

# Equality Impact Assessment (EIA)

## Document control

<b>Title of activity:</b>	Determined Admission Arrangements 2020/21
<b>Type of activity:</b>	Policy
<b>Lead officer:</b>	Janet James, Admissions & Inclusions Manager
<b>Approved by:</b>	Trevor Cook, Assistant Director, Education Services
<b>Date completed:</b>	January 2019
<b>Scheduled date for review:</b>	January 2020

<b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>	Yes
<b>Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b>	No

# 1. Equality Impact Assessment Checklist

## About your activity

1	<b>Title of activity</b>	Determined Admission Arrangements 2020/21
2	<b>Type of activity</b>	Policy
3	<b>Scope of activity</b>	<p>The purpose of this EA is to assess the impact of the annual determination of admissions arrangements for community Infant, Junior, and Primary schools in Havering for the school year 2020/21.</p> <p>The School Admissions Code ('the Code') applies to admissions to all maintained schools (excluding maintained special schools) and Academies in England and ensures that all school places for community and voluntary controlled schools and Academies are allocated and offered in an open and fair way.</p> <p>The Code imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions by the bodies listed below:</p> <ul style="list-style-type: none"> <li>• Admission authorities of maintained schools as defined in Section 88(1) (a) and (b) of the SSFA 1982</li> <li>• Governing bodies and local authorities (when not admission authorities)</li> <li>• Schools Adjudicators</li> <li>• Admission Appeal Panels.</li> </ul> <p>These bodies have a statutory duty to act in accordance with the relevant provisions of the Code.</p> <p>It is the responsibility of admission authorities to ensure that admission arrangements are compliant with the Code. Where a school is the admission authority, this responsibility falls to the governing body or Academy Trust. Objections to the admission arrangements of both maintained schools and Academies can be made to the Schools Adjudicator whose decisions are binding and enforceable.</p>
4a	<b>Is the activity new or changing?</b>	Changing.
4b	<b>Is the activity likely to have an impact on individuals or groups?</b>	Groups.
5	<b>If you answered yes:</b>	<i>Please complete the EIA on the next page.</i>

<b>6</b>	<b>If you answered no:</b>	<p><i>Please provide a clear and robust explanation on why your activity does not require an EIA. This is essential in case the activity is challenged under the Equality Act 2010.</i></p> <p><i>Please keep this checklist for your audit trail.</i></p>
<b>Completed by:</b>		Janet James, Admissions Manager
<b>Date:</b>		1 <sup>st</sup> February 2019

## 2. Equality Impact Assessment

### The EIA

<b>Background/context:</b>
<p>This decision concerns the determination of the proposed admission arrangements to Reception, Year 3 and Year 7 at community Infant, Junior, and Primary schools in Havering for the school year 2020/21 (see Appendix A for Reception &amp; Year 3).</p> <p>The Local Authority, acting as the admission authority for all the community and voluntary controlled Infant, Junior, and Primary schools in the borough, following consultation must make the following decisions:</p> <ol style="list-style-type: none"> <li>(1) the admission arrangements to these schools for the school year 2020/21; and</li> <li>(2) the adoption of qualifying schemes, based on the models promoted by the London Inter-Authority Admissions Group as a Pan-London protocol, for co-ordinating admissions to all maintained Infant, and Primary schools and academies in Havering for the academic year 2020/21; and</li> <li>(3) the specific qualifying scheme for co-ordinating admission arrangements to Year 3, the normal year of entry to maintained Junior schools both inside and outside the borough.</li> </ol> <p>The Local Authority is not required to adopt a qualifying scheme to co-ordinate in-year admissions to maintained schools and academies for the school year 2020/21 and subsequent years. However, the Local Authority will continue to co-ordinate in-year admissions to community and voluntary controlled schools in the borough and has also indicated that it would be willing to continue to co-ordinate in-year admissions, for those own admission authority schools/academies (academies, foundation and voluntary aided schools) that wish to participate in a co-ordinated scheme for in-year admissions, in the school year 2020/21.</p> <p>The Local Authority, acting as the admission authority for the community schools in the borough, is required to determine its admission arrangements to these schools for the school year 2020/21 by the 28<sup>th</sup> February in the determination year i.e. by the 28<sup>th</sup> February 2019. The Local Authority is then required to publish details of where the determined admission arrangements for schools and academies in its area can be</p>

viewed, together with details concerning how objections to these arrangements can be made, by the 15<sup>th</sup> March 2019.

