

# Equality Impact Assessment (EqIA) (including Welsh Language & Socio-economic Duty)

November 2021

<b>Name of Policy or Practice</b>	Gwynedd and Anglesey PSB Well-being Plan 2023-28		
<b>Responsible Officer / Head of Department</b> (responsible for the Policy or Practice)	Sandra Lynne Thomas, Programme Manager Gwynedd and Anglesey Public Services Board		
<b>Service / Department</b>	Leadership Team, Cyngor Gwynedd	<b>Start Date of Assessment</b>	December 2022

<b>Name of officer(s) (and partners) completing the EqIA</b>		
<b>Name(s)</b>	<b>Job Title(s)</b>	<b>Signature(s)</b>
Cyngor Gwynedd	Chief Executive	
Cyngor Sir Ynys Môn	Chief Executive	
North Wales Fire and Rescue Service	Chief Officer	
Natural Resources Wales	Chief Officer	
Betsi Cadwaladr University Health Board	Chief Executive	

\*Consider including only job titles when publishing

<b>Document Version</b>	<b>Revision Date</b>	<b>Briefly Describe the Changes</b>
V1-V3	12/22 – 03/23	Early drafts, consultation with partners
V4	17/04/23	Draft to translation
V5	25/04/23	Final version

<b>EqIA Approved by Responsible Officer / Head of Department / Service / Committee</b>	
<b>Date EqIA Concluded</b>	
<b>Name</b>	
<b>Job Title</b>	

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<b>Signature</b>	
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## Introduction

This document is a multi-purpose tool ensuring the appropriate steps are taken to comply with the [Public Sector Equality Duty](#) Equality Impact Assessment legislation and to demonstrate that we have shown due regard to the need to reduce inequalities of outcome resulting from socio-economic disadvantage when taking strategic decisions under the [Socio-economic Duty](#) It also ensures that we take appropriate steps to comply with the requirements of the [Welsh Language Standards](#) (Section 44: Welsh Language Measure (Wales) 2011) to consider the impact of strategic and policy decisions on the language.

When we plan to introduce a new, or revise an existing, policy or practice, make changes or cuts to a service or make strategic decisions, we are required to consider if the decision would have a disproportionate impact on people sharing one or more [protected characteristic](#) or whether it could create inequalities of outcome around socio-economic disadvantage. Where this is likely to be the case, we must take appropriate action. The EqIA process is not intended to prevent us doing things but to ensure we have considered the impact. It helps us focus on the actions we can take to remove and/or mitigate any disproportionate or discriminatory impact and introduce measures to advance equality of opportunity.

To comply with the [General Duty](#) and [Socio-economic Duty](#), we must have 'due regard' (or consciously consider the need) to: eliminate discrimination, advance equality of opportunity and foster good relations and to the need to reduce the inequalities of outcome resulting from socio-economic disadvantage. The greater the relevance and potential impact, the higher the regard required by the duty. The General Duty will be more relevant to some functions than others and they may also be more relevant to some protected characteristics than others. Our duty must be exercised with rigour, an open mind and considered at a time when it can make a difference to our decisions. Policies with high relevance, such as strategic budgetary decisions, grant-making programmes, changes to service delivery (including withdrawal or reorganisation of services), and recruitment or pay policies should always be subject to an assessment for impact. For further guidance see [EHRC Assessing Impact Guidance](#) and [Socio-economic Duty Code of Practice](#). Our duty to comply with this legislation cannot be delegated.

This template should demonstrate the steps taken to carry out the assessment including relevant engagement/consultation, the information taken into account, the results of the assessment and any decisions taken in relation to those results. The EqIA should be published where it shows a substantial (or likely) impact on our ability to meet the General Duty.

### Benefits of undertaking an EqIA:

- Gain a better understanding of those who may be impacted by the policy or practice
- Better meet differing needs and become more accessible and inclusive
- Enable planning for success – identifies potential pitfalls and unintended consequences before any damage is done
- Enable improved planning that will make decisions proactive rather than reactive, avoid having to reverse decisions which could have cost and reputational implications

- Demonstrate decisions are thought through and have taken into account the views of those affected
- Enable us to manage expectations by explaining the limitations within which we are working (eg, budget)
- Help avoid risks and improve outcomes for individuals
- Remove inappropriate or harmful practices and eliminate institutional discrimination
- Ensure we put Welsh and English Language on an equal footing and that decisions are made that safeguard and promote the use of the Welsh language

Whilst this document may seem lengthy, as well as containing the necessary steps in the process, it also contains guidance notes in the key areas to assist you in undertaking the EqIA. Additional links to further information are also included for assistance. Further information can be found on NHS/ WLGA PSED/ EIA [here](#).

## **Equality and Welsh Language Impact Assessment Steps**

- Step 1 - Identify the Main Aims and Objectives of the Policy or Practice
- Step 2 - Data, Engagement and Assessing the Impact
- Step 3 - Procurement and Partnerships
- Step 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice
- Step 5 - Decision to Proceed
- Step 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data
- Step 7 - Publishing the Equality Impact Assessment

### **Important Note to Completing Officer(s):**

It is important that the EqIA is completed when the policy or practice is being developed so that the findings from the EqIA can be used to influence and shape the policy or practice. It is recommended as a minimum, it is completed by a lead officer who is responsible for the policy or practice, a subject matter expert and a critical friend with at least one who has received formal EqIA training. This document needs to be presented to the decision makers along with the draft policy or practice as part of the decision making process.

Where you are developing a high level strategy or plan that does not contain sufficient detail to show how it will impact on individuals or groups (ie, where there will be plans and actions sitting beneath the strategy that will determine this), you should still undertake the full Equality Impact Assessment. You may also need to complete additional EqIA(s) on the plans and actions beneath the high level strategy. This will ensure you demonstrate that you have shown due regard to complying with the [General Duty](#), the [Public Sector Equality Duty](#), the [Welsh Language Standards](#) and the [Socio-economic Duty](#).

If your policy or practice is as a result of a UK, Welsh Government or Local Authority wide directive, you should still assess the impact of this locally to identify any differential impact due to local difference.

You should consider whether other events, eg, Covid-19, Brexit, Black Lives Matter, etc, have highlighted or exacerbated inequalities that need to be addressed as you work through the EqIA

## **STEP 1 – Identify the Main Aims and Objectives of the Policy or Practice**

**1. What is being assessed?** *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- New and revised policies, practices or procedures (which modify service delivery or employment practices)
- Service review or re-organisation proposals which affect the community and/or staff, eg, early years provision, care, education
- Efficiency or saving proposals, eg, resulting in a change in community facilities, activities, support or employment opportunities
- Setting budget allocations for new financial year and strategic financial planning
- Decisions affecting service users, employees or the wider community including (de)commissioning or revised services
- New project proposals affecting staff, communities or accessibility to the built environment, eg, new construction work or adaptations to existing buildings, moving to on-line services, self-service, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation (refer to any national EqIA and consider local impact)
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other please explain in the box below:

## 2. What are the overall aims, objectives and intended outcomes of the policy or practice?

The Well-being of Future Generations (Wales) Act 2015 has created a Public Services Board (PSB) for each local authority area in Wales to ensure that public bodies work together to create a better future for the people of Wales. Gwynedd and Anglesey work together as one Board.

Gwynedd and Anglesey PSB includes the two County Councils, North Wales Fire and Rescue Service, Betsi Cadwaladr University Health Board and Natural Resources Wales together with a number of other organisations, e.g. Grŵp Llandrillo Menai, North Wales Police, Mantell Gwynedd, Medrwn Môn, Bangor University, representatives of the housing sector etc.

Every five years an assessment of local well-being is published and includes detailed research on economic, social, environmental and cultural issues. It is also an opportunity for residents to say what is good about their communities and what is not so good. The last Well-being Assessments were carried out during 2022. The Well-being Assessments are available on our Website

One of the key statutory functions of the PSB under the Well-being of Future Generations Wales (2015) Act is to produce a well-being plan. The Well-being Plan sets out how the PSB will work together to improve the well-being of people and communities in Gwynedd and Anglesey now and in the future. The Well-being Plan represents the additional value that can be delivered through working innovatively and collaboratively as partners. The current well-being plan period of 2018-2023 is coming to an end and our new well-being plan will be in place for the next five years 2023-2028.

