

## Equality Impact Assessment (EQIA)

The Equality Impact Assessment (EQIA) form is a template for analysing a policy or proposed decision for its potential effects on individuals with protected characteristics covered by the Equality Act 2010.

The council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advance equality of opportunity between people who share protected characteristics and people who do not
- Foster good relations between people who share those characteristics and people who do not

The three parts of the duty apply to the following protected characteristics: age, disability, gender reassignment, pregnancy/maternity, race, religion/faith, sex and sexual orientation. Marriage and civil partnership status applies to the first part of the duty.

Although it is not enforced in legislation as a protected characteristic, Haringey Council treats socioeconomic status as a local protected characteristic.

### 1. Responsibility for the Equality Impact Assessment

<b>Name of proposal:</b>	<b>Admissions Arrangements and proposed reductions in surplus Primary school places</b>
<b>Service Area:</b>	<b>Schools and Learning</b>
<b>Officer Completing Assessment:</b>	<b>Nick Shasha</b>
<b>Equalities Advisor:</b>	<b>Rufus Pope</b>
<b>Cabinet meeting date (if applicable):</b>	<b>7 February 2023</b>
<b>Director/Assistant Director</b>	<b>Nick Hewlett</b>

### 2. Executive summary

Please complete this section *after* completing the rest of the form and summarise:

- The policy proposal, its aims and objectives, the decision in consideration. Please focus on **the change** that will result from this decision.
- Results of the analysis: potential positive and negative equality impacts
- Mitigations that will be taken to minimise negative equality impacts (if relevant)

- Next steps (this may include: if/when the EQIA will be refreshed, planned consultation, future stages of the project).

This proposal concerns Admissions Arrangements for 2024/25 and proposed reductions in surplus Primary school places.

Haringey currently has a surplus in excess of 10% for Reception places and reducing the PAN as planned would help bring the surplus closer to the DfE guidance of around 5%.

The 2022 School Place planning report indicates that this surplus is projected to grow to over 500 places by 2026/27 if no action is taken.

The proposal will ensure that sufficient school places are available to meet local demand. The proposed reduction of PANs for some schools will allow better alignment of PANs with actual number of pupils on roll, leading to cost savings. This is likely to enhance the sustainability of Haringey's current offer 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 proposals as shown below:

School name and planning area	Published Admission Number (PAN)		
	Current	Proposed	Reduction
Risley Avenue Primary School, N17 7AB – <b>PA4</b>	90	60	-30
St Francis de Sales Catholic Infant and Junior Primary School, N17 8AZ – <b>PA4</b>	90	60	-30
The Mulberry Primary School, N17 9RB – <b>PA4</b>	90	60	-30
Lordship Lane Primary School, N22 5PS – <b>PA5</b>	90	60	-30
St Mary's Priory Catholic Primary School, N15 5RE – <b>PA3</b>	60	30	-30
Earlham Primary School, N22 5HJ – <b>PA5</b>	60	30	-30
Bruce Grove Primary School, N17 6UH – <b>PA4</b>	60	30	-30
Seven Sisters Primary School, N15 5QE – <b>PA3</b>	60	30	-30

The schools shown in the table above are located in our Planning areas 3, 4 and 5 where the most significant surplus of places is found. Current school roll projections for planning area 3 suggest a surplus of around 3-4 forms of entry (fe) by 2030/31. Projections for planning area 4 suggest a surplus of around 5-6fe by 2030/31 whilst in planning area 5 projections show a 3-4fe surplus by 2030/31.

It is likely that reductions in capacity will have 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 2024/25 gives these schools sufficient time to make the necessary internal organisational adjustments so that any potential impact on staff is limited. It will allow the school leadership teams in offering a more accurate number of places and 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 as proposed.

All local 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. The schools that are proposed to take PAN reductions do not offer any specific provision that is not provided elsewhere and we believe that the needs of the community can be met at other local schools and this will be tested during the consultation process. We will closely monitor the number of 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 primary schools who wish to apply for school places for their children. Additional stakeholders are staff employed in the affected Haringey 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
- letter to all Haringey schools including those proposed for PAN reductions
- 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. Consultation and engagement**

3a. How will consultation and/or engagement inform your assessment of the impact of the proposal on protected groups of residents, service users and/or staff? Detail how your approach will facilitate the inclusion of protected groups likely to be impacted by the decision.

The consultation 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.

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.

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

A consultation survey on the 2024/25 Admissions Arrangements and proposed PAN reductions was conducted and received 28 responses.

