



Notice of a public meeting of

Decision Session - Executive Member for Children, Young People and Education

To: Councillor Webb

Date: Tuesday, 5 March 2024

Time: 10.00 am

Venue: The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm on Thursday, 12 March 2024.**

*With the exception of matters that have been the subject of a previous call in, require Full Council approval or are urgent, which are not subject to the call-in provisions. Any called in items will be considered by the Corporate Services, Climate Change and Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm on Friday, 1 March 2024.**

1. Declarations of Interest (Pages 1 - 2)

At this point in the meeting, Members and co-opted members are asked to declare any disclosable pecuniary interest, or other registerable interest, they might have in respect of business on this agenda, if they have not already done so in advance on the Register of Interests. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

[Please see attached sheet for further guidance for Members].

2. Minutes

To approve and sign the minutes of the Decision Session held on **Tuesday, 6 February 2024.**

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee. Please note that our registration deadlines have changed to 2 working days before the meeting, in order to facilitate the management of public participation at meetings. The deadline for registering at this meeting is **5:00pm on Friday, 1 March 2024.**

To register to speak please visit www.york.gov.uk/AttendCouncilMeetings to fill in an online registration form. If you have any questions about the registration form or the meeting, please contact Democratic Services. Contact details can be found at the foot of this agenda.

Webcasting of Public Meetings

Please note that, subject to available resources, this meeting will be webcast, including any registered public speakers who have given their permission. The meeting can be viewed live and on demand at www.york.gov.uk/webcasts.

4. Term dates for the 2025/26 School Year (Pages 3 - 26)

This report seeks approval of the school term dates for schools for whom the City of York Council is the employer, for the school year beginning in September 2025.

5. Urgent Business

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democratic Services Officer

Reece Williams

Contact Details:

- Telephone – (01904) 55 4447
- Email – reece.williams@york.gov.uk

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

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Declarations of Interest – guidance for Members

- (1) Members must consider their interests, and act according to the following:

| Type of Interest | You must |
|---|--|
| Disclosable Pecuniary Interests | Disclose the interest, not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation. |
| Other Registrable Interests (Directly Related) OR Non-Registrable Interests (Directly Related) | Disclose the interest; speak on the item <u>only if</u> the public are also allowed to speak, but otherwise not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation. |
| Other Registrable Interests (Affects) OR Non-Registrable Interests (Affects) | Disclose the interest; remain in the meeting, participate and vote <u>unless</u> the matter affects the financial interest or well-being: (a) to a greater extent than it affects the financial interest or well-being of a majority of inhabitants of the affected ward; and (b) a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest. In which case, speak on the item <u>only if</u> the public are also allowed to speak, but otherwise do not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation. |

- (2) Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (3) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.

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City of York Council

Committee Minutes

| | |
|---------------|---|
| Meeting | Decision Session - Executive Member for Children, Young People and Education |
| Date | 6 February 2024 |
| Present | Councillor Webb |
| In Attendance | <p>Martin Kelly – Corporate Director, Children and Education</p> <p>Maxine Squire – Assistant Director, Education and Skills</p> <p>Barbara Mands – Head of Education Support Service</p> <p>Helen Garnham – Children and Young People Transport Manager</p> <p>Richard Hartle – Head of Finance (Childrens)</p> <p>Frances Harrison – Head of Legal Services</p> |

9. Declarations of Interest (10:04am)

The Executive Member was asked to declare, at this point in the meeting, any personal interests, not included on the Register of Interests, or any prejudicial or disclosable pecuniary interests that he might have had in respect of business on the agenda. None were declared.

10. Minutes (10:04am)

Resolved: That the minutes of the decision session held on 15 January 2024 be approved and signed by the Executive Member as a correct record.

11. Public Participation (10:05am)

It was reported that there had been 3 registrations to speak at the session under the Council's Public Participation Scheme.

Andrew Parkinson spoke on item 4 of the agenda on behalf of Tadcaster Grammar School. He stated that he did not support the removal of discretionary transport for Tadcaster Grammar School and that he had submitted a Freedom of Information (FOI) request into background information for this proposal. He suggested that the cost to the wider York area outweighed the benefits of the proposal: As revised transport arrangements would need to be funded due to

pupils no longer being able to use free discretionary bus travel to Tadcaster Grammar School, and that the creation of safer walking routes would need to be taken into account.

