

***Equality Impact & Needs  
Analysis – Admission  
arrangements for  
community primary,  
junior and secondary  
schools - September  
2025***

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## Guidance notes

### Things to remember:

Under the Public Sector Equality Duty (PSED) public authorities are required to have due regard to the aims of the general equality duty when making decisions and when setting policies. Understanding the effect of the council's policies and practices on people with different protected characteristics is an important part of complying with the general equality duty. Under the PSED the council must ensure that:

- Decision-makers are aware of the general equality duty's requirements.
- The general equality duty is complied with before and at the time a particular policy is under consideration and when a decision is taken.
- They consciously consider the need to do the things set out in the aims of the general equality duty as an integral part of the decision-making process.
- They have sufficient information to understand the effects of the policy, or the way a function is carried out, on the aims set out in the general equality duty.
- They review policies or decisions, for example, if the make-up of service users changes, as the general equality duty is a continuing duty.
- They take responsibility for complying with the general equality duty in relation to all their relevant functions. Responsibility cannot be delegated to external organisations that are carrying out public functions on their behalf.
- They consciously consider the need to do the things set out in the aims of the general equality duty not only when a policy is developed and decided upon, but when it is being implemented.

Best practice guidance from the Equality and Human Rights Commission recommends that public bodies:

- Consider all the [protected characteristics](#) and all aims of the general equality duty (apart from in relation to marriage and civil partnership, where only the discrimination aim applies).
- Use equality analysis to inform policy as it develops to avoid unnecessary additional activity.
- Focus on the understanding the effects of a policy on equality and any actions needed as a result, not the production of a document.
- Consider how the time and effort involved should relate to the importance of the policy to equality.
- Think about steps to advance equality and good relations as well as eliminate discrimination.
- Use good evidence. Where it isn't available, take steps to gather it (where practical and proportionate).
- Use insights from engagement with employees, service users and others can help provide evidence for equality analysis.

Equality analysis should be referenced in community impact statements in Council reports. Community impact statements are a corporate requirement in all reports to

the following meetings: the cabinet, individual decision makers, scrutiny, regulatory committees and community councils.

Community impact statements enable decision makers to identify more easily how a decision might affect different communities in Southwark and to consider any implications for equality and diversity.

The public will be able to view and scrutinise any equality analysis undertaken. Equality analysis should therefore be written in a clear and transparent way using plain English. Equality analysis may be published under the council's publishing of equality information, or be present with divisional/departmental/service business plans. These will be placed on the website for public view under the council's Publications Scheme.

Equality analysis should be reviewed after a sensible period of time to see if business needs have changed and/or if the effects that were expected have occurred. If not then you will need to consider amending your policy accordingly. This does not mean repeating the equality analysis, but using the experience gained through implementation to check the findings and to make any necessary adjustments.

Engagement with the community is recommended as part of the development of equality analysis. The council's Community Engagement Division and critical friend, the Forum for Equality and Human Rights in Southwark can assist with this (see section below on community engagement and [www.southwarkadvice.org.uk](http://www.southwarkadvice.org.uk)).

Whilst the equality analysis is being considered, Southwark Council recommends considering Socio-Economic implications, as socio-economic inequalities have a strong influence on the environment we live and work in. As a major provider of services to Southwark residents, the council has a legal duty to reduce socio-economic inequalities and this is reflected in its values and aims.

For this reason, the council recommends considering socio-economic impacts in all equality analyses, not forgetting to include identified potential mitigating actions.

Similarly, it is important for the Council to consider the impact of its policies and decisions in relation to tackling the climate emergency. This includes both the potential carbon emissions of a policy or decision and its potential effect on the borough's biodiversity. You are asked to consider the impact on climate of your policy and decision under discussion by competing the Climate impact section below.

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## Section 1: Equality impact and needs analysis details

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<b>Proposed policy/decision/ business plan to which this equality analysis relates</b>		Admissions to Primary Schools at Reception & Y3 and Secondary Schools at Y7/10 in 2025/26			
<b>Equality analysis author</b>		Ric Euteneuer			
<b>Strategic Director:</b>		David Quirke-Thornton			
<b>Department</b>		Children's & Adults'	<b>Division</b>	Education	
<b>Period analysis undertaken</b>		December 2023			
<b>Date of review (if applicable)</b>		December 2024			
<b>Sign-off</b>	Alasdair Smith	<b>Position</b>	DCS	<b>Date</b>	

## Section 2: Brief description of policy/decision/business plan

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### 2.1 Brief description of policy/decision/business plan

Southwark Council is consulting on the school admission arrangements for community primary schools, and as well as the co-ordinated admission schemes for secondary, primary, and junior admissions for September 2025. The local authority is responsible for the admission arrangements of all community primary schools in the borough. We have a duty to ensure these arrangements are fair, clear and equitable to enable families to access the schools of preference for their children. Southwark's arrangements worked successfully last year and the criteria used are similar to that of our neighbouring boroughs, Lewisham and Lambeth. PAN reductions are proposed at two primary schools where the LA is the admissions authority (Grange and Bessemer Grange Primaries).

