



Appendix 2 (Draft) Language, Community and Equality Impact Assessments

	Document
1	Language and Community Impact Assessment Report (Draft)
2	Equality Impact Assessment Report (Draft)

Review of Bangor Education Provision

Language impact and community impact assessment

DRAFT

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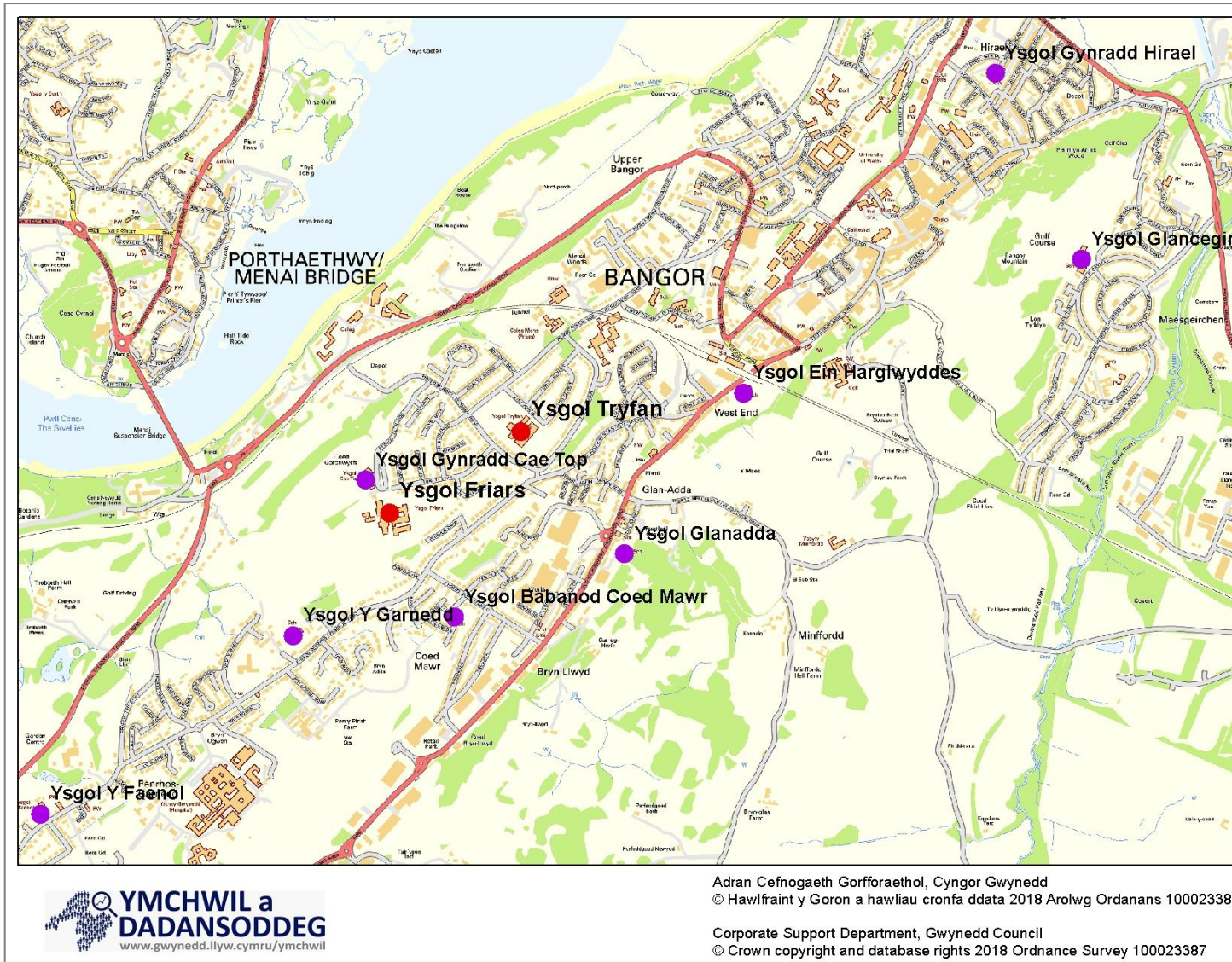
Authors: Adran Addysg

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Map 1: Location of Bangor schools



1. Introduction

Supporting and developing the ability of Gwynedd children to learn and use their Language skills is key to the County's education strategies. The Council are reorganising schools in Bangor, and it is required, in accordance with the School Organisation Code (006/2013), to carry out a language impact assessment. This document outlines the situation regarding the main language considerations relating to the effects of the options in question in Bangor.