Ben Hepworth spoke on item 4 of the agenda and stated that this proposal had taken away the decision from parents to choose which school their children go to. He stated that due to free discretionary transport being cut, an extra 300 pupils would increase pressure on established bus routes throughout York. He also suggested that schools which would receive more pupils due to this proposal would need more classrooms built to accommodate for an increase in their numbers.

Councillor Steward spoke on item 4 of the agenda and stated that he was a Copmanthorpe Ward councillor, and a governor of Copmanthorpe Primary School. He stated that this proposal would not save City of York Council (CYC) money as extra bus services for Copmanthorpe Primary School would then be required. He suggested that the savings from this proposal could have been achieved by other means.

The Executive Member noted that there had also been a written representation received from Ian Yapp, Chief Education Officer (CEO) of STAR Multi-Academy Trust, published in a supplement to the agenda.

12. Free Discretionary Transport to Tadcaster Grammar School (10:17am)

The Head of Education Support Service presented the report and stated that this proposal had been amended following public consultation and was due to realise savings previously agreed by full council.

The Executive Member noted that he had read through the consultation responses, and that the addition of the sibling policy in option 2 of the report would reduce the impact on families of children already attending Tadcaster Grammar School.

Resolved: That the Executive Member approved:

- i. The phased removal of free discretionary transport to Tadcaster Grammar School from September 2025 and the provision of an allowance of £495 for siblings living in the catchment area and currently attending a primary school to follow older siblings. That

this would be a contribution towards their concessionary fare until the older sibling reaches the end of Year 11 (compulsory school age). That this allowance would end for all those siblings at the latest by 2028/29 which is the end of the phasing out period for removal of free discretionary home to school transport to Tadcaster Grammar School;

- ii. The amendment of the wording in the current policy for home to school transport and the Guide For Parents to as follows:
 - “Children who live more than 3-miles (using the shortest, safe walking route) from and are attending a catchment area school within York”.

Reason: To achieve agreed savings targets, whilst ensuring that parents were able to make an informed choice about school places from the year prior to admission to secondary school.

Cllr Webb, Chair

[The meeting started at 10.04 am and finished at 10.28 am].

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| | |
|----------------------|--|
| Meeting: | Decision Session - Executive Member for Children, Young People and Education |
| Meeting date: | 5 March 2024 |
| Report of: | Martin Kelly, Corporate Director of Children and Education |
| Portfolio of: | Councillor Webb - Executive Member for Children, Young People and Education |

Decision Report: Term Dates for 2025-2026 School Year

Report Subject – Term Dates 2025-2025 School Year

1. This report seeks approval of the attached school term dates (Annex C) for schools for whom the City of York Council (CYC) is the employer, for the school year beginning in September 2025.

Benefits and Challenges

2. The benefit of determining the term dates in advance and in discussion with other Local Authorities (LA) is to ensure consistency of term dates. There are agreed guiding principles (between regional Local Authorities) already in place which are used to set the term dates.
3. This allows, where possible, for neighbouring LAs to have the same term dates which assists families and employers where family life may cross LA boundaries with work and school commitments.
4. The regional challenge is that some LAs choose to have a fixed Easter break, so CYC is unable to agree regional term dates however, there are guiding principles for the two regional term date options (fixed/not fixed Easter break). City of York and our boundary neighbours apply the same guiding principles and consult on the same draft term dates, where possible.

Policy Basis for Decision

5. The co-ordination of school admissions is a statutory duty of the local authority and supports Article 2 of Protocol No. 1 to the European Convention on Human Rights that no person should be denied the right to education.
6. Pursuant to Section 32 of the Education Act 2002, the Local Authority shall determine the dates when the school terms and holidays are to begin and end. Schools must be open to pupils for 190 days in an academic year, and 195 days for teachers. There is no formal mechanism for the regional setting of holiday dates.

Financial Strategy Implications

7. There are no financial strategy implications. The local authority receives funding from the central services block of the dedicated schools block to deliver the statutory duty.