Using the evidence in the Well-being Assessment workshops with the PSB members and a public consultation the PSB has identified **three Well-being Objectives:**

- We will work together to mitigate the effect of **poverty** on the well-being of our communities
- We will work together to improve the well-being and achievement of **our children and young people.**
- We will work together to support our services and communities to move towards **Zero Net Carbon.**

In addition, it is important to note that the **Welsh language** is a golden thread running through the plan. We promote the use of the language in all aspects of our work and will work with communities to develop services and activities through the medium of Welsh. The Public Services Board is an opportunity to share good practice, promote the language and ensure that residents of both counties have access to all public services through the medium of Welsh. An example of this is the work completed recently to encourage and empower customers to use Welsh when accessing public services. We will also explore solutions to encouraging Welsh speakers to seek jobs where Welsh is a key skill. Further actions in relation to the Welsh language are detailed beneath each of the objectives.

For each of the objectives, there are firm steps and outputs of how the PSB can deliver and how they contribute to each of the Well-being Goals of the Well-being of Future Generations Act (Wales) 2015.

### 3. Who are the main consultative groups (stakeholders)?

*Note: Consider communities of interest or place (where people are grouped together because of specific characteristics or where they live)*

The main consultative groups for the Gwynedd and Anglesey Well-being Plan are:

- Residents of Gwynedd and Anglesey – these have been grouped into well-being areas through the Well-being Assessments held in 2021 and specific characteristics for each of the fourteen well-being areas can be found in the assessments on our website [www.llesiantgwyneddaron.org](http://www.llesiantgwyneddaron.org) Factors such as population and language, environment, social, economic and cultural characteristics were identified.
- All members of the Public Services Board – Statutory and invited are also stakeholders, and include Grŵp Llandrillo Menai, North Wales Police, Mantell Gwynedd, Medrwn Môn, Bangor University, representatives of the housing sector etc.

Some of the groups we specifically engaged with during consultation on the draft well-being plan included:

- Equality Groups including the GISDA LGBTQ+
- Forum and interest groups that represent or work with people and / or children with equality characteristics
- Young people (Grwp Llandrillo Menai Students)
- Older People's Forum and Older People's Council
- Gwynedd Council Residents Panel
- Town and County Councils
- Cwmni Bro Ffestiniog

Interaction on social media (Facebook and Twitter) – PSB partners' websites, Gwynedd Council website, Anglesey County Council website, e-newsletters of elected members and Council staff.

### 4. Is the policy related to, influenced by, or affected by other policies or areas of work (internal or external), eg, strategic EqlAs if this is an operational EqlA and vice versa?

*Note: Consider this in terms of statutory requirements, local policies, regional (partnership) decisions, national policies, welfare reforms.*

This Equality Impact Assessment looks at the Plan as a whole. Each initiative within the Plan will require a separate Impact Assessment either on the initiative as a whole or on specific parts of it. It is the duty of individual project leads or the group responsible for the initiative to undertake the Assessment(s).

We have also undertaken a review of the strategic plans of all the statutory partners specifically in relation to Welsh language, well-being and climate change. A similar exercise is underway for the non-statutory partners.

## STEP 2 - Data, Engagement and Assessing the Impact

When completing this section, you need to consider if you have sufficient information with which to complete your EqlA, or whether you need to undertake a period of engagement/consultation before continuing. The legislation relating to the EqlA process requires you to **engage and**

**involve people who represent the interests of those who share one or more of the protected characteristics *and* with those who have an interest in the way you carry out your functions.** The socio-economic duty also requires us to **take into account the voices of those in the community including those with lived experience of socio-economic disadvantage.** You should undertake engagement with communities of interest or communities of place to understand if they are more affected or disadvantaged by your proposals so that you can address inequalities of outcome. This needs to be proportionate to the policy or practice being assessed. Remember that stakeholders can also include our own staff as well as partner organisations.

Before carrying out particular engagement activities, you should first look to data from recent consultations, engagement and research. This could be on a recent related policy or recent assessments undertaken by colleagues or other sources, eg, [Is Wales Fairer?](#), [North Wales Background Data Document](#), InfoBase Cymru, WIMD<sup>1</sup>. This can help to build confidence among groups and communities, who can see that what they have said is being acted on. If you have very little or no information from previous engagement that is relevant to this EqIA, you should undertake some engagement work with your stakeholders and with relevant representative groups to ensure that you do not unwittingly overlook the needs of each protected group. It is seldom acceptable to state simply that a policy will universally benefit/disadvantage everyone, and therefore individuals will be affected equally whatever their characteristics. The analysis should be more robust than this, demonstrating consideration of all of the available evidence and addressing any gaps or disparities. Specific steps may be required to address an existing disadvantage or meet different needs.

**The Gunning Principles**, established from past court cases, can be helpful in ensuring we apply fairness in engagement and consultation:

Principle 1: Consultation must take place when the proposals are still at a formative stage. You must not have already made up your mind.

Principle 2: Sufficient reasons must be put forward to allow for intelligent consideration and response. Have people been given the information and opportunity to influence?

Principle 3: Adequate time must be given for consideration and response. Is the consultation long enough bearing in mind the circumstances?

Principle 4: The product of consultation must be conscientiously taken into account when finalising the decision.

**5. Have you complied with the duty to engage as described above and are you sufficiently informed to proceed?**

Yes    X    No        *(please cross as appropriate X)*

**6. If Yes, what engagement activities did you undertake and who with?**

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<sup>1</sup> Wales Index of Multiple Deprivation

The consultation on the draft Well-being plan was held from 13 December 2022 to 6 March 2023 to present and explain the draft priorities to the public, partners and local organizations and raise awareness of the opportunity for them to take part in the exercise by completing a short online questionnaire on the Gwynedd and Anglesey Public Services Board website linking through to a Limesurvey questionnaire hosted on the Gwynedd Council website. [Gwynedd & Anglesey Well-Being Plan \(llesiantgwynedd.com.org\)](https://www.gwynedd.gov.uk/Well-being-Plan)

Paper copies were also available in libraries and public reception areas in Gwynedd and Anglesey and alternative format copies were available by request.

The number of respondents to the questionnaire was 499 (including the Gwynedd Residents Panel):

*Table 1 - Number and percentage of the respondents who responded to the consultation as individuals, County Councillors, on behalf of an organisation, group or business, or on behalf of a Town/Community Council and the number who chose not to answer the question.*

	Number	Percentage
As an individual	462	92.6
As a County Councillor	7	1.4
On behalf of an organisation, group or business	17	3.4
On behalf of a Town/Community council	5	1.0
No response	8	1.6
<b>Total</b>	<b>499</b>	<b>100.0</b>

As many people as possible in Gwynedd and Anglesey were encouraged to complete and return the questionnaire. A press release was released on 16 January 2023. This was released by both Councils, with the message also cascading through the PSB partners, social media and e-newsletters. Elected members and town and community councils were informed via direct e-mail and staff at both Councils also received information within a few of the staff bulletins.

**Question 2: In which well-being area do you live?**

Note that the majority of respondents live in Gwynedd (67.1%, N=335), with nearly a quarter (23.8%, N=119) living in Anglesey. Every well-being area was represented, albeit the numbers were very small in some, as seen from the following table.

*Table 2 - Number and percentage of respondents living in each authority.*



Authority	Number	Percentage
Anglesey	119	23.8
Gwynedd	335	67.1
Outside Gwynedd and Anglesey	15	3.0
No response	30	6.0
<b>Total</b>	<b>499</b>	<b>100.0</b>

Table 3 - Number and percentage of respondents living in each Well-being Area.

