

Integrated Impact Assessment

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People’s Rights](#)

The term ‘policy’ is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

1. About the Policy

1.1 Title
Proposed school holiday pattern 2025/26-2029/30
1.2 What does this policy seek to achieve?
<p>This report seeks to identify the school holiday pattern for a 5 year period from 2025-2030, taking account of statutory public holidays and aligning, where possible, with the same holiday pattern for Aberdeenshire Council.</p> <p>This report seeks to provide the Education and Children’s Services Committee with a recommendation on the school holiday pattern for sessions 2025/26 to 2029/30 following the principles established in two consultations (one public and one pupil voice) which took place in 2023 and 2024 respectively and retains the general pattern of holidays of previous years. As well as local consultations, I have worked closely with colleagues in Aberdeenshire to align, where possible, our dates. This will enable clarity for forward planning for the Education Authority, schools and school staff, parents and pupils across Aberdeen City.</p> <p>The outcome being sought is that the current holiday pattern be retained for the next 5 years.</p>
1.3 Is this a new or existing policy?
This is an existing policy being refreshed for a 5 year period.
1.4 Is this report going to a committee?
Yes
1.5 Committee name and date:
Education and Children’s Services
20 th February 2024

1.6 Report no and / or Budget proposal number and / or Business Case reference number:

CFS/24/044

Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
Age				X	
Disability				X	
Gender Reassignment				X	
Marriage and Civil Partnership				X	
Pregnancy and Maternity				X	
Race				X	
Religion or Belief				X	
Sex				X	
Sexual Orientation				X	

2.2 In what way will the policy impact people with these protected characteristics?

This report will have a positive impact on single parent families as forward panning of a 5 year holiday period will support the planning of childcare arrangements, family holidays etc. Additionally, there will be a positive impact for all Aberdeen City Council employees, especially those with school age children or caring responsibilities, enabling them to forward plan to support family activities and their family's wellbeing.

2.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?

A public consultation was undertaken which ran for three weeks in December 2023, seeking the views on the proposed model for the holiday pattern from 2025-2030. 71.93% participating in the initial public consultation were parents (1578), with 26.23% school staff (612) with the remaining 1.84% (43) from children and young people in our education system or other. An additional consultation was undertaken in the first two weeks of January 2024 securing 823 responses from pupils across Aberdeen City. 42% responses to the second survey of children and young people were from primary pupils and 58% were from secondary pupils. All 3156 responses from the two consultations have been considered in developing the proposed holiday pattern.

When provided with two potential models of holiday pattern for 2025-26 through to 2029-2030, 64.42%(1503) of the public opted for the traditional option similar to previous years with only 35.58%

(830) selecting the newer pattern with increased in service days in the summer term. 14% (112) pupils preferred the traditional pattern with 9% (77) in favour of the newer pattern. 77% (634) of pupils registered that they didn't know which model they preferred.

A majority of responses across the range of questions surveyed in both consultations, suggests that there is no appetite to change the general timing or length of the school holiday pattern, however the holiday pattern recommended has been more aligned with when Easter falls due to feedback. These responses have informed the recommendation for the proposed holiday pattern for the next 5 years. The feedback from the consultation has informed the development of a proposed 5 year school holiday pattern as outlined in Appendix A. In response to the consultation findings, the proposed model:

- broadly mirrors the pattern already in place
- has aligned the Easter holiday more clearly with when Easter falls
- retains the September weekend
- is broadly aligned with Aberdeenshire's plans

What consultation and engagement and has been undertaken with officers and partner organisations?

Consultation has been undertaken as follows:

Public consultation which was shared through ACC website, internal intranet, and message boards, across all school settings in order to capture the views of ACC staff, parents and carers, school teaching staff, school non-teaching staff, general public in Aberdeen and all pupils. Additionally, planning for the consultation has been shared with counterparts at Aberdeenshire Council to try and align holiday patterns wherever possible.

What consultation and engagement and has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?

As above, a public consultation was undertaken online which all citizens had the opportunity to feed into. Additionally, all school pupils were surveyed along with Head Teachers.

2.4 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

Not applicable.

With mitigations in place, what is the new overall rating of the negative impact(s)?

High	
Medium	
Low	
Negative Impact Removed	

3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](https://www.gov.scot/publications/fairer-scotland-duty/guidance-for-public-bodies/)

3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.				X	
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future				X	
Material deprivation – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies				X	
Area deprivation – consider where people live and where they work (accessibility and cost of transport)					X
Socio-economic background – social class, parents' education, employment, income.					X

3.2 In what way will the policy impact people in these groups?

Forward planning of a 5 year holiday pattern will ensure single parent families can plan childcare arrangements effectively, as well as planning work rotas, transport for their children to school settings and also family holidays. Also, school staff and their families will be able to forward plan for holiday periods which will have a positive impact on health and wellbeing.