Some key themes and concerns emerged from the analysis of the survey. These, and rebuttals to them, are fully explored in the report itself. Please see Appendix 8 for more details. The main concerns were related to anticipated housing developments leading to additional demand, the selection of schools only in the East of the borough, the view that birth rates were going up (rather than down) and the view that reducing school capacity would negatively impact school finances.

Given that the proposal to reduce PAN at selected primary schools is focused on reducing surplus (not needed) capacity it was not felt that the responses to the survey outlined any specific Equalities impacts except for the impact upon staff groups at schools. This theme (staff impact) is explored in the relevant protected characteristics below where applicable.

## 4. Data and Impact Analysis

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

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

### 4a. Age

#### Data

##### Borough Profile<sup>1</sup>

56,718: 0-17 (21%)

72,807: 18-34 (27%)

68,257: 35-49 (25%)

44,807: 50-64 (17%)

28,632: 65+ (11%)

##### Target Population Profile<sup>2</sup>

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<sup>1</sup> Source: State of the Borough

<sup>2</sup> ONS 2021 Census First Release

Early years (0-4) and Primary school age pupils (5-11)

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

The latest data from the ONS 2021 Census and the PLASC School Census has been produced below:

### ONS 2021 Census

0-4 (14,900 and 5.7% of the total Haringey population)  
M: 7,600 F: 7,300

5-9 (14,700 and 5.6% of the total Haringey population)  
M: 7,500 F: 7,200

10-14 (15,600 and 5.9% of the total Haringey population)  
M: 7,900 F: 7,700

Total Haringey Population as at 2021: 264,200  
M: 127,100 F: 137,000

### PLASC School Census data as at May 2022

*Service users (Primary and secondary children by Age and gender)*

Year group	Male	Female	Grand Total
Reception	1,375	1,334	2,709
Year 1	1,468	1,422	2,890
Year 2	1,451	1,412	2,863
Year 3	1,449	1,363	2,812
Year 4	1,473	1,336	2,809
Year 5	1,488	1,357	2,845
Year 6	1,462	1,462	2,924
<b>Grand Total</b>	10,166	9,686	19,852

Source: School Census May 2022

Historically, the number of children entering Haringey's school system has increased year-on-year though primary cohorts are now reducing. The School census data from May 2022 indicates a general even split across each of the age groups, with no overrepresentation in any of the age cohorts and no resultant implications anticipated in relation to the school admissions proposals.

Detail the findings of the data.

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

a) The distribution of the primary school age cohort almost exactly replicates that of the broader population as is to be expected.

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several primary schools will disproportionately affect any potential pupils since the proposal relates to the removal of surplus (not needed) school places.

### **Potential Impacts**

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

The proposal is likely to have neutral impacts.

## **4b. Disability<sup>3</sup>**

### **Data**

#### **Borough Profile <sup>4</sup>**

4,500 people have a serious physical disability in Haringey.

19,500 aged 16-64 have a physical disability this equates to approximately 10% of the population aged 16-64.

1,090 people living with a learning disability in Haringey.

4,400 people have been diagnosed with severe mental illness in Haringey.

Note: More up to date disability data from the 2021 Census will be released on 21<sup>st</sup> January 2023.

### **Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11).

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

The data used will be the distribution of Children & Young People with statements or plans maintained by Haringey as at March 2022.

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<sup>3</sup> In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.

<sup>4</sup> Source: 2011 Census



Total number of Children & Young People with statements or plans maintained by Haringey, Mar 2022:

Year	Totals	Year	Totals
Pre-School/Nursery	35	Year 9	160
Reception	99	Year 10	163
Year 1	154	Year 11	144
Year 2	132	Year 12	165
Year 3	142	Year 13	142
Year 4	145	Year 14	143
Year 5	160	Year 15	98
Year 6	161	Year 15 plus	298
Year 7	169	<b>Totals</b>	<b>2,654</b>
Year 8	144		

Source: Haringey SEN team 2022

The data demonstrates that there are a range of children with disabilities and that they are evenly represented across age groups. The proposed arrangements prioritise children meeting the criteria for a statement of special educational needs as well as also giving priority to children with social and medical considerations that meet the criterion for an exceptional medical or social need. We do not hold data on pupils with less complex disabilities who do not qualify for either category.

Detail the findings of the data.

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

a) The distribution of the children and young people with statements or plans maintained by Haringey is broadly the same by individual year group and is unlikely to be impacted by the proposed removal of surplus primary school places at mainstream (not specifically SEND settings).

