

Equality and Human Rights Impact

Assessment - the Form

There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form. Throughout the form, **proposal** refers to policy, strategy, plan, procedure or report.

STEP 1: Identify essential information

1. Committee Report No.

2. Name of proposal.

3. Officers completing this form.

Name	Designation	Service	Directorate
Derek Samson	Service Manager Schools	Education	Education Culture and Sport

4. Date of Impact Assessment.

5. When is the proposal next due for review?

6. Committee Name.

7. Date the Committee is due to meet.

8. Identify the Lead Council Service and who else is involved in the delivery of this proposal. (for example other Council services or partner agencies)

Lead Service: Education and Children's Services

9. Please summarise this Equality and Human Rights Impact Assessment, (EHRIA). This must include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts (if necessary continue on blank sheet of paper). **Please return to this question after completing EHRIA.**

The consultation on the next five years' school holiday pattern has provided evidence of a broad range of views from many different parts of the community. Whilst views differ and are often contrary, it is clear that the majority of consultees who expressed a preference were in favour of a particular option (Option 1). Whilst it is acknowledged that this may disappoint individuals and particular groups, other existing arrangements, such as requests to schools for authorised absence of pupils, should allow participation in almost all activities which do not fall within the planned holiday periods.

10. Where will you publish the results of the Equality and Human Rights Impact Assessment? Tick all that apply.

Summary of EHRIA will be published in committee report under section "Equality Impact Assessment"

√ Full EHRIA will be attached to the committee report as an appendix

Summary of EHRIA to be published on Council website within relevant service pages

STEP 2: Outline the aims of the proposal

11. What are the main aims of the proposal?

To advise Committee the outcome of the consultation on the school holiday pattern for school sessions 2015/16 to 2019/20 and to recommend a preferred option.

12. Who will benefit most from the proposal?

All pupils, staff and parents/carers and the general public as the school holiday pattern for the next five years will be set.

13. Tell us if and how the proposal will increase equality of opportunity by permitting positive action to redress disadvantage?

There will be very limited or no potential impact on redressing disadvantage.

14. What impact will the proposal have on promoting good relations and wider community cohesion?

Other than ensuring all members of the community are aware of the school holiday period, there will be no impact on promoting good relations and wider community cohesion.

STEP 3: Gather and consider evidence

15. What evidence is there to identify any potential positive or negative impacts in terms of consultation, research officer knowledge and experience, equality monitoring data, user feedback and other?

As many sections of the community as possible were asked to submit their views during the consultation period. This was achieved by using four different methods of gathering views. The wide number and diverse range of submission provide evidence that this was successful.

STEP 4: Assess likely impacts on equality strands

16. Which, if any, equality target groups and others could be affected positively or negatively by this proposal? Place the symbol in the relevant box.

(Positive +, neutral 0, - negative)

Equality Target Group					
Race*	-	Disability	0	Gender**	0
LGB***	0	Belief	-	Younger	-
Older	0	Others e.g. poverty	0		

* Race includes Gypsies/Travellers

** Gender includes women, men, Transgender

*** LGB: Lesbian, Gay and Bisexual

17. Please detail the potential positive and/or negative impacts on the groups you have highlighted above? Detail the impacts and describe the groups affected.

Positive impacts (describe groups affected)	Negative Impacts (describe groups affected)
The dates of all main school holiday for school session 2015/16 to 2019/20 will be publicised and everyone affected will be able to plan accordingly.	The children of ethnic minorities and minority belief groups may not be on holiday at a time which coincides with particular religious celebrations. The facility to request authorised absence will still be available to such families.

STEP 5: Apply the three key assessment tests for compliance assurance

18. Does this policy/procedure have the potential to interfere with an individual’s rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and how. **If you answer “no”, go to question 22.**
NO

<input type="checkbox"/> Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment <input type="checkbox"/> Article 6 – Right to a fair and public hearing <input type="checkbox"/> Article 8 – Right to respect for private and family life, home and correspondence <input type="checkbox"/> Article 10 – freedom of expression <input type="checkbox"/> Other article not listed above How?
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Legality

19. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

Not applicable

Legitimate aim

20. Is the aim of the policy a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

Not applicable

Proportionality

21. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

Not applicable

STEP 6: Monitor and review

22. How will you monitor the implementation of the proposal? (For example, customer satisfaction questionnaires)

We will consult again on the next five year pattern in advance of the end of the current proposed arrangements.


22. How will the results of this impact assessment and any further monitoring be used to develop the proposal?

We will respond to significant submissions from any particular groups. Whilst the consultation is not a referendum, Elected Members have to be made aware of views of consultees who have submitted their views.

STEP 7 SIGN OFF

The final stage of the EHRIA is formally to sign off the document as being a complete, rigorous and robust assessment.

Person(s) completing the impact assessment.

Name	Date	Signature
Derek Samson	20 September 2010	

Quality check: document has been checked by

Name	Date	Signature

Head of Service (Sign-off)

Name	Date	Signature
Charlie Penman		

Now –

Please send a copy of your completed EHRIA together with the proposal to:
Head of Service
Customer Service and Performance
Aberdeen City Council
Marischal College, Broad Street
Aberdeen, AB10 1AB