

EQUALITY IMPACT ASSESSMENT

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

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

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

Stage 1 – Screening

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

Stage 2 – Full Equality Impact Assessment

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

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

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

1. Responsibility for the Equality Impact Assessment

Name of proposal	Staff children priority for admissions
Service area	Schools and Learning
Officer completing assessment	Nick Shasha
Equalities/ HR Advisor	Hugh Smith
Cabinet meeting date (if applicable)	13 February 2018
Director/Assistant Director	Eveleen Riordan

2. Summary of the proposal

Please outline in no more than 3 paragraphs

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

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

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

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

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

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

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

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

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

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

Explain how you will overcome this within the proposal.

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

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

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

The proposal will seek to improve staff recruitment and retention issues within Haringey community schools, which will have wider positive impacts on the educational outcomes for Haringey's children and young people. The change to the eligibility criteria may affect a small minority of children living in close proximity to their preferred school, however there are wider benefits to the staffing recruitment and retention strategy.

1. Sex

Service users (Primary and secondary age children by Sex)

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

Source: School Census May 2017

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

Staff at Haringey schools

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

Source: SFR25 2017

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

2. Gender reassignment

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

3. Age

Service users (Primary and secondary children by Age)

Year group	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Reception	3,055		3,055

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

Source: School Census May 2017

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

4. Disability

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

Year	Statement	In transition to plan	EHC plan	Assessment Place, no plan	Totals
Pre-School/Nursery			17	2	19
Reception	1		52	8	61
Year 1	3	1	68	8	80
Year 2	48	12	51	1	112
Year 3	43	15	27	1	86
Year 4	69	7	35		111
Year 5	58	19	27	1	105
Year 6	27	17	59	3	106
Year 7	8	19	105	1	133
Year 8	89	20	19		128
Year 9	103	22	14	1	140
Year 10	72	34	21		127
Year 11	45	30	42		117
Year 12	32	39	61		132
Year 13	25	26	69		120

Year 14	14	15	50		79
Year 15	14	4	52		70
Year 15 plus	2	16	45	1	64
Totals	653	296	814	27	1,790

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

Source: Haringey SEN team 2017

5. Race and ethnicity

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

	Haringey		Haringey (%)	
	Primary	Secondary	Primary	Secondary
White British	1,737	9,568	12.3%	17.6%
White Other	1,079	6,034	7.7%	11.1%
Black Caribbean	1,714	5,540	12.2%	10.2%
Turkish	1,411	4,656	10.0%	8.6%
White Eastern European	1,138	4,092	8.1%	7.5%
White English	1,444	3,284	10.2%	6.1%
Black Somali	859	2,902	6.1%	5.3%
Other Black African	703	2,776	5.0%	5.1%
White and Black Caribbean	585	2,102	4.1%	3.9%
Bangladeshi	563	1,870	4.0%	3.4%
Black - Ghanaian	473	1,800	3.4%	3.3%
Any other mixed background	258	1,716	1.8%	3.2%
Latin/South/Central American	338	1,280	2.4%	2.4%
Black - Nigerian	342	1,242	2.4%	2.3%
White European	474	1,248	3.4%	2.3%
Black - Congolese	323	1,122	2.3%	2.1%
White and Black African	295	1,056	2.1%	1.9%
Other Black	225	1,000	1.6%	1.8%
White and Asian	139	974	1.0%	1.8%
Totals	14,100	54,262	100%	100%

Source: School Census January 2017

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

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

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

Source: SFR25 2017

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

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

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

6. Sexual orientation

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

7. Religion or belief (or no belief)

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>

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

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

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

Source: ONS (2011 Census data for Haringey)

Note: * Totals may not add up due to rounding

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.

8. Pregnancy and maternity³

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

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

Haringey has a higher proportion compared to the England and Wales average, but is marginally below the London average. Decisions will need to consider the needs of mothers with young children as they are likely to be disproportionately affected by the proposal.

9. Marriage and Civil Partnership⁴

³ Census 2011

⁴ Census 2011

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

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

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

The consultation results show a clear preference for the adoption of introducing priority for staff children. Of the 75 respondents to the question, "Do you agree or disagree with the proposal to introduce an additional oversubscription criterion for children of staff?" 67 (89%) agreed.

Nevertheless, the consultation did elicit some responses from concerned participants. These have been shown below:

"It is so desperately hard for parents to get a place at their local school where I live, which leads to crazy scenarios like families having to walk past two closer schools to get to their assigned, less popular school. If we truly want schools to be part of thriving local communities, and want to cut down on school-run traffic (and associated lack of exercise for children), we have to make a serious effort to ensure that school places are given to local families rather than being a perk for staff!"

“I disagree to the proposed change as it stands. If one admits staff children ahead of local Haringey residents without increasing school PAN this will reduce the number of places available to Haringey children. May I suggest that each school puts a limit to the number of staff children places each year and that each school increases its PAN by this amount. This will both ensure recruitment and retention of key staff as well as maintaining the number of places available to local families.”