Well-being Area	Number	Percentage
Aethwy and Seiriol	15	3.0
Bro Aberffraw and Bro Rhosyr	14	2.8
Caergybi and Ynys Cybi	47	9.4
Canolbarth Môn and Llifon	24	4.8
Lligwy and Twrcelyn	14	2.8
Talybolion	5	1.0
Bangor	69	13.8
Caernarfon	85	17.0
Dolgellau	50	10.0
Ffestiniog	17	3.4
Llŷn	45	9.0
Penllyn	9	1.8
Porthmadog	34	6.8
Tywyn	26	5.2
Outside Gwynedd and Anglesey	15	3.0
Not answered	30	6.0
<b>Total</b>	<b>499</b>	<b>100.0</b>

We contacted as many interest groups as possible and groups that represent or work with people and/or children with equality characteristics to inform them of the engagement and to ask them to inform their users about the questionnaire.

In addition, we offered to attend meetings of different community and interest groups to hold informal face to face discussions and to gain different viewpoints. This was an opportunity to explore in more detail what people thought of the plan. We spoke to approximately 200 people overall in these groups These included:

- Team Leader, LGBTQ+ Youth Project GISDA
- Two groups of Grŵp Llandrillo - Menai students (Pwllheli and Llangefni)
- Older People Forum – South Meirionnydd Area, Gwynedd
- Third Sector Group – Gwynedd
- Older People Forum – Anglesey
- Town and Community Council Forum – Anglesey
- Cwmni Bro Ffestiniog
- Future Generations Wales Changemakers 100 (Will Stewart, Anglesey Council and Dafydd Gruffydd Menter Môn)

**7. If No, you may wish to consider pausing at this point while you undertake (further) engagement activities which you can include in the action plan below.** Please incorporate any information obtained from this additional activity in the boxes in question 8.

Action	Dates	Timeframe	Lead Responsibility	Information added to EqIA (✓)

**8. What information do you hold about the impact on each of the following characteristic and statutory considerations / duties from your experience of current service delivery and recent engagement or consultation?** Include any additional relevant data; research and performance management information; surveys; Government, professional body or organisation studies; Census data; Is Wales Fairer? (EHRC<sup>2</sup> data); information from initial screening; complaints/compliments; service user data and feedback; inspections/ audits; socio-economic data including WIMD<sup>3</sup> data. You may wish to include sub-headings showing where each element of your data has come from, eg, national data, local data, organisation data, general or specific engagement exercises, etc. Remember to consider

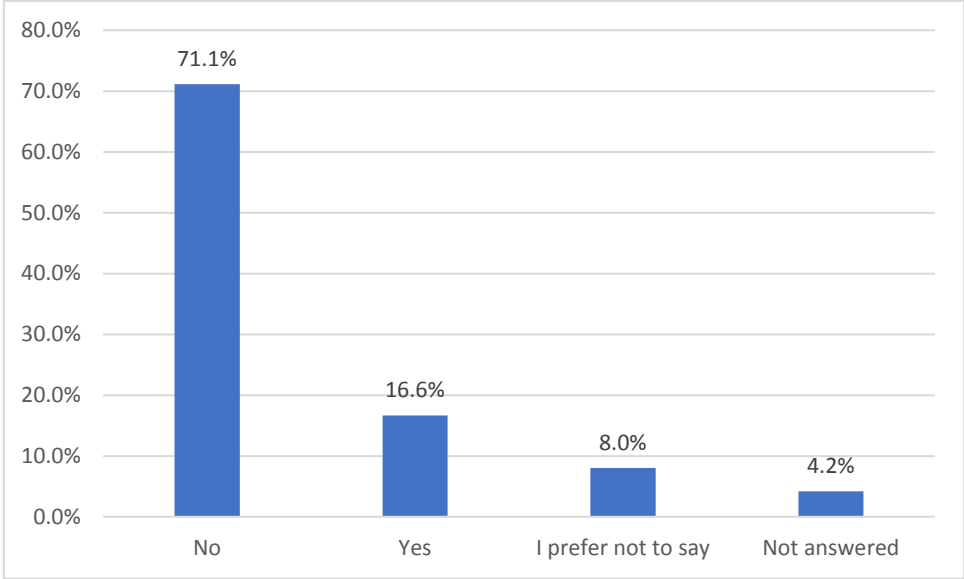
<sup>2</sup> Equality and Human Rights Commission

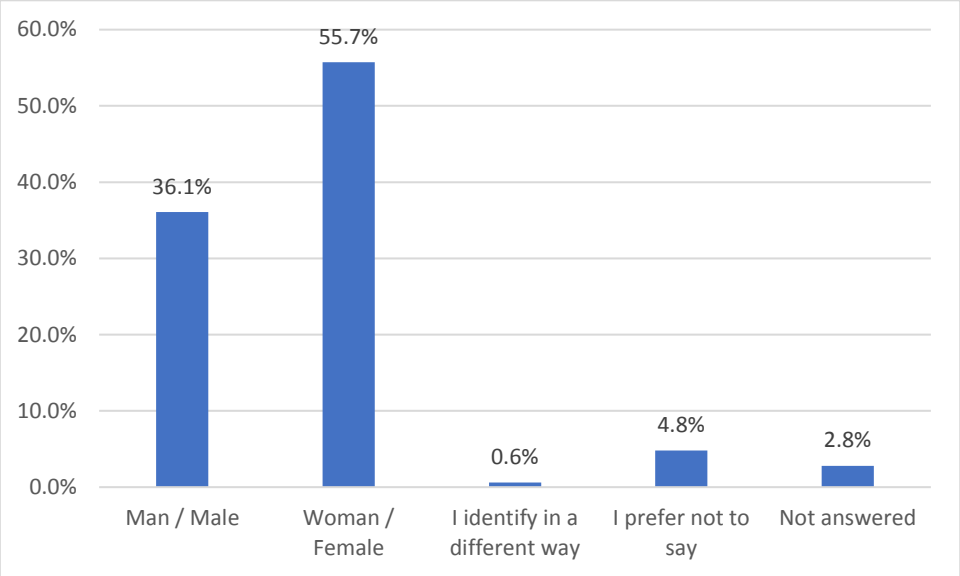
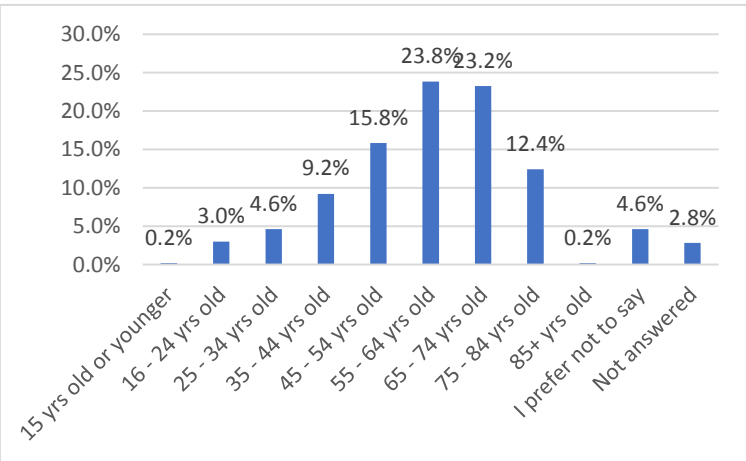
<sup>3</sup> Wales Index of Multiple Deprivation

Intersectionality issues, that is, the relationship between overlapping social identities (or socio-economic groups) and protected characteristics.

Consider any positive or negative impact including trends in data, geography (urban or rural issues), demography, access issues, barriers, etc. Also include any areas where there are inequalities of outcome resulting from socio-economic disadvantage or other relevant issues identified by communities of interest or communities of place (ie, where stakeholders, service users, staff, representative bodies, etc. are grouped together because of specific characteristics or where they live) and any issues identified for people living in less favourable social and/or economic circumstances.