1.1 Gwynedd's Situation

Figures in the 2011 Census indicate that 65,900 (56%) of people over the age of three are able to speak, read, and write in Welsh. The 2011 Census also indicates that 65.4% speak Welsh which is a decrease since the previous census, when the figure was 69%.

In Gwynedd, as in many other Local Authorities in Wales, there is a significant difference in the percentage of Welsh speakers within different wards. In the south of Gwynedd, such as Aberdyfi and Tywyn, between 18% -38% of the population speak Welsh, while as much as 78% speak Welsh in wards such as Llanrug.

Nearly three quarters of the county's population are born in Wales (66.8%)

1.2 Language policy

Primary

The Language Policy's aim is the same across all the County's primary schools, namely to develop the ability of each pupil to be confident in both languages by the end of KS2. Welsh is the official language of assessment at the school at the end of the Foundation Phase. In KS2, we continue to develop pupils' grasp of Welsh, paying attention to developing their skills in both languages.

Secondary

In the secondary school, all pupils who have reached the required level, 3+ at the end of KS2, are expected to follow Welsh First Language in KS3 to ensure appropriate continuity and progression. It is hoped that these pupils can study English and Welsh as subjects up to the end of year 11. Secondary schools build on the foundation set in the primary school by ensuring that all pupils continue to develop Welsh language skills and English. The county does not define secondary schools according to language categories as there is the same expectation in relation to the Language Policy, which is to give all the pupils the opportunity to be confident bilingually.

1.3 Education Strategic Direction in Gwynedd

The Council's "Best Quality of Primary Education for Children" strategy was adopted by the Council in April 2009 and was revised in December 2010. The Council developed and supported the senior's strategy "Strategic Program - Towards 2025" in October 2010. The document was provided as a strategic base to set direction for education and training developments in Gwynedd for the next 15 years. The program was introduced in the context of the forthcoming policies and plans, locally and nationally, to transform services provided for children, young people and their families.

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2. Language Profile of the Bangor Catchment Area

For ease of use, and using the 2011 Census data, the Language profile of the Bangor catchment area is divided into two areas, namely Bangor City Council area and the Pentir Community Council area.

Table 1: Welsh speakers by area

Census 2011	Bangor	Pentir	Gwynedd	Wales
Population aged 3+	15,928	2,366	117,789	2,955,841
Can speak Welsh	5,801 (36.4%)	1,389 (58.7%)	77,000 (65.4%)	562,016 (19.0%)
Can speak but cannot read or write Welsh	842 (5.3%)	157 (6.6%)	6,838 (5.8%)	80,429 (2.7%)
Can speak and read but cannot write Welsh	483 (3.0%)	116 (4.9%)	3,947 (3.4%)	45,524 (1.5%)
Can speak, read and write Welsh	4,455 (28.0%)	1,111 (47.0%)	65,921 (56.0%)	430,717 (14.6%)
Other combination of skills in Welsh	396 (2.5%)	52 (2.2%)	1,781 (1.5%)	73,392 (2.5%)
No skills in Welsh	8,120 (51.0%)	665 (28.1%)	31,177 (26.5%)	2,167,987 (73.3%)
Can understand spoken Welsh	1,632 (10.2%)	265 (11.2%)	8,125 (6.9%)	157,792 (5.3%)

It shows from the table above that there is a difference in the situation of Welsh in both areas in Bangor, with 36.4% of the population able to speak Welsh in the Bangor City Council area, and 58.7% of the population can speak Welsh in the area Pentir Community Council.