“This proposal would work well for schools facing difficulties recruiting and retaining staff but would work against the ethos of "Community" schools - those which provide a service to children living in the immediate area.”

“Children who live locally are already struggling to get into their desired schools because the distances are so competitive. Putting another criterion in front of them seems wholly unfair.”

“I think it is a good idea to support schools as they endeavour to retain staff. However, as a teacher who has taught in Haringey primary schools for 25 years, I am also aware if this system was in operation when my oldest child was in XXXXXX, she might not have gained admission to her secondary school because children of the staff there would have had priority over her.”

“the proposed change should only be allowed in schools which are not full to capacity and hence true retention of teachers is required. the proposed change should be for teachers employed full time at a school. Part time teachers are able to take their children to school on their days off so there is no need for them to attend the school they work in. the workforce of other sectors does not take their children to work with them.”

Given that the majority of respondents are in favour of this proposal but a small minority have outlined potential concerns over children of staff taking places away from local children the following amendment has been developed:

In acknowledgement of the concerns raised from some stakeholders regarding the availability of local places for local families we have also proposed a restriction on numbers – priority will be limited to one place for each form of entry in any year across all primary and secondary community and VC schools. A caveat will be added to include the exception for children born in the same academic year and multiple births.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To mitigate any negative impact, and following the results of the consultation, it is proposed to put a restriction on numbers – priority will be limited to one place for each form of entry in any year across all primary and secondary community and VC schools.

Moreover the council is proposing to introduce the staff criterion across all staff employed at Haringey schools for two or more years including non-classroom based staff and auxiliary staff. The last two staff groups have a higher percentage (%) of "BAME" recorded as their ethnicity (56.1% and 73.7% respectively) than teachers (45%). This more closely

reflects Haringey's school population where only 22.5% and 23.7% of pupils are classified as White British or White English at Haringey primary and secondary schools.

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

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

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

Religion or belief is not covered by the PLASC school census which means that we don't have access to records for 2017. The best alternative proxy is the Haringey data derived from the England and Wales Census 2011 data on religion by age. Data on the appropriate age groups (0-4 and 5-7) has been combined to provide an approximation of the likely religious or belief profile of Reception aged children in Haringey. There is no reason to suspect that children with any particular religion or belief will be disproportionately affected by the proposal.

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)*

The proposal will benefit members of Haringey schools staff with children by enabling access for their children to the school in which they work.

Positive	x	Negative		Neutral impact		Unknown Impact	
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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>

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*)

People who are in a civil partnership will be treated the same as people who are married

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

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

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

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

This includes:

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

- There is a possibility that this proposal could benefit White British parent (s) and carer (s) to the detriment of parent(s) and carer(s) other ethnic groups. This is because a higher proportion of staff at Haringey community schools are of White British ethnic origin than pupils at Haringey community schools
- Any potential impact needs to be evaluated in the context of scale. Research based on Enfield council who introduced a children of staff criterion in their community schools' oversubscription criteria in 2013 shows that fewer than 1 per cent of places each year were made under this criterion. Assuming that between 0.5 and 1% of offers made at oversubscribed community primary schools this would only affect between 6 and 11 pupils. This is from a cohort of 1,136 offers which were made at oversubscribed community primary schools in September 2017.
- The proposal should also be viewed in the context of improving Haringey's teaching staff recruitment and retention outcomes. Improved recruitment and retention will

have wider positive impacts on educational outcomes for children and young people in the borough, and this has been considered against any potential negative impacts of changing the eligibility criteria.

- To mitigate any negative impact, and following the results of the consultation, it is proposed to put a restriction on numbers – priority will be limited to one place for each form of entry in any year across all primary and secondary community and VC schools. A caveat will be added to include the exception for children born in the same academic year and multiple births.

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

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

Outcome	Y/N
No major change to the proposal: the EqIA demonstrates the proposal is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <u>If you have found any inequalities or negative impacts that you are unable to mitigate, please provide a compelling reason below why you are unable to mitigate them.</u>	Y
Adjust the proposal: the EqIA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly <u>set out below</u> the key adjustments you plan to make to the policy. If there are any adverse impacts you cannot mitigate, please provide a compelling reason below	
Stop and remove the proposal: the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision:	

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

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

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

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

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

Moreover, following the results of the consultation it is proposed to put a restriction on numbers – priority will be limited to one place for each form of entry in any year across all primary and secondary community and VC schools. A caveat will be added to include the exception for children born in the same academic year and multiple births.

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

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

Monitoring - The Team Leader of School Admissions at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an Annual report which sets out information on the effectiveness of the admission arrangements e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information will be reported to the DfE and the OSA annually.

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

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

7. Authorisation	
EqIA approved byEveleen Riordan..... (Assistant Director)	Date 19/01/2018.....

8. Publication
<i>Please ensure the completed EqIA is published in accordance with the Council's policy.</i>

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