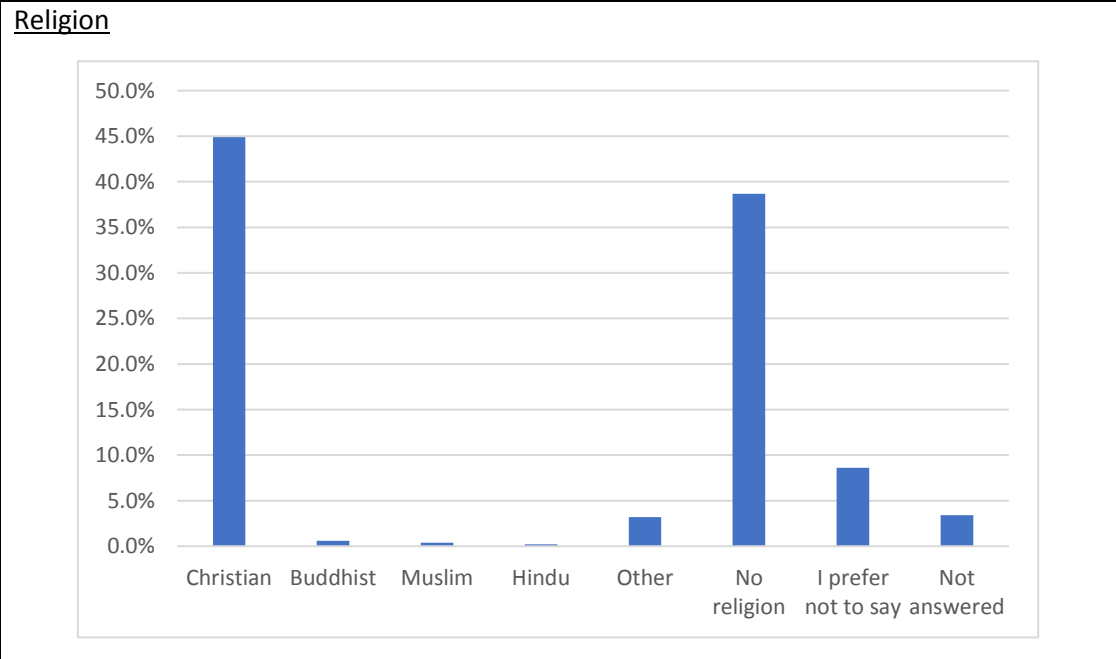
<b>Protected Characteristic /Group</b>	<b>Relevant Data</b>	<b>Positive and / or Negative Impact</b>	<b>Prompts</b> (not an exhaustive list) <b>Consider:</b>
<b>Race</b>	<p>An error in the online consultation questionnaire resulted in data re race being unavailable. However, a number of minority ethnic individuals attended the face-to-face consultation sessions and took part in the group sessions.</p> <p>The responses to the questionnaires confirmed that poverty affected all sectors of our society. Most respondents agreed that taking steps together to address poverty, improve the wellbeing of our children and young people and taking steps to mitigate climate change would positively impact everyone.</p> <p>The plan includes understanding and addressing barriers to accessing services as well as promoting cultural diversity.</p>	Positive impact	<p>How does your proposal take account of:</p> <ul style="list-style-type: none"> <li>Ethnicity</li> <li>Nationality</li> <li>Gypsies / Travellers</li> <li>Refugee / Asylum Seekers</li> <li>Migrants</li> <li>Barriers to accessing services</li> <li>Cultural issues</li> <li>Dietary requirements</li> <li>Language: interpreter provision</li> <li>Positive Action</li> <li>Co-production</li> <li>Awareness events</li> <li><a href="#">United Nations Convention on the Elimination of All Forms of Racial Discrimination (UNCERD)</a></li> </ul>

			Consider intersectionality issues										
<b>Disability</b>	<p><u>Disability</u></p> <p>Using the definition from Section 6(1) of the Equality Act 2010, do you consider yourself a disabled person?</p>  <table border="1" data-bbox="450 357 1411 938"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>71.1%</td> </tr> <tr> <td>Yes</td> <td>16.6%</td> </tr> <tr> <td>I prefer not to say</td> <td>8.0%</td> </tr> <tr> <td>Not answered</td> <td>4.2%</td> </tr> </tbody> </table> <p><i>Graph 18 - Percentage of respondents according to their response to the above question.</i></p> <p>Whilst we have taken steps to reach people with a physical or mental health impairment and their views are reflected in the questionnaires, we were disappointed that we were unable to attend the Mencap Hub in Llangefni despite two offers of possible dates by them to attend. We are in the process of arranging a visit – likely to discuss the published version not the draft due to timings, but we will encourage them to work with us over the life of the plan in a monitoring and scrutiny role.</p>	Response	Percentage	No	71.1%	Yes	16.6%	I prefer not to say	8.0%	Not answered	4.2%	Positive impact	<p>How does your proposal take account of the social model of disability?</p> <p>Consider barriers re</p> <ul style="list-style-type: none"> <li>Mobility / Dexterity</li> <li>Blind or Visually impaired</li> <li>Deaf or Hearing impaired</li> <li>Mental Health</li> <li>Learning difficulties</li> <li>Dementia</li> <li>Neurological difference / Autism</li> <li>Co-production</li> <li>Barriers to accessing service/ buildings/ facilities</li> <li>Communication methods</li> <li>Digital inclusion</li> <li>Carers</li> <li>Other Long Term Health Conditions</li> </ul> <p><a href="#">United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</a></p> <p>Consider intersectionality issues</p>
Response	Percentage												
No	71.1%												
Yes	16.6%												
I prefer not to say	8.0%												
Not answered	4.2%												

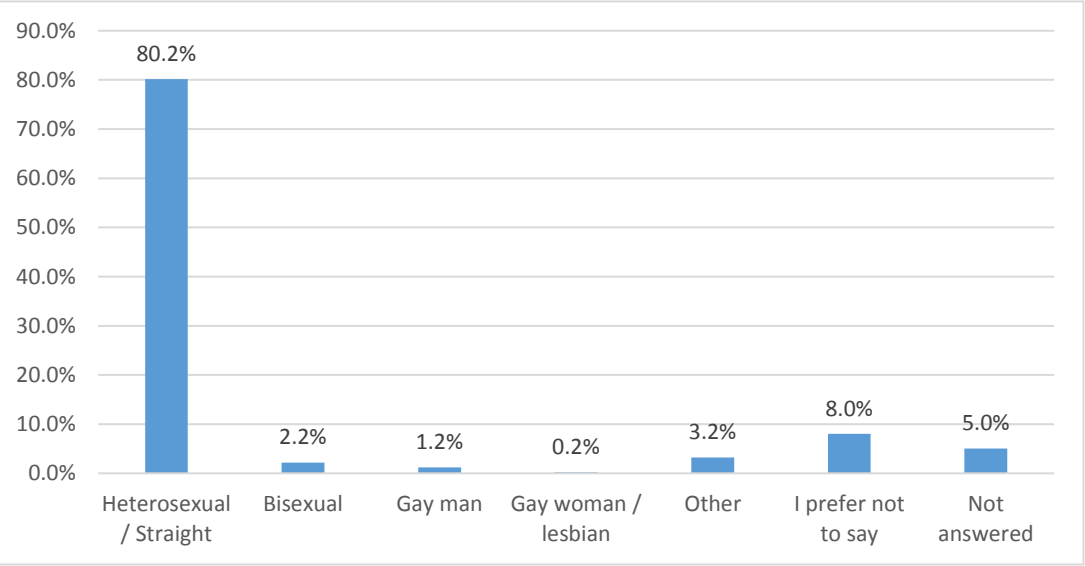
<p><b>Sex</b></p>	<p><u>Gender</u></p>  <p>Graph 11 - Percentage of respondents according to sex.</p>		<p>How does your proposal take account of Men / Women</p> <ul style="list-style-type: none"> <li>Gender Identity</li> <li>Toilet facilities/baby changing</li> <li>Childcare</li> <li>Gender Pay Gap</li> <li>Sex workers</li> <li><u>United Nations Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW)</u></li> <li>Consider intersectionality issues</li> <li>Co- production</li> </ul>
<p><b>Age</b></p>	<p><u>Age Group</u></p>  <p>Graph 12 - Percentage of respondents according to age group.</p>	<p>Positive impact</p>	<p>How does your proposal take account of age?</p> <ul style="list-style-type: none"> <li>consider</li> <li>Older People</li> <li>Children</li> <li>Young People</li> <li>Working Age People</li> <li>Young Families</li> <li>Demographics</li> <li>Digital inclusion</li> <li>Co-production</li> <li>NB: Where children / young people are affected complete the <u>Childrens Rights Checklist</u></li> </ul>

