

**Kent County Council  
Equality Analysis/ Impact Assessment (EqIA)**

**Directorate/ Service: Children, Young People and Education**

**Name of decision: Revised School Term Dates 2021-22**

**Responsible Owner/ Senior Officer: Ian Watts**

**Version: 1**

**Author: Louise Dench**

**Pathway of Equality Analysis: DMT, CMM, CYPE Cabinet Committee**

**Summary and recommendations of equality analysis/impact assessment.**

- **Context**

The school calendar for 2021 – 20211 needs to be amended to reflect the extra Bank Holiday to celebrate the Queen’s Platinum Jubilee. A consultation was held with LA controlled schools to end the summer term a day early. The outcome of the consultation will be considered by Children’s, Young People and Education Cabinet Committee and following this, the Cabinet Member for Education and Skills will take her final decision. Following the consultation, the school calendar for 2021-22 will be amended and republished.

- **Aims and Objectives**

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 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.

- **Summary of equality impact**

The proposed revision to the term dates for 2021-2022 does not impact adversely on any of the protected groups.

**Adverse Equality Impact Rating Low**

**Attestation**

I have read and paid due regard to the Equality Analysis/Impact Assessment concerning School Term Dates for 2021-22. I agree with the risk rating and the actions to mitigate any adverse impact(s) that has /have been identified.

**Head of Service**



Signed:

Name: Ian Watts  
Job Title: AEO – North Kent  
Date: 20.10.21

**DMT Member**

Signed:



Name: Christine McInnes  
Job Title: Director - Education  
Date: 20.10.21

**Part 1 Screening**

Could this policy, procedure, project or service, or any proposed changes to it, affect any Protected Group (listed below) less favourably (negatively) than others in Kent?

Could this policy, procedure, project or service promote equal opportunities for this group?

Protected Group	Please provide a <u>brief</u> commentary on your findings. Fuller analysis should be undertaken in Part 2.			
	High negative impact EqIA	Medium negative impact Screen	Low negative impact Evidence	High/Medium/Low Positive Impact Evidence
<b>Age, Sex, Gender identity/ Transgender, Race, Sexual Orientation, Pregnancy and Maternity, Marriage and Civil Partnerships.</b>				
<b>Disability</b>			x	Changes to term dates need to be made as soon as possible to 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. T
<b>Religion and Belief</b>				As many religious festivals are held over the Summer holiday period a longer summer break allows communities to come together to worship and celebrate the festivities.
<b>Carer's Responsibilities</b>				

## **Part 2**

### **Equality Analysis /Impact Assessment**

#### **Protected groups**

No group will be indirectly or directly negatively impacted by the alteration of the term dates for 2021-22  
Information and Data used to carry out your assessment  
Contact was made with the Fair Access Team and PRU, Inclusion and Attendance Service

#### **Who have you involved consulted and engaged?**

Fair Access Team and PRU, Inclusion and Attendance Service who provided data on absences from Education

#### **Analysis**

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.

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. Most children missing education are female and White English again there are no attributing facts as to why this is. There is no evidence to suggest the proposed term dates will improve this behaviour.

#### **Adverse Impact,**

From the evidence analysed no protected group is adversely affected by alteration of the term dates for 2021-22.

#### **Positive Impact:**

The positive impacts to altering the term dates for 2021-22 is that parents and carers will have the opportunity to spend an additional day with their children and teachers will enjoy an extra day's holiday.

## **JUDGEMENT**

Updated 08/11/2021

5

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Louise.Dench@kent.gov.uk or telephone on .....

Following the consultation, no potential for discrimination has been identified and all opportunities to promote equality have been taken.

**No major change** - no potential for discrimination and all opportunities to promote equality have been taken.

**Internal Action Required**            **NO**

There is potential for adverse impact on groups and we have found scope to improve the proposal.

## Equality Impact Analysis/Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
<b>Age, Gender, Gender identity, Race, Religion or belief, Sexual orientation, Pregnancy and maternity, Marriage and Civil Partnerships</b>	<b>None</b>	Begin consultation with other Schools governors and Unions	There are not expected to be any equalities implications.	<b>Louise Dench</b>	<b>2 weeks</b>	<b>There are no cost implications</b>
<b>Disability</b>	Alterations to the term dates need to be communicated swiftly to allow good management of school transport to ensure that school children reach their destination on time and help parents with learning disabilities / disabled parents		There are not expected to be any other outcomes than the ones identified.	Louise Dench	6 weeks	<b>There may be a small saving to the council as school transport will be required for a day less.</b>

Updated 08/11/2021

	<p>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 LA controlled schools including special schools.</p>					
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**Have the actions been included in your business/ service plan? (If no please state how the actions will be monitored)**

No – on completion of the consultation the EQIA will be reassessed and updated. The findings will be report to CYPE Cabinet Committee and the Cabinet Member for CYPE.

Appendix

Please include relevant data sets

Updated 08/11/2021



Please forward a final signed electronic copy and Word version to the Equality Team by emailing [diversityinfo@kent.gov.uk](mailto:diversityinfo@kent.gov.uk)

If the activity will be subject to a Cabinet decision, the EqIA must be submitted to committee services along with the relevant Cabinet report. Your EqIA should also be published.

The original signed hard copy and electronic copy should be kept with your team for audit purposes.