## Section 3: Overview of service users and key stakeholders consulted

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### 3. Service users and stakeholders

<b>Key users of the department or service</b>	<ul style="list-style-type: none"> <li>• Children (2-11 years old) attending a primary, infants, juniors or attached nursery setting in Southwark</li> <li>• Parents, carers and families of those children.</li> <li>• School staff (teaching or non-teaching)</li> <li>• Governors of those schools</li> <li>• Local Authority departments (Children's Social Care, Education)</li> </ul>
<b>Key stakeholders were/are involved in this policy/decision/business plan</b>	<ul style="list-style-type: none"> <li>• Head teachers of all primary schools in Southwark</li> <li>• Governors of all primary schools in Southwark</li> <li>• Members of the Council</li> <li>• Leadership teams in Education and Children's and Adults' services</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>Finance, Sustainable development, Schools' HR, Legal, Communications colleagues</i></li></ul> |
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#### **Section 4:** Pre-implementation equality impact and needs analysis

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This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based, any mitigating actions to be taken and importantly any improvement actions to promote equality and tackle inequalities. It is important to also understand impacts as including needs of different groups.

**Due regard is about considering the needs of different protected characteristics in relation to each part of the duty as relevant and proportionate to the area at hand.**

An equality analysis also presents as an opportunity to improve services to meet diverse needs, promote equality, tackle inequalities and promote good community relations. It is not just about addressing negative impacts. It is important to consider any actions which can be considered to advance equality of opportunity through positive actions, for example. The columns include societal issues (discrimination, exclusion, needs etc.) and socio-economic issues (levels of poverty, employment, income). As the two aspects are heavily interrelated it may not be practical to fill out both columns on all protected characteristics. The aim is, however, to ensure that socio-economic issues are given special consideration, as it is the council's intention to reduce socio-economic inequalities in the borough. Key is also the link between protected characteristics and socio-economic disadvantage, including experiences of multiple disadvantage.

**Socio-economic disadvantage may arise from a range of factors, including:**

- *poverty*
- *health*
- *education*
- *limited social mobility*
- *housing*
- *a lack of expectations*
- *discrimination*
- *multiple disadvantage*

The public sector equality duty (**PSED**) requires us to find out about and give due consideration to the needs of different protected characteristics in relation to the three parts of the duty:

1. *Eliminating discrimination, harassment and victimisation*
2. *Advancing equality of opportunity, including finding out about and meeting diverse needs of our local communities, addressing disadvantage and barriers to equal access; enabling all voices to be heard in our engagement and consultation undertaken; increasing the participation of underrepresented groups*
3. *Fostering good community relations; promoting good relations; to be a borough where all feel welcome, included, valued, safe and respected.*

The PSED is now also further reinforced in the two additional Fairer Future For All values: that we will

- *Always work to make Southwark more equal and just*
- *Stand against all forms of discrimination and racism*

<p><b>Age</b> - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).</p>	
<p><b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b></p>	<p><b>Potential Socio-Economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b></p>
<p>The arrangements operate irrespective of the age of the parent(s). Children are admitted to primary schools year R in the year in which they become 5 years old for reception class, and the same for Year 3, in the year where they become 8. The Council administers admissions for community schools, and co-ordinates admissions to primary, foundation, voluntary aided and academy schools. Responsibility for the administration of admissions for the last 3 lies with the school. Similarly children in Y6 (aged between 10-11) are admitted to Y7 of secondary schools. However, as all schools are academies and VA schools, the LA's role is solely to co-ordinate the system, not to administer it. In this respect, as no changes are proposed to secondary admissions, there will be no potential impacts</p> <p>The reduction in PANs of 2 community schools in Southwark <i>could</i> potentially differentially affect specific age groups from 4-11 (children) and parents (generally 18-50).</p> <p>This, however, does not take into account the</p> <ul style="list-style-type: none"> <li><i>i) reduction in pupils numbers and applications for the school</i></li> <li><i>ii) reduction in the births in the locality</i></li> <li><i>iii) the outmigration of children from the locality and Southwark as a whole</i></li> </ul> <p>Due to i), ii) and iii), there has been a considerable fall in demand for places at the school, and numbers have fallen to an extent that the places lost exist only on paper. Therefore, the loss of "choice" will be largely theoretical</p>	<p>As outlined in the adjacent "potential impacts (positive and negative) of proposed policy" column, the potential socio-economic impacts of reducing the schools' PAN as regards to age will be minimal. Reducing the intake of the school will not effectively change the intake and relative demographics of the children attending the schools</p>