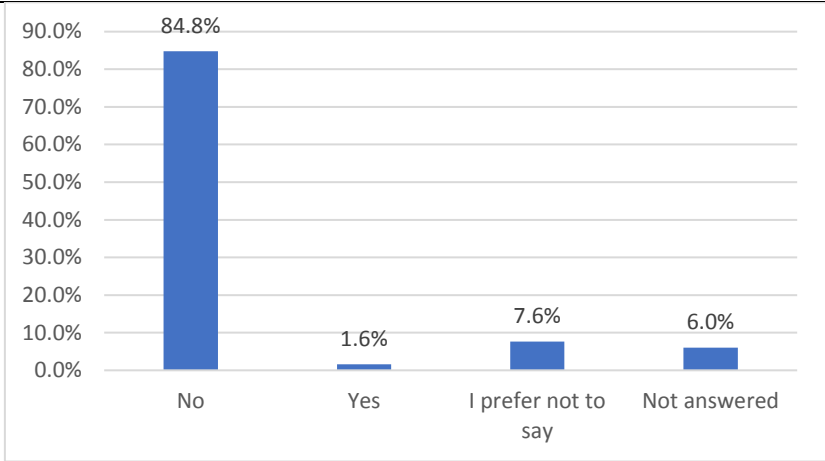
	<p>The Plan sets out how we will plan preventative services and activities together to support families before the need for intensive intervention arises. We will encourage children, young people and their families to improve their health so that they can live healthily and independently within their communities in the long-term. We will work to ensure that our children and young people have positive experiences during their childhood and give priority to supporting families to ensure that every child gets the best start in life.</p> <p>The Older People’s Forums in both counties have indicated that they will work with us going forward to monitor our progress and advise on issues that affect them.</p> <p>Digital inclusion is a key action in Objective 1 re addressing poverty.</p>	<p><u>United Nations Convention on the Rights of the Child (UNCRC)</u>  Caring responsibilities  Consider intersectionality issues</p>
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**Religion & Belief**



How does your proposal take account of religion, belief and non-belief?  
Consider  
Faith Communities  
Non Beliefs  
Dietary requirements  
Vegetarianism/Veganism  
Other philosophical beliefs  
Dress code/uniforms  
Religious festivals/activities  
Co-production  
Consider intersectionality issues

	<p><i>Graph 15 - Percentage of respondents according to religion.</i></p>																		
<p><b>Sexual Orientation</b></p>	<p><u>Sexuality</u></p>  <table border="1"> <thead> <tr> <th>Sexuality</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Heterosexual / Straight</td> <td>80.2%</td> </tr> <tr> <td>Bisexual</td> <td>2.2%</td> </tr> <tr> <td>Gay man</td> <td>1.2%</td> </tr> <tr> <td>Gay woman / lesbian</td> <td>0.2%</td> </tr> <tr> <td>Other</td> <td>3.2%</td> </tr> <tr> <td>I prefer not to say</td> <td>8.0%</td> </tr> <tr> <td>Not answered</td> <td>5.0%</td> </tr> </tbody> </table> <p><i>Graph 16 - Percentage of respondents according to sexuality.</i></p>	Sexuality	Percentage	Heterosexual / Straight	80.2%	Bisexual	2.2%	Gay man	1.2%	Gay woman / lesbian	0.2%	Other	3.2%	I prefer not to say	8.0%	Not answered	5.0%		<p>How does your proposal take account of sexual orientation?</p> <ul style="list-style-type: none"> <li>Gay</li> <li>Lesbian</li> <li>Bi-sexual</li> <li>Heterosexual</li> <li>Terminology</li> <li>Confidentiality about sexuality</li> <li>Consider intersectionality issues</li> <li>Same sex couples</li> <li>Next of Kin</li> <li>Co-production</li> </ul>
Sexuality	Percentage																		
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I prefer not to say	8.0%																		
Not answered	5.0%																		
<p><b>Gender Reassignment</b></p>	<p><u>Gender Identity</u> - Has your gender identity changed from when you were born? (For example you are transsexual or trans etc.)</p>		<p>How does your proposal take account of the trans community?</p> <ul style="list-style-type: none"> <li>A person who proposes to, starts or has changed their gender identity</li> <li>Transgender</li> <li>Appropriate language use, i.e. appropriate pronouns</li> <li>Gender neutral changing facilities and toilets</li> </ul>																

	 <p>Graph 17 - Percentage of respondents according to their response to the above question.</p>		<p>Gender neutral language within policy Consider intersectionality issues Co-production</p>
<p><b>Marriage &amp; Civil Partnership</b></p>			<p>Marital status Civil Partnership status Consider intersectionality issues Co-production</p>
<p><b>Pregnancy &amp; Maternity</b></p>	<p>Objective 2 in the plan specifically sets out an action where we will scope the development of an Early Years Strategy and implement plans to address gaps in service provision and support to ensure every child has the best start in life.</p>	<p><b>Positive impact</b></p>	<p>Pregnant mothers Those entitled to maternity and paternity leave Foster/Adoption Breastfeeding mothers Gender neutral language within policy Consider intersectionality issues</p>
<p><b>Welsh Language</b></p>	<p><u>Question 7: What do you think will be the impact of this work on the Welsh language, the opportunities to use it and its status within the community?</u></p> <p>Half the respondents (50.1%, N=250) thought that the plan would have a positive impact on the Welsh language, 28.9% (N=144) thought that it would have a neutral impact and 6.4%</p>	<p><b>Positive impact</b></p>	<p>Ensuring equal status of both Welsh and English languages. Availability of and access to services, activities and information.</p>



(N=32) thought that it would have a negative impact. 14.6% (N=73) did not have an opinion on the impact of the plan on the Welsh language.

*Table 13 - Number and percentage of responses regarding the impact of this work on the Welsh language, the opportunities to use it and its status within the community.*

	Number	Percentage
Positive impact	134	26.9
Some positive impact	116	23.2
Neutral	144	28.9
Some negative impact	5	1.0
Significantly negative impact	27	5.4
No opinion	58	11.6
No response	15	3.0
<b>Total</b>	<b>499</b>	<b>100.0</b>

The Welsh language is a golden thread running through our plan. We promote the use of the language in all aspects of our work and work with communities to develop services and activities through the medium of Welsh. The Public Services Board is an opportunity to share good practice, promote the language and ensure that residents of both counties have access to all public services through the medium of Welsh. Further actions in relation to the Welsh language are detailed beneath each of the objectives.

The PSB holds all meetings through the medium of Welsh, with English translation services available. The Welsh Language Sub-group has worked specifically on projects to promote the Welsh language and we have plans in place to continue the work of the Sub-group during the period of the new Well-being plan. An example of this is the work completed through a commission with Iaith Cyf to encourage and empower customers to use Welsh when accessing public services. We currently have a proposal to explore solutions to encourage Welsh speakers to seek jobs where Welsh is a key skill.