Recommendation and Reasons

8. The Executive Member for Education, Children and Young People is recommended to approve:

- The draft term dates as in Annex C

Reason: to meet the statutory requirements of legislation including the Education Act 2002, (Section 32), and other related legislation.

9. This is to ensure that City of York Council continue to meet their statutory duty as set out in the terms of the Education Act 1996 and also work collaboratively with Academy Trusts to meet that duty.

Background

10. CYC aims to ensure that term dates set for future school years are appropriate for both schools and residents. In setting term dates CYC has also considered the term dates set by neighbouring LAs to ensure that there is an alignment to prevent potential disruption for parents/carers who have children in or work in schools in neighbouring LAs.

11. Term dates are set annually by CYC on behalf of all schools for whom CYC is the employer – that is all community, voluntary-controlled, community special or maintained nursery schools.
12. The responsibility for setting term dates for other types of schools such as Multi Academy Trusts rests with the employers (governing body/academy trusts) and not CYC. Historically these schools have followed the dates set by CYC, with very little deviation from the agreed dates by academy trusts.
13. A coordinated method to developing school term dates continues to be in place across 25 LAs in the North East, Yorkshire and the Humber regions. The aim of coordinating the approach was to mitigate the impact of varying term dates for those families who live, go to school, or are employed by schools in more than one LA area. These principles, followed independently by each LA each year create harmonised dates and reduce any unwelcome variation, whilst maintaining the length of terms and key holiday periods and avoiding split weeks.
14. The council has previously followed these guiding principles, with the aim of minimising any differences with other LAs in previous years. Some LAs have varied these dates locally or for other objectives such as to equalize the length of some half terms or to reflect local priorities. Notably Leeds and Sheffield have a fixed Easter break in the first two weeks in April that results in some differences from other LAs who, in line with these regional principles – arrange a fortnight's school holiday around the Easter weekend.
15. Building on coordinated term dates, officers have continued to work with an increasing number of other LAs to further the regional use of these agreed set of principles for future school years, and to produce sets of dates with as few differences as possible to minimise potential problems for parents/carers.

Dates for the 2025-2026 school year

16. As there has not yet been a substantial move by any local academy to start to exercise their freedom to vary their term dates, and whilst there remains a 'mixed economy' of community and academy schools it would seem appropriate for the council to continue to set term dates that apply to all schools where CYC is the employer, and for other schools and academies to follow these dates in the interests of residents.

17. In discussion with our LA neighbours East Riding of Yorkshire Council (ERYC) and North Yorkshire Council (NYC), both are consulting with their stakeholders with a view to adopt the same term dates shown in Annex C, subject to their own consultations and decision making procedures.
18. All CYC schools and MATs were consulted upon for the term dates shown in Annex C.
19. These term dates and bank holiday dates are correct at the time of consultation and determination. If there are any changes to national bank holidays, City of York Council will amend the term dates accordingly to ensure that there are 195 leave days, not including the 5 school training days determined by each school.

Consultation Analysis

20. Between 30 November 2022 and 4 January 2023, all York schools, regardless of school type (community, academy etc.) were provided with these draft dates and the regional principles for comment by email and with the dates also being made available on yorkeducation.co.uk, CYC's school-facing website.
21. Within the consultation period, no responses were received from consultees (all CYC schools including MAT schools).
22. CYC recently received a complaint regarding the term dates guiding principles from a member of the public in particular that there is reference to prevent short terms but not long terms in the guiding principles. Therefore, this has been raised as an agenda item for the Yorkshire and Humber Admissions Group in March 2024.
23. As the NYC and ERYC are looking to implement the term dates shown in Annex C, subject to their own consultation and determination process, it is advised that these term dates are recommended.
24. Where possible CYC will continue to implement the guiding principles as will several other LAs in the region. However as with the term dates for 2024-2025 we can provide possible alternatives to create a balanced school year within the consultation period and will discuss this with our immediate neighbours (NYC and ERYC).
25. In a meeting in September 2019, other LAs indicated they also wish to formalise the principles through their respective decision

making processes. Many expressed their wishes to continue with CYC and recommend to their respective decision-makers to:

- i. Follow the agreed regional principles in future years and only deviate from these where there was good reason to do so on a local level – for example for a fixed Easter break;
 - ii. Continue to work collaboratively across the region by setting out a clear policy and communicating draft dates for forthcoming years and coordinating the timing and release of these dates for the next year collectively in future.
26. While it has been noted that where there are staggered half terms, there was clear feedback from York's tourism, retail and hospitality sectors that the staggered October half term 2023 brought significant benefits. Those term dates were also set using the same regional guiding principles. The term dates set will still allow for some regional and national term date variations across Local Authorities. But likely align with our immediate neighbours subject to respective LA determination.