**Equality information on which above analysis is based**

**Socio-Economic data on which above analysis is based**

i) The Schools Census 2023, as well as pupil roll projections and existing school capacities show that there is potentially a projected increase of spare places at reception in the long term, from a notional excess capacity of 17% in 2023-2024 to 25% in 2027/2028. Figures below show that these remain above the recommended 5-10% spare capacity at reception this year, therefore allowing for an element of choice for applicants and not discriminating on the basis of age. **Historic** and GLA projected figures (*in italics*) are also shown below

Year	Year R	Capacity	Difference	%
<i>2021/22</i>	<i>2,933</i>	<i>3,641</i>	<i>708</i>	<i>19%</i>
<i>2022/23</i>	<i>2,825</i>	<i>3,581</i>	<i>756</i>	<i>21%</i>
<i>2023/24</i>	<i>2,786</i>	<i>3,371</i>	<i>585</i>	<i>17%</i>
<i>2024/25</i>	<i>2,620</i>	<i>3,371</i>	<i>751</i>	<i>22%</i>
<i>2025/26</i>	<i>2,503</i>	<i>3,281*</i>	<i>778*</i>	<i>24%*</i>
<i>2026/27</i>	<i>2,540</i>	<i>3,281*</i>	<i>741*</i>	<i>23%*</i>
<i>2027/28</i>	<i>2,477</i>	<i>3,281*</i>	<i>804*</i>	<i>25%*</i>

\* this presumes the 2 PAN reductions go ahead

For Y3, the figures are as below

Year	Year 3	Capacity	Difference	%
<i>2021/22</i>	<i>3,109</i>	<i>3,905</i>	<i>796</i>	<i>20%</i>
<i>2022/23</i>	<i>2,965</i>	<i>3,746</i>	<i>781</i>	<i>21%</i>
<i>2023/24</i>	<i>2,835</i>	<i>3,476</i>	<i>641</i>	<i>18%</i>
<i>2024/25</i>	<i>2,829</i>	<i>3,461</i>	<i>632</i>	<i>18%</i>
<i>2025/26</i>	<i>2,797</i>	<i>3,461</i>	<i>664</i>	<i>19%</i>
<i>2026/27</i>	<i>2,641</i>	<i>3,371</i>	<i>730</i>	<i>22%</i>
<i>2027/28</i>	<i>2,296</i>	<i>3,371</i>	<i>1,075</i>	<i>32%</i>



For Y7, the figures are as below

Year	Year 7	Capacity	Difference	%
2021/22	3,271	3,482	211	6%
2022/23	3,249	3,552	303	9%
2023/24	3,239	3,522	313	9%
2024/25	3,081	3,527	446	13%
2025/26	2,975	3,407	432	13%
2026/27	2,950	3,407	457	13%
2027/28	2,906	3,407	501	15%

The excess of Y7 places is scheduled to increase from last year (9%) to around 15% in 5 or 6 years' time, which would imply that there would be greater choice for applicants. On this basis, there appear to be no age related potential discriminatory potential for this policy or its effects on the school age population, as more "choice" will be offered to applicants

Specifically for the 2 primary schools with PANs reducing (Bessemer Grange & Grange Primary Schools – numbers have reduced year on year.

Grange's numbers for reception and Years R to 6 are shown below

Year	R	R-6
2019/20	58	373
2020/21	36	344
2021/22	43	344
2022/23	30	296
2023/24	42	292

There are 16 less pupils (28%) in Year R and 81 less pupils (22%) overall at the school. There are 18 reception (30%) and 128 vacancies at the school (also 30%) – some way above the Southwark average in both cases.

For Bessemer Grange, the figures are as follows

Year	R	R-6
2019/20	78	572
2020/21	76	539
2021/22	69	504
2022/23	63	481
2023/24	67	483

There are 11 less pupils (14%) in Year R and 89 less pupils (16%) overall at the school. There are 29 reception (26%) and 147 vacancies at the school (also 23%) – above the Southwark average in both cases.

ii) As regards births, these tend to give a fairly good indication of upcoming primary numbers in a locality. Birth rates in Southwark increased from 2002 to 2011 and peaked in that year – thereafter, from 2012 to 2022, there has been a marked decline (-33%) in the number of births, which normally feeds into reception places four years later.

Southwark's fall in births has been substantial – 2022 saw the lowest level of births in Southwark since 1986 – 37 years ago.