The Local Authority is also required to adopt qualifying schemes for the co-ordination of admissions during the course of the normal admission rounds to Reception, Year 3 and Year 7 at all maintained schools and academies in Havering in the school year 2020/21 by the 1<sup>st</sup> January 2019.

Discussions are on-going with a number of head teachers and governors of a number of infant, junior, primary and secondary schools concerning an increase in their published admission number to accommodate forecast increased pupil numbers in their areas. These may result in higher published admission numbers for admissions in the school year 2020/21 and these higher published admission numbers will continue in the school year 2020/21 and in future years.

<b>Age:</b> Consider the full range of age groups	
<i>Please tick (✓) the relevant box:</i>	
<b>Positive</b>	<b>Overall impact:</b>  This policy applies equally to all children and young people between the ages of 4 - 16 whose parents/carers apply for a place in a school/academy located within the London Borough of Havering. The LA has in place its Education Provision Commissioning Plan which details how the LA is going to respond to the growing demand for school places with a potential impact on children arising from the demographic changes.
<b>Neutral</b>	
<b>Negative</b>	
<b>Evidence:</b>  The table below presents the age profile of Havering's population by count and percentage;	

AGE BAND (YEARS)	MALE	FEMALE	PERSONS
00-04	8,617	8,391	17,008
05-09	7,138	7,017	14,155
10-14	7,346	7,065	14,411
15-19	7,443	7,295	14,738
20-24	8,475	9,158	17,633
25-29	8,253	9,011	17,264
30-34	7,869	8,682	16,551
35-39	7,572	7,970	15,542
40-44	8,136	9,015	17,151
45-49	8,487	9,051	17,538
50-54	7,963	8,100	16,063
55-59	7,988	7,598	15,586
60-64	6,351	6,551	12,902
65-69	6,345	6,966	13,311
70-74	4,715	5,665	10,380
75-79	3,518	4,783	8,301
80-84	2,817	4,177	6,994
85-89	1,728	3,002	4,730
90+	695	1,830	2,525
All Ages	121,456	131,327	252,783

Data source: Mid-year population estimates 2016; Office for National Statistics (ONS);  
Produced by Public Health Intelligence

The number of Primary age pupils is expected to continue rising significantly, with a projection of more than 3,000 extra pupils over the next five years, and the number of pupils is projected to continue to rise further. There will be a need to continue to make new provision available in some planning areas on both a permanent and temporary basis.

The number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 2014/15 to 2023/24. Beyond this point the longer term strategic forecasts indicate a further increase in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

#### Sources used:

The School Admissions Code 2014 and Determined Arrangements 2020/21.

**Disability:** Consider the full range of disabilities; including physical mental, sensory and progressive conditions

Please tick (✓)  
the relevant box:

Positive	✓
Neutral	
Negative	

#### Overall impact:

It is unlawful for a School in relation to certain activities to treat a disabled child less favourably than a non-disabled child, without justification. These activities include admissions and a School must make reasonable adjustments, as necessary, to ensure that this is the case.

