

EQIA Submission – ID Number

Section A

EQIA Title

Community and Voluntary Controlled School Term Dates 2025-28

Responsible Officer

Ian Watts - CY EPA

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

Educations and SEN

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 2025-28 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. 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.

Early consultation on the term dates also supports the Councils 'Securing Kent's Future' Objective 1: Bringing the budget back into balance, by allowing our transport colleagues to arrange transport for the term dates in advance.

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 2025-28 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

No

Details of negative impacts for Sex

Not Applicable

Mitigating actions for Sex

Not Applicable

Responsible Officer for Sex

Not Applicable

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

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| 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 |