For Grange, 156 of the 292 pupils (53%) come from the London Bridge & West Bermondsey ward, and 90 (31%) from the Chaucer ward. Births in both these wards are projected to either fall or remain at the level they are. Combined, there is projected to be a fall of births by 19 per annum (6%) in these two wards combined - making up 84% of pupils attending the school - from 2019 (the birth year of pupils attending the school now)– a 6% reduction. The reduction is even higher (13%) in the London Bridge and West Bermondsey ward, which contributes more than half the pupils at the school

<b>Year of birth</b>	<b>Year of birth +4</b>	<b>LBWB</b>	<b>Chaucer</b>	<b>Total</b>
2019	2023	146	148	294
2020	2024	138	137	275
2021	2025	133	150	283
2022	2026	129	145	274
2023	2027	132	149	281
2024	2028	133	150	283
2025	2029	131	149	280
2026	2030	130	148	278
2027	2031	129	147	276
2028	2032	127	148	275

For Bessemer Grange, 267 of the 483 pupils (55%) come from the Champion Hill ward, 84 (17%) from the Goose Green ward, and 80 (also 17%) from the Dulwich Hill Ward. Births in all these wards are projected to fall. Combined, there is projected to be a fall of births by 70 per annum (13%) across these three wards combined - making up 89% of pupils attending the school - from 2019 (the birth year of pupils attending the school now)

<b>Year of birth</b>	<b>Year of birth +4</b>	<b>CH</b>	<b>GG</b>	<b>DH</b>	<b>Total</b>
2019	2023	131	223	190	544
2020	2024	114	210	155	479
2021	2025	125	217	158	500
2022	2026	120	209	152	481
2023	2027	122	213	155	490
2024	2028	121	214	155	490
2025	2029	119	213	154	486
2026	2030	117	212	152	481
2027	2031	115	211	151	477
2028	2032	114	210	150	474

If births are to be used as an indicator of primary numbers, then the trend would seem to indicate a continued reduction in overall demand, and there will be a continuing reduction in demand for both of these schools. The figures for the last 10 years in terms of births are given below

Year	Births	+/-	+/-%	Year	Births	+/-	+/-%
2012	5,030			2018	4,181	-200	-5%
2013	4,706	-324	-6%	2019	4,027	-154	-4%
2014	4,647	-59	-1%	2020	3,557	-470	-12%
2015	4,587	-60	-1%	2021	3,525	-32	-1%
2016	4,503	-84	-2%	2022	3,393	-132	-4%
2017	4,381	-122	-3%	<b>2012-22</b>	<b>-1,637</b>	<b>-33%</b>	

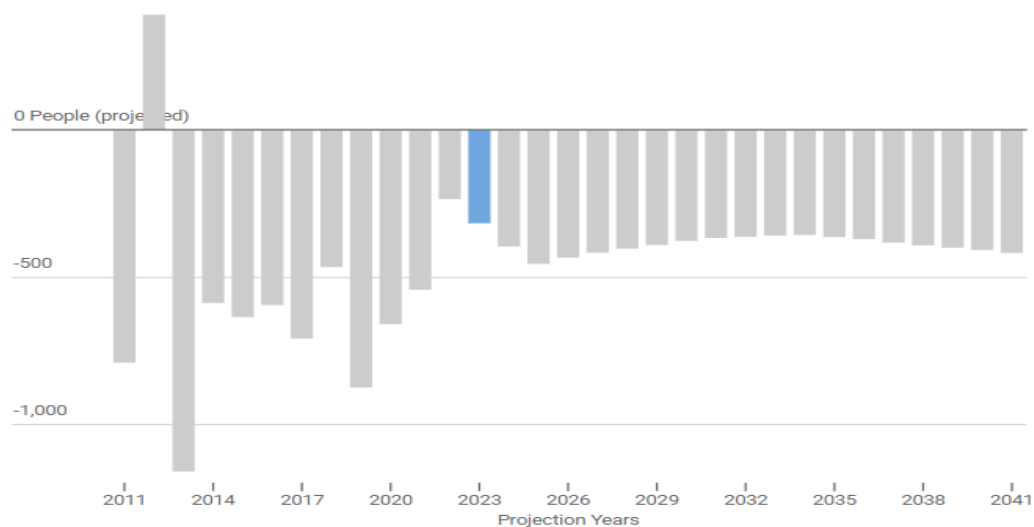
Overall, birth figures for Southwark are projected to continue to fall.

iii) In terms of outmigration, there has been net outmigration of residents aged from 0-15 in recent years, and this continues to be the case

Across Southwark, migration of primary school aged children has shown, since 2015, a consistent fall and this is projected to continue. This year's projected net migration is an outmigration of 320 primary aged children and this is projected to continue to be the case for the foreseeable future.

### Total Net Migration Projection: Southwark

Identified Capacity, Borough Total, All Persons, 4 - 11



Net migration for the London Bridge & West Bermondsey and Chaucer wards combined (forming most of Grange Primary School's intake) showed an annual loss this year of 50 primary aged children in 2023. For Dulwich Hill, Goose Green and Champion Hill combined (forming most of Bessemer Grange's intake), the net loss for 2023 is 79 children. Given the drop in births, the net outmigration, and the fall in rolls, reducing the capacity of the schools concerned will not have a substantial differential effect on children in Southwark in general and living in the catchments areas of Grange and Bessemer Grange in particular. The same effects will apply to secondary education, albeit much later than for primary

#### **Mitigating and/or improvement actions to be taken**

No mitigating actions are required with such a large level of vacancies – existing and projected - in both phases, as children aged 4-5, 7-8 and 10-11 have a wide variety of opportunities to attend a choice of schools. As there have been no negative impacts relating to age identified, no mitigating or improvement actions are proposed.

