b>Indian ethnic origin</b>	361	0.9%
<b>Chinese ethnic origin</b>	359	0.9%
<b>Pakistani ethnic origin</b>	347	0.9%
<b>Irish ethnic origin</b>	289	0.8%
<b>Gypsy/Roma ethnic origin</b>	125	0.3%
<b>Traveller of Irish heritage ethnic origin</b>	43	0.1%
<b>Number of pupils unclassified</b>	1,041	2.7%
<b>Grand Total</b>	38,338	100%

Source: School Census January 2019

Notes: Sample includes all pupils recorded on the January 2019 School census except London Academy of Excellence and Haringey sixth form college

28.0% of Haringey's pupils are Any other white background whilst 19.9% are White-British. Some 14.0% of primary pupils are Black African with a further 6.9% each either Black Caribbean or Any other ethnic group origin.

Figure 6 - Staff ethnicity: ethnic profile of Haringey teachers, teaching assistants, non-classroom based school support staff and auxiliary staff

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

Source: SFR25 2017 (latest available)

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 15<sup>th</sup> largest LGB community in the country<sup>2</sup>, 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 couples<sup>3</sup>, 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 derived from the England and Wales Census 2011 data on religion by age. Data on the 0-19 age group (0-4, 5-7, 8-9, 10-14, 15, 16-17 and 18-19) has been combined to provide an approximation of the likely religious or belief profile of school age children in Haringey.

The notional number is based upon the known sample size of pupils in Haringey (38,338) used in the Race and ethnicity analysis in Table 5 multiplied through the distribution of religion or belief from the 2011 Census. Data has been rounded to illustrate that these are synthetic estimates.

Figure 7 – Religion of pupils attending Haringey community schools

	Haringey	
	Percentage (%)	Notional Number
Christian	41.1%	15,750
Muslim	21.3%	8,150
No religion	20.0%	7,650
Religion not stated	10.4%	4,000
Jewish	4.9%	1,900
Hindu	1.0%	350
Buddhist	0.7%	300
Sikh	0.3%	150
Other religion	0.2%	100
Total	100%	38,338

Source: ONS (2011 Census data for Haringey)

Note: \* Totals may not add up due to rounding

<sup>2</sup><https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/articles/subnationalsexualidentityestimates/uk2013to2015#introduction>

<sup>3</sup> <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2015>

## 8. Pregnancy and maternity<sup>4</sup>

Figure 8

The proportion of 0-4 year olds according to the Office for National Statistics mid-year population estimates as at June 2018:

Area	Number of 0-4 year olds
Haringey	6.9%
London	6.9%
England and Wales	5.9%

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

## 9. Marriage and Civil Partnership<sup>5</sup>

Figure 9

	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 seeks to establish the key concerns and issues of stakeholders and clarify if they identify those issues also shown in the EqIA. Stakeholders such as pupils, parents, carers, school staff and governors will be invited to participate in a consultation and share their views including whether or not they agreed with each proposal and if not, why not. To this purpose an annual Admissions Arrangements survey has been developed which attempts to ascertain views on several education themes such as Primary, Secondary and Sixth form.

<sup>4</sup> ONS Mid year population estimates as at June 2018

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalescotlandandnorthernireland>

<sup>5</sup> Census 2011

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

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

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

**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?*

There were **no responses** received from the consultation which may be attributed to the ongoing support from stakeholders and satisfaction with the current admission arrangements in use. It is important to note that the Council's arrangements do not substantially differ from neighbouring borough or own admission authority school arrangements.

**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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All primary and all but one of the secondary schools within the borough are coeducational.

For all of these schools, the gender of the pupil is not a factor of the admission arrangements, so this protected characteristic is not affected.

**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)*

There are no proposals in the Admissions Arrangements that affect this protected characteristic.

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	X	Negative		Neutral impact		Unknown Impact	
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The policy applies equally to all children of statutory school age as defined by the Admissions Code 2014.

**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	X	Negative		Neutral impact		Unknown Impact	
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Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs/EHCP that names their school. These children are placed in the relevant school before all other places are allocated.

Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist panel and are outside of the scope of these admission arrangements.

**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	X	Negative	X	Neutral impact		Unknown Impact	
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**Positive** - The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race

Translated applications are available on request for those who do not have English as their first language and face to face workshops are held for parents of prospective applicants to support their application process.

**Negative** - In the proposed arrangements, children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with as a late application. In line with the Pan London co-ordinated scheme, Haringey will accept late applications and process them as on time only if they are late for a good reason and supported by written independent evidence. Upon receipt of the written independent evidence, each case will be decided on its own merits. This information is published online within the School Admissions prospectuses.

The latest date for the late applications which are considered to be on-time within the terms of the home LA's scheme is 11 December 2020 (Secondary Transfer) and 10 February 2021 (Starting Reception). These dates are agreed annually in line with the Pan London co-ordinated scheme in order to enable the efficient processing and data sharing iterative processes which take place across all boroughs following these dates.

This approach is seen as fair and necessary in line with the Pan London co-ordinated scheme and the School Admissions Code (2014) which defines the application deadlines as 'closing dates' at paragraph 1.32C."

**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	X	Negative		Neutral impact		Unknown Impact	
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All schools included in the arrangements have to admit pupils regardless of 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)*

For community and VC schools, religion is not a factor of the admission arrangements.

The governing bodies of faith schools are the admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. Faith schools are allowed to set objective criteria relating to faith, in line with the mandatory provisions of the Schools Admission Code.

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*)

In addition to the criteria set out in Section 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth, the Local Authority would ask community schools to go over their published admission number. This aspect of the criteria ensures that multiple birth families are not disadvantaged by the proposed arrangements.

Positive	X		Negative		Neutral impact	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 are no proposals in the Admissions Arrangements that affect this protected characteristic.

Positive		Negative		Neutral impact		Unknown Impact	X
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**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?**

The proposed admission arrangements for 2021/22 do not differ materially from the arrangements for previous years and we therefore do not consider that there are any new or specific Equalities issues to emerge from these general admissions arrangements. We continue to monitor and assess the impact of any changing

trends.

**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
<b>No major change to the proposal:</b> 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
<b>Adjust the proposal:</b> 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	
<b>Stop and remove the proposal:</b> 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.**

N/A except for comments (3 bullet points) immediately above.

**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 Head of Admissions, Education and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an Annual report which sets out information on the effectiveness of the admission arrangements 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 by .....Eveleen  
Riordan.....  
(Assistant Director)

Date .....10 October  
2019.....

## 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.