

# Assessing the Impact on Protected Characteristics, the Welsh Language and Socio-Economic Disadvantage

For help to complete this form see the *How to Undertake an Equality Impact Assessment* leaflet. You are also welcome to contact Delyth Gadlys Williams, Policy and Equality Officer on ext. 32708 or [DelythGadlysWilliams@gwynedd.llyw.cymru](mailto:DelythGadlysWilliams@gwynedd.llyw.cymru) for further assistance.

The Council's is required (under the Equality Act 2010) to consider the effect any change in policy or procedure (or the creation of a new policy or procedure), has on people with protected equality characteristics. The Council also has a general duty to ensure fairness and foster good relations. A timely Equality Impact Assessment must be undertaken before making any decision on any relevant change (i.e. which has an effect on people with protected characteristics).

The Council is also required, under the requirements of the Welsh Language Standards (Section 44 of the Welsh Language (Wales) Measure 2011) to consider the effect of a change in any policy or procedure (or the creation of a new policy or procedure), in its opportunities for people to use Welsh and to ensure that Welsh is not treated less favourably than English. This document therefore ensures that these decisions protect and promote the use of the Welsh language.

From April 1st 2021 the Council has a duty to have due regard to tackling socio-economic disadvantage in strategic decisions.

## 1) Details

### 1.1. What is the name of the policy / service in question?

Increasing capacity in Ysgol Chwilog.

### 1.2 What is the purpose of the policy / service that is being created or amended? What changes are being considered?

Increase places in the school to ensure sufficient capacity for current pupils and respond to future projections of population growth in the school catchment area

### 1.3 Who is responsible for this assessment?

Gareth Jones (Modernising Education Officer)

**1.4 When did you commence the assessment? Which version is this?**

June 2022 (1<sup>st</sup> version)

**2) Action**

**2.1 Who are the stakeholders or partners you need to work with to undertake this assessment?**

Gwynedd Council Education Department

Staff, governors, parents and children will be involved in the consultation

**2.2 What measures have you taken to engage with people with equality characteristics, regarding the Welsh language or with communities (either of place or of need) that live with socio-economic disadvantage?**

We have communicated the proposal with the school involved.

We have discussed the need to maintain a statutory procedure with the headteacher of Ysgol Chwilog and communicate the need with the Governing Body.

Depending on the Cabinet's decision, the next step will be to discuss the proposal with the beneficiaries of Ysgol Chwilog in order to receive their input. We will do this in consultation with staff, parents, children and the wider community in Chwilog and neighbouring schools to receive their comments on increasing the capacity of Ysgol Chwilog including their comments on any impact on equality, the community or the Welsh language.

**2.3 What was the result of the engagement?**

The outcome of the engagement with all stakeholders will be available following the statutory consultation process in Chwilog.

**2.4 On the basis of what other evidence are you operating?**

During the Summer Term 2021 the school, local members and the governing body contacted the Education Department concerned about the lack of capacity of the school to meet the increase in a number of learners due to housing developments within the catchment area.

A successful bid was made for the Welsh Government Welsh Language Capital Grant to create an additional class in the school to respond to the situation of the school, packing the bid around communities of linguistic significance.

## 2.5 Are there any gaps in the evidence that needs to be collected?

We will be collecting more information during the statutory consultation.

## 3) Identifying the Impact

### 3.1 The Council must give due regard to the effect any changes will have on people with the equality characteristics noted below. What impact will the new policy/service or the proposed changes in the policy or service have on people with these characteristics?

| Characteristics                           | What type of impact?<br>* | In what way? What is the evidence? |
|---|---------------------------|------------------------------------|
| <b>Race (including nationality)</b>       | none                      | The school has a policy in place   |
| <b>Disability</b>                         | none                      | The school has a policy in place   |
| <b>Sex</b>                                | none                      | The school has a policy in place   |
| <b>Age</b>                                | none                      |                                    |
| <b>Sexual orientation</b>                 | none                      | The school has a policy in place   |
| <b>Religion or belief (or non-belief)</b> | none                      | The school has a policy in place   |
| <b>Gender reassignment</b>                | none                      | The school has a policy in place   |
| <b>Pregnancy and maternity</b>            | none                      | The school has a policy in place   |
| <b>Marriage and civil partnership</b>     | none                      | The school has a policy in place   |

|                                    |      |  |
|------------------------------------|------|--|
| <b>The Welsh language</b>          | none |  |
| <b>Socio-Economic Disadvantage</b> | none |  |