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several primary schools will disproportionately affect any potential pupils with statements or plans maintained by Haringey since the proposal relates to the removal of surplus (not needed) school places.

## Potential Impacts



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

This proposal is likely to have neutral impacts.

#### 4c. Gender Reassignment<sup>5</sup>

##### Data

##### Borough Profile

The latest 2021 Census has published the following data on the population aged 16+.

Gender identity	2021
Gender identity the same as sex registered at birth	193,177
Gender identity different from sex registered at birth but no specific identity given	1,377
Trans woman	383
Trans man	389
All other gender identities	537
Not answered	20,137
<b>Total: All usual residents aged 16 years and over</b>	<b>216,000</b>

The data above shows that the majority of 16+ residents in Haringey have the same gender identity as sex registered at birth (193,177) whilst 383 residents reported as trans women and 389 as trans men<sup>6</sup>.

##### Target Population Profile

Early years (0-4) and Primary school age pupils (5-11).

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

None though please see central government data mentioned above on the 16+ population of Haringey.

Detail the findings of the data.

<sup>5</sup> Under the legal definition, a transgender person has the protected characteristic of gender reassignment if they are undergoing, have undergone, or are proposing to undergo gender reassignment. To be protected from gender reassignment discrimination, an individual does not need to have undergone any specific treatment or surgery to change from one's birth sex to one's preferred gender. This is because changing one's physiological or other gender attributes is a personal process rather than a medical one.

<sup>6</sup> Trans is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

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

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.

There is no reason to think that the proposed admissions arrangements will disproportionately affect any potential pupils or parents/carers since the proposal relates to the removal of surplus (not needed) school places.

### **Potential Impacts**

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

This proposal is likely to have neutral impacts.

## **4d. Marriage and Civil Partnership**

### **Data**

#### **Borough Profile <sup>7</sup>**

Never married and never registered a civil partnership (51.7%)

Married or in a registered civil partnership (33.7%)

Separated, but still legally married or still legally in a civil partnership (2.8%)

Divorced or civil partnership dissolved (8.2%)

Widowed or surviving civil partnership partner (3.5%)

### **Target Population Profile**

Parents/carers of pupils at Haringey Primary schools and Primary school teaching staff only.

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

Census 2011 data on marriage and civil partnership as shown above

Detail the findings of the data.

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<sup>7</sup> Source: 2011 Census

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

This protected characteristic is by its very nature relevant to parents/carers and teachers only. The number of married people 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. We do not hold data which demonstrates the relationship between marital status and likelihood of being a parent/carer of a school-aged child in Haringey, for parents or staff.

### **Potential Impacts**

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

This proposal is likely to have neutral impacts.

## **4e. Pregnancy and Maternity**

### **Data**

#### **Borough Profile <sup>8</sup>**

Live Births in Haringey 2020: 3,376

#### **Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11)

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

ONS Live births data and GLA School roll projections

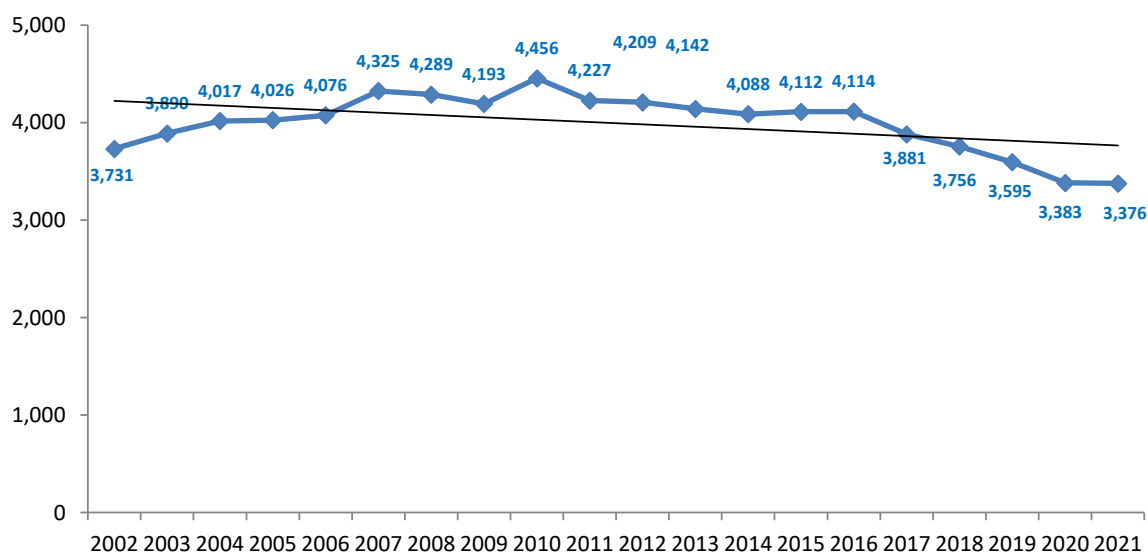
The ONS data below shows the recent decline of birth rates in Haringey. Birth rates are a key determinant in the likely demand for subsequent school places. Data below from the 2022 School Place Planning report also show a projected fall in the number of Reception places required (the second column) versus the number of Reception places currently provided (the third column) at primary schools between now and 2030.

