

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 2024-2025 | | |
| Lead officer: | Rachelle White | | |
| Date assessment completed: | 4/1/2023 | | |
| 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 | What is the purpose of the proposal? Please explain your proposal in Plain English avoiding acronyms and jargon. |
| | To provide a school term date calendar for 2024-2025 school year to meet the statutory requirements of legislation including the Education Act 2002, (Section 32) |

| | |
|------------|---|
| 1.2 | Are there any external considerations? (Legislation/government directive/codes of practice etc.) |
| | Education Act 2002, (Section 32) |

| | |
|------------|--|
| 1.3 | Who are the stakeholders and what are their interests? |
| | <p><i>City of York Council – fulfilling their statutory duty to provide school term dates to comply with Education Act 2002</i></p> <p><i>Multi Academy Trusts – also complying with Education Act 2002</i></p> <p><i>Other Local Authorities – to comply with Education Act 2022 but also to create identical term date calendars where possible with our immediate neighbours and other local LAs</i></p> <p><i>Families (parents & guardians, children & young people) – children and young people having the same school term date calendar where families may have children attending more than one school.</i></p> |

| | |
|------------|---|
| 1.4 | 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. |
| | <i>The report requires the approval of the City of York Council Executive Member for the 2024-2025 school year term dates.</i> |

Step 2 – Gathering the information and feedback

| | | |
|---|--|--|
| 2.1 | 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. | |
| Source of data/supporting evidence | Reason for using | |
| Draft term dates annex A | Draft term dates using the guiding principles | |
| Draft term dates annex B | Draft term dates created with NYCC and ERYC providing a more balanced school calendar | |
| | | |
| | | |

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 |
| | |
| | |

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 the term dates include school age children and also children who may have deferred | 0 | L |
| Disability | No impact as all schools are consulted with | 0 | L |
| Gender | No impact as all schools are consulted with | 0 | L |
| Gender Reassignment | No impact as all schools are consulted with | 0 | L |
| Marriage and civil partnership | No impact as all schools are consulted with | 0 | L |
| Pregnancy | No impact as all schools are consulted with | 0 | L |

| | | | |
|--|--|----------|----------|
| and maternity | | | |
| Race | No impact as all schools are consulted with | 0 | L |
| Religion and belief | No impact as all schools are consulted with | 0 | L |
| Sexual orientation | No impact as all schools are consulted with | 0 | L |
| 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 all schools are consulted with and where possible we wish to mirror the term dates of our immediate LA neighbours. | |

Step 6 – Recommendations and conclusions of the assessment

| | |
|---|---|
| 6.1 | 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: |
| <ul style="list-style-type: none"> - 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. | |

- **Adjust the proposal** – the EIA identifies potential problems or missed opportunities. This involves taking steps to remove any barriers, to better advance equality or to foster good relations.
- **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
- **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.

Important: If there are any adverse impacts you cannot mitigate, please provide a compelling reason in the justification column.

| 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 |
| | | | |
| | | | |
| | | | |
| | | | |

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 Date consultation going forward to take into account the impact of any changes |