

# EQUALITY IMPACT ASSESSMENT

Education Participation & Skills



## STAGE 1: WHAT IS BEING ASSESSED AND BY WHOM?

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| <p><b>What is being assessed - including a brief description of aims and objectives?</b></p> | <p>To approve the proposed school term and holiday dates for 2022-2023.</p> <p>School term and holiday dates are set out by the local authority for Community and Voluntary controlled (VC) schools and maintained nursery schools. Own admission authority schools may not follow the term dates set by the local authority. However, as in previous years, we have consulted on and publicised term dates and will recommend that all schools in Plymouth adopt them. Both Devon and Cornwall Councils are proposing to take the same approach. The dates for 2021-2022 have already been agreed and are available on the PCC website.</p> <p>No action could result in schools within Plymouth setting different term and holiday dates from their neighbours creating problems for both parents and staff.</p> <p>Promoting standard school term dates and holiday calendars will help ensure that the holiday dates of parents and children coincide and help safeguard the health, safety and wellbeing of the most vulnerable and disadvantaged children, supporting them to make the most of their learning. Co-ordinating dates with neighbouring authorities will help reduce unauthorised pupil absence and prevent/reduce crime and disorder and anti-social behaviour by ensuring that the holiday dates of parents and children coincide.</p> <p>Coordinating term dates with neighbouring authorities and standardising the length of terms promote planning and learning opportunities; support school staff in improving school performance; reduce stress levels of school staff with children at school in neighbouring authorities.</p> <p>Coordinating term dates with neighbouring authorities will improve customer satisfaction by providing services designed around customer needs.</p> <p>The wide ranging consultation ensured local people were informed, consulted and involved in setting the proposed dates.</p> |
| <p><b>Author</b></p>   | <p>Julie Reed</p>  |
| <p><b>Department and service</b></p>   | <p>EPS Access to Learning</p>  |
| <p><b>Date of assessment</b></p>   | <p>24/3/21</p>   |

**STAGE 2: EVIDENCE AND IMPACT**

| Protected characteristics (Equality Act) | Evidence and information (eg data and feedback)  | Any adverse impact<br>See <a href="#">guidance</a> on how to make judgement | Actions  | Timescale and who is responsible |
|--|--|---|--|----------------------------------|
| <b>Age</b>                               | <p>Based on the January 2020 PLASC return from schools in Plymouth there were 39317 school age pupils in the city.</p> <p>Proposal relates to all school age children.</p> <p>All those with parental responsibility for a pupil (both male and female and regardless of faith, religion or belief) are welcome at schools. In addition schools are community facilities and work to encourage community engagement.</p> | No adverse impact   | The model school term and holiday dates calendar will be published on the PCC website and via School Room. Schools in Plymouth will be encouraged to adopt the model calendar. | As soon as calendar approved.    |
| <b>Disability</b>                        | <p>The January 2020 PLASC return shows 17.3% (6787) of pupils in Plymouth are disabled or have special educational needs supported by an Education, Health Care Plan.</p> <p>All schools in Plymouth including special schools, are encouraged to adopt the model calendar – the proposal relates equally to</p>   | No adverse impact   | A wide ranging consultation on the proposed term dates was undertaken including with schools, pupils, local residents and all other interested parties.                        | No action required               |

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|   | <p>children with disabilities and special educational needs.</p> <p>All those with parental responsibility for a pupil (both male and female and regardless of faith, religion or belief) are welcome at schools. In addition schools are community facilities and work to encourage community engagement.</p>   |                   |   |                    |
| <b>Faith/religion or belief</b>                             | <p>Schools cater for all children regardless of their faith, religion or belief.</p> <p>All those with parental responsibility for a pupil (both male and female and regardless of faith, religion or belief) are welcome at schools. In addition schools are community facilities and work to encourage community engagement.</p> <p>Faith schools have traditionally set their term dates based on those offered by the local authority.</p> | No Adverse impact | No action required. Although the term dates are based around the major Christian festivals all schools are sensitive to the needs of other faith groups | No action required |
| <b>Gender - including marriage, pregnancy and maternity</b> | <p>Schools cater for both male and female pupils and term dates affect all school age children equally regardless of gender. The January 2020 PLASC return shows 49.2% (19347) of pupils are girls.</p>  | No adverse impact | No action required  | No action required |

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|                            | Overall 50% of our population is women. All those with parental responsibility for a pupil (both male and female and regardless of faith, religion or belief) are welcome at schools. In addition schools are community facilities and work to encourage community engagement.   |                   |  |                    |
| <b>Gender reassignment</b> | It is estimated that there may be 10,000 transgender people in the UK.   | No adverse impact | No action required   | No action required |
| <b>Race</b>                | <p>The January 2020 PLASC return show 11.1% (4369) of pupils are of ethnic minority origin. It is recognised that children of Black/Asian/Minority Ethnic (BAME) heritage constitute a vulnerable group, it is important that we work within education to support equality of opportunity, ensuring these children enjoy inclusive learning opportunities.</p> <p>All those with parental responsibility for a pupil (both male and female and regardless of race) are welcome at schools. In addition schools are</p> | No adverse impact | <p>No action required</p> <p>Term dates affect all school age children equally regardless of race. Information is made available on the Council website regarding a translation facility for specified languages at <a href="http://www.plymouth.gov.uk/translateplymouth">www.plymouth.gov.uk/translateplymouth</a></p> | No action required |

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|   | community facilities and work to encourage community engagement.  |                   |                    |                    |
| <b>Sexual orientation - including civil partnership</b> | <p>In 2016, just over 1 million (2.0%) of the UK population aged 16 and over identified themselves as lesbian, gay or bisexual (LGB).</p> <p>The population aged 16 to 24 were the age group most likely to identify as LGB in 2016 (4.1%).</p> <p>More males (2.3%) than females (1.6%) identified themselves as LGB in 2016. (ONS)</p> <p>All those with parental responsibility for a pupil (both male and female and regardless of sexual orientation) are welcome at schools. In addition schools are community facilities and work to encourage community engagement.</p> | No adverse impact | No action required | No action required |

**STAGE 3: ARE THERE ANY IMPLICATIONS FOR THE FOLLOWING? IF SO, PLEASE RECORD ACTIONS TO BE TAKEN**

| Local priorities  | Implications | Timescale and who is responsible |
|---|--------------|----------------------------------|
| Reduce the gap in average hourly pay between men and women by 2020. | None         | N/A                              |

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|---|--|---|
| <b>Increase the number of hate crime incidents reported and maintain good satisfaction rates in dealing with racist, disablist, homophobic, transphobic and faith, religion and belief incidents by 2020.</b> | None   | N/A   |
| <b>Good relations between different communities (community cohesion)</b>  | Schools maintain good links with their communities and involve themselves with going out into the community and bringing the community in. Dedicated staff, governors' and parents provide a stimulating and challenging learning environment which helps pupils to thrive, believing in the importance of each individual, be they a child or an adult, and striving to create a learning community where everyone is respected and works in partnership with each other. | Coordinating dates with neighbouring authorities and encouraging all schools in Plymouth to adopt the model calendar will help reduce unauthorised pupil absence and prevent/reduce crime and disorder and anti-social behaviour by ensuring that the holiday dates of parents and children coincide. |
| <b>Human rights</b><br>Please refer to <a href="#">guidance</a>   | This proposal contributes to the right to an education   | Coordinating term dates with neighbouring authorities and standardising the length of terms promote planning and learning opportunities and support school staff in improving school performance.   |

## STAGE 4: PUBLICATION

Responsible Officer Amanda Paddison

Date 31/3/21

Strategic Director, Service Director or Head of Service