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<sup>8</sup> Births by Borough (ONS)

**Figure 16- Births in Haringey, 2002 to 2021**

Source: ONS Birth data (2002-2021)



**Table 1 – Reception places borough wide**

Intake year	Reception aged pupils	Number of school places across borough	% of reception surplus	Deficit/surplus No. of places	Equivalent Form of Entry (fe)
2018/19	3,029 (actual)	3,290	7.90%	261	9fe
2019/20	2,952 (actual)	3,296	10.40%	344	12fe
2020/21	2,934 (actual)	3,236	9.3%	302	10fe
2021/22	2683 (actual Jan 2022)	3,088	7.8%	375	13fe
2022/23	2,810	3,026	7.1%	216	7fe
2023/24	2,798	3,176	11.9%	378	12fe
2024/25	2,770	3,176	12.8%	406	14fe
2025/26	2,678	3,176	15.7%	498	17fe
2026/27	2,621	3,176	17.5%	555	19fe
2027/28	2,624	3,176	17.4%	552	18fe
2028/29	2,608	3,176	17.9%	568	19fe
2029/30	2,600	3,176	18.1%	576	19fe
2030/31	2,608	3,176	17.9%	568	19fe

Detail the findings of the data.

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

a) Existing or future Reception pupils are unlikely to be impacted by the proposed removal of surplus primary school places as the data above shows.

b) It is not anticipated that either the school admissions proposals or proposed reductions in planned admission numbers at several primary schools will disproportionately affect any potential pupils given the decline in births and projected future need as shown above.

### **Potential Impacts**

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

This proposal is likely to have neutral impacts.

## **4f. Race**

In the Equality Act 2010, race can mean ethnic or national origins, which may or may not be the same as a person's current nationality.<sup>9</sup>

### **Data**

#### **Borough Profile <sup>10</sup>**

**Other ethnic group: 9.7% in total**

Arab: 1%

Any other ethnic group: 8.7%

**Asian: 8.7% in total**

Bangladeshi: 1.8%

Chinese: 1.5%

Indian: 2.2%

Pakistani: 0.8%

Other Asian: 2.4%

**Black: 17.6% in total**

African: 9.4%

Caribbean: 6.2%

Other Black: 2.0%

**Mixed: 7.0% in total**

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<sup>9</sup> [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/our-work/anti-discrimination-law/race-discrimination)

<sup>10</sup> Source: 2021 Census

White and Asian: 1.5%  
 White and Black African: 1.0%  
 White and Black Caribbean: 2.0%  
 Other Mixed: 2.6%

**White: 57.0% in total**

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

**Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

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

2011 Census data (as shown above) plus data from the [DfE Schools, pupils and their characteristics](#) as at 2021/22 and the SFR (Statistical First Release) 25 for teaching staff.

Ethnic composition (main groups) of Haringey's school pupil population as at 2021/22 (state funded primary):

<b>Haringey (Sub category)</b>		
	<b>Number</b>	<b>%</b>
Any other ethnic group	1,588	7.5%
Asian - Any other Asian background	384	1.8%
Asian - Bangladeshi	457	2.2%
Asian - Chinese	220	1.0%
Asian – Indian	223	1.1%
Asian - Pakistani	175	0.8%
Black - Any other Black background	470	2.2%
Black - Black African	2,672	12.7%
Black - Black Caribbean	1,098	5.2%
Mixed - Any other Mixed background	1,310	6.2%
Mixed - White and Asian	599	2.8%
Mixed - White and Black African	327	1.5%
Mixed - White and Black Caribbean	567	2.7%
Unclassified	331	1.6%

White - Any other White background	5,861	27.8%
White - Gypsy/Roma	61	0.3%
White – Irish	175	0.8%
White - Traveller of Irish heritage	25	0.1%
White - White British	4,555	21.6%
<b>Grand Total</b>	<b>21,098</b>	<b>100%</b>

Source: DfE Schools, pupils and their characteristics as at 2021/22 (State funded primary)

The data demonstrates the significant diversity of school-age children in Haringey, with a general overrepresentation of some minority groups compared with data on the wider Haringey population. 27.8% of Haringey’s primary age pupils are from Any other white background whilst 21.6% are White-British. Some 12.7% of primary age pupils are Black African and 5.2% are Black Caribbean. 7.5% of pupils are from any other ethnic group, with a level of representation seen across all other ethnic groups too.

