

Equality Impact Assessment (EIA)

Term Time Holiday Policy for Schools

Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets. Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: Term Time Holiday Policy for Schools

Assessment team leader name: Kevin Murphy

Department responsible: Education Welfare Service
Services Division

Service Area: Locality

Other members of assessment team:

Name	Position	Area of expertise	Comments
Emma Mc Donald	Education Welfare Officer	Non School Attendance	

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Question	Response/ findings
What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing?	The objectives of the policy is give schools a framework to help them identify parents who take their children on holiday during the academic year without reasonable justification.

<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements</p>	<p>Head Teachers will implement the policy, the schools Governing Body will adopt the policy and the Education Welfare Service will advise schools on the legal requirements for a Penalty Notice to be issued. The Education Welfare Service will issue a Penalty Notice when the legal requirements for issuing a penalty notice has been met.</p>
<p>Question</p>	<p>Response/ findings</p>

Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities?

The policy has been designed to ensure that all of the children who are of compulsory school age who attend schools within the City of Derby do not miss their education due to parents taking them on holiday without reasonable justification

<p>What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities?</p>	<p>The outcomes for children will be that they are attending school on a regular and punctual basis as required by Section 444 the Education Act 1996.</p>
Question	Response/ findings

<p>What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>What did they tell you?</p>	<p>This is a new policy that has been requested by the Government that all authorities in England and Wales develop. This is in line with the Department for Children, Schools and Families policy on improving school attendance.</p>
<p>Identifying potential equality issues and factors</p>	
<p>Question</p>	<p>Response/ findings</p>

<p>What do you already know about the equality impact or need? For example, from research, feedback, consultation or any performance monitoring</p>	<p>Government research has indicated the high numbers of parents who take their children on holidays during the course of the academic year, this has an effect on the academic achievement of children and also attendance records of schools. The government has completed research on the correlation between non attendance at school and academic achievement, figures indicate that those children who attend on a regular basis do achieve significantly higher grades than those children who have periods of non-school attendance.</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups? For example, who uses the service, who doesn't and why not?</p>	<p>Not applicable in this instance.</p>
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<p>Have there been any important demographic changes or trends locally? For example is the population changing, and if so, how and what might that mean for the service or function?</p>	<p>Yes. Recently there has been an influx of families with children arriving from Eastern European Countries. This has caused some schools some issues with attendance where some parents have been travelling back to their country of origin for family visits and taking their children with them, this has caused problems within schools as the children have had issues settling into their new school environment. Extra resources have been put into schools where this has been an identified problem, this has had a knock on effect on strategies planned for other schools that have not been allowed to go ahead until this issue has been resolved</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities?</p>	<p>No, although initially there were problems with languages, however all of the paperwork used by Education Welfare Officers has now been translated into the languages that are required.</p>
<p>What information or data exists? For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it?</p>	<p>The Education Welfare service hold attendance data</p>
<p>Question</p>	<p>Response/ findings</p>

<p>Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them?</p>	<p>No</p>
<p>Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?</p>	<p>This policy will benefit all of the children in the City of Derby, ensuring good school attendance throughout the academic year and will enhance the ability of children to achieve the five outcomes of the “every child matters” agenda</p>

Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
 using both quantitative and qualitative data
 making sure that where possible there is information that allows all perspectives to be considered
 identifying any gaps in the information/ data and what it can tell you

Data or information	When and how was it collected?	Where is it from?	What does it tell you? You need to consider all six equality strands where you can	Gaps in information
Customer feedback and complaints	All complaints are recorded by the Education Welfare Service and held on a data base for inspection if required. Complaints can be via telephone or written form	Parents who have been refused permission by Schools to take their children out of school during term time	The complaints inform us of the reason why parents want to take their children out of school during the course of the academic year	none

Consultation and community involvement	Schools were consulted at Head teachers meetings and individual cluster meetings	Head teachers	The consultation informed the Education Welfare Service of the issues raised by schools of parents taking their children on holiday during the academic year	None
Performance information including Best Value	Not applicable			
Take up and usage data	This data is collected during the course of the academic year	From Schools	Highlights individual cases of requests from parents to take their children out of school during the academic year	None

Comparative information or data where no local information	Comparative data can be supplied by our statistical neighbours at the end of the new academic year	Other local Authorities	We can compare the numbers of penalty notices issued and look at the times of the year that requests are made and refused, we can then feed this back to the National Secondary Strategy for consideration by government	Not identified
Census, national or regional statistics	N/A			
Access audits or assessments such as DDA assessments	N/A			
Workforce profile	N/A			

Where service delivered under procurement arrangements – workforce profile for deliverers	N/A			
Monitoring and scrutiny outcomes	Information/data is collected and monitored on a half termly basis	schools	How many parents have been issued with a penalty notice due to them taking their children out of school during term time without permission of the Head teacher	None

Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

Service or function	Policy or practice	Findings	Which groups are affected and how	Whose needs are not being met and how?
Education Welfare Service	Term Time Holiday Policy	There has been a need identified by schools and the DfCSF to address the problem of parents taking children out of school during the academic year which interferes with their compulsory school education	Children from the primary and secondary sector who are missing their education	The children are not accessing their education due to their parents taking them on holiday during the course of the academic year

Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

Objective/Target:	
Specific	Reduce the numbers of children who miss their education because their parents take them out of school on holiday during term time
Measurable	Yes, we can provide statistics over the course of the academic year to see how successful the policy is
Achievable	Yes, working in co-operation with schools we can reduce the numbers of days that children miss their education
Relevant	Yes, this policy will be added the City Wide Attendance Strategy
Timed	Timetabled to start from Sept 3 rd 07

Objective/Target:	
Specific	
Measurable	
Achievable	
Relevant	
Timed	

Objective/Target:	
Specific	
Measurable	
Achievable	
Relevant	
Timed	

Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

Objective	Planned action	Target performance			Responsible lead officer	Reporting cycle, for example, quarterly
		2005/6	2006/7	2007/8		
<i>Reduce the numbers of children missing school due to parents taking them on holiday during the school year</i>	<i>To implement this policy from Sept 07</i>	<i>N/A</i>	<i>N/A</i>	<i>Reduce primary absence to 4.9% Reduce secondary absence to 7.9%</i>	<i>Kevin Murphy</i>	<i>Half termly</i>