Applicants with a signed Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHCP) which names a

		school will be admitted in accordance with Section 43 of the Children and Families Act 2014 and section 1.6 of the School Admissions Code (December 2014).
<p><b>Evidence:</b></p> <p>The definition of ‘disability’ under the Equality Act 2010 shows a person has a disability if they have a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.</p> <p>According to the latest ONS Annual Population Survey, 18% of working age people living in Havering have disclosed that they have a disability of long term illness, which is a similar proportion to England (19%).</p> <p>If there are more applications to the school than there are places available, then places will be allocated in the following order of priority.</p> <ol style="list-style-type: none"> <li>1. Looked after children and children who were previously looked after.</li> <li>2. Exceptional medical or exceptional social grounds.</li> <li>3. Children with siblings on the roll of the school on the date of admission living up to a distance of 1.6km from the school. Children with a brother or sister at the school on the date of admission living over 1.6km from the school will also receive priority under this criterion where the last sibling was admitted prior to September 2018. This will include children in partner Junior Schools.</li> <li>4. The distance of the home address from the School, as measured by a straight line from the School, those pupils living nearer the School being given higher priority.</li> </ol> <p>Applicants who can demonstrate that admission to a particular community school is necessary on the grounds of professionally supported medical or social need may have their application considered under this criteria. Parent/carers must supply details of any such special factors at the time of the original application together with recent supporting documentation. Such applications will not be considered without professional support, such as a letter or report from a doctor, consultant or social worker which must be no more than six months old. All information must be submitted with the Common Application Form and will be regarded as confidential.</p> <p>The exceptional medical or social reasons must relate to the child. The evidence supplied by the doctor, social worker or other appropriate professional must clearly set out the reasons why the preferred School is the most suitable and the difficulties that would be caused if the child attended and had to travel to another School/ Academy.</p>		
<p><b>Sources used:</b></p> <p>Information concerning children and young people with physical and learning difficulties is held by the Children and Adults with Disabilities (CAD) Service. Information concerning exceptional medical or social grounds affecting children is submitted by of parents/carers at the time of application for school places to the School Admissions Team.</p>		

<b>Sex/gender:</b> Consider both men and women	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b>

<b>Positive</b>		It is unlawful for a school to treat children less favourably on the grounds of gender, without justification. This policy applies equally to boys and girls whose parents/carers apply for a place in a school/academy located within the London Borough of Havering.
<b>Neutral</b>	✓	
<b>Negative</b>		

#### Evidence:

The percentage of girls and women in Havering is 52% (131,327 people), and 48% of Havering's current population (121,456) are boys and men.

The table below shows the estimated population of residents in Havering by gender and five year age bands;

AGE BAND (YEARS)	MALE	FEMALE	PERSONS
00-04	8,617	8,391	17,008
05-09	7,138	7,017	14,155
10-14	7,346	7,065	14,411
15-19	7,443	7,295	14,738
20-24	8,475	9,158	17,633
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70-74	4,715	5,665	10,380
75-79	3,518	4,783	8,301
80-84	2,817	4,177	6,994
85-89	1,728	3,002	4,730
90+	695	1,830	2,525
<b>All Ages</b>	<b>121,456</b>	<b>131,327</b>	<b>252,783</b>

Data source: Mid-year population estimates 2016; Office for National Statistics (ONS);  
Produced by Public Health Intelligence

#### Sources used:

The School Admissions Code 2014 and Determined Arrangements 2020/21.