*Service users (parents/carers)*

There is no data available on the ethnicity of parents and carers. However, this should largely reflect the ethnicity figures set out above in respect of pupils, as their children (with the exception of children in care that may be placed in foster care).

2021 Census data indicates the following: English/Welsh/Scottish/Northern Irish/British: 31.9%, followed by White – Other (22.1%), 9.4% are Black African (9.4%) and Black Caribbean (6.2%) – please see table above for a fuller breakdown. While not a direct mirror of the data seen across the pupil cohort, the trends are not too dissimilar.

Staff at All Haringey Primary and nursery schools

	<b>All who are not minority ethnic group (%)</b>	<b>All who are minority ethnic group including white minorities (%)</b>	<b>Information not yet obtained (%)</b>	<b>Refused (%)</b>
Teachers	52% (1,040)	48% (963)	z% (190)	z% (15)

Specified ethnicity of teachers

	<b>White (%)</b>	<b>Any Other mixed background (%)</b>	<b>Asian or Asian British (%)</b>	<b>Black or Black British (%)</b>
Teachers	70% (1,393)	5% (104)	8% (160)	14% (285)



Support Staff at all Haringey Primary and nursery schools

<b>Staff Group</b>	<b>Number</b>	<b>(%)</b>
Administrative staff and Ethnic Minority Group (including white minorities)	236	11.5
Administrative staff and Information not yet obtained	20	Z
Administrative staff and Not Minority Ethnic Group	174	8.4
Administrative staff and Refused	1	Z
Auxiliary staff and Ethnic Minority Group (including white minorities)	241	11.7
Auxiliary staff and Information not yet obtained	34	Z
Auxiliary staff and Not Minority Ethnic Group	62	3.0
Auxiliary staff and Refused	0	Z
Other school support staff and Ethnic Minority Group (including white minorities)	136	6.6
Other school support staff and Information not yet obtained	13	Z
Other school support staff and Not Minority Ethnic Group	87	4.2
Other school support staff and Refused	1	Z
Teaching assistants and Ethnic Minority Group (including white minorities)	731	35.5
Teaching assistants and Information not yet obtained	126	Z
Teaching assistants and Not Minority Ethnic Group	303	14.7
Teaching assistants and Refused	9	Z
Technicians and Ethnic Minority Group (including white minorities)	52	2.5
Technicians and Information not yet obtained	4	Z
Technicians and Not Minority Ethnic Group	35	1.7
Technicians and Refused	1	z
<b>Grand Total</b>	<b>2,266</b>	<b>100%</b>

Source: SFR25 2021/2022

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

For teaching staff in Haringey schools there is a slight majority (52%) of not minority group compared to 48% who are Ethnic minority including white minorities. Across all staff other than teachers most staff at Haringey schools are Ethnic minority including white minorities.

A greater proportion of Haringey teachers identify as White (70%) compared to Haringey state funded primary age pupils (50.6%).

Detail the findings of the data.

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

There is no reason that the removal of surplus primary school places will negatively impact pupils, parents/carers or teachers based upon their ethnicity especially as the proposal relates to the removal of surplus places that are not needed.

### **Potential Impacts**

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

The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race. While there is an overrepresentation of children from ethnic minority backgrounds among the pupil population of Haringey, the admissions arrangements apply across the piece regardless of ethnic identity. It should however be recognised that the operation of the Fair Access Protocol may have a particular positive impact on pupils from certain ethnic minority groups who meet its requirements, recognising the intersection between race and ethnicity, socioeconomic disadvantage, and disadvantage as a whole, which the Protocol is targeted at addressing.

While the data demonstrates that there is a slight majority of minority ethnicities across Haringey's school staff, we do not know the proportion of which are also parents of school-aged children who might benefit from admissions arrangements giving priority to children of staff. That said, it is anticipated that this provision will have a positive impact on staff from minority ethnicity backgrounds, given their slight overrepresentation among the wider staff population.