<p><b>Disability</b> - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Please note that under the PSED due regard includes:  Giving due consideration in all relevant areas to "the steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities." <b>This also includes the need to understand and focus on different needs/impacts arising from different disabilities.</b></p>					
<p><b>Potential impacts (positive// and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b></p>			<p><b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b></p>		
<p>The arrangements operate irrespective of the disability status of the child or parent(s). Indeed, children with disabilities are prioritised above pupils admitted on distance. The policy states that, after Looked After Children (LACs) and siblings, "<i>children with exceptional medical, social or psychological needs, where it is agreed by the Local Authority and the Headteacher that these can best be addressed at a particular school</i>" are prioritised.</p> <p>Children with disabilities would fall into this category. Most VA and Academy schools operate a similar policy, so the co-ordination role would follow a similar path. Therefore, removing a year group from Grange and Bessemer Grange would not disadvantage children in the SEND+ or EHCP categories.</p>			<p>There will be little or no potential socio-economic impacts arising from socio-economic disadvantage</p>		
<p><b>Equality information on which above analysis is based</b></p>			<p><b>Socio-economic data on which analysis is based</b></p>		
<p>No central record of pupil disability is maintained by the LA, but a proxy measure is the number of children with Education and Healthcare Plans (EHCPs), or pupils identified as "SEND Plus". In terms of EHCPs, both schools are under LA and London averages, but above national averages. For SEND Plus Grange is above LA, London and national averages – Bessemer Grange is slightly below these.</p>			<p>As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with disabilities, no data has been identified.</p>		
<b>Type</b>	<b>Grange</b>	<b>Bessemer Grange</b>	<b>LBS</b>	<b>LDN</b>	<b>England</b>
<b>EHCP</b>	3.1%	2.7%	3.4%	4.1%	2.5%
<b>SEND+</b>	21.4%	12.7%	15.9%	11.7%	13.5%
<p>(Source, School Census January 2023- EHCPs and SEN Support, DfE Statistics 2022)</p>					

<b>Mitigating and/or improvement actions to be taken</b>	
As there have been no negative impacts relating to disability identified, no mitigating or improvement actions are proposed.	
<b>Gender reassignment:</b> - The process of transitioning from one gender to another.	
<b>Gender Identity:</b> Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's recorded sex or can differ from it.	
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>	<b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>
Gender reassignment is unlikely to involve children of primary or secondary age. Even were this to be the case, the gender reassignment status of a child would form no part of the admissions process for community schools.	There will be little or no potential socio-economic impacts/needs/issues arising from socio-economic disadvantage resulting from marriage/civil partnership status as regards school admissions
<b>Equality information on which above analysis is based.</b>	<b>Socio-economic data on which above analysis is based</b>
Data is not collected for children, parents or carers on gender reassignment. It is likely to be such a small number as to make it statistically insignificant. In the 2021 Census, 0.6% of the UK population identified themselves as not having the same gender they were born with. In London, this rose to 1.4%, and Southwark, 1.2%. Such a percentage would mean that the lack of a transgender staff member would not be statistically significant. ( <i>Source, ONS Census 2021</i> )	As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for marriage/civil partnership status, no appropriate or useful data has been identified.
<b>Mitigating and/or improvement actions to be taken</b>	
As there have been no negative impacts relating to gender reassignment identified, no mitigating or improvement actions are proposed.	

<p><b>Marriage and civil partnership</b> – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples and must be treated the same as married couples on a wide range of legal matters. <b>(Only to be considered in respect to the need to eliminate discrimination.)</b></p>															
<p><b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b></p>		<p><b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b></p>													
<p>Marriage or civil partnership is unlikely to directly involve children of primary or Y7 secondary age, although they may be the children of married or unmarried parents or civil partners. The marital status of the parents or carers of school pupils forms no part of the admissions process, and children are admitted based on criteria other than this and not involving marital status at primary, junior or secondary level.</p>		<p>As mentioned in the adjacent “potential impacts of the proposed policy”, the marital status of the parents or carers of school pupils forms no part of the admissions process. Children are admitted based on sibling, medical or distance criteria alone. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to marital status.</p>													
<p><b>Equality information on which above analysis is based</b></p>		<p><b>Socio-economic data on which above analysis is based</b></p>													
<p>No records are maintained on the marital or civil partnership status of parents &amp; carers, so it would be challenging to evidence any level of discrimination or disadvantage. Figures at a borough, regional and national level for the percentage of the local population by marital and civil partnership status are given below. Southwark’s level is slightly lower than the London/England averages (<i>Source, ONS Census 2021</i>)</p>		<p>As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with gender reassignment, no appropriate or useful data has been identified.</p>													
<table border="1"> <thead> <tr> <th>Area</th> <th>%</th> <th>Area</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Southwark</td> <td>31.4</td> <td>Inner London</td> <td>36.2</td> </tr> <tr> <td>England</td> <td>45.5</td> <td>London</td> <td>41.8</td> </tr> </tbody> </table>	Area	%	Area	%	Southwark	31.4	Inner London	36.2	England	45.5	London	41.8			
Area	%	Area	%												
Southwark	31.4	Inner London	36.2												
England	45.5	London	41.8												
<p><b>Mitigating actions to be taken</b></p>															
<p>As there have been no negative impacts relating to gender reassignment identified, no mitigating or improvement actions are proposed.</p>															



