

# Equality Impact Assessment

## Stage 1 Details of the proposal

<b>Name of service</b> <b>Directorate</b>	Children's Services
<b>Name of officer responsible for EIA</b> <b>Name of senior sponsor</b>	School Admissions and Access Manager
<b>Description / purpose of proposal</b>	School Holiday and Term dates 2025-2026
<b>Date EIA started</b>	08/02/2024
<b>Assessment Review date</b>	Not applicable in this instance

## Stage 2 - About the proposal

<b>What is being proposed?</b>	School Holiday and Term dates for the academic year 2025-2026 in the Borough.
<b>Why is the proposal required?</b>	The Local Authority sets the school holiday and term dates for community and voluntary controlled schools on a rolling three- year basis.
<b>What will this proposal mean for customers?</b>	The Local Authority must ensure that the Yorkshire and North-East guiding principles are followed, alongside the statutory requirements of 195 days per academic year. It also ensures that we consider local implications by liaising with neighbouring authorities.

### Stage 3 - Preliminary screening process

Use the [Preliminary screening questions](#) (found in the guidance) to decide whether a full EIA is required

- Yes - EIA required (go to next section)  
 No – EIA not required (provide rationale below including name of E&I Officer consulted with)

### Stage 4 - Scoping exercise - What do we know?

#### Data: Generic demographics

What generic data do you know?

#### Data: Service data / feedback

What equalities knowledge do you already know about the service/location/policy/contract?

Department for Education statistical information on the characteristics of children at each stage of the National Curriculum in Barnsley, together with informal consultation with parents and carers'

#### Data: Previous / similar EIA's

Has there already been an EIA on all or part of this before, or something related? If so, what were the main issues and actions it identified?

No

#### Data: Formal consultation

What information has been gathered from formal consultation?

Discussions have taken place with neighbouring authorities, relevant Trade Unions, and primary and secondary headteachers in the borough.

## Stage 5 - Potential impact on different groups

Considering the evidence above, state the likely impact the proposal will have on people with different protected characteristics

(state if negative impact is substantial and highlight with **red text**)

Negative (and potentially positive) impacts identified will need to form part of your action plan.

Protected characteristic	Negative '-'	Positive '+'	No impact	Don't know	Details
Sex			X		
Age			X		
Disabled <i>Learning disability, Physical disability, Sensory Impairment, Deaf People ,invisible illness, Mental Health etc</i>			X		
Race			X		
Religion & Belief			X		Religious holidays such as Eid and Hannukah may be allowed at the discretion of the school/academy/MAT.
Sexual orientation			X		
Gender Reassignment			X		
Marriage / civil partnership			X		
Pregnancy / maternity			x		

### Other groups you may want to consider

	Negative	Positive	No impact	Don't know	Details
Ex services			X		
Lower socio-economic			X		

Other ...			x		
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## Stage 6 - BMBC Minimum access standards

If the proposal relates to the delivery of a new service, please refer to the Customer minimum access standards self-assessment (found at )  
If not, move to Stage 7.

Please use the action plan to be taken to ensure the new service complies with reasonable adjustments for disabled people.

Not yet live

- The proposal will meet the minimum access standards.
- The proposal will not meet the minimum access standards. –provide rationale below.

## Stage 7 – Action plan

### To improve your knowledge about the equality impact . . .

Actions could include: community engagement with affected groups, analysis of performance data, service equality monitoring, stakeholder focus group etc.

Action we will take:	Lead Officer	Completion date
Periodic consultation with communities on specific matters should they emerge	School Admissions and Access Manager	If required

### To improve or mitigate the equality impact . . .

Actions could include: altering the policy to protect affected group, limiting scope of proposed change, reviewing actual impact in future, phasing-in changes over period of time, monitor service provider performance indicators, etc.

Action we will take:	Lead Officer	Completion date
Periodic consultation with communities on specific matters should they emerge	School Admissions and Access Manager	If required

**To meet the minimum access standards . . .(if relevant)**

Actions could include: running focus group with disability forum, amend tender specification, amend business plan to request extra 'accessibility' funding, produce separate MAS action plan, etc.

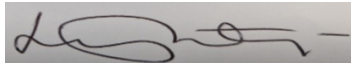
Action we will take	Completion date
<b>Not yet live</b>	

**Stage 8 – Assessment findings**

Please summarise how different protected groups are likely to be affected

<b>Summary of equality impact</b>	There are no specific implications arising from this report and the proposed dates are fully compliant with legislation, ensuring that the Council is meeting obligations in relation to statutory requirements.
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<b>Summary of next steps</b>	
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<b>Signature (officer responsible for EIA) Date</b>	 08/02/2024
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**\*\* EIA now complete \*\***

**Stage 9 – Assessment Review**

**(This is the post implementation review of the EIA based on date in Stage 1 if applicable)**

**What information did you obtain and what does that tell us about equality of outcomes for different groups?**

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