3. Schools

The following tables show the results of Foundation Phase and KS2 for Bangor schools:

3.1 Academic Performance

Table 12: Percentage of pupils who have reached the expected level - Welsh (first language)– Foundation Phase

School	Foundation Phase (Achieved Outcome 5+)					
	2012	2013	2014	2015	2016	2017
Cae Top	86.2	86.7	92.9	100.0	96.4	100.0
Ein Harglwyddes	-	-	-	-	-	-
Glanadda	-	-	-	-	-	-
Coed Mawr	57.1	80.0	75.0	87.5	93.3	87.5
Glancegin	63.6	82.6	80.0	82.9	84.6	83.8
Hirael	77.8	79.2	57.1	76.5	66.7	63.2
Y Faenol	94.7	96.6	93.1	100.0	96.0	87.1
Y Garnedd	96.9	94.6	93.9	95.9	95.0	100.0

Table 13: Percentage of pupils who have reached the expected level - Welsh (first language) - KS2

School	KS2 (Achieved Outcome 5+)					
	2012	2013	2014	2015	2016	2017
Cae Top	70.0	78.6	85.7	100.0	84.6	86.7
Ein Harglwyddes	0.0	76.9	*	75.0	*	*
Glanadda	40.0	77.8	77.8	*	75.0	83.3
Coed Mawr	-	-	-	-	-	-
Glancegin	50.0	70.6	76.9	80.0	60.0	73.7
Hirael	62.5	77.8	77.3	76.0	61.5	73.7
Y Faenol	91.3	88.0	100.0	92.3	92.9	84.6
Y Garnedd	95.2	97.9	97.4	90.5	100.0	100.0

- Not applicable

* Data is not available (Our Lady's School does not follow Welsh (first language))

Source: National Data Collection (NDC) via (<http://mylocalschool.gov.wales/?lang=cy>)

3.2 Use of Welsh at school

As part of the implementation of the Language Charter, all KS2 pupils at every primary school in Gwynedd (apart from Our Lady's School) complete a language web questionnaire about their use of Welsh in the school twice a year. (There is no data for Coed Mawr Infants School as there are no pupils from 3-6 years at school).

Table 3: Percentage of children who speak Welsh with children in the classroom

Speak Welsh with pupils in the classroom	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	57.5%	17%	14.2%
Ysgol y Garnedd	88.8%	6.9%	3.1%	0%	1.3%
Ysgol Glanadda	4.8%	21.4%	66.6%	7.1%	0%
Ysgol Cae Top	2.4%	8.3%	56%	22.6%	10.7%
Ysgol Glancegin	26.4%	25.5%	40.6%	2.8%	4.7%
Ysgol Hirael	4.9%	15.9%	48.8%	22%	8.5%

Table 7: Percentage of children who speak Welsh with the children on the corridor and in the lunch hall

Speak Welsh with pupils in the corridor and lunch hall	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	24.5%	36.8%	27.4%
Ysgol y Garnedd	83.8%	12.5%	3.1%	0.6%	0%
Ysgol Glanadda	4.8%	21.4%	50%	19%	4.8%
Ysgol Cae Top	1.2%	3.6%	34.5%	35.7%	25%
Ysgol Glancegin	11.3%	20.8%	36.8%	14.2%	17%
Ysgol Hirael	1.2%	12.2%	32.9%	25.6%	28%

Table 8: Percentage of Welsh speaking children on the school yard

Speak Welsh on the school yard	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	22.6%	30.2%	35.8%
Ysgol y Garnedd	79.4%	16.3%	4.4%	0%	0%
Ysgol Glanadda	0%	19%	57.1%	19%	4.8%
Ysgol Cae Top	0%	5.6%	31%	39.3%	23.8%
Ysgol Glancegin	5.6%	25.5%	42.5%	16%	10.4%
Ysgol Hirael	4.9%	7.3%	30.5%	29.3%	28%

Table 10: Percentage of children confident in speaking Welsh

I'm confident speaking Welsh	Very Confident	Confident	Fairly Confident	Not Confident	Not at all Confident
Ysgol y Faenol	42.5%	26.4%	19.8%	5.7%	5.7%
Ysgol y Garnedd	78.8%	11.9%	6.3%	1.9%	1.3%
Ysgol Glanadda	59.5%	21.4%	7.1%	9.5%	2.4%
Ysgol Cae Top	15.5%	33.3%	33.3%	8.3%	9.5%
Ysgol Glancegin	60.4%	29.2%	8.5%	0.9%	0.9%
Ysgol Hirael	46.3%	18.3%	17.1%	12.2%	6.1%