<p><b>Pregnancy and maternity</b> - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</p>																	
<p><b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b></p>		<p><b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b></p>															
<p>Pregnancy and maternity are unlikely to directly involve children of primary, junior or Y7 age, and so there not be any potential impacts of the strategy on pupils. Given the extensive level of vacancies, it is also unlikely to affect parental choice. The pregnancy and maternity rate in Southwark has been falling for many years. From this, we can see Southwark has very low fertility rate compared the rest of London and England. This is another explanation, together with outmigration – why pupil numbers in Southwark are falling, and why a reduction in provision will not disproportionately affect parents falling pregnant or taking maternity leave.</p>		<p>As mentioned in the adjacent “<i>potential impacts of the proposed policy</i>”, pregnancy/maternity status of the parents/carers of school pupils forms no part of the admissions process, and children not are admitted based this status. There is no particular observable differential between different socio economic groups with regard to pregnancy or maternity.</p>															
<p><b>Equality information on which above analysis is based</b></p>		<p><b>Socio-economic data on which above analysis is based</b></p>															
<p>Fertility is measured at a range of rates and geographies by the ONS. These include the “GFR” and “TFR”. The “<i>General Fertility Rate (GFR)</i>” is the number of live births per 1,000 women aged 15-44. The Total Fertility Rate (TFR) is the number of births per woman aged 15-44. Southwark’s are both very low.</p> <table border="1"> <thead> <tr> <th>Area</th> <th>GFR</th> <th>TFR</th> </tr> </thead> <tbody> <tr> <td>Southwark</td> <td>44</td> <td>1.14</td> </tr> <tr> <td>Inner London</td> <td>48</td> <td>1.28</td> </tr> <tr> <td>London</td> <td>56</td> <td>1.52</td> </tr> <tr> <td>England</td> <td>56</td> <td>1.62</td> </tr> </tbody> </table>		Area	GFR	TFR	Southwark	44	1.14	Inner London	48	1.28	London	56	1.52	England	56	1.62	<p>As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with pregnancy or maternity status, no appropriate or useful data has been identified. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to pregnancy or maternity status.</p>
Area	GFR	TFR															
Southwark	44	1.14															
Inner London	48	1.28															
London	56	1.52															
England	56	1.62															
<p><b>Mitigating and/or improvement actions to be taken</b></p>																	
<p>As there have been no negative impacts relating to pregnancy or maternity status identified, no mitigating or improvement actions are proposed.</p>																	

**Race** - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others

**Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.**

A potential impact of the net PAN reduction could be that schools were to become less diverse racially than it is at present. Presently, Grange is **85.6%** Global Ethnic Majority (i.e. non-White UK) and Bessemer Grange, **56.2%**. As a whole, Southwark primary pupils are **78.5%** GEM, and Southwark's population as a whole is **62.5%**. There is no evidence therefore to show that and reduction of the combined school's PANs would be likely to de-diversify the schools concerned. The schools in the same planning area are almost as diverse each other.

**Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)**

A potential impact of the PAN reduction could be that the school were to become less diverse socio-economically than it is at present. This is unlikely, as there has been no major development near the schools. It is evident is that people in Southwark are having less children, and those that are tend to be from the families that have remained, and are the same socio-economic class as the present parents and carers – just fewer of them.

**Equality information on which above analysis is based**

A table giving the relative percentages of the local population at schools and in the locality is given overleaf

Group	Grange	Bessemer Grange	Southwark pupils	Southwark population
Bangladeshi	5.2%	0.7%	2.3%	1.8%
Indian	0.5%	0.5%	0.7%	2.0%
Pakistani	1.4%	0.5%	0.7%	0.7%
Other Asian Background	1.4%	2.4%	1.8%	2.7%
Black African	24.3%	9.7%	25.2%	15.7%
Black Caribbean	4.6%	4.6%	6.3%	5.9%
Any Other Black Background	6.3%	8.0%	5.2%	3.5%
Chinese	0.8%	0.3%	1.3%	2.7%
Mixed - White & Black African	3.0%	1.5%	2.2%	1.2%

**Socio-economic data which analysis is based**

As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with pregnancy or maternity status, no appropriate or useful data has been identified.