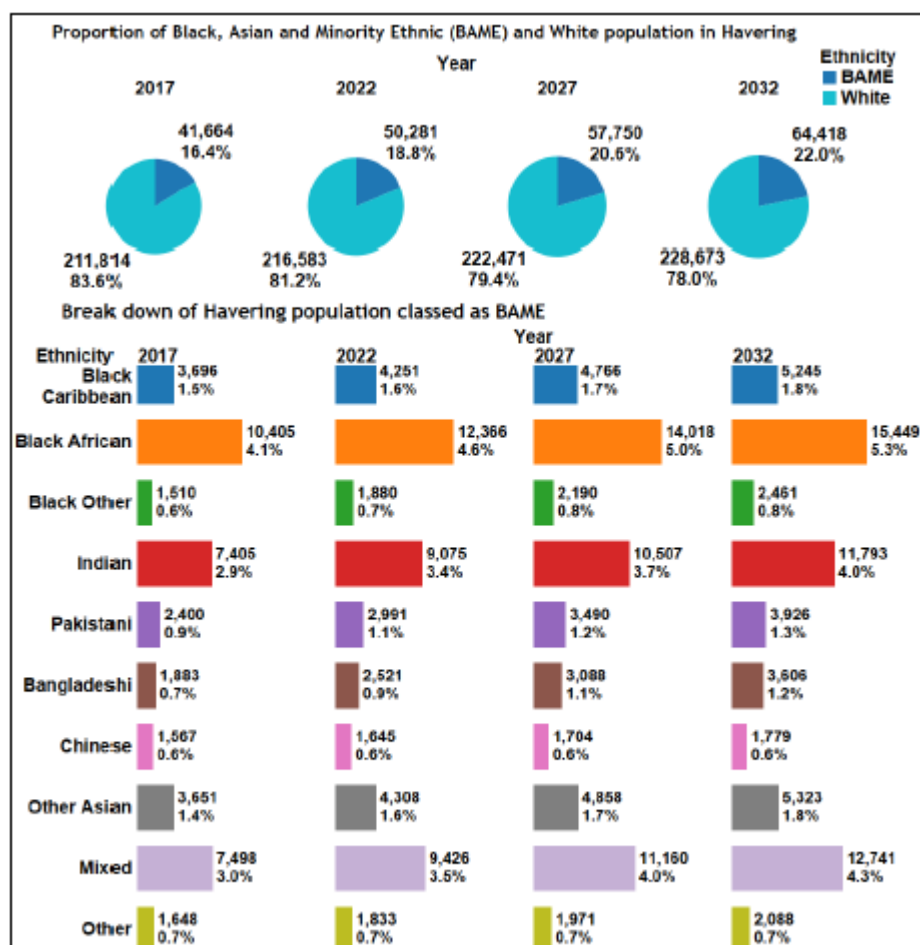
<b>Ethnicity/race:</b> Consider the impact on different ethnic groups and nationalities		
<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  It is unlawful for a school to treat children less favourably on the grounds of race. This policy applies equally to children of any ethnicity/race whose parents/carers apply for a place in a school/ academy located within the London Borough of
<b>Positive</b>		
<b>Neutral</b>	✓	

Negative		Havering.
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## Evidence:

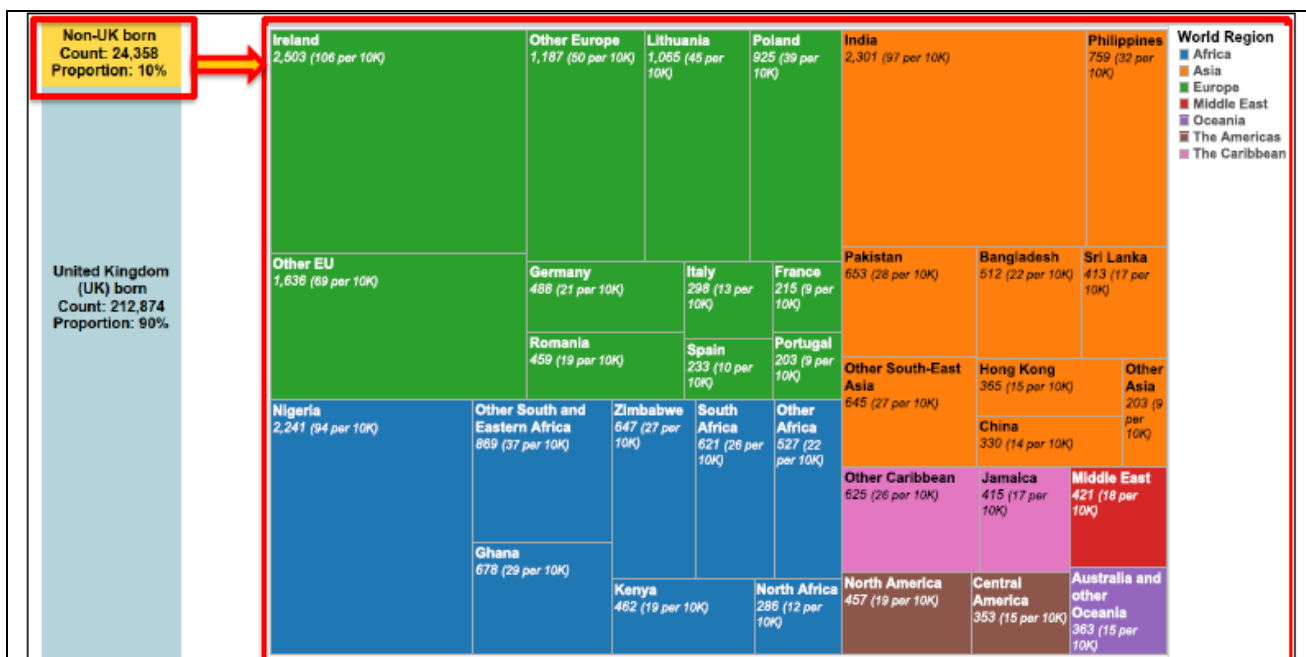
Havering is one of the most ethnically homogenous places in London, with 83% of its residents recorded as white British in the 2011 census. However, Havering is expecting it's demographics to change in future years, and ethnic minorities are going to be increasingly visible in the years ahead, and the number and diversity of languages spoken in schools will increase too. The Admissions Code does not discriminate against or show bias towards any particular race, and all race groups are treated equally, and decisions made accordingly.