Table 11: Percentage of children who think it's important to speak Welsh

I believe that it is important to speak Welsh	Very Important	Important	Fairly Important	Not Important	Not at all Important
Ysgol y Faenol	76.4%	14.2%	5.6%	0.9%	2.8%
Ysgol y Garnedd	84.4%	11.9%	3.8%	0%	0%
Ysgol Glanadda	95.2%	4.8%	0%	0%	0%
Ysgol Cae Top	33.3%	35.7%	20.2%	3.6%	7.1%
Ysgol Glancegin	74.5%	20.8%	1.9%	2.8%	0%
Ysgol Hiracl	63.4%	19.5%	13.4%	2.4%	1.2%

Number of respondents:

Y Faenol	106
Garnedd	160
Glanadda	42
Cae Top	84
Glancegin	106
Hiracl	82

3.3 Capacity of Schools

There are eight Primary Schools in the Bangor area. The table below indicates the capacity of the schools based on the number of pupils attending in September 2017. It is anticipated that the number of pupils will increase in the next few years.

Table 2: Capacity of schools

School	Capacity	Number of pupils	Status
Ysgol Cae Top	210	240	RCE
Ysgol Ein Harglwyddes	113	123	CCP
Ysgol Glanadda	81	41	IS
Ysgol Babanod Coed Mawr	56	28	BS
Ysgol Glancegin	210	251	CS
Ysgol Hiracl	186	195	CS
Ysgol Y Faenol	186	219	RCE
Ysgol Y Garnedd	210	338	CS

RCE – Voluntary Controlled School – Church in Wales

CCP – Voluntary Aided School – Roman Catholic Church

IS – Community Junior School

BS- Community Infants School

CS – Community School

4. Additional Evidence

Estyn reports contain a little commentary on the use of Welsh in Primary schools. In addition, some schools comment on their use of the language on their websites.

Cae Top

Estyn's 2016 report states

"About 25% of pupils come from ethnic minority or mixed backgrounds and speak 16 different languages. About 24% of pupils are learning English as an additional language. Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, teachers are taught through both the medium of Welsh and English." and recommends the school to "continue to raise standards in Welsh"

(<https://www.estyn.gov.wales/sites/default/files/documents/Ysgol%20Gynradd%20Cae%20Top%20en.pdf>)

On the school website they say

"We have ... additional teachers who provides extra Welsh Lessons for specific individuals." "About 27% of our pupils come from overseas, over twenty different languages are spoken in the homes and we are very proud of the multi-cultural ethos found in the school."

Our Lady's

Estyn's 2011 report states

"Approximately half the pupils are of Asian, Eastern European or other ethnic origin and speak English as an additional language. No pupils use Welsh as a first language." and recommends the school to "make more consistent use of incidental Welsh during lessons."

"Pupils of all ages make good progress in Welsh language development. Many respond positively to greetings and instructions with the more confident using simple learned phrases and sentences purposefully to express their ideas."

(https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report%20Ysgol%20Ein%20Harglwyddes%20ENG%202011_0.pdf.pdf.pdf.pdf.pdf)

Glanadda

Estyn's 2013 report states

"Twelve per cent of pupils come from homes where Welsh is spoken." And it needs to "Raise standards in Welsh."

"They contribute confidently and sensibly to group discussions in English. However, many pupils' Welsh oral skills do not develop sufficiently by the end of key stage 2 and they do not have confidence to contribute effectively to discussions in Welsh."

(https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Glanadda%202013_0.pdf.pdf.pdf.pdf.pdf)

Ysgol Glanadda and Coed Mawr are part of a federation and share a website. The website identifies this as one of the aims of the schools:

"Enable all pupils to become fluent in Welsh and English to enable them to become fully involved in the social and cultural life of our bilingual society."

And say

"Both schools are in an English area, so staff and pupils have to work hard to keep the atmosphere and Welsh atmosphere of both schools. Those of you that have children who are a part of a bilingual situation for the first time should not feel threatened or feel that you do not belong. You may not speak Welsh (although many parents decide to learn the language), but we hope you will respect the language that exists here, an atmosphere that enriches the learning experience in every sense for the children. We respect your rights, and for that purpose all correspondence from the school will be bilingual. "