Technology  
Rights of individuals to ask for WL services.  
Impact on Welsh speaking communities, including:  
Positive / negative effects on opportunities to use the Welsh Language.  
Possible changes to number/percentage of Welsh speakers  
Migration  
Job opportunities / Staffing changes.  
Training needs and opportunities  
Availability of Welsh medium education  
Consider intersectionality issues

**Socio Economic Considerations**

The Well-being Plan specifically set outs addressing poverty across our communities as a priority (Objective 1). Some of the actions we will take will impact a number of domains, for example:

**Positive impact**

People living in less favourable social and economic circumstances than others in the same

	<ul style="list-style-type: none"> <li>• We will enact socially responsible public procurement, benefitting the local supply chain and promoting a circular economy locally.</li> <li>• We will offer diverse, quality, well-paid jobs that are a key part of keeping people in their communities, and consequently have a positive impact on maintaining the Welsh language.</li> <li>• We will commit to developing a fair work mindset, place fair work at the heart of policies and plans, create fair work and be exemplars of fair work in Anglesey and Gwynedd demonstrating the value of such an approach for business and the community and promote access to fair work for all.</li> <li>• We will increase digital inclusion and promote resilience to cyber-crime by sharing information about online scams.</li> </ul> <p>Objective 2 specifically makes reference to improving the well-being and achievement of our children and young people. Proposed actions include:</p> <ul style="list-style-type: none"> <li>• We will support the North Wales Vulnerability and Exploitation Board which works to protect the population of north Wales including specific work to protect young people.</li> <li>• We will support the National Strategy for Violence against Women, Domestic Abuse and Sexual Violence.</li> <li>• We will ensure that children, young people and their families, including those who are vulnerable or in our care, are resilient and prepared for employment, further education, or training. This includes looking at Green Skills and Welsh language skills for the future.</li> <li>• We will raise awareness in the system about the impacts of Adverse Childhood Experiences (ACEs) and trauma, and the opportunities to prevent exposure, mitigate risks and address harms.</li> <li>• We commit to being a Trauma Informed Public Service Board (PSB).</li> </ul>		<p>society. Disadvantage may be exacerbated by many factors of daily life, not just urban or rural boundaries. Consider ‘Intersectionality’ issues - where identity compounds socio-economic status, e.g. single parents (often women), disabled people, some ethnic minority groups. Consider that the impact can be in a number of domains, for example:  Inequalities in Education, Health, Living Standards, Work, Justice and Security and Participation.  <a href="https://gov.wales/socio-economic-duty-examples-inequalities-outcome">Examples</a>  <a href="https://gov.wales/socio-economic-duty-examples-inequalities-outcome">https://gov.wales/socio-economic-duty-examples-inequalities-outcome</a></p>
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<b>Human Rights</b>	We have assessed the impact of the proposed Plan on different equalities groups including collecting and analysing relevant data and consulted people who are likely to be affected. We will be reviewing and revising the policies in the light of the assessment and consultation on an ongoing basis.	Effaith gadarnhaol	See <a href="#">Human Rights Articles</a> . Consider intersectionality issues <a href="#">Welcome to the human rights tracker   Human Rights Tracker</a>
<b>Other (please state)</b>			Eg, Modern Slavery, Safeguarding, Other Covid effects, Carers, Ex-offenders, Veterans, Care Leavers, Substance Abuse, Homeless Consider intersectionality issues

<b>Human Rights Act 1998</b> <ul style="list-style-type: none"> <li>• Article 2 Right to life</li> <li>• Article 3 Freedom from torture and inhuman or degrading treatment</li> <li>• Article 4 Freedom from Slavery and forced labour</li> <li>• Article 5 Right to liberty and security</li> <li>• Article 6 Right to a fair trial</li> <li>• Article 7 No punishment without law</li> </ul>	<ul style="list-style-type: none"> <li>• Article 8 Respect for private life, family, home and correspondence</li> <li>• Article 9 Freedom of thought, belief and religion</li> <li>• Article 10 Freedom of expression</li> <li>• Article 11 Freedom of Assembly and association</li> <li>• Article 12 Right to marry and start a family</li> <li>• Article 13 Right to access effective remedy if rights are violated</li> <li>• Article 14 Protection from discrimination</li> </ul>
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**9. Are there any data or information gaps and if so what are they and how do you intend to address them?**

Whilst we have taken steps to reach people with a physical or mental health impairment and their views are reflected in the questionnaires, we were disappointed that we were unable to attend the Mencap Hub in Llangefni despite two offers of possible dates by them to attend. We are in the process of arranging a visit – likely to discuss the published version not the draft due to timings, but we will encourage them to work with us over the life of the plan in a monitoring and scrutiny role.

The statistics responses from ethnic minorities are missing from the analysis of the completed questionnaires. We are investigating and will ensure lessons are learnt.

Objective 1 specifically makes references to undertaking GAP analysis to identify geographical and community groups that are affected by poverty.

Note: If it is not possible to obtain this information now, you should include this in your action plan in Step 6 so that this information is available for future EqlAs.

**10. If this EqlA is being updated from a previous version of a similar policy or practice, were the intended outcomes of the proposal last time achieved or were there other outcomes?** (Please provide details, for example, was the impact confined to the people you initially thought would be affected, or were other people affected and if so, how?)

Yes, an EIA was produced for the 2018 Wellbeing Plan. Since then, the four (now three) north Wales PSBs have collaborated to commission research into reaching difficult to reach communities and to engage with them on both the Well-being Assessments and the Well-being Planning process. This is now embedded practice for the PSBs and reflected in the budget setting and commissioning cycle for the use of regional funds.

This new plan reflects the experience and learning undertaken by the Gwynedd and Anglesey PSB over the last five years and focusses specifically on areas where PSB partners feel they can work together to make a difference. There are fewer key objectives compared to the last plan (3 instead of 7) and they have been validated against the PSB partner organisations' strategic objectives so that the PSB can add value and promote collaboration between the partners.

Some of the groups that we engaged with during the consultation have indicated that they would like regular updates on progress and we have agreed to liaise more regularly with them with a view to also having their formal input into ongoing impact assessments.

**Question 5:** We want everyone to be part of the work of developing the Plan in future, how do you think you and your communities could help us to deliver the three Well-being Objectives over the next five years?

This was a multiple-choice question therefore it was possible to choose more than one option here. It is seen that the two most popular options were the options that involved the community namely "hold Community focus groups and empower communities" (58.7%, N=293), and "hold events and deliver Community projects" (55.7%, N=278). 42.3% (N=211) wanted to "joint share information with the Board", 40.9% (N=204) wanted to "follow the board's work on social media", and 20.8% (N=104) wanted "to attend the Board meetings".

Table 10 - Number and percentage of responses on how the respondents and their communities can help to achieve the three Well-being Objectives over the next five years\*

	Number	Percentage
Share information with the Board	211	42.3
Hold events and deliver community projects	278	55.7
Attend Board meetings	104	20.8
Follow the board's work on social media	204	40.9

Hold community focus groups and empower communities	293	58.7
Other	77	15.4

*\*It was possible for the respondents to select more than one option.*

**11. What does your proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to advance equality of opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion; as covered by the 3 aims of the General Duty in the Equality Act 2010)?**

The proposed objectives and priority areas within the Well-being Plan are intended to have a positive impact on the duty. This Equality Impact Assessment is an overview but we will be undertaking more detailed assessments of individual project plans to identify if there are specific issues to consider.

We will also be maintaining regular contact with the groups that engaged with us during the consultation to update them on progress and to foster ongoing good relationships. These groups include Mencap Môn and Gisda LGBTQ+.

The PSB has strong links with the North West Wales Community Cohesion Team, which supports us to give due regard to matters such as harassment, victimisation and to foster good relationships.

**12. How does your proposal demonstrate you have given due regard to the need to address inequalities of outcome as a result of socio-economic disadvantage? (Please note that this is about closing inequality gaps rather than just improving outcomes for everyone.)**

The plan's key objectives are for PSB partners to work together to mitigate poverty in our communities and to improve outcomes for children and young people. These are **examples** of actions the PSB is planning to undertake to realise these objectives over the course of the **five-year plan**:

- We will work together to optimise the use of available data to gain a detailed understanding of the implications of living in poverty in our communities. This should include:
  - Understanding the groups in the population and geographical areas that are most impacted by poverty and the mechanisms through which this occurs
  - Mapping out support services (what is the offer of support now) to tackle poverty across both counties
  - Undertaking a gap analysis and identify contributors to support universal and targeted approaches
- We will act as a voice for those impacted by poverty and hardship in Gwynedd and Anglesey knowing what communities and citizens need and the information that partners hold.
- We will raise awareness in the system about the impacts of Adverse Childhood Experiences (ACEs) and trauma, and the opportunities to prevent exposure, mitigate risks and address harms.
- We commit to being a Trauma Informed Public Service Board (PSB).
- We will scope the development of an Early Years Strategy and implement plans to address gaps in service provision and support to ensure every child has the best start in life

**13. How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure the Welsh language is not treated less favourably than the English language, and to ensure people can use the Welsh Language when accessing public services. Also how to operate to ensure that every opportunity is taken to promote the Welsh language (beyond providing services bilingually) and to increase opportunities to use and learn the language in the community?**

The Welsh language is a golden thread running through our plan. We promote the use of the language in all aspects of our work and work with communities to develop services and activities through the medium of Welsh. The Public Services Board is an opportunity to share good practice, promote the language and ensure that residents of both counties have access to all public services through the medium of Welsh. Further actions in relation to the Welsh language are detailed beneath each of the objectives.