This proposal is likely to have positive impacts.

## **4g. Religion or belief**

### **Data**

#### **2021 Census update**

As of early January 2023 the ONS have released some data on religion from the latest 2021 census. The fuller table on religion by the 0-19 age group (as shown further down) will not be available until 30 January 2023. Nonetheless the table below (for all usual Haringey residents irrespective of age) is shown for guidance. It shows proportional declines in religious observance for most groups.

All Haringey residents	Percentage - % 2021 / (2011)	Number
Christian	39.3 (45.0)	103,944
No religion	31.6 (25.2)	83,535
Religion not stated	8.0 (8.9)	21,027
Muslim	12.6 (14.2)	33,295
Jewish	3.6 (3.0)	9,397
Hindu	1.3 (1.8)	3,529
Buddhist	0.9 (1.1)	2,455
Sikh	0.3 (0.3)	892
Other religion	2.3 (0.5)	6,164
Total	100%	264,238

Source: ONS - 2021 Census data for Haringey (2011 data in brackets)

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

### Target Population Profile

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

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

Religion or belief is not covered by the PLASC school census, which means that we don't have access to relevant records. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (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 state funded primary settings as at 2021/22 (21,098) multiplied through the distribution of religion or belief from the 2011 Census.

	Percentage (%)	Notional Number
Christian	41.1%	8,671
No religion	20.0%	4,220
Religion not stated	10.4%	2,194
Muslim	21.3%	4,494
Jewish	4.9%	1,034

Hindu	1.0%	211
Buddhist	0.7%	148
Sikh	0.3%	63
Other religion	0.2%	42
Total	100%	21,098

Source: ONS (2011 Census data for Haringey)

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

The data demonstrates that Christian and Muslim pupils are the largest faith groups within Haringey's pupil cohort (41.1% and 21.3% respectively), followed by those with no religion (10.4%), with the expectation that this reflects the religious beliefs of parents in Haringey who are likely to define their child's religious beliefs.

#### *Service users (parents/carers)*

While there is no data available on religious beliefs of Haringey parents/carers, 2021 Census data follows the trend seen above, indicating that Christianity and Islam are the main religions in Haringey (39.3% and 12.6% respectively), with 31.6% of residents having no religion.

#### *Staff at Haringey schools*

There is no publicly available data on the religious beliefs of Haringey's schools staff. These may reflect the borough-wide position.

### **Potential Impacts**

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

There is no reason that the removal of surplus primary school places will negatively impact pupils, parents/carers or teachers based upon their religion or no religion especially as the proposal relates to the removal of surplus places that are not needed.

This proposal is likely to have neutral impacts.

## **4h. Sex**

### **Data**

#### **Borough profile <sup>11</sup>**

Females: (51.9%)

Males: (48.1%)

### **Target Population Profile**

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<sup>11</sup> Source: 2021 Census

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

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

2021 Census data as shown above, PLASC School census data and SFR25 data from the DfE.

*Service users (Primary age children by Sex)*

	Primary Reception to Yr 6	Primary Reception to Yr 6
Female	9,686	48.8%
Male	10,166	51.2%
<b>Grand Total</b>	<b>19,852</b>	<b>100%</b>

Source: School Census May 2022

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

*Service users (parents/carers)*

Borough wide data indicates that there is a gender split of males 51.9% to females 48.1%. There is no available data indicating the proportion of each which is also a parent/carer.

*Staff at all Haringey Primary and nursery schools*

	Male (%)	Female (%)
Teachers	29.2% (643)	70.8% (1,564)
Teaching assistants	14.7% (171)	85.3% (997)
Other support staff	11% (26)	89% (211)
Administrative staff	24.4% (105)	75.6% (326)
Technicians	66% (61)	34% (32)
Auxiliary staff	19.7% (66)	80.3% (271)

Source: SFR25 2020/2021

Detail the findings of the data.

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

The majority of Haringey school staff are female, and this is reflected in each category of school staff except technicians. The imbalance of teaching staff is most apparent amongst other support staff, of which 11% are male.

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

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

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

Sex is not a factor of the admission arrangements, so this protected characteristic is not affected.

#### *Staff at Haringey schools*

The main impact of this proposal is that surplus reception 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.

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 the proposed schools reduce their PAN by one form of entry redundancy or redeployment of staff at this school is likely to occur. It is likely that a class teacher and teaching assistant (2 staff) will be affected for each year of PAN reduction. Affected staff should be supported by appropriate procedures such as access to a redeployment pool and support given to find another role in Education.