The table below shows the projected proportion of Havering population by ethnicity;



Data source: GLA 2015 Round Trend-based ethnic group projections, long-term migration scenario ; Greater London Authority (GLA); Produced by Public Health Intelligence

The table below shows the count and proportion of UK born and non-UK born Havering residents;



### Sources used:

The School Admissions Code 2014 and Determined Arrangements 2020/21.

**Religion/faith:** Consider people from different religions or beliefs including those with no religion or belief

Please tick (✓) the relevant box:

**Positive** ✓

**Neutral**

**Negative**

### Overall impact:

It is unlawful for a school to treat children less favourably on the grounds of religion, without justification. Voluntary Aided Denominational and Foundation Schools also require parents/carers to complete their Supplementary Information Forms (SIF) and are responsible for their own admissions. They receive information from the LA of the applications received that listed the School as a preference and combine this with the information provided on the SIFs sent direct from parents. Each School will then rank the children in accordance with their published admissions criteria. The Schools will then advise their ranking order of all applicants to the LA. This information is then used during the offer process.

### Evidence:

Over 66% of Havering's population stated that they are Christian, followed by 23% who declared that they have no religion and just below 7% who preferred not to state their religion. Other religions in the borough are Muslim (2%), Hindu (1.2%), Sikh (0.8%), Jewish (0.5%) and Buddhist (0.3%)

When comparing 2001 to 2011 Census results, Havering has the biggest percentage increase in Sikh (106%) as a religion and those who stated No religion (81.1%) compared

to all the London Boroughs. Although these increases are significant, it must be noted that they are increasing from a very small base, as follows: Sikh (from 936 to 1,928 people) and those with No religion (from 29,567 to 53,549 people).

Table 4 below shows the religious breakdown of Havering's population by count and percentage;

2011	Number	Percentage of population (%)
All religions	237,232	100.0
Christian	155,597	65.6
Muslim	4,829	2.0
Hindu	2,963	1.2
Sikh	1,928	0.8
Jewish	1,159	0.5
Buddhist	760	0.3
Other religion	648	0.3
No religion	53,549	22.6
Religion not stated	15,799	6.7

(Data source: 2011 Census)

As with other maintained schools, these schools designated with a religious character are required to offer every child who applies, whether of the faith, another faith or no faith, a place at the school if there are places available. Schools designated by the Secretary of State as having a religious character (commonly known as faith schools) may use faith-based oversubscription criteria and allocate places by reference to faith where the school is oversubscribed.

Admission authorities must ensure that parents can easily understand how any faith-based criteria will be reasonably satisfied. Admission authorities for schools designated with a religious character may give priority to all looked after children and previously looked after children whether or not of the faith, but they must give priority to looked after children and previously looked after children of the faith before other children of the faith. Where any element of priority is given in relation to children not of the faith they must give priority to looked after children and previously looked after children not of the faith above other children not of the faith.