The PSB holds all meetings through the medium of Welsh, with English translation services available. The Welsh Language Sub-group has worked specifically on projects to promote the Welsh language and we have plans in place to continue the work of the Sub-group during the period of the new Well-being plan. An example of this is the work completed through a commission with Iaith Cyf to encourage and empower customers to use Welsh when accessing public services. We currently have a proposal to explore solutions to encourage Welsh speakers to seek jobs where Welsh is a key skill.

The dignity and respect of Welsh speakers is integral to the provision of services in Gwynedd and Anglesey. The Gwynedd and Anglesey PSB and partners is committed to the Welsh language standards under the Welsh Language (Wales) Measure 2011 and is driven by the desire to improve the quality of services provided for residents in their first language. All statutory members of the Board and a number of the invited members operate under the Welsh Language Standards. A number of bodies, including both local authorities, the National Park Authority and Bangor University additionally operate promotional schemes within the organisations and have therefore made commitments in favour of the Welsh language.

There is a clear link between the well-being of people and communities and the language across the two counties, and the well-being plan deals with a number of the factors that influence language use and prosperity as well, namely social, economic and cultural factors.

The Welsh language fits with the objectives in the plan which includes offering diverse, quality jobs with good wages is a key part of keeping people in their communities, and as a result has a positive effect on maintaining the language. It should be remembered that the Welsh language is a key skill and qualification in many areas. Community groups are also key to expanding local job opportunities.

Offering opportunities and experiences to young people through the medium of Welsh is key to well-being and also important if we want to ensure the use of the language in the future and to make sure that the language is not seen as a language of education only. Social and cultural opportunities within their local communities are key to well-being, and having those in Welsh is even more important. It is necessary to look at where opportunities are available for young people, and ensure that key partners in the field such as the Urdd and the authorities' Youth services, work together to ensure that the rural communities are not deprived of opportunities.

**There were specific questions relating to the Welsh language in the online consultation questionnaire, responses can be found below:**

1. What do you think will be the impact of this work on the Welsh language, the opportunities to use it and its status within the community?

Half the respondents (50.1%, N=250) thought that the plan would have a positive impact on the Welsh language, 28.9% (N=144) thought that it would have a neutral impact and 6.4% (N=32) thought that it would have a negative impact. 14.6% (N=73) did not have an opinion on the impact of the plan on the Welsh language.

Some of the themes from the Respondents included:

- Opportunities for individuals to learn Welsh and be part of a bilingual community
- Celebrate the language and support communities to use the language
- More work opportunities in the area to keep our young people in their communities
- Keep individuals/families in their Welsh communities with affordable housing
- increasing Welsh education provision in our schools / universities

2. In your opinion, are there any opportunities to modify what is being proposed in order to have a more positive effect on the Welsh language and its use, or to remove any negative effects?

96 of the respondents answered this question. some of the positive themes arising from those responses are noted below.

- Provide festival for the Welsh language to promote Welsh culture
- Welsh lessons / encourage non-Welsh speakers to speak Welsh
- More services through the medium of Welsh e.g. Health service
- Education Policy that places more emphasis on the language

**14. What is the cumulative impact of this proposal on different protected groups when considering other key decisions affecting these groups made by the organisation?** (You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups more adversely because of other decisions the organisation is making, eg, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, eg, disabled people, older people, single parents (who are mainly women), etc)

The purpose of the PSB, as detailed in the plan, is to ensure that public bodies work together to create a better future for the people of Anglesey and Gwynedd. PSB partners believe that the Well-being Plan will not disadvantage certain groups as a result of other decisions being made within their respective organisations.

Furthermore, each project will be assessed separately and monitored to ensure that all partners are working to the agreed aims.

**15. How does this proposal meet with the 7 goals of the Well-being of Future Generations (Wales) Act 2015 including to create a More Equal Wales? (Summarise findings if you may have already considered this as part of the screening process)**

For more information, please see: [Wellbeing of Future Generations \(Wales\) Act 2015](#)

The PSBs Well-being plan is a key duty of this Act outlining how the partners will work together to fulfil their duties.

The plan makes specific reference to meeting the 7 Well-being goals. Each objective details links to the 7 Wellbeing goals as well as the 5 Ways of Working as detailed under the Act.

<<<Insert here when ready>>>

16. Describe any intended negative impact identified and explain why you believe this is justified (for example, on the grounds of advancing equality of opportunity or fostering good relations between those who share a protected characteristic and those who do not or because of an objective justification<sup>1</sup> or positive action<sup>2</sup>)

No intended negative impacts identified

Objective 2 in the Plan is aimed at children who are in a vulnerable situation or in unstable households to reach their full potential. However, Board Members are eager to also support those children and young people who do not belong to these categories to reach their full potential as well.

**Note<sup>1</sup>: Objective Justification** - gives a defence for applying a policy, rule or practice that would otherwise be unlawful direct or indirect discrimination. To rely on the objective justification defence, the employer, service provider or other organisation must show that its policy or rule was for a good reason – that is 'a proportionate means of achieving a legitimate aim'. A **legitimate aim** is the reason behind the discrimination which must not be discriminatory in itself and must be a genuine or real reason, eg, health, safety or welfare of individuals. If the aim is simply to reduce costs because it is cheaper to discriminate, this will not be legitimate. Consider if the importance of the aim outweighs any discriminatory effects of the unfavourable treatment and be sure that there are no alternative measures available that would meet the aim without too much difficulty (proportionate) and would avoid the discriminatory effect.

**Note<sup>2</sup>: Positive Action** - The Equality Act 2010 allows for positive action towards a specific group if there is sufficient evidence of need. For example, where an employer takes specific steps to improve equality in the workplace to address any imbalance of opportunity, lessen a disadvantage or increase participation in a particular activity, by, say, increasing the number of disabled people in senior roles where they are under-represented by targeting specific groups with job adverts or offering training to help create opportunities for certain groups. The public sector is expected to consider the use of positive action to help them comply with the Public Sector Equality Duty.

17. Could any of the negative impacts identified amount to unlawful discrimination but are perceived to be unavoidable (eg, reduction in funding)?

Yes  No  Not Sure  (Please double click on the relevant box (X) and select 'checked' as appropriate)

18. If you answered Yes or Not Sure to question 17, please state below, which protected group(s) or other groups this applies to and explain why (including likely impact or effects of this proposed change)

n/a

19. If you answered No to question 17, are there any barriers identified which amount to a differential impact for certain groups and what are they?



Where it is perceived that there may be a risk of negative impacts arising or unintended consequences, these will be flagged in the respective EQIA's. Individual schemes will be required to keep these under review, and undertake more specific impact assessments as projects and initiatives progress.

### **STEP 3 - Procurement and Partnerships**

The Public Sector Equality Duty (PSED) requires all public authorities to consider the needs of protected characteristics when designing and delivering public services, including where this is done in partnership with other organisations or through procurement of services. The Welsh Language Standards also require all public authorities to consider the effects of any policy decision, or change in service delivery, on the Welsh language, which includes any work done in partnership or by third parties. We must also ensure we consider the Socio-economic Duty when planning major procurement and commissioning decisions to consider how such arrangements can reduce inequalities of outcome caused by socio-economic disadvantage.

When procuring works, goods or services from other organisations (on the basis of a relevant agreement), we must have due regard to whether it would be appropriate :

- for the award criteria for that contract to include considerations to help meet the General Duty (to eliminate discrimination, promote equality of opportunity and foster good relations);
- to stipulate conditions relating to the performance of the contract to help meet the three aims of the General Duty.