- *"The definite aims of our schools*
- *Coedmawr Infants School provides a firm foundation for every child in Welsh. We build the basis of values*
- *Traditional Welsh and Welshness*
- *Confirm, reinforce and develop the Welsh learner.*
- *Continue to consolidate and develop all children in Welsh and English in all aspects of the Junior Department to ensure that it is capable*
- *Speak, read and write confidently in both languages before transferring from the Primary to Secondary sector.*
- *A special arrangement is provided at the Language Center in Caernarfon for late non-Welsh speakers aged 7 to 11*
- *Any child with severe learning difficulties mainly fosters reading and writing skills in his mother tongue, but he is emphasized on both oral habits "*

Coed Mawr Infants

Estyn's 2015 report states

"About 8% of the pupils are from Welsh-speaking homes." "Able pupils read fluently and intelligently in Welsh"

<https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20%20Ysgol%20Babanod%20Coed%20Mawr%202015.pdf.pdf>

Ysgol Glanadda and Coed Mawr are part of a federation and share a website. See the section on Ysgol Glanadda above to see comments on the schools website for their use of the language.

Glancegin

The Estyn's 2013 report recommends that the school needs

"Ensure further improvements in Welsh across the school"

And observe about school pupils

5. Potential

Continue with current procedure

Option 3

Extend the Faenol to increase capacity from 186 to 315. New school to Garnedd increasing capacity from 210 to 420. Close Ysgol Coed Mawr and Glanadda. New building for Our Lady. Increase the capacity of Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building . Consideration of Secondary provision including the condition of existing buildings.

Option 10

Increase the capacity of Ysgol y Faenol (315). Ysgol y Garnedd to new site and increase capacity (330). Modify Ysgol Glanadda's site to accept Coed Mawr children (90). New building for Our Lady. Increase the capacity of Ysgol Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building. Consideration of Secondary provision including the condition of existing buildings.

6. Conclusion

The Language Policy is the same for all Gwynedd primary schools, so the provision would be the same for pupils regardless of which primary school they would choose to attend. Looking at the above evidence, and in accordance with the Language Policy, the medium of curriculum provision is expected to be the same across primary schools, and all Bangor primary schools (apart from Our Lady's School) are successful in significant percentage of pupils achieve the expected level of Welsh (first language) in Foundation Phase and KS2.

However, it is recognised that the Welsh culture and culture of the primary schools in Bangor and across the county vary, mainly based on the children's Language background. This diversity is mainly reflected in the use of Welsh by the children in informal and social contexts. In response to this, the Council's Charter was developed by the Council as a specific scheme that operates in every primary school in Gwynedd to encourage the social use of children of Welsh, to promote awareness of the schools' Welsh and Welshness. See Appendix 1 for more information about the use of Welsh.

7. Community Impact

As part of the statutory consultation process, a community impact assessment is required in compliance with the Schools Organisation Code 006/2013. This assessment is derived from the Welsh Government national guidelines for schools re-organisation, including considerations regarding rural areas unique requirements.

“In some areas, the school can also be a focal point for a community activity, and closing implications may be more than a matter of education provision. This can be a typical feature in rural areas if school buildings are used to provide services for the local community”.

“The case prepared by those submitting proposals indicate that an assessment has been held on the impact of school closure on the community, and how the community facilities currently provided by the school, could be held. If there is a proposal to close a school, Local Authorities should consider what action needs to be taken to maintain or improve engagement with education process and with other facilities provided by schools as before and after school activities that could assist to address child poverty.”

Source: Circular 006 /2013

Discussions are being held in the Bangor catchment-area regarding primary schools re-organisation. Within the catchment-area, there are 8 primary schools and 2 secondary schools. See Map 1 (page 3) to see the locations of the school. Given consideration that the schools are within close proximity in an urban area, we can state that the school communities have access to the same general resources (e.g. surgery, shopping, church etc.). The community utilises the buildings and resources of some of the schools currently, any change to the buildings, especially the closure of any sites, will impact the communities.

The following table notes which community activities, outside the normal school work that take place in the school buildings. Many of these activities are aimed towards school pupils but other community groups, such as choirs, bands and sports teams also make use of the school buildings.

