

**City of York Council**  
**Equalities Impact Assessment**

**Who is submitting the proposal?**

<b>Directorate:</b>	People		
<b>Service Area:</b>	Education Support Services		
<b>Name of the proposal :</b>	Term dates for 2025-2026		
<b>Lead officer:</b>	Rachelle White		
<b>Date assessment completed:</b>	18/10/2023		
<b>Names of those who contributed to the assessment :</b>			
<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Area of expertise</b>
Rachelle White	School Admissions Manager	City of York Council	Education

## Step 1 – Aims and intended outcomes

1.1	<p><b>What is the purpose of the proposal?</b> Please explain your proposal in Plain English avoiding acronyms and jargon.</p>
	<p>To meet the statutory requirements of legislation including the Education Act 2002, (Section 32), and other related legislation.</p>
1.2	<p><b>Are there any external considerations?</b> (Legislation/government directive/codes of practice etc.)</p>
1.3	<p><b>Who are the stakeholders and what are their interests?</b></p>
	<p><i>City of York Council – to meet statutory requirements</i>  <i>Other Local Authorities – to liaise to coordinate term dates where possible</i>  <i>Families (parents &amp; guardians, children &amp; young people) – to coordinate school term dates where possible</i></p>
1.4	<p><b>What results/outcomes do we want to achieve and for whom?</b> This section should explain what outcomes you want to achieve for service users, staff and/or the wider community. Demonstrate how the proposal links to the Council Plan (2019- 2023) and other corporate strategies and plans.</p>
	<p><i>The report requires the approval of the City of York Council Executive Member for Education to determine the term dates for 2025-2026 school year. We have consulted the same term dates as our immediate neighbours ERYC and NYC and hope to determine the same dates subject to consultations and own LA decision making processes.</i></p>

## Step 2 – Gathering the information and feedback

2.1	<b>What sources of data, evidence and consultation feedback do we have to help us understand the impact of the proposal on equality rights and human rights?</b> Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, the views of equality groups, as well your own experience of working in this area etc.	
<b>Source of data/supporting evidence</b>	<b>Reason for using</b>	
York Education	To publish the term dates consultation to schools/MATs	
Email	To collate any responses	

## Step 3 – Gaps in data and knowledge

3.1	What are the main gaps in information and understanding of the impact of your proposal? Please indicate how any gaps will be dealt with.	
<b>Gaps in data or knowledge</b>		<b>Action to deal with this</b>
Final determined term dates of other LAs		We liaise with neighbouring LAs regarding our draft term dates however the final determination is subject to individual LA consultation responses and determination so we cannot guarantee the final determined term dates are the same.
MATs may decide to implement different term dates		MATs may decide to implement different term dates however as we consult with all schools we would hope that they would provide a response of any issue or intention not to follow the draft term dates. However to date MATs have used the same term dates but differing training days.

## Step 4 – Analysing the impacts or effects.

4.1	Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the proposal offers opportunities to promote equality and/or foster good relations.		
Equality Groups and Human Rights.	Key Findings/Impacts	Positive (+) Negative (-) Neutral (0)	High (H) Medium (M) Low (L)
Age	No impact as this relates on to school age children	0	L
Disability	No impact as to term dates apply to all children attending a CYC maintained school	0	L
Gender	No impact	0	L
Gender Reassignment	No impact	0	L
Marriage and civil partnership	No impact	0	L
Pregnancy and maternity	No impact	0	L
Race	No impact	0	L
Religion and belief	No impact	0	L
Sexual orientation	No impact	0	L

## ANNEX A

<b>Other Socio-economic groups including :</b>	<b>Could other socio-economic groups be affected e.g. carers, ex-offenders, low incomes?</b>		
<b>Carer</b>	<b>No impact</b>	<b>0</b>	<b>L</b>
<b>Low income groups</b>	<b>No impact</b>	<b>0</b>	<b>L</b>
<b>Veterans, Armed Forces Community</b>	<b>No impact</b>	<b>0</b>	<b>L</b>
<b>Other</b>	<b>No impact</b>	<b>0</b>	<b>L</b>
<b>Impact on human rights:</b>			
List any human rights impacted.	<b>No impact</b>	<b>0</b>	<b>L</b>

### Use the following guidance to inform your responses:

Indicate:

- Where you think that the proposal could have a **POSITIVE** impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the proposal could have a **NEGATIVE** impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this proposal has a **NEUTRAL** effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

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It is important to remember that a proposal may be highly relevant to one aspect of equality and not relevant to another.

<p><b>High impact</b> (The proposal or process is very equality relevant)</p>	<p>There is significant potential for or evidence of adverse impact The proposal is institution wide or public facing The proposal has consequences for or affects significant numbers of people The proposal has the potential to make a significant contribution to promoting equality and the exercise of human rights.</p>
<p><b>Medium impact</b> (The proposal or process is somewhat equality relevant)</p>	<p>There is some evidence to suggest potential for or evidence of adverse impact The proposal is institution wide or across services, but mainly internal The proposal has consequences for or affects some people The proposal has the potential to make a contribution to promoting equality and the exercise of human rights</p>
<p><b>Low impact</b> (The proposal or process might be equality relevant)</p>	<p>There is little evidence to suggest that the proposal could result in adverse impact The proposal operates in a limited way The proposal has consequences for or affects few people The proposal may have the potential to contribute to promoting equality and the exercise of human rights</p>

**Step 5 - Mitigating adverse impacts and maximising positive impacts**

<b>5.1</b>	<b>Based on your findings, explain ways you plan to mitigate any unlawful prohibited conduct or unwanted adverse impact. Where positive impacts have been identified, what is been done to optimise opportunities to advance equality or foster good relations?</b>
<b>The term dates have a low impact as the hope is that they are applied across all city schools but would applied to all CYC maintained schools. All schools are required to apply standard 195 day school year.</b>	



## Step 6 – Recommendations and conclusions of the assessment

6.1	<p>Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:</p>
<p>- <b>No major change to the proposal</b> – the EIA demonstrates the proposal is robust. There is no potential for unlawful discrimination or adverse impact and you have taken all opportunities to advance equality and foster good relations, subject to continuing monitor and review.</p>	
<p>- <b>Adjust the proposal</b> – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance quality or to foster good relations.</p>	
<p>- <b>Continue with the proposal</b> (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty</p>	
<p>- <b>Stop and remove the proposal</b> – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the proposal altogether. If a proposal leads to unlawful discrimination it should be removed or changed.</p>	
<p><b>Important:</b> If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.</p>	

## ANNEX A

Option selected	Conclusions/justification
<p>- <b>No major change to the proposal.</b></p>	<p>- the EIA demonstrates the proposal is robust. There is no potential for unlawful discrimination or adverse impact and you have taken all opportunities to advance equality and foster good relations, subject to continuing monitor and review.</p>

## Step 7 – Summary of agreed actions resulting from the assessment

<b>7.1 What action, by whom, will be undertaken as a result of the impact assessment.</b>			
<b>Impact/issue</b>	<b>Action to be taken</b>	<b>Person responsible</b>	<b>Timescale</b>

## Step 8 - Monitor, review and improve

<b>8. 1</b>	<b>How will the impact of your proposal be monitored and improved upon going forward?</b> Consider how will you identify the impact of activities on protected characteristics and other marginalised groups going forward? How will any learning and enhancements be capitalised on and embedded?
	We will consider and complete an EIA for each term dates consultation going forward to take into account the impact of any changes