Options Analysis and Evidential Basis

27. Option 1 is to approve the term dates provided in Annex C and continue to follow the guiding principles of setting term dates regionally and where possible align the term dates with our bordering LAs.
28. Option 2 is not to approve the term dates and fail to set term dates which would be contrary to Section 32 of the Education Act 2002, the Local Authority shall determine the dates when the school terms and holidays are to begin and end.
29. Option 3 would be to determine different term dates however this would deviate from the regional guiding principles and be less likely to mirror our bordering LAs (ERYC and NYC).

Organisational Impact and Implications

30. Educational impact on setting terms dates ensures that CYC are compliant with Section 32 of the Education Act 2002, the Local Authority shall determine the dates when the school terms and holidays are to begin and end and that academic years are 195 days long which schools and MATs within the city can implement. The term dates are drafted to create a balanced school year.

31. It also allows for the opportunity for all schools and all attending children to follow the same term date pattern. It also provides equity between CYC and our neighbours East Riding of Yorkshire Council and North Yorkshire Council when we consult on the same term dates especially when many families may have cross boundary responsibilities.

32.

- **Financial** - There are no direct financial implications from the decision.
- **Human Resources (HR)** - There are no HR implications for this report.
- **Legal** - Pursuant to Section 32 of the Education Act 2002, the Local Authority shall determine the dates when the school terms and holidays are to begin and end. Schools must be open to pupils for 190 days in an academic year, and 195 days for teachers. There is no formal mechanism for the regional setting of holiday dates”.
- **Procurement** - There are no procurement implications for this report.
- **Health and Wellbeing** - The paper provides a robust proposal and reasoning for establishing set term time dates for schools across York, which does not discriminate and adheres to good practices and statutory legislation. Allows families with children at different schools to better coordinate well-earned holidays.
- **Environment and Climate action** - There are no environmental implications for this report.
- **Affordability** - The setting of term dates allows the opportunity for all schools and all attending children to follow the same term date pattern which can assist with providing any childcare or leave requirements if children at different schools or cross boundary have the same term dates. It also provides equity between CYC and our neighbours. This allows parents to plan for consistent arrangements – different term dates could cause increased costs for families of children at different schools across neighbouring authorities. This report has a positive impact as it maintains this consistency and avoids increased costs.
- **Equalities and Human Rights** - The Council recognises, and needs to take into account its Public Sector Equality Duty

under Section 149 of the Equality Act 2010 (to have due regard to the need to eliminate discrimination, harassment, victimisation and any other prohibited conduct; advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and foster good relations between persons who share a relevant protected characteristic and persons who do not share it in the exercise of a public authority's functions) A full Equalities Impact Assessment is included at Annex A and records no expected negative impacts.

- **Data Protection and Privacy** - As there is no personal data, special categories of personal data or criminal offence data being processed for this decision, there is no requirement to complete a DPIA. This is evidenced by completion of DPIA screening questions - reference AD-02439.
- **Communications** - There are no communications implications.
- **Economy** - Notwithstanding the benefits for those working in schools and the education system of coordinating holiday dates, there was clear feedback from York's tourism, retail and hospitality sectors that the staggered October half term 2023 brought significant benefits. York saw two strong weeks during that period, rather than the normal single very strong week. York's Tourism Advisory Board asked that CYC seek to repeat this staggered holiday arrangement by scheduling school holidays so that they are not at the same time as everywhere else. Such a move would also enable York residents to take advantage of non-peak holiday costs, so there is a further Affordability case for considering a staggered holiday schedule.