Table 14: Community Use of school facilities

	Cae Top	Ein Harglwyddes	Glanadda	Coedmawr	Glancegin	Hirael	Y Faenol	Y Garnedd
Yr Urdd	✓				✓		✓	✓
Sports	✓		✓				✓	✓
Choir Practice							✓	✓
Music Practice			✓					✓
After School Club	✓						✓	✓
Breakfast Club			✓				✓	✓
Charity Events	✓		✓		✓		✓	
Educational Clubs	✓	✓					✓	
Community Services							✓	
Nursey Group (Cylch Meithrin)	✓							
School Holidays Club	✓						✓	
Catholic Church Confirmation Classes		✓						

By closing Glanadda and Coedmawr sites (Option 3 and Option 8) certain elements of community events will be lost. However, we observe that other schools in the area such as Ysgol y Garnedd make similar use of the school building and the community could make use of the building.

There is no reason to think that one of the options would have a negative impact on the community. The option of having new sports resources is likely to have a positive impact on the community.

8. Appendix 1

We have looked at language survey to see what use year 3-6 pupils make of the Welsh language at the school. The tables in Appendix 1 show what the language situation would be like if we combined the responses of pupils of both schools.

Table 9.1: Percentage of pupils who speak Welsh with children in the classroom

Speak Welsh with children in class	Always	Often	Sometimes	Very Little	Never
Ysgol y Garnedd	88.8%	6.9%	3.1%	0%	1.3%
Ysgol Glanadda	4.8%	21.4%	66.6%	7.1%	0%
With one another	71.3%	9.9%	16.3%	1.5%	1%

Table 9.5: Percentage of pupils who speak Welsh to the children on the corridor and in the dining hall

Speak Welsh with the children on the corridor and in the dining hall	Always	Often	Sometimes	Very little	Never
Ysgol y Garnedd	83.8%	12.5%	3.1%	0.6%	0%
Ysgol Glanadda	4.8%	21.4%	50%	19%	4.8%
With one another	67.3%	14.4%	12.9%	4.5%	1%

Table 9.6: Percentage of pupils who speak Welsh on the school playground

Speak Welsh on the school playground	Always	Often	Sometimes	Very Little	Never
Ysgol y Garnedd	79.4%	16.3%	4.4%	0%	0%
Ysgol Glanadda	0%	19%	57.1%	19%	4.8%
With one another	62.9%	16.8%	15.3%	4%	1%

Table 9.8: Percentage of pupils confident when speaking Welsh

Confident Welsh Speaker	Very confident	Confident	Fairly Confident	Not Confident	Total lack of confidence
Ysgol y Garnedd	78.8%	11.9%	6.3%	1.9%	1.3%
Ysgol Glanadda	59.5%	21.4%	7.1%	9.5%	2.4%
With one another	74.8%	13.7%	6.4%	3.5%	1.5%

Table 9.9: Percentage of pupils who think that it is important to speak Welsh

I think that it is important to speak Welsh	Very important	Important	Fairly important	Not important	Of no importance
Ysgol y Garnedd	84.4%	11.9%	3.8%	0%	0%
Ysgol Glanadda	95.2%	4.8%	0%	0%	0%
With one another	86.6%	10.4%	3%	0%	0%

DRAFFET



Modernisation Education Programme
Education Department

Equality Impact Assessment Report

Bangor Catchment

January 2018

Introduction

It has become apparent that a number of issues need to be addressed in Bangor schools, for example:

- overcapacity in some schools (Garnedd and Faenol)
- high number of surplus places in some schools (Coedmawr and Glanadda)
- leadership and recruitment issues – especially headteacher posts
- unsuitable teaching spaces which restrict the ability to provide a full curriculum
- poor building conditions in some cases
- a lack of facilities
- inconsistent per head pupil cost between schools
- ensuring schools are viable in the future, with a detailed consideration of any further housing developments in the Goetre Uchaf area (Penrhosgarnedd)

Gwynedd Council, through its 21st Century Schools Funding Programme, will seek to address the issues above by developing suitable educational models which are viable for the future. Some elements will be implemented through the current Band A Funding Programme (2013-18) and other elements during future funding programmes.

Initial discussions have been held by the Catchment Review Panel (CRP) forum. The CRP consists of Headteachers, Chair of Governors, Parent Governor representatives from all schools in the catchment, Local Councillors, Church (Catholic and Anglican) representatives, and representatives from Group Llandrillo Menai. Following discussion by the CRP, a list of 12 options were identified. It is anticipated that certain elements will be implemented in a phased approach.