This only applies to contractual arrangements that are “relevant agreements” which means either the award of a ‘public contract’ or the conclusion of a ‘framework agreement’, both of which are regulated by the Public Sector Directive (Directive 2004/18/EC) which regulates the specified EU thresholds. Further information can be found [here](#).

We must consider how such arrangements can improve equal opportunities and reduce inequalities of outcome due to protected characteristics and caused by socio-economic disadvantage, particularly on major procurement and commissioning decisions. The PSED applies to the work that private sector organisations undertake when delivering a public function on our behalf. We therefore need to ensure that those organisations exercise those functions by ensuring our procurement and monitoring of those services complies with the General Duty under Section 149 of the Equality Act 2010. In the same way, the Welsh Language Standards applies to any work undertaken on behalf of, and in the name of, public bodies that are themselves subject to the Standards, and so consideration should be given to how these requirements are monitored and communicated through the procurement documents. The Socio Economic Duty does not pass to a third party through procurement, commissioning or outsourcing. Therefore when we work in partnership with bodies not covered by the Socio Economic Duty, the duty only applies to us as the relevant public body.

20. Is this policy or practice to be carried out wholly or partly by contractors or in partnership with another organisation(s)?

Yes  No  (Please double click on the relevant box (X) and select 'checked' as appropriate)

If No, please proceed to Step 4

21. If Yes, what steps will you take to comply with the General Equality Duty, Human Rights and Welsh Language Legislation and the Socio-Economic Duty in regard to procurement and/or partnerships? Think about :

**Procurement**

- Setting out clear equality expectations in Tendering and Specification documentation, showing how promotion of equality may be built into individual procurement projects
- On what you based your decisions in the award process, including consideration of ethnical employment and supply chain code of practice
- Ensure that contract clauses cover the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and socio-economic requirements as well as Welsh Language Duties (remember that any duties from the Welsh Language Measure 2011 and Welsh Language Standards are also applicable to services provided on your behalf under contract by external bodies).
- Performance and Monitoring measures are included to monitor compliance, managing and enforcing contracts

**Partnerships**

Be clear about who is responsible for :

- Equality Monitoring relevant data
- Equality Impact Assessments
- Delivering the actions from the EqIA
- Ensuring that equality, human rights and Welsh Language legislation is complied with by all partners
- Demonstrating due regard to the Public Sector Equality Duty and the Socio-Economic duty

The well-being plan aims to improve outcomes across a small number of partnership areas, where PSB organisations will work together to improve outcomes. This will add value to where the separate organisations may already be working with communities through their own corporate plans.

**STEP 4 - Dealing with Adverse or Unlawful Impact and Strengthening the Policy or Practice**

22. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create inequalities of outcome resulting from socio-economic disadvantage? (Please give brief details)

Significantly positive impact	Significantly negative impact
The Well-being Plan is specifically intended to have a positive impact as well as reducing inequalities resulting from socio-economic disadvantage.	None identified

Tackling inequality and building fairness is at the heart of the plan and will be a key crosscutting outcome across all the actions, whether generally in terms of working together to gain a detailed understanding of the implications of living in poverty in our communities or more specifically getting a detailed picture of where the lack of access to services is more challenging due to poverty.

**23. It is important that you record the mitigating actions you will take in developing your final policy/practice draft. Record here what measures or changes you will introduce to the policy or practice in the final draft which could reduce or remove any unlawful or negative impact or disadvantage and/or improve equality of opportunity/introduce positive change; or reduce inequalities of outcome resulting from socio-economic disadvantage? (This could also inform the Action Plan in Q34)**

Unlawful or Negative Impact Identified	Mitigation / Positive Actions Taken in the Policy/Practice	Completed (✓)
	Whilst no negative impacts have been identified it is recognised that further work is required to strengthen and promote ongoing engagement and collaboration with different stakeholders and community groups.	

**24. Will these measures remove any unlawful impact or disadvantage?**

Yes  No  *(Please double click on the relevant box (X) and select 'checked' as appropriate)*

**25. If No, what actions could you take to achieve the same goal by an alternative means?**

Not applicable at this time

**26. What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the Public Sector Equality Duty? (To advance equality of opportunity; help to eliminate unlawful discrimination, harassment or victimisation; and foster good relations and wider community cohesion; as covered by the 3 aims of the General Duty in the Equality Act 2010)**

Impact Assessment screening will be undertaken by the Gwynedd and Anglesey PSB during the life of the plan. In addition, each project will be assessed with due regard to the Public Sector Equality Duty individually. More ongoing engagement is planned with the groups that have engaged during the consultation, and we hope to open up to other groups in time.

**27. What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?**

Impact Assessment screening will be undertaken by the Gwynedd and Anglesey PSB during the life of the plan. In addition, each project will be assessed with due regard socio-economic disadvantage individually. More ongoing engagement is planned with the groups that have engaged during the consultation.

**28. What other measures or changes could you include to strengthen or change the policy/practice to demonstrate you have given due regard to the need to increase opportunities for people to use the Welsh language, to ensure the Welsh language is not treated less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?**

The Gwynedd and Anglesey PSB is committed to delivering the measures set out in the **Welsh Language (Wales) Measure 2011**.

- We are taking the lead for the North Wales PSBs on Welsh language projects, sharing findings and good practice with colleagues across the region.
- All our meetings are held in Welsh with English translation services available. Meeting resources are available in both languages.
- The PSB has completed a successful project on encouraging Welsh speakers to access frontline services through Welsh, with findings and resources being shared across Wales.
- The PSB is about to start another project to improve the methods of recruiting Welsh speakers into Welsh designated roles.
- The Welsh language is a golden thread thorough the Well-being Plan and the individual objectives have specific measures and actions to increase opportunities to use the Welsh language.

**29. Do you have enough information to make an informed judgement?**

Yes  No  (Please double click on the relevant box (X) and select 'checked' as appropriate)

**30. If you answered Yes, please justify:**

The Well-being Plan builds on the evidence base provided by the well-being assessments and is complemented by a series of community conversations and widespread consultations which gave a rich insight into the various needs of our communities, both geographically and of interest. The Well-being Plan aims to improve outcomes across a number of areas, where our PSB partners will work together to improve outcomes. We will be reviewing the feedback from the consultation on a regular basis and will be addressing any issues that arise by increasing our engagement with different stakeholders and community groups.

**31. If you answered No, what information do you require and what do you need to do to make a decision?**

(Note: Should data collection be included in the action plan (Step 6)?)

**[You may need to stop here until you have obtained the additional information]**

**STEP 5 - Decision to Proceed**

**32. Using the information you have gathered in Steps 1 – 4 above, please state on the table below whether you are able to proceed with the policy or practice and if so, on what basis?**

*(Please double click on the relevant box (X) and select 'checked' as appropriate)*

<b>Decision</b>	
<input type="checkbox"/> Yes	Continue with policy or practice in its current form
<input type="checkbox"/> Yes	Continue with policy or practice but with amendments for improvement or to remove any areas of adverse impact identified in Step 4
<input type="checkbox"/> Yes	Continue with the plan as any detrimental impact can be justified
<input type="checkbox"/> No	Do not continue with this policy or practice as it is not possible to address the adverse impact. Consider alternative ways of addressing the issues.

**33. Are there any final recommendations in relation to the outcome of this Equality Impact Assessment?**

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**STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data**

The EqIA process is an ongoing one that doesn't end when the policy/practice and EqIA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#).

**34. Please outline below any actions identified in Steps 1-5 or any additional data collection that will help you monitor your policy/practice once implemented:**

Action	Dates	Timeframe	Lead Responsibility	Add to Service Plan (✓)

**35. Please outline below what arrangements you will make to monitor and review the ongoing impact of this policy or practice including timescales for when it should be formally reviewed:**

Monitoring and Review arrangements (including where outcomes will be recorded)	Timeframe & Frequency	Lead Responsibility	Add to Service Plan (✓)

**STEP 7 - Publishing the Equality Impact Assessment**

Please arrange for this completed EqIA to be agreed by your Head of Service/Department and arrange for translation and publishing with a copy sent to the Equality Officer.