Mixed - White & Caribbean	3.3%	2.2%	3.3%	2.1%		
Mixed - White & Asian	0.5%	1.9%	1.7%	1.5%		
Any Other Mixed Background	4.9%	6.8%	6.5%	2.4%		
White British	14.4%	43.8%	21.1%	35.5%		
White Irish	0.3%	1.4%	0.4%	2.0%		
Gypsy / Roma	0.0%	0.0%	0.1%	0.5%		
Traveller of Irish Heritage	0.0%	0.0%	0.1%	0.1%		
Any Other White Background	6.5%	5.8%	9.3%	13.4%		
Any Other Ethnic Group	13.1%	6.1%	7.7%	1.0%		
Unknown / Missing	9.5%	3.7%	4.1%	5.3%		
<b>Non-White UK/BME</b>	<b>85.6%</b>	<b>56.2%</b>	<b>78.5%</b>	<b>62.5%</b>		
<b>Mitigating and/or improvement actions to be taken</b>						
As there have been no negative impacts relating to race identified, no mitigating or improvement actions are proposed						
<b>Religion and belief</b> - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.						
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>			<b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>			
Statutory guidance when deciding this type of decision requires us to consider the balance of religious places in the borough, and the balance between different denominations. As neither school has a religious foundation, the overall reduction of 2FE will not affect that balance. As regards staffing, there is no requirement for staff to practice (or not) any religion, so a reduction in the number of staff would not differentially effect one group of staff over another.			As outlined opposite, neither school has a religious foundation, the overall reduction of 2FE will not affect any religious provision that exists. There are no potential socio-economic impacts/needs/issues arising the change nor any socio-economic disadvantage			
<b>Equality information on which above analysis is based</b>			<b>Socio-economic data on which above analysis is based</b>			
The percentages of religious/non-religious places (Non-R) in Southwark are given in the table below, both before (2022 and 2023) and after the proposals in 2024			As outlined above, neither school has a religious foundation, the overall reduction of 2FE will not affect any religious provision that exists. This means there will no potential socio-economic impacts/ needs/issues arising the change nor any socio-economic disadvantage (positive and			
<b>Type</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>		
RC	14%	14%	13%	13%		
CE	13%	10%	12%	12%		
Non-R	73%	76%	75%	75%		

No substantial change in the percentage of non-religious places has been identified. It is therefore unlikely that a PAN reduction will have any discernible effect on religious education in Southwark, indeed, as neither Grange nor Bessemer Grange are religious schools, this could potentially increase the percentage of religious education overall. Below is a table of the religious observance in the catchment areas of Grange (LBWB+C) and Bessemer Grange. (CH, GG, DH). It can be seen that in terms of religious observance, both Grange and Bessemer Grange's catchment area have a higher percentage of non-Christians.

Religion	Southwark	LBWB+C	CH,GG, DH
Christian	46%	39%	39%
Buddhist	1%	1%	1%
Hindu	10%	2%	1%
Jewish	0%	0%	0%
Muslim	7%	13%	6%
Sikh	0%	0%	0%
Other/No religion/not stated	37%	44%	54%
<b>Non-Christian total</b>	<b>54%</b>	<b>61%</b>	<b>61%</b>

negative) resulting from that change. A table is given overleaf of the level of religious observance extracted from the 2021 Census. No breakdown of Christian faith is recorded. The percentage provision of religious education lower than prevalence in the population, but it is recognised that not every parent who follows a religion wishes for a religious education for their child. This shows that there is a lower level of Christian religious belief in the school catchment areas, but no solid conclusions can be drawn from this.

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating to religion or belief identified, no mitigating or improvement actions are proposed.

**Sex - A man or a woman.**

**Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.**

If there was a significant imbalance in the provision or uptake of places by gender at the school then net reduction of the PAN may effect this. However, all Southwark primary schools are co-educational and there is no entrance requirement based on gender. Numbers are close to equality between genders.

**Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)**

There are no potential socio-economic impacts or issues arising from disadvantage as regards the reduction of the combined PANs by 2FE with respect to the gender of pupils. The change will not disproportionately affect one gender or another

**Equality information on which above analysis is based**

**Socio-economic data on which above analysis is based**

Prevalence of male to female pupils in Southwark schools is broadly 50:50. Pupil percentages shown below by school by year group below, none of which show any major deviation from this.

As there is no anticipated gender based socio-economic impact for pupils, no data has been sourced.

