

EQIA Submission – ID Number

Section A

EQIA Title

Community and Voluntary Controlled School Term Dates 2024 -25

Responsible Officer

Louise Dench - CY CDO (Corporate Director's Office)

Type of Activity**Service Change**

No

Service Redesign

No

Project/Programme

No

Commissioning/Procurement

No

Strategy/Policy

No

Details of other Service Activity

Setting the term dates for community and voluntary controlled schools, by the local authority (LA)

Accountability and Responsibility**Directorate**

Children Young People and Education

Responsible Service

Education

Responsible Head of Service

Ian Watts - CY EPA

Responsible Director

Christine McInnes - CY EPA

Aims and Objectives

Term dates and holidays, in England, are set:

- for community and voluntary controlled schools, by the local authority (LA)
- for foundation, voluntary aided schools, academies and free schools by the governing body.

The Education (School Day and School Year) (England) Regulations 1999 (SI 1999 No. 3181) require schools to have at least 380 half-day sessions (190 days) in each school year, beginning with the first term to start after July. This is consistent with the 195 days a year required by a teacher's statutory conditions of service: the additional five days are for in-service training.

The government's policies to promote academies and free schools will mean that increasingly school governing bodies will be determining the school term dates for their schools.

The proposed calendar will be considered by Children's, Young People and Education Cabinet Committee and following this the responsible Cabinet Member will take the final decision. Following the consultation and approval the agreed school term dates calendar for 2024-25 will be published.

The term dates aim to ensure that the maximum number of children and young people of statutory school age are enabled to attend education provision on a full-time basis by providing term dates for all Kent maintained schools to provide a co-ordinated service.

One of our key challenges in Kent is to improve attendance to at least that of the national average. A strong focus of Education and Young People's Strategic Plan (Vision and Priorities for

Improvement 2018-21) is to promote regular school attendance. To support this priority KCC consults with schools and other parties including VSK, Kent Youth Council, children centres, parents and carers, unions, religious groups and other interested parties to provide a co-ordinated and agreed set of future term dates for all Kent's family of schools.

Section B – Evidence

Do you have data related to the protected groups of the people impacted by this activity?

Yes

It is possible to get the data in a timely and cost effective way?

Yes

Is there national evidence/data that you can use?

Yes

Have you consulted with stakeholders?

Yes

Who have you involved, consulted and engaged with?

Yes, conversations have been ongoing with other LAs to ensure that the term dates are co-ordinated prior to going out to consultation.

Has there been a previous Equality Analysis (EQIA) in the last 3 years?

Yes

Do you have evidence that can help you understand the potential impact of your activity?

Yes

Section C – Impact

Who may be impacted by the activity?

Service Users/clients

Service users/clients

Staff

Staff/Volunteers

Residents/Communities/Citizens

Residents/communities/citizens

Are there any positive impacts for all or any of the protected groups as a result of the activity that you are doing?

Yes

Details of Positive Impacts

The positive impacts to setting the term dates for 2024-25 are that parents and carers will have the opportunity to plan to ensure that their children do not miss school, as they will be well advised of the term dates.

Early setting of term dates will allow good management of school transport to ensure that school children reach their destination on time and help parents with learning disabilities / disabled parents who have support in caring for young people plan their days accordingly. This will positively impact on children with disabilities or SEN and their families, who sometimes require consistent travel arrangements, longer travel time, specially adapted vehicles and/or an escort. The consultation will be circulated to all schools including special schools. Following the close of the consultation a further assessment will take place.

Historically and to date, the term dates are based around the Christian calendar (Christmas, Easter, Whitsun) this impacts positively as most of the school holidays include bank holidays which enables families to spend time together to worship and celebrate the festivities.

As many festivals for other religions are held over the Summer holiday period respondents agreed that the longer summer break allows communities to come together to worship and celebrate the festivities.

Negative impacts and Mitigating Actions
19. Negative Impacts and Mitigating actions for Age
Are there negative impacts for age?
No
Details of negative impacts for Age
Not Applicable
Mitigating Actions for Age
Not Applicable
Responsible Officer for Mitigating Actions – Age
Not Applicable
20. Negative impacts and Mitigating actions for Disability
Are there negative impacts for Disability?
No
Details of Negative Impacts for Disability
Not Applicable
Mitigating actions for Disability
Not Applicable
Responsible Officer for Disability
Not Applicable
21. Negative Impacts and Mitigating actions for Sex
Are there negative impacts for Sex
Yes
Details of negative impacts for Sex
<p>From the information received from PIAS and Fair Access the reasons for children missing education / absences from school cannot be linked to the timings of the term dates as various reasons were given and not one contributing factor prevailed. COVID has impacted the attendance data for various reasons and cannot be used to base true analysis on as the reasons for not attending school may not exist moving forward. E.G self-isolation, fear of the pandemic.</p> <p>From the Equality data available, it showed that whilst females in year 11 were the most likely to miss education, there was not a singular contributable reason as to why, however absences due to heightened anxiety about the possibility of poor performance in GCSE exams featured quite highly. Schools can be helped to offer the right support to these students and reduce absences.. Most children missing education are female and White English again there are no attributing facts as to why this is.</p>
Mitigating actions for Sex
There is no evidence to suggest the proposed term dates will improve this behaviour but it is hoped that the reduction of part weeks will discourage pupils from missing school.
Responsible Officer for Sex
Louise Dench
22. Negative Impacts and Mitigating actions for Gender identity/transgender
Are there negative impacts for Gender identity/transgender
No
Negative impacts for Gender identity/transgender
Not Applicable
Mitigating actions for Gender identity/transgender
Not Applicable
Responsible Officer for mitigating actions for Gender identity/transgender
Not Applicable
23. Negative impacts and Mitigating actions for Race
Are there negative impacts for Race
No

Negative impacts for Race
Not Applicable
Mitigating actions for Race
Not Applicable
Responsible Officer for mitigating actions for Race
Not Applicable
24. Negative impacts and Mitigating actions for Religion and belief
Are there negative impacts for Religion and belief
No
Negative impacts for Religion and belief
Not Applicable
Mitigating actions for Religion and belief
Not Applicable
Responsible Officer for mitigating actions for Religion and Belief
Not Applicable
25. Negative impacts and Mitigating actions for Sexual Orientation
Are there negative impacts for Sexual Orientation
No
Negative impacts for Sexual Orientation
Not Applicable
Mitigating actions for Sexual Orientation
Not Applicable
Responsible Officer for mitigating actions for Sexual Orientation
Not Applicable
26. Negative impacts and Mitigating actions for Pregnancy and Maternity
Are there negative impacts for Pregnancy and Maternity
No
Negative impacts for Pregnancy and Maternity
Not Applicable
Mitigating actions for Pregnancy and Maternity
Not Applicable
Responsible Officer for mitigating actions for Pregnancy and Maternity
Not Applicable
27. Negative impacts and Mitigating actions for Marriage and Civil Partnerships
Are there negative impacts for Marriage and Civil Partnerships
No
Negative impacts for Marriage and Civil Partnerships
Not Applicable
Mitigating actions for Marriage and Civil Partnerships
Not Applicable
Responsible Officer for Marriage and Civil Partnerships
Not Applicable
28. Negative impacts and Mitigating actions for Carer's responsibilities
Are there negative impacts for Carer's responsibilities
No
Negative impacts for Carer's responsibilities
Not Applicable
Mitigating actions for Carer's responsibilities
Not Applicable
Responsible Officer for Carer's responsibilities
Not Applicable