Admission authorities for schools designated as having a religious character must have regard to any guidance from the body or person representing the religion or religious denomination when constructing faith-based admission arrangements, to the extent that the guidance complies with the mandatory provisions and guidelines of the Code. They must also consult with the body or person representing the religion or religious denomination when deciding how membership or practice of the faith is to be demonstrated. Church of England schools must, as required by the Diocesan Boards of Education Measure 1991<sup>30</sup>, consult with their diocese about proposed admission arrangements before any public consultation.

**Sources used:**

Demographic and diversity profile report of Havering's community, March 2015.

**Sexual orientation:** Consider people who are heterosexual, lesbian, gay or bisexual

Please tick (✓)  
the relevant box:

**Positive**

**Neutral**

**Negative**

**Overall impact:**

It is unlawful for a school to treat children less favourably on the grounds of sexual orientation. This policy applies equally to children of any sexual orientation whose parents/carers (also of any sexual orientation) apply for a place in a school/academy located within the London Borough of Havering.

**Evidence:**

There is no sufficient information on sexual orientation or gender identity at either local or national levels. To date, the only local information held is 2011 Census data on same-sex civil partners.

**Sources used:**

None.

**Gender reassignment:** Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth

Please tick (✓)  
the relevant box:

**Positive**

**Neutral**

**Negative**

**Overall impact:**

It is unlawful for a school to treat children less favourably on the grounds of gender identity, without justification. This policy applies equally to children of any gender assignment whose parents/carers (also of any gender assignment) apply for a place in a school/academy located within the London Borough of Havering.

**Evidence:**

There is no sufficient information on sexual orientation or gender identity at either local or national levels. To date, the only local information held is 2011 Census data on same-sex civil partners.

**Sources used:**

The School Admissions Code 2014 and Determined Arrangements 2020/21.

<b>Marriage/civil partnership:</b> Consider people in a marriage or civil partnership						
Please tick (✓) the relevant box:			<b>Overall impact:</b>			
<b>Positive</b>			This policy applies equally to children whose parents/carers apply for a place in a school/academy located within the London Borough of Havering, regardless of their parents'/carers' marriage/civil partnership status.			
<b>Neutral</b>		✓				
<b>Negative</b>						
<b>Evidence:</b>						
The table below illustrates the marital / same-sex civil partnership status of Havering's population compared to London and England						
	Single (never married or never registered a same-sex CP)	Married	In a registered same-sex CP	Separated (but still legally married or still legally in a same-sex CP)	Divorced or formerly in a same-sex CP which is now legally dissolved	Widowed (including those surviving partner from a same-sex CP)
E&W	34.6	46.6	0.2	2.6	9.0	7.0
England	34.6	46.6	0.2	2.7	9.0	6.9
London	44.1	39.8	0.4	3.2	7.4	5.0
Havering	33.0	48.5	0.1	2.4	8.0	7.9
(Data Source: 2011 Census)						
<p>Havering has the lowest percentage for registered same-sex civil partnerships (0.2%) compared to London (0.5%) and England and Wales (0.3%).</p> <p>Havering has the highest percentage (7.9%) of widowed or surviving partner from a same-sex partnership compared to England and Wales (7%) and London (5%). This category only refers to the legal binding of a couple so that they are either married or in a civil partnership.</p> <p>Over half (57.6%) described their living arrangements as 'living in a couple'. Of those, the majority (47.5%) are either married or in a Civil Partnership and further 10% are co-habiting.</p>						
<b>Sources used:</b>						
Demographic and diversity profile report of Havering's community, March 2015.						

<b>Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave		
Please tick (✓) the relevant box:		<b>Overall impact:</b>
<b>Positive</b>		There is no anticipated impact as the protected characteristics would

<b>Neutral</b>	<input checked="" type="checkbox"/>	only apply in the case of someone being pregnant/maternity (usually issues affecting this characteristic would apply in employment related policy criterion or practice).
<b>Negative</b>	<input type="checkbox"/>	
<b>Evidence:</b>  There is no sufficient information on pregnancy, maternity and paternity at national or local level.		
<b>Sources used:</b>  None.		

