

Equality Impact Assessment / Equality Analysis

(Version 4)

Item name	Details
Title of service or policy	School Term & Holiday Dates
Name of directorate and service	Education & Safeguarding Admissions & Transport
Name and role of officers completing the EqIA	Josephine Rees Team Leader Schools Capital, Organisation & Admissions
Date of assessment	13 th February 2025

Equality Impact Assessment (or ‘Equality Analysis’) is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on people and different groups within our community. The main aim is to identify any adverse impacts (i.e. discriminatory or negative consequences for a particular group or sector of the community, and to identify areas where equality can be better promoted). Equality impact Assessments (EqIAs) can be carried out in relation to services provided to customers and residents as well as employment policies/strategies that relate to staffing matters.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EqIA) or Equality Analysis. **Not all sections will be relevant – so mark N/A any that are not applicable.** It is intended that this is used as a working document throughout the process, and a final version will be published on the Council’s website following relevant service lead approval.

1.1 Identify the aims of the policy or service and how it is implemented

Key questions	Answers / notes
<p>1.1 Briefly describe purpose of the service/policy e.g.</p> <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	<p>Local authorities are expected to propose a calendar of school term and holiday dates for consultation on an annual basis.</p> <p>Following consultation and formal approval, the agreed dates are published, on the Council’s website and circulated to all schools and academies.</p> <p>Voluntary aided schools and academies are encouraged to use these dates. Local authority controlled schools must adopt the approved calendar.</p>
<p>1.2 Provide brief details of the scope of the policy or service being reviewed, for example:</p> <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). 	<p>It is a national requirement to consult and publish term dates.</p> <p>This is not a new requirement and is ongoing.</p>

<ul style="list-style-type: none"> How much room for review is there? 	
1.3 Do the aims of this policy link to or conflict with any other policies of the Council?	No

2. Consideration of available data, research and information

Key questions	Data, research and information that you can refer to
2.1 What equality focussed training have staff received to enable them to understand the needs of our diverse community?	Achieving Equality, Diversity and Inclusion Training
2.2 What is the equality profile of service users?	Mixed ages e.g. school pupils, staff and parents, mixed gender, ethnicity, socio economic backgrounds. Languages spoken and religions. Special educational needs and disabilities.
2.3 Are there any recent customer satisfaction surveys to refer to? What were the results? Are there any gaps? Or differences in experience/outcomes?	No
2.4 What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	Public consultation on the Council's website and emails circulated to schools, academies, trusts and the dioceses. Discussions with neighbouring local authorities. No responses to public consultation for the 2026/27 term dates Proposed term dates aligned with other LAs as closely as possible
2.5 If you are planning to undertake any consultation in the	The Council would aim to consult as widely as possible and include information on the website as well as contacting individual stakeholders.

future regarding this service or policy, how will you include equality considerations within this?

3. Assessment of impact: ‘Equality analysis’

Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy:

- Meets any particular needs of equalities groups or could help promote equality in some way.
- Could have a negative or adverse impact for any of the equality groups

Key questions	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1 Issues relating to all groups and protected characteristics	The term dates are determined on an annual basis and are proposed for adoption by all schools and Trusts. This is to ensure dates are aligned as closely as possible between schools and other LAs	If different term dates are set by Trusts or neighbouring authorities, this can cause organisational issue for transport and childcare in families. Full consultation takes place, and the dates are recommended to all schools.
3.2 Sex – identify the impact/potential impact of the policy on women and men.	The term dates are proposed for all schools and academies within BANES regardless of whether they are single sex or co-educational.	There are no negative or adverse impacts identified
3.3 Pregnancy and maternity	Aligning term dates as much as possible helps to support pregnancy and maternity if a parent has a child at one school and works at another.	If schools within an area decide to adopt different dates, this could have an impact on families. Schools are encouraged to adopt the proposed dates.