Short List of Options :

1. **Status Quo** – current situation unchanged.
2. **(Option 3)** Extend the Faenol to increase capacity from 186 to 315. New school to Garnedd increasing capacity from 210 to 420. Close Ysgol Coed Mawr and Glanadda. New building for Our Lady. Increase the capacity of Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiraël's building . Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiraël, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21st Century Schools Programme).

3. **(Option 8)** Close Ysgol Glanadda and Coed Mawr. Extension to Ysgol Faenol (315). A new build for Garnedd (380-420 children). A new Building for Our Lady (120) (Church funding). Creating sports community facilities to be shared by Garnedd, Friars, Cae Top (such as Parc Eirias). Increase the capacity of Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiraël's building. Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiraël, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies

school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21st Century Schools Programme).

4. **(Option 10)** Increase the capacity of Ysgol y Faenol (315). Ysgol y Garnedd to new site and increase capacity (330). Modify Ysgol Glanadda's site to accept Coed Mawr children (90). New building for Our Lady. Increase the capacity of Ysgol Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building. Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiracl, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21st Century Schools Programme).

1. Relevant Legislation

The Equality Act 2014 ("the Act") combines previous anti-discrimination acts into one Act to replace them. It simplifies and strengthens the legislation, and does away with inconsistencies, making it easier for people to understand the legislation and to comply with it. Most requirements of the Act came into force on 1 October 2010. The Act contains new duties for the public sector regarding equality (the 'general duty') which replace the individual responsibilities regarding equality in terms of race, disability and gender. This duty came into force on 5 April 2011.

The aim of the general duty is to ensure that public authorities and those undertaking responsibilities consider how they can contribute positively towards a fairer society by improving equality and good relations from day to day. The duty ensures that attention to equality is incorporated into the way that policies are planned and the way that services are provided and ensures that policies and services are continually reviewed. This ensures better results for everyone i.e. the abolition of illegal discrimination, harassment and persecution; the promotion of equal opportunities and the generation of good relationships. These duties are legally binding. Authorities which fail to achieve the duties may face legal challenge.

The Equality Act 2010 protects people on the basis of a series of protected features: Race, Gender, Disability, Sexual Orientation, Gender Re-assignment, Religion, Creed and Age-group. Where relevant, it also protects on the basis of marriage and civil partnership, pregnancy and maternity. It should also be noted that the Act provides protection on the grounds of a 'connection' with the protected features, and would therefore protect parents or guardians of disabled children on the basis of their connection with the child. The Act requires that that the duty to give 'due attention' is prominent during the decision making process. It is also important to note that public authorities who are bound by the obligations are also likely to be bound by the obligations relevant to the Human Rights Act. Therefore, as part of the same process, it would be prudent to also consider the possible impact that decisions could have on human rights.

2. Implementation

Gwynedd Council Education Department is responsible for this assessment. It was undertaken between January and February 2018. The information is based on data from PLASC September 2017, along with Estyn reports and other sources. Processes are in place to ensure that all relevant schools have an opportunity to input into the equality assessment. School responses will be incorporated into the statutory consultation process. Pupils will also have an opportunity to input their views during the statutory consultation period.

3. Identifying the Impact

What impact will any implemented changes have on people who have equality aspects?

Equality Features	Impact																		
Race (including nationality)	All Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti Bullying Policies. The Anti-Bullying Policy provided by Gwynedd Council notes anti-bullying guidelines and procedures based on factors such as race at the school.																		
	<i>The table below identifies pupils from the relevant schools according to ethnicity (PLASC January 2017):</i>																		
	School	White British	White other/mixed	Irish	Romanian	Polish	Turkish/ Cypriot	African	Asian	Bangladeshi	Middle East	Chinese	Pakistan	Arabic	Spanish/Portuguese	Indian	Mixed	Other	No information
	Y Garnedd	259	1	1													1	1	3
	Coedmawr (Babanod)	13	1										1						
	Glanadda	41	1						3	1			2	1					1
	Y Faenol	118	9		1	5			4	2	2	8	2	8		4	2	3	2
	Hirael	86	9		1			4	2	3	10	1		8			2	3	2
	Glancegin	155	1			1	2				1								7
	<i>The table below identifies pupils from the relevant schools according to National Identity (PLASC January 2017):</i>																		
	School	Welsh	White British	Other	Don't know or haven't said														
	Y Garnedd	229	30	0	7														
	Coedmawr (Babanod)	7	5	2	1														
	Glanadda	29	13	6	2														
	Y Faenol	72	74	22	5														
	Hirael	43	49	31	8														
	Glancegin	99	55	2	11														

