

<b>Name of the activity being assessed</b>	School term and holiday pattern 2021/2022				
<b>Directorate / Department</b>	Children's Services	<b>Service</b>	Schools and Education	<b>Assessment lead</b>	Andrew Hutchinson
<b>Is this a new or existing activity?</b>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing	<b>Responsible manager / director for the assessment</b>		Jayne Ivory	
<b>Date EIA started</b>	27/03/2020	<b>Implementation date of the activity</b>		01/09/2021	

**SECTION 1 - ABOUT YOUR ACTIVITY**

<b>How was the need for this activity identified?</b>	<p>The Local Authority (LA) has responsibility for setting the school term and holiday pattern for community and controlled schools. It does this in consultation with schools, teacher associations and neighbouring Local Authorities (LAs). Community and Controlled schools make up a half of schools maintained by the LA. Other maintained schools (Voluntary Aided and foundation) are encouraged to follow the LA's pattern but this decision is made by the school's governing body. Academies and free schools are independent of the LA and it is their trustees or local governing boards that set the pattern at these establishments</p>		
<b>What is the activity looking to achieve?</b>  <b>What are the aims and objectives?</b>	<p>The LA is fulfilling its responsibility, and by consulting with stakeholders it is providing a pattern that provides the least disruption to pupils, families and teachers employed in Community and Controlled schools.</p> <p>Schools should be open for pupils for 190 days in an academic year. The pattern set by the LA is 195 days and community and controlled (CC) schools need to open within this window and include 5 days closure for in-service training (INSET days) for teachers.</p>		
<b>Services currently provided (if applicable)</b>	<p>The LA should publish the pattern well in advance of the start of the academic year so that this in turn is able to be fully communicated to stakeholders. This is an annual activity prior to the beginning of each academic year.</p>		
<b>Please outline recommendations that have been identified for implementation following a review of the activity.</b>	<p>The traditional academic year begins in September and ends in July. The end of the Autumn term has a 2 week break around the Christmas celebrations and there is traditionally a 2 week break at Easter. Schools with a high percentage of Asian heritage population have flexibility to set INSET days around Eid celebrations.</p> <p>The Executive Board approves the school term and holiday pattern for Community and Controlled schools for 2021/2022. This pattern has to be followed by all Community and Controlled schools. These dates will be commended to schools in the voluntary aided sector but as above this is a decision for the governing body of the school to make</p>		
<b>Type of activity</b>	<input type="checkbox"/> Budget changes <input type="checkbox"/> Change to existing activity	<input type="checkbox"/> Decommissioning <input type="checkbox"/> Commissioning	<input type="checkbox"/> New activity <input checked="" type="checkbox"/> Other Setting the school holiday pattern for Community and Controlled schools

**SECTION 2 - UNDERSTANDING YOUR CUSTOMER****Who else will be involved in undertaking the equality analysis and impact assessment?**

*Please identify additional sources of information you have used to complete the EIA, e.g. reports; journals; legislation etc.*

The Education Act 2002 Section 32 places responsibility on local authorities for fixing dates of terms and holidays for Community and Controlled schools.

**Who are you consulting with? How are you consulting with them? (Please insert any information around surveys and consultations undertaken)**


Consultation has already taken place with Headteachers, governing bodies and teacher associations. This took place in the Spring of 2020. Feedback received in the past calls for a pattern that aligns with our near neighbours Lancashire County Council.

<b>Who does the activity impact upon?*</b>	Service users	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Members of staff	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	General public	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Carers or families	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
	Partner organisations	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Indirectly			
<b>Does the activity impact positively or negatively on any of the protected characteristics as stated within the Equality Act (2010)?*</b>  <b>The groups in blue are not protected characteristics (please refer to p. 3 of the guidance notes)</b>	Positive impact	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Marriage & Civil Partnership	<input type="checkbox"/> Pregnancy & maternity	<input type="checkbox"/> Vulnerable groups
		<input type="checkbox"/> Race	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Deprived communities	<input checked="" type="checkbox"/> Carers
	Negative impact	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Marriage & Civil Partnership	<input type="checkbox"/> Pregnancy & maternity	<input type="checkbox"/> Vulnerable groups
		<input type="checkbox"/> Race	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Deprived communities	<input type="checkbox"/> Carers
	Don't know	<input type="checkbox"/> Age	<input type="checkbox"/> Disability	<input type="checkbox"/> Gender reassignment	<input type="checkbox"/> Marriage & Civil Partnership	<input type="checkbox"/> Pregnancy & maternity	<input type="checkbox"/> Vulnerable groups
		<input type="checkbox"/> Race	<input type="checkbox"/> Religion or belief	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Deprived communities	<input type="checkbox"/> Carers

**\*If no impact is identified on any of the protected characteristics a full EIA may not be required. Please contact your departmental Corporate Equality & Diversity representative for further information.**

Does the activity contribute towards meeting the Equality Act's general Public Sector Equality Duty? <i>Refer to p.3 of the guidance for more information</i> <b>A public authority must have 'due regard' (i.e. consciously consider) to the following:</b>	
DUTY	DOES THE ACTIVITY MEET THIS DUTY? EXPLAIN
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act <i>(i.e. the activity removes or minimises disadvantages suffered by people due to their protected characteristic)</i>	The traditional academic year begins in September and ends in July. The end of the Autumn term has a 2 week break around the Christmas celebrations and there is traditionally a 2 week break at Easter. Schools with a high percentage of Asian heritage population have flexibility to set INSET days around Eid celebrations. In addition separate guidance has been provided for school staff in relation to Ramadan and Eid.
Advance equality of opportunity between those who share a protected characteristic and those who do not <i>(i.e. the activity takes steps to meet the needs of people from protected groups where these are different from the needs of other people)</i>	
Foster good relations between people who share a protected characteristic and those who do not <i>(i.e. the function encourages people from protected groups to participate in public life or in other activities where their participation is disproportionately low)</i>	

ASSESSMENT	Is a full EIA required?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Please explain how you have reached your conclusion <i>(A lack of negative impacts must be justified with evidence and clear reasons, highlight how the activity negates or mitigates any possible negative impacts)</i>			
<p>The LA is expected to set one pattern to be followed by all community and controlled schools. It does this after seeking comments from schools about the proposed dates.</p> <p>The traditional academic year begins in September and ends in July. The end of the Autumn term has a 2 week break around the Christmas celebrations and there is traditionally a 2 week break at Easter. Schools with a high percentage of Asian heritage population have flexibility to set INSET days around Eid celebrations. In addition separate guidance has been provided for school staff in relation to Ramadan and Eid</p>			

Assessment Lead Signature		Date	27/03/2020
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