<b>Grange</b>	R	1	2	3	4	5	6	Total
Girls	28	11	22	15	24	28	16	155
Boys	14	16	22	13	33	23	27	153

<b>Grange</b>	R	1	2	3	4	5	6	Total
Girls	67%	41%	50%	54%	42%	55%	37%	50%
Boys	33%	59%	50%	46%	58%	45%	63%	50%

<b>BG</b>	R	1	2	3	4	5	6	Total
Girls	25	31	31	21	31	39	42	242
Boys	42	31	37	46	34	36	37	312

<b>BG</b>	R	1	2	3	4	5	6	Total
Girls	37%	50%	46%	31%	48%	52%	53%	44%
Boys	63%	50%	54%	69%	52%	48%	47%	56%

<b>LBS</b>	R	1	2	3	4	5	6	Total
Girls	1,374	1,396	1,469	1,405	1,398	1,454	1,515	10,011
Boys	1,423	1,386	1,454	1,478	1,559	1,535	1,527	10,362

	R	1	2	3	4	5	6	Total
Girls	49%	50%	50%	49%	47%	49%	50%	49%
Boys	51%	50%	50%	51%	53%	51%	50%	51%

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating gender identified, no mitigating or improvement actions are proposed.

<b>Sexual orientation</b> - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes									
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>					<b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>				
At age 4-11, it is unlikely that children will have identified with one sexuality or another, but they may have parents or carers who are LGBTQ+. In either case, admissions do not take into account the sexuality of the child or parent/carer. Reducing the PAN of a school will therefore have no differential effect on parents whatever their sexuality.					There are no potential socio-economic impacts as regards the overall reduction of PAN totals by 2FE, nor issues arising from disadvantage with respect to the sexual orientation of pupils, parents/carers or staff.				
<b>Equality information on which above analysis is based</b>					<b>Socio-economic data on which above analysis is based</b>				
The prevalence of different sexualities was covered in the 2021 Census for the first time. This is not available at a ward level, but the figures for Southwark show the following figures for the population over 16.					As mentioned above, there are no potential socio-economic impacts as regards the overall reduction of PAN totals by 2FE, nor issues arising from disadvantage with respect to the sexual orientation of pupils, parents/carers or staff. The figures for prevalence are given in the column adjacent to this one.				
<b>Area</b>	<b>Straight or Heterosexual</b>	<b>Gay or Lesbian</b>	<b>Bisexual</b>	<b>Pansexual</b>	<b>Asexual</b>	<b>Queer</b>	<b>All other sexual orientations</b>	<b>Not answered</b>	<b>Non heterosexual</b>
Southwark	82.7	4.5	2.6	0.7	0.1	0.2	0.1	9.2	<b>8.1</b>
London	86.2	2.2	1.5	0.4	0.1	0.1	0.04	9.5	<b>4.3</b>
England	89.4	1.5	1.3	0.2	0.1	0.03	0.02	7.5	<b>3.2</b>
Southwark is lower than the national and London-average for heterosexuality and more than twice the London average for gay and lesbian residents over 16.									
<b>Mitigating and/or improvement actions to be taken</b>									
As there have been no negative impacts relating to sexual orientation identified, no mitigating or improvement actions are proposed or required.									

**Human Rights**

There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour, Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol

**Potential impacts (positive and negative) of proposed policy/decision/business plan**

In respect of the 16 rights listed, the proposal to reduce 2 schools' PANs will not affect any of those listed. The "First Protocol", states "*The first sentence of Article 2 of Protocol No. 1 guarantees an individual right to education. The second guarantees the right of parents to have their children educated in conformity with their religious and philosophical convictions*". Closure of a school and the net removal of 2FE from the combined schools will not endanger this freedom, as there are numerous school places available in other schools nearby, and neither are religious schools.

**Information on which above analysis is based**

At the last census time in October 2023, there were 4,607 spare places in Southwark primary schools

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating to human rights identified, no mitigating or improvement actions are proposed or required.

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## Conclusions

Summarise main findings and conclusions of the overall equality impact and needs analysis for this area:

### Section 5: Further equality actions and objectives

5. Further actions			
Based on the initial analysis above, please detail the key mitigating and/or improvement actions to promote equality and tackle inequalities; and any areas identified as requiring more detailed analysis.			
Number	Description of issue	Action	Timeframe
As no mitigating or improvement actions to promote equality and tackle inequalities have been proposed, no further actions are required or proposed			

5.1 Equality and socio-economic objectives (for business plans)				
Based on the initial analysis above, please detail any of the equality objectives outlined above that you will set for your division/department/service. Under the objective and measure column, please state whether this objective is an existing objective or a suggested addition to the Council Plan.				
Objective and measure	Lead officer	Current performance (baseline)	Targets	
			Year 1	Year 2
Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

6. Review of implementation of the equality objectives and actions
As no mitigating or improvement actions to promote equality and tackle inequalities have been required or proposed, no further reviews of <b>the equality objectives and actions</b> are required

### 7. Implementation Equality Impact and Needs Analysis

No issues as regards equalities and needs have been identified – therefore no mitigating or improvement actions to promote equality and tackle inequalities have been proposed as a result of this analysis.