Risks and Mitigations

33. The risks of not setting suitable term dates City of York Council would not comply with Section 32 of the Education Act 2002, the Local Authority shall determine the dates when the school terms and holidays are to begin and end.
34. A risk is also that schools and trusts within the city may set their own term dates resulting in significantly different or non-compliant term dates. Therefore, it is important that suitable term dates are set.

Wards Impacted

35. All Wards

Contact details

For further information please contact the authors of this Decision Report.

| | |
|-------------------------|---------------------------|
| Name: | Rachelle White |
| Job Title: | School Admissions Manager |
| Service Area: | School Services |
| Telephone: | 01904 55 1554 |
| Report approved: | Yes |
| Date: | 9 February 2024 |

Co-author

| | |
|-------------------------|--|
| Name: | Martin Kelly |
| Job Title: | Corporate Director of Children and Education |
| Service Area: | Children's Services and Education |
| Telephone: | 01904 55 5612 |
| Report approved: | Yes |
| Date: | 9 February 2024 |

| | |
|-------------------------|--|
| Name: | Maxine Squire |
| Job Title: | Assistant Director, Education and Skills |
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| Telephone: | 01904 55 3007 |
| Report approved: | Yes |
| Date: | 9 February 2024 |

Background papers

No background papers.

Annexes

Annex A: Equalities Impact Assessment (EIA);
 Annex B: Data Protection Impact Assessment (DPIA);
 Annex C: School Term Dates.

City of York Council
Equalities Impact Assessment

Who is submitting the proposal?

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

Step 1 – Aims and intended outcomes

| | |
|-----|---|
| 1.1 | <p>What is the purpose of the proposal? 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>Are there any external considerations? (Legislation/government directive/codes of practice etc.)</p> |
| | |
| 1.3 | <p>Who are the stakeholders and what are their interests?</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 & guardians, children & young people) – to coordinate school term dates where possible</i></p> |
| 1.4 | <p>What results/outcomes do we want to achieve and for whom? 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

| | | |
|--|---|--|
| <p>2.1</p> | <p>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? 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.</p> | |
| <p>Source of data/supporting evidence</p> | <p>Reason for using</p> | |
| <p>York Education</p> | <p>To publish the term dates consultation to schools/MATs</p> | |
| <p>Email</p> | <p>To collate any responses</p> | |
| | | |
| | | |

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. | |
| Gaps in data or knowledge | | Action to deal with this |
| 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

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

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.

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

| | |
|---|---|
| <p>High impact (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>Medium impact (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>Low impact (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

| | |
|---|---|
| 5.1 | 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? |
| 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. | |

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>- No major change to the proposal – 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>- Adjust the proposal – 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>- Continue with the proposal (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>- Stop and remove the proposal – 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>Important: If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.</p> | |
| | |

| Option selected | Conclusions/justification |
|--|---|
| <p>- No major change to the proposal.</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

| 7.1 What action, by whom, will be undertaken as a result of the impact assessment. | | | |
|---|---------------------------|---------------------------|------------------|
| Impact/issue | Action to be taken | Person responsible | Timescale |
| | | | |
| | | | |
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Step 8 - Monitor, review and improve

| | |
|-------------|---|
| 8. 1 | How will the impact of your proposal be monitored and improved upon going forward? 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 |

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CMT Exec report template

Data Protection Impact Assessment (DPIA)

Option 1 – no DPIA

As there is no personal data, special categories of personal data or criminal offence data being processed, there is no requirement to complete a DPIA.

This is evidenced by completion of DPIA screening questions.

Option 2 – full DPIA eg DAPIAN/ online tool

Completion of the DPIA screening questions identifies one or more of the below and so requires full DPIA.

Systematic and extensive profiling with significant effects:

“(a) any systematic and extensive evaluation of personal aspects relating to natural persons which is based on automated processing, including profiling, and on which decisions are based that produce legal effects concerning the natural person or similarly significantly affect the natural person.”

Large scale use of sensitive data:

“(b) processing on a large scale of special categories of data referred to in Article 9(1), or of personal data relating to criminal convictions and offences referred to in Article 10.”

Public monitoring

“(c) a systematic monitoring of a publicly accessible area on a large scale.”