3.4 Gender reassignment – identify the impact/potential impact of the policy on transgender people	The dates should not impact on gender reassignment.	There are no negative or adverse impacts identified
3.5 Disability – identify the impact/potential impact of the policy on disabled people (ensure consideration of physical, sensory and mental health needs/differences)	The term dates are proposed to be adopted for all pupils	The proposed dates will not impact disability
3.6 Age – identify the impact/potential impact of the policy on different age groups	The dates are recommended for use by primary and secondary schools	If primary and secondary schools within an area decide to adopt different dates, this could have an impact on families. Schools are encouraged to adopt the proposed dates.
3.7 Race – identify the impact/potential impact on across different ethnic groups	The dates are proposed by use for all schools.	The proposed dates will not impact race.
3.8 Sexual orientation – identify the impact/potential impact of the policy on lesbian, gay, bisexual, heterosexual, questioning people	The dates should not impact on sexual orientation	There are no negative or adverse impacts identified.
3.9 Marriage and civil partnership – does the policy/strategy treat married and civil partnered people equally?	Marriage or Civil Partnership is not a consideration for the school term dates	The proposed dates will not have an impact.
3.10 Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	Within the Council's area there are religious and non-denominational schools. All schools are included in the consultation.	Denominational schools and academies have the ability to set their own dates which would impact on the alignment of dates with other schools. Schools will be encouraged to use the proposed dates

<p>3.11 Socio-economically disadvantaged* – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances (this is not a legal requirement but is a local priority).</p>	<p>All schools are encouraged to adopt the proposed dates so that families do not have to organise childcare, holidays etc on different dates</p>	<p>Families may incur additional costs if childcare or transport is needed because dates are not aligned. Schools are encouraged to adopt the proposed dates.</p>
<p>3.12 Rural communities* identify the impact / potential impact on people living in rural communities</p>	<p>The term dates are recommended to all schools regardless of location</p>	<p>More car journeys may be necessary if rural schools adopt different dates.</p>
<p>3.13 Armed Forces Community ** serving members; reservists; veterans and their families, including the bereaved. Public services are required by law to pay due regard to the Armed Forces Community when developing policy, procedures and making decisions, particularly in the areas of public housing, education and healthcare (to remove disadvantage and consider special provision).</p>	<p>The term dates are recommended to all schools and armed forces children attending B&NES schools would not be disadvantaged.</p>	<p>The proposed dates will not impact the armed forces community.</p>
<p>3.14 Care Experienced *** This working definition is currently under review and therefore subject to change: In B&NES, you are ‘care-experienced’ if you spent any time in your childhood in Local Authority care, living away from</p>	<p>The term dates are recommended to all schools and Care Experienced children attending B&NES schools would not be disadvantaged.</p>	<p>There are no negative or adverse impacts identified.</p>

your parent(s) for example, you were adopted, lived in residential, foster care, kinship care, or a special guardianship arrangement.		
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*There is no requirement within the public sector duty of the Equality Act to consider groups who may be disadvantaged due to socio economic status, or because of living in a rural area. However, these are significant issues within B&NES and have therefore been included here.

** The Equality Act does not cover armed forces community. However, the Armed Forces Bill (which came in on 22 Nov 2022) introduces a requirement to pay ‘due regard’ to make sure the Armed Forces Community are not disadvantaged when accessing public services.

***The Equality Act does not cover care experienced people. B&NES adopted this group as a protected characteristic in March 2024 alongside over 80 other Local Authorities. Although we have data for care leavers and children/young people who are currently in the care of B&NES we do not have wider data on disadvantage experienced through being in care.

4. Bath and North East Somerset Council Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment/analysis. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
None	None	None	N/A	N/A

5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equality Team (equality@bathnes.gov.uk), who will publish it on the Council's website. Keep a copy for your own records.

Signed off by: Christopher Wilford (Divisional Director or nominated senior officer)

Date: 24th February 2025