\* Delete as appropriate

**3.2 The Council has a duty under the 2010 Equality Act to contribute positively to a fairer society by promoting equality and good relations in its activities regarding the following characteristics – age, gender, sexual orientation, religion, race, gender reassignment, disability and pregnancy and maternity. The Council must give due attention to the way any change affects these duties.**

| <b>General Duties of the Equality Act</b>                              | <b>Does it have an impact?*</b> | <b>In what way? What is the evidence?</b>   |
|--|---------------------------------|---|
| <b>Abolishing illegal discrimination, harassment and victimisation</b> | No                              | The proposal will not alter schools' statutory duty to protect pupils from discrimination, harassment or victimisation. |
| <b>Promoting equal opportunities</b>                                   | Yes / No                        | PSE lessons are being held in schools that will educate children on promoting equal opportunities.                      |
| <b>Encouraging good relationships</b>                                  | Yes / No                        | PSE lessons are being held in schools that will teach children how to build good relationships.                         |

\* to be deleted as appropriate

**3.3 How does your proposal ensure that you work in accordance with the requirements of the Welsh Language Standards (Welsh Language (Wales) Measure 2011), to ensure that the Welsh language is not treated less favourably than English and that you seize every opportunity to promote the Welsh language (beyond providing services bilingually) and increase opportunities to use and learn the language in the community?**

|   |
|---|
| It is not envisaged that adding a classroom and increasing the capacity of the school will change the way the school currently treat the Welsh language, and the school will continue to take every opportunity to promote the use of the language in the school and the community. |
|---|

**3.4 What other measures or changes could you include to strengthen or change the policy / practice in order to have a positive impact on people's opportunities to use the Welsh language, and to reduce or prevent any adverse effects that the policy / practice may have on the Welsh language?**

As part of the statutory consultation at Ysgol Chwilog we will give beneficiaries the opportunity to comment on any impact the recommendation may have on the Welsh language and respond to any concerns expressed.

**3.5 How does the proposal show that you have had due regard to the need to address inequality caused by socio-economic disadvantage? (Note that this is about closing inequality gaps rather than just improving outcomes for everyone)?**

By increasing the capacity of the school, we will secure places for all primary age children in their local school regardless of their socio-economic background.

**3.6 What other measures or changes might you include to strengthen or change the policy / practice to show that you have had due regard to the need to reduce disproportionate outcomes as a result of socio-economic disadvantage, in accordance with the Socio-Economic Act?**

As the proposal will not affect the way in which the school operate no changes are anticipated.

**4) Analysing the Results**

**4.1 Is the policy therefore likely to have a significant, positive impact on any of the above and what is the reason for this?**

It is not envisaged that increasing the capacity of school will have a significant positive impact on equality, Welsh language or socio-economics other than allowing sufficient primary space for all primary school children to receive Welsh-medium education in the catchment area of their homes.

**4.2 Is the policy therefore likely to have a significant, negative impact on any of the above and what is the reason for this?**

It is not anticipated that increasing the capacity of the school will have a significant negative impact on equality, Welsh language or socio-economic as the school will continue to serve the catchment area as it is at present.

### 4.3 What should be done?

Choose one of the following:

|  |          |
|--|----------|
| Continue with the policy / service as it is robust   |          |
| Adapt the policy to delete any barriers  |          |
| Suspend and delete the policy as the detrimental impacts are too big                               |          |
| Continue with the policy as any detrimental impact can be justified                                |          |
| No further action at this time because it is too soon to decide, or there is insufficient evidence | Continue |

### 4.4 If continuing with the project, what steps will you take to reduce or mitigate any negative impacts?

Although we do not anticipate any negative impact we will continue to monitor and take action to mitigate any negative impacts as required.

### 4.5 If you are not taking any further action to delete or reduce the negative impacts, explain why here.

No negative impact has been identified at this stage.

## 5) Monitoring

### 5.1 What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?

We will monitor the impact of any change to ensure that the outcomes are positive and have no negative impact.