3.3 What considerations have been made in reaching the above assessment?

What internal or external data has been considered? What does this data tell us?

The data considered has been taken from a public online survey run through the ACC citizen space, informal consultation with Head Teachers across school settings and a discrete consultation of all pupils to capture pupil voice.

What consultation and engagement and has been undertaken with officers and partner organisations?

A public consultation was undertaken which ran for three weeks in December 2023, seeking their views on the proposed model for the holiday pattern from 2025-2030. 71.93% participating in the initial public consultation were parents (1578), with 26.23% school staff (612) with the remaining 1.84% (43) from children and young people in our education system or other. An additional consultation was undertaken in the first two weeks of January 2024 securing 823 responses from pupils across Aberdeen City. 42% responses to the second survey of children and young people were from primary pupils and 58% were from secondary pupils. All 3156 responses from the two consultations have been considered in developing the proposed holiday pattern.

When provided with two potential models of holiday pattern for 2025-26 through to 2029-2030, 64.42%(1503) of the public opted for the traditional option similar to previous years with only 35.58% (830) selecting the newer pattern with increased in service days in the summer term. 14% (112)

pupils preferred the traditional pattern with 9% (77) in favour of the newer pattern. 77% (634) of pupils registered that they didn't know which model they preferred.

What consultation and engagement and **has been undertaken** with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?

As above.

3.4 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

Not applicable.

With mitigations in place, what is the new overall rating of the negative impact(s)?

High	
Medium	
Low	
Negative Impact Removed	

4: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of 'Articles'. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 6: Right to a fair trial		X	
Article 7: No punishment without law		X	
Article 8: Right to respect for private and family life, home and correspondence		X	
Article 9: Freedom of thought, belief and religion		X	
Article 10: Freedom of expression		X	
Article 11: Freedom of assembly and association		X	
Article 12: Right to marry and start a family		X	
Article 14: Protection from discrimination in respect of these rights and freedoms		X	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		X	
Article 2 of Protocol 1: Right to education		X	
Article 3 of Protocol 1: Right to participate in free elections		X	

4.2 In what way will the policy impact Human Rights?

The planning and allocation of a 5 year school holiday pattern does not impact on human rights.

4.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

Not applicable.

If mitigations are in place, does this remove the negative impact?

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

5: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
Article 1: definition of the child		X	
Article 2: non-discrimination		X	
Article 3: best interests of the child		X	
Article 4: implementation of the convention		X	
Article 5: parental guidance and a child's evolving capacities		X	
Article 6: life, survival and development		X	
Article 7: birth registration, name, nationality, care		X	
Article 8: protection and preservation of identity		X	
Article 9: separation from parents		X	
Article 10: family reunification		X	
Article 11: abduction and non-return of children		X	
Article 12: respect for the views of the child		X	
Article 13: freedom of expression		X	
Article 14: freedom of thought, belief and religion		X	
Article 15: freedom of association		X	
Article 16: right to privacy		X	
Article 17: access to information from the media		X	
Article 18: parental responsibilities and state assistance		X	
Article 19: protection from violence, abuse and neglect		X	
Article 20: children unable to live with their family		X	
Article 21: adoption		X	
Article 22: refugee children		X	
Article 23: children with a disability		X	
Article 24: health and health services		X	
Article 25: review of treatment in care		X	
Article 26: social security		X	
Article 27: adequate standard of living		X	
Article 28: right to education		X	

Article 29: goals of education		X	
Article 30: children from minority or indigenous groups		X	
Article 31: leisure, play and culture		X	
Article 32: child labour		X	
Article 33: drug abuse		X	
Article 34: sexual exploitation		X	
Article 35: abduction, sale and trafficking		X	
Article 36: other forms of exploitation		X	
Article 37: inhumane treatment and detention		X	
Article 38: war and armed conflicts		X	
Article 39: recovery from trauma and reintegration		X	
Article 40: juvenile justice		X	
Article 41: respect for higher national standards		X	
Article 42: knowledge of rights		X	
Optional Protocol on a Communications Procedure			

5.2 In what way will the policy impact the rights of Children and Young People?

The planning and allocation of a 5 year holiday pattern will have a positive impact on articles 28 and 29 as it will ensure that the statutory 190 days of teaching entitlement in an academic session are planned and allocated for all school pupils attending local authority schools.

5.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?

Not applicable.

If mitigations are in place, does this remove the negative impact?

No – negative impact remains

Yes – negative impact reduced

Yes - negative impact removed

6: Sign Off

Any further positive or negative impacts on individuals or groups that have been considered?
No further impacts applicable.
Overall summary of changes made as a result of impact assessment.
There are no changes applicable to the report and proposed school holiday pattern in light of this assessment.
Outline of how impact of policy will be monitored.
Not applicable as once approved, the 5 year school holiday pattern will be fixed and not subject to change within this period.
If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.
Not applicable-no negative impacts.

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