#### **Potential Impacts**

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

This proposal is likely to have negative impacts on some staff at the proposed schools.

#### **4i. Sexual Orientation**

## Data

### Borough profile <sup>12</sup>

3.2% of London residents aged 16 or over identified themselves as lesbian, gay or bisexual in 2013. In Haringey this equates to 8,454 residents.

The latest 2021 census has collected data on sexual orientation for the first time and data from Haringey is shown below:

	Number	Percentage (%)
Straight or heterosexual	180,100	83.4%
Gay or Lesbian	5,912	2.7%
Bisexual	4,503	2.1%
All other sexual orientation	1,752	0.8%
Not answered	23,733	11.0%
<b>Total</b>	<b>216,000</b>	<b>100%</b>

### Target Population Profile

Parents/carers of pupils plus teaching staff

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

ONS Integrated Household survey as shown above and 2021 ONS Census data.

Detail the findings of the data.

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

All schools included in the arrangements have to admit pupils regardless of sexual orientation.

Haringey has one of the largest lesbian, gay or bisexual (LGB) communities, proportionally the 19th largest in the country<sup>13</sup>, which is likely to be reflected in both the pupil and parent populations.

<sup>12</sup> Source: ONS Integrated Household Survey

<sup>13</sup> 2021 Census



However, ONS data shows that 0.5% families are same sex cohabitating couples<sup>14</sup>, 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 the admissions arrangements will have any impact on people based on their sexual orientation and we will continue to ensure there is no discrimination based on sexual orientation.

### **Potential Impacts**

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

This proposal is likely to have neutral impacts.

## **4j. Socioeconomic Status (local)**

### **Data**

#### **Borough profile**

#### **Income**

8.3% of the population in Haringey were claiming unemployment benefit on 9 December 2021.<sup>15</sup>

20.8% of the population in Haringey were claiming Universal Credit on 9 December 2021.<sup>16</sup>

29% of employee jobs in the borough are paid less than the London Living Wage.<sup>17</sup>

#### **Educational Attainment**

While Haringey's proportion of students attaining grade 5 or above in English and Mathematics GCSEs is higher than the national average, it is below the London average.<sup>18</sup>

4.4% of Haringey's working age populations had no qualifications in 2020.<sup>19</sup> 4.8% were qualified to level one only.<sup>20</sup>

#### **Area Deprivation**

Haringey is the 4th most deprived in London as measured by the IMD score 2019. The most deprived LSOAs (Lower Super Output Areas or small neighbourhood

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<sup>14</sup>

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

<sup>15</sup> [ONS Claimant Count](#)

<sup>16</sup> [LG Inform](#)

<sup>17</sup> ONS

<sup>18</sup> Source: Annual Population Survey 2019 (via nomis)

<sup>19</sup> [LG Inform - qualifications](#)

<sup>20</sup> [LG Inform - level one](#)

areas) are more heavily concentrated in the east of the borough where more than half of the LSOAs fall into the 20% most deprived in the country.<sup>21</sup>

### **Target Population Profile**

Early years (0-4) and Primary school age pupils (5-11) and parents/carers of pupils plus teaching staff

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

Deprivation and Educational attainment data as listed above.

Detail the findings of the data.

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

The proposal does include reducing the number of surplus Reception places at several Haringey primary schools. These are predominantly in the East of the borough as this where the greatest number of surplus places exists. There should be no impact on early years and primary school age pupils as this proposal relates to the removal of surplus (no needed) school places so no pupil should be disadvantaged.

The proposal could theoretically result in potential redundancy or redeployment of teaching staff.

### **Potential Impacts**

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

This proposal is likely to have neutral impacts on early years and primary school age pupils. It could theoretically have a negative impact on teaching staff in the affected schools.

## **5. Key Impacts Summary**

### **5a. Outline the key findings of your data analysis.**

The key finding is that the removal of surplus (not needed) school places at a number of selected primary schools is unlikely to have any material impact on

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<sup>21</sup> [State of the Borough](#) (p.21)

existing or future pupils at those schools. It is likely to lead to those affected schools having improved finances and thus sustainability due to the way that schools funding is directly relating to pupil numbers. Moreover as this proposal does not impact the net capacity of schools (the amount of pupils these school can accommodate) any increase in demand for local school place in future can be easily accommodated without even the need for a formal consultation – this is called reinstatement of PAN (planned admission number).