A DPIA is a process designed to help you systematically analyse, identify and minimise the data protection risks of a project or plan. It is a key part of your accountability obligations under the UK GDPR, and when done properly helps you assess and demonstrate how you comply with all of your data protection obligations.

It does not have to eradicate all risk, but should help you minimise and determine whether or not the level of risk is acceptable in the circumstances, taking into account the benefits of what you want to achieve.

DPIAs are an essential part of your accountability obligations. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave you open to enforcement action, including a fine of up to £8.7 million, or 2% global annual turnover if higher.

By considering the risks related to your intended processing before you begin, you also support compliance with another general obligation under UK GDPR: data protection by design and default.

Option 3 – Short DPIA – template

Completion of the DPIA screening questions identifies some personal data/ special categories of personal data / criminal offence data that does not require full dpia.

DRAFT

**SCHOOL TERM DATES – STANDARD OPTION
2025 - 2026 ACADEMIC YEAR**



| AUTUMN TERM 2025 | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--------|----|----|----|----|-----------|----|----|----|----|---------|----|----|----|---|----------|----|----|---|----|----------|----|----|--|--|
| | August | | | | | September | | | | | October | | | | | November | | | | | December | | | | |
| Monday | | 4 | 11 | 18 | 25 | 1 | 8 | 15 | 22 | 29 | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 1 | 8 | 15 | 22 | 29 | | |
| Tuesday | | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | | |
| Wednesday | | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 3 | 10 | 17 | 24 | 31 | | |
| Thursday | | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 4 | 11 | 18 | 25 | | | |
| Friday | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | | | |
| Saturday | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 4 | 11 | 18 | 25 | 1 | 8 | 15 | 22 | 29 | 6 | 13 | 20 | 27 | | | |
| Sunday | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | | | |

| SPRING TERM 2026 | | | | | | | | | | | | | | | | | | | | | |
|------------------|---------|----|----|----|----|----------|----|----|----|---|-------|----|----|----|----|-------|----|----|----|--|--|
| | January | | | | | February | | | | | March | | | | | April | | | | | |
| Monday | | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 2 | 9 | 16 | 23 | 30 | | 6 | 13 | 20 | 27 | | |
| Tuesday | | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 3 | 10 | 17 | 24 | 31 | | 7 | 14 | 21 | 28 | | |
| Wednesday | | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 4 | 11 | 18 | 25 | | 1 | 8 | 15 | 22 | 29 | | |
| Thursday | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 5 | 12 | 19 | 26 | | 2 | 9 | 16 | 23 | 30 | | |
| Friday | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 6 | 13 | 20 | 27 | | 3 | 10 | 17 | 24 | | | |
| Saturday | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | | | | |
| Sunday | 4 | 11 | 18 | 25 | 1 | 8 | 15 | 22 | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | | | | |

| | | | |
|----------------|----|----|-----|
| Autumn | 40 | 75 | 195 |
| | 35 | | |
| Spring | 30 | 55 | |
| | 25 | | |
| Summer | 29 | 65 | |
| | 36 | | |
| School Holiday | | | |
| Bank Holiday | | | |

| SUMMER TERM 2026 | | | | | | | | | | | | | | | | | | | | |
|------------------|-----|----|----|----|----|------|----|----|----|----|------|----|----|----|--|--|--|--|--|--|
| | May | | | | | June | | | | | July | | | | | | | | | |
| Monday | | 4 | 11 | 18 | 25 | 1 | 8 | 15 | 22 | 29 | 6 | 13 | 20 | 27 | | | | | | |
| Tuesday | | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | | | | | | |
| Wednesday | | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 1 | 8 | 15 | 22 | 29 | | | | | | |
| Thursday | | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | | | | | | |
| Friday | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 3 | 10 | 17 | 24 | 31 | | | | | | |
| Saturday | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 4 | 11 | 18 | 25 | | | | | | | |
| Sunday | 3 | 10 | 17 | 24 | 31 | 7 | 14 | 21 | 28 | 5 | 12 | 19 | 26 | | | | | | | |

These term dates are for Community and Voluntary Controlled schools in City of York.

Schools can set five non-contact days when the school will be closed to pupils.

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