The Welsh Language	<p>The Council's Welsh Education Plan sets the same requirements on every school, and therefore in terms of implementing the policy, there will be no changes, irrespective of which model is adopted.</p> <p><i>[A separate assessment will be undertaken to assess any potential effect on the Welsh Language]</i></p>
Disability	<p>As part of the 21st Century Schools Programme, jointly funded by the Welsh Government and Gwynedd Council, there will be an opportunity to ensure that all buildings will meet the requirements and standards of access for the disabled (the DDA). From a construction perspective, any plans implemented will meet Building Regulations Wales 2010 - Part M (Access to and use of buildings). These Regulations comply with the requirements of the Equality Act 2010.</p> <p>The Council's policy requires schools to provide an Anti-bullying Policy, and consequently, all schools will be expected to protect against bullying on the basis of disability, and on any other basis. In addition, Gwynedd schools have a Transport Code of Practice. All the proposed models will also provide opportunities to improve the provision of Additional Learning Needs.</p>
Age	<p>The three short listed options, Models 3, 8 and 10 would include a change to the age cohort for some pupils. Ysgol Coedmawr is currently an infants' school (ages 3 to 7) and Ysgol Glanadda is a junior school (ages 7 to 11). The proposed changes in all 3 options would result in children from Coedmawr and Glanadda being educated in a school with an age range of 3 to 11 on one site. However it is not envisaged that this would have a negative impact as the age range in the majority of Gwynedd schools is for ages 3-11.</p>
Gender	<p>The proposed plans will have little impact on gender as every affected school is a mixed gender primary school.</p>
Religion or Beliefs (or lack of beliefs)	<p>There are a number of schools in the catchment which are of a religious denomination. Ysgol y Faenol is a Church in Wales Voluntary Controlled primary school (CWR(E)) and Our Ladies is a Voluntary Controlled Catholic primary school (CWR(C)). None of the proposals suggest changing the current categories.</p> <p>All schools have an Inclusion Policy which would address any instances which might arise associated with religion or beliefs.</p>

4. Equality Duties

Does the Policy or Service meet these General Obligations?

Equality Act General Obligations	Is the duty met?	In what way?
Removal of illegal discrimination, harassment and persecution	Yes	None of the proposed options will change the statutory duty of the affected schools to protect pupils from any discrimination, harassment or victimisation. The aim is to give pupils the opportunity to voice their opinions in a way that is suitable and appropriate in view of any factors that affect them. They will continue to use the School Council, PSE lessons, anti-bullying

		policies and other methods to ensure that the school abolishes illegal discrimination, harassment and persecution.
Promote equal opportunities	Yes	<p>All of the three options will aim to improve opportunities for each child within the catchment.</p> <p>An Estyn report (January 2007) ‘An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises’ states that “children who receive their education in new or significantly refurbished buildings perform better, attainment and achievement levels are improved along with attendance and behaviour. Leadership and management also improves, along with quality of teaching. The improvements also mean more choice for pupils because of more space and better facilities. The provision the school makes for before-school and after-school activities also significantly improves”.</p> <p>Every school will continue to promote equal opportunities.</p>
Adopt good relations	Yes	<p>All three options will aim to build upon the good relationship between the schools and their communities, and also encourage schools to share good practise. Option 8 includes opportunities to share community sports facilities.</p> <p>During any school capital development project, the Council will examine all opportunities to improve the relationship between a school and its community and to promote the school for community use.</p>

5. Conclusions

It is not anticipated that any of the three models would have an impact on the substance on any of the equality characteristics included in this assessment. If, following the consultation, some are highlighted; the Council will consider the required course of action. There will be no change to any school policy within the relevant schools as regards equality issues.

6. Monitoring and Mitigation

No negative effects are anticipated. If any are highlighted following the consultation, the Council will seek ways to mitigate them, specifically looking at any suggestions offered in the responses.

7. What action should be taken?

Select one of the following:

Continue with the policy/service as it is robust	✓
Amend the policy to remove any barriers	
Prevent and remove the policy as the damaging impact is too substantial	
Continue with the policy as the damaging impact can be justified	

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