

## Equalities Comprehensive Impact Assessment v3 - Head of service review

Reference: ECIA594842991

Submitted: 12 March 2024 15:36 PM

### Executive summary

**Title of policy / decision:** Determination of School Term Dates for Community and Voluntary Controlled Schools 2025-2026

**Policy / decision type:** Key Decision

**Overview of policy / decision:** To establish, as required by law, term dates for community and voluntary controlled schools in Essex that comply with the legal requirement to provide for 190 teaching days.

**What outcome(s) are you hoping to achieve?:** This ensures that children have access to education and learning to enable them to fulfil their potential, a key focus in Essex County Council's strategic ambitions to provide an equal foundation for every child.

**Executive Director responsible for policy / decision:** Helen Lincoln (Children, Families & Education)

**Cabinet Member responsible for policy / decision:** Cllr Tony Ball (Education Excellence, Life Long Learning and Employability)

**Is this a new policy / decision or a change to an existing one?:** New policy / decision

**How will the impact of the policy / decision be monitored and evaluated?:** The Council has no choice but to set a calendar of 190 teaching days as this is a legal requirement. The educational outcomes of children are monitored and evaluated as part of the Council's broader education responsibilities. It is not possible to monitor or evaluate the impact of this decision itself.

**Will this policy / decision impact on:**

**Service users:** Yes

**Employees:** No

**Wider community or groups of people:** No

**What strategic priorities will this policy / decision support?:** A good place for Children and Families to Grow

**Which strategic priorities does this support? - Families:** Education outcomes

**What geographical areas of Essex will the policy / decision affect?:** All Essex

### Digital accessibility

**Is the new or revised policy linked to a digital service (website, system or application)?:** No

### Equalities - Groups with protected characteristics

## **Age**

**Nature of impact:** None

## **Disability - learning disability**

**Nature of impact:** None

## **Disability - mental health issues**

**Nature of impact:** None

## **Disability - physical impairment**

**Nature of impact:** None

## **Disability - sensory impairment**

**Nature of impact:** None

## **Sex**

**Nature of impact:** None

## **Gender reassignment**

**Nature of impact:** None

## **Marriage / civil partnership**

**Nature of impact:** None

## **Pregnancy / maternity**

**Nature of impact:** None

## **Race**

**Nature of impact:** None

## **Religion / belief**

**Nature of impact:** None

## **Sexual orientation**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**What actions have already been taken to mitigate any negative impacts?:** N/A

## **Levelling up - Priority areas & cohorts**

**Children and adults with SEND, learning disabilities or mental health conditions (taking an all-age approach)**

**Nature of impact:** None

### **Children on Free School Meals**

**Nature of impact:** None

### **Working families**

**Nature of impact:** None

### **Young adults (16-25 who have not been in education, training or employment for around 6-12 months)**

**Nature of impact:** None

### **Residents of Harlow**

**Nature of impact:** None

### **Residents of Jaywick and Clacton**

**Nature of impact:** None

### **Residents of Harwich**

**Nature of impact:** None

### **Residents of Basildon (Town) housing estates**

**Nature of impact:** None

### **Residents of Canvey Island**

**Nature of impact:** None

### **Residents of Colchester (Town) - Housing Estates**

**Nature of impact:** None

### **Residents of Rural North of the Braintree District**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**What actions have already been taken to mitigate any negative impacts?:** N/A

## **Equalities - Inclusion health groups and other priority groups**

### **Refugees / asylum seekers**

**Nature of impact:** None

### **Homeless / rough sleepers**

**Nature of impact:** None

## **People who experience drug and alcohol dependence**

**Nature of impact:** None

## **Offenders / ex-offenders**

**Nature of impact:** None

## **Victims of modern slavery**

**Nature of impact:** None

## **Carers**

**Nature of impact:** None

## **Looked after children / care leavers**

**Nature of impact:** None

## **The armed forces community (serving personnel and their families, veterans, reservists and cadets)**

**Nature of impact:** None

## **People who are unemployed / economically inactive**

**Nature of impact:** None

## **People on low income**

**Nature of impact:** None

## **Sex workers**

**Nature of impact:** None

## **Ethnic minorities**

**Nature of impact:** None

## **Gypsy, Roma, and Traveller communities**

**Nature of impact:** None

## **People with multiple complex needs or multi-morbidities**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**What actions have already been taken to mitigate any negative impacts?:** N/A

## **Equalities - Geographical Groups**

### **People living in areas of high deprivation**

**Nature of impact:** None

### **People living in rural or isolated areas**

**Nature of impact:** None

### **People living in coastal areas**

**Nature of impact:** None

### **People living in urban areas**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**What actions have already been taken to mitigate any negative impacts?:** N/A

## **Families**

### **Family formation (e.g. to become or live as a couple, the ability to live with or apart from children)**

**Nature of impact:** None

### **Families going through key transitions e.g. becoming parents, getting married, fostering or adopting, bereavement, redundancy, new caring responsibilities, onset of a long-term health condition**

**Nature of impact:** None

### **Family members' ability to play a full role in family life, including with respect to parenting and other caring responsibilities**

**Nature of impact:** None

### **Families before, during and after couple separation**

**Nature of impact:** None

### **Families most at risk of deterioration of relationship quality and breakdown**

**Nature of impact:** None

**Rationale for assessment, including data used to assess the impact:** This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**What actions have already been taken to mitigate any negative impacts?:** N/A

## **Crime & Disorder**

### **Crime and disorder**

**Nature of impact:** None

## **The misuse of drugs, alcohol and other substances**

**Nature of impact:** None

### **Re-offending**

**Nature of impact:** None

### **Serious violence**

**Nature of impact:** None

#### **Rationale for assessment, including data used to assess the impact:**

This is an annual statutory process of simply setting the calendar for 190 teaching days as per the legal requirement.

**(If negative impact assessed) What actions will be undertaken to mitigate negative impacts, including timescales:**

**What actions have already been taken to mitigate any negative impacts?:**

N/A

**How could you strengthen any positive impact(s)?:**

## **Climate**

**Does your decision / policy involve development or re-development of buildings or infrastructure?:** No

**Does your decision / policy take place in, or make use of, existing buildings or infrastructure?:** No

**Does your decision / policy involve elements connected to transport, travel or vehicles? This includes travel needs / requirements of both service users and staff (including staff you're planning to recruit):** No

**Are you undertaking a procurement exercise?:** No

**Does your decision / policy involve the purchase of goods or materials?:** No

**Will any waste be generated by this decision? This includes waste from construction, waste generated by service users / staff, and waste generated by replacing existing products / materials with new:** No

## **Action plan to address and monitor adverse impacts**

**Does your ECIA indicate that the policy or decision would have a medium or high adverse impact on one or more of the groups / areas identified?:** No

## **Details of person completing the form**

**I confirm that this has been completed based on the best information available and in following ECC guidance:** I confirm that this has been completed based on the best information available and in following ECC guidance

**Date ECIA completed:** 12/03/2024

**Name of person completing the ECIA:** Lee Curry

**Email address of person completing the ECIA:** lee.curry@essex.gov.uk

**Your function:** Children, Families and Education

**Your service area:** Education

**Your team:** Education Operations

**Are you submitting this ECIA on behalf of another function, service area or team?:** No

**Email address of Head of Service:** shamsun.noor@essex.gov.uk