<b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds		
Please tick (✓) the relevant box:		<b>Overall impact:</b>  This policy applies equally to children of any socio-economic status whose parents/carers apply for a place in a school/academy located within the London Borough of Havering.
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	
<b>Evidence:</b>  In the Code, admission authorities must not give priority to children on the basis of any practical or financial support parents may give to the school or any associated organisation, including any religious authority; or give priority to children according to the occupational, marital, financial or educational status of parents applying; or name fee-paying independent schools as feeder schools; or request financial contributions (either in the form of voluntary contributions, donations or deposits (even if refundable)) as any part of the admissions process – including for tests.  If there are more applications to the school than there are places available, then places will be allocated in the following order of priority. <ol style="list-style-type: none"> <li>1. Looked after children and children who were previously looked after.</li> <li>2. Exceptional medical or exceptional social grounds.</li> <li>3. Children with siblings on the roll of the school on the date of admission living up to a distance of 1.6km from the school. Children with a brother or sister at the school on the date of admission living over 1.6km from the school will also receive priority under this criterion where the last sibling was admitted prior to September 2018. This will include children in partner Junior Schools.</li> <li>4. The distance of the home address from the School, as measured by a straight line from the School, those pupils living nearer the School being given higher priority.</li> </ol> If, because of oversubscription in any of the categories 1) to 3) above, it is necessary to distinguish between applicants, the distance of the applicant's home address from the		

School, as measured by a straight line from the School, will be used with those pupils living nearer the School being given higher priority.

Applicants who can demonstrate that admission to a particular community school is necessary on the grounds of professionally supported medical or social need may have their application considered under this criteria. Parent/carers must supply details of any such special factors at the time of the original application together with recent supporting documentation. Such applications will not be considered without professional support, such as a letter or report from a doctor, consultant or social worker which must be no more than six months old. All information must be submitted with the Common Application Form and will be regarded as confidential.

The exceptional medical or social reasons must relate to the child. The evidence supplied by the doctor, social worker or other appropriate professional must clearly set out the reasons why the preferred School is the most suitable and the difficulties that would be caused if the child attended and had to travel to another School/ Academy.

During the consultation on the proposed change to the admissions arrangements to include a distance measure as part of the sibling criterion, some respondents claimed that there would be a greater impact on parents who might be able to afford to live in a more affluent part of the Borough with just one child, but once they have to upsize with an extra sibling, they are priced out of their immediate vicinity and have to move to cheaper parts of the Borough. There is no evidence to support this as there are over-subscribed and outstanding schools all over the borough, so this is the same for every parent regardless of where they live or their income.

**Sources used:**

The School Admissions Code 2014 and Determined Arrangements 2020/21.

## Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

Protected characteristic	Identified negative impact	Action taken to mitigate impact*	Outcomes and monitoring**	Timescale	Lead officer
All	Accessibility of information	Improve the accessibility of communication channels and dissemination policy by including the availability of translation & interpreting services (incl Easy Read or other alternative formats) upon request.	Relevant materials and documents are available in a range of communication channels.	September 2019	Janet James
All	Awareness of E&D Culture issues and barriers	Meet identified staff E&D training needs to improve their understanding and awareness of E&D / cultural issues and barriers some parents/carers (and their children) face when accessing information about applying for school admission for their child or appealing against a decision.	Staff are made aware of issues and barriers and can provide a more effective customer service.	September 2019	Janet James
All	Impact of distance measure on sibling criterion.	Monitor the outcomes of the school applications for the 2019 academic year to identify any significant	Sibling criterion to be amended if there is a negative impact.	April 2020	Janet James

		impacts on particular schools or communities within the borough.			
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\* You should include details of any future consultations you will undertake to mitigate negative impacts

\*\* Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## Review

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it.