## 5b. Intersectionality

- Many proposals will predominantly impact individuals who have more than one protected characteristic, thereby transforming the impact of the decision.
- This section is about applying a systemic analysis to the impact of the decision and ensuring protected characteristics are not considered in isolation from the individuals who embody them.  
Please consider if there is an impact on one or more of the protected groups? Who are the groups and what is the impact?

The proposal is likely to have a positive impact on groups with intersecting protected characteristics. These groups include:

- female schools staff - as women are overrepresented among Haringey school staff and the proposal targets parents with school-aged children.
- Children from ethnic minority groups. Evidence shows that they are more likely to face socioeconomic disadvantage, are overrepresented among the population of children in care or children who are looked after and are more likely to have a disability or special educational needs. The prioritisation of the admissions criteria means that children from ethnic minority backgrounds are on the whole likely to be positively impacted by the proposed arrangements.

In terms of potential negative impacts:

- 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 the proposed schools reduce their PAN by one form of entry redundancy or redeployment of staff at this school is likely to occur. It is likely that a class teacher and teaching assistant (2 staff) will be affected for each year of PAN reduction.
- 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 intolerable financial burden which could negatively impact wider educational outcomes for all pupils.

### 5c. Data Gaps

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

It is not felt that there are groups who have not been considered already in the above analysis.

## 6. Overall impact of the policy for the Public Sector Equality Duty

Summarise the key implications of the decision for people with protected characteristics.

In your answer, please consider the following three questions:

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

The admission arrangements 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 for consideration when admissions criteria are set each year.

The proposal may have a positive impact on the two groups identified in 6 above, female schools staff and children from ethnic minority groups.

It is not felt that there will be any difference in the relations between groups who share the above characteristics and those who do not given there are no material differences from arrangements for previous years and that the removal of Reception school places are surplus to demand and thus unused.

As mentioned above there is a possibility that this proposal could adversely impact female teachers / teaching assistants as several staff members at each school may be made redundant or re-deployed and there is a greater concentration of females than males amongst teachers and teaching assistants in Haringey schools.

However the proposal is a reasonable and proportionate response to ensure the sustainability and breadth of offer at Haringey's primary school estate. Doing nothing would put many schools under intolerable financial burden which could negatively impact wider educational outcomes.

Moreover, following the results of the consultation it is proposed to consider any possible mitigating factors that may alleviate impacts of these teachers / teaching assistants. Careful monitoring of in-year admissions and school roll projections data will also ensure that if additional Reception places are required they are immediately fulfilled.

## 7. Amendments and mitigations

### 7a. What changes, if any, do you plan to make to your proposal because of the Equality Impact Assessment?

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

Please delete Y/N as applicable

**No major change to the proposal:** the EQIA demonstrates the proposal is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. If you have found any inequalities or negative impacts that you are unable to mitigate, please provide a compelling reason below why you are unable to mitigate them **Y**

**Adjust the proposal:** the EQIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly set out below the key adjustments you plan to make to the policy. If there are any adverse impacts you cannot mitigate, please provide a compelling reason below **N**

**Stop and remove the proposal:** the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision. **N**

### 7b. What specific actions do you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty?

Action:

We are not proposing to take any specific actions further.

## 7. Ongoing monitoring

Summarise the measures you intend to put in place to monitor the equalities impact of the proposal as it is implemented.

- Who will be responsible for the monitoring?
- What the type of data needed is and how often it will be analysed.
- When the policy will be reviewed and what evidence could trigger an early revision

- How to continue to involve relevant groups and communities in the implementation and monitoring of the policy?

**Training** – Staff in the Haringey School Admissions and Organisation Service are provided with yearly refresher training in line with the admission arrangements and appeal regulations which addresses any changes to either the criteria or co-ordinated schemes.

**Monitoring** - The Head of Admissions and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an annual report which sets out information on the effectiveness of the admission arrangements and compliance with the requirements of the Code. The annual report to the Office of Schools’ Adjudicators monitors the fairness of the admission arrangements. This information is reported to the DfE and the OSA annually.

Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local authority on the legality, fairness, and effectiveness of local admission arrangements.

**Appeal arrangements** - Admission arrangements are subject to an appeal process that gives parents the right to appeal decisions. The process is also used to hold admissions authorities to account and ensure that the arrangements have been applied correctly.

**Date of EQIA monitoring review:**

**Annual**

**8. Authorisation**

EQIA approved by (Assistant Director/ Director)

**Nick Hewlett**

Date

**20 January 2023**

**9. Publication**

Please ensure the completed EQIA is published in accordance with the Council’s policy.

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