

This document assesses what impact the policy, procedure, plan, etc. will have on the county's population and will be implemented based on a number of legislations.

- **Equality Act 2010.** The Act places a duty on public organisations to give due attention to the impact of any new (or amended) policy, procedure or plan, etc. on persons with protected characteristics. We are required to:
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - promote equality of opportunity between people who share a relevant protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.

In Wales, the specific duty notes the need to undertake an impact assessment following specific guidelines to consider the impact that any changes in policy or procedure (or the creation of a new policy or procedure), will have on persons with protected equality characteristics. A timely assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

- **Socio-economic Duty.** Wales has implemented this further duty which is part of the Equality Act 2010 and places a duty to address socio-economic disadvantages in strategic decisions.
- **Welsh Language Standards (Section 44 Welsh Language Measure (Wales) 2011).** The Council is required to consider the impact that any change in policy or procedure (or the creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to put the five ways of working in place and to respond to the seven national well-being goals.
- **Armed Forces Act 2021.** Councils must give due attention to the impact of this proposal on those who serve or who have served in the Armed Forces, as well as their families.

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STEP 1 - Main Aims and Objectives of the Policy or Practice

1. What kind of document or procedure is being assessed?

- New and revised policies, practices or procedures (which modify service delivery or employment practices)
- Education Transport Policy (Draft)

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

As a result of the education transport financial position, the field is subject to strategic review, and it is believed that from revisiting the content of the existing Transport Policy, there is an opportunity to contribute somewhat towards rationalising the costs associated with education transport as well as meeting statutory requirements.

It is believed that there is a need to update and amend the existing Transport Policy for the following reasons:

- The existing transport policy was drawn up in 2009 and it has not been updated since, except for the part regarding post-16 education, following the restructuring and abolishment of the fees that existed at the time.
- The ambiguity and lack of clarity in the existing policy in some areas weakens the Education Department's ability to make firm decisions every time on the validity of requests for transport, leading to higher transport costs for the Council.
- Adding clarity to the Education Transport Policy would assist parents and users to know for certain whether they are eligible to education transport or not, and the rationale for that before applying, reducing the demand on the service to respond to invalid applications.

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

The Authority will give specific consideration to the following stakeholders when undertaking the consultation:

- Schools

- Governing Bodies
- Grŵp Llandrillo Menai
- Parents
- Children and Young People
- Education and Economy Scrutiny Committee Cyngor Gwynedd

STEP 2 - Engagement Data and Impact Assessment

4. Has there been any attempt to comply with the duty to engage in accordance with what is described above and has enough information been gathered to move forward?

Yes. A robust and balanced effort was made to comply with the duty to engage, and sufficient relevant information has been collected to allow the Council to proceed.

A questionnaire was conducted on the Draft Transport Policy, shared widely with key stakeholders across the education sector, including children and young people, governing bodies, and strategic planning groups. 31 responses were received, providing a valuable qualitative input by stakeholders.

Details of the engagement. Note any consultation or engagement you have conducted or intend to do.

Action	Dates	Information
Complaints and enquiries	September 2024 - September 2025	After detailed scrutiny of enquiries and complaints relating specifically to education transport, it is obvious that our existing transport

		policy is weak in terms of offering guidance and the relevant detail when dealing with these issues.
Consult with the Primary and Special Catchment Area Consultative Group	February 2026	Introduce a Draft Policy and highlight the main changes as well as raise awareness of the public consultation
Consult with the Secondary Strategic Planning Group	February 2026	Introduce a Draft Policy and highlight the main changes as well as raise awareness of the public consultation
Engagement meeting with Gwynedd Governors' Forum	February 2026	Introduce a Draft Policy and highlight the main changes as well as raise awareness of the public consultation
Engagement meeting with the Children and Young People County Forum	March 2026	Introduce a Draft Policy and highlight the main changes as well as raise awareness of the public consultation
5 x consultation session with students from Grŵp Llandrillo Menai - at the Llangefni, Bangor, Pwllheli, Dolgellau, Glynllifon sites	March 2026	Introduce a Draft Policy and highlight the main changes as well as raise awareness of the public consultation
Education and Economy Scrutiny Committee	18 June 2026	Introduction of Draft Policy

5. What information is available about the impact on each of the following characteristics and subjects?

Evidence, Information and Relevant Data

Positive and/or Negative Potential Impact

<p>Race</p>	<p>The Education Department, the integrated transport unit and all Gwynedd schools have relevant policies in practice to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school, which extend out to the transport arrangements to school and home for that specific school. Therefore, it is not anticipated that the proposed transport policy would affect this characteristic.</p>	<p>We have not identified the potential impact on this characteristic</p>
<p>Disability</p>	<p>From the consultee's comments, it is concluded that there are some concerns on the impact of the new draft transport policy on disabled or additional learning needs learners, particularly in terms of safety, suitability and fair access to education. Responders noted that not all learners can travel independently, and can place pressure on young people to do so before they are ready. This is particularly relevant to those with complex needs or specific conditions, where travelling without appropriate support can cause direct barriers to access and engagement with education.</p> <p>More broadly, the comments note that the needs of disabled learners are very diverse, and therefore the standard way of providing transport is likely to be insufficient and lead to unfair outcomes. Concerns are also raised that changes to the policy or assessment processes could lead to reducing or withdrawing</p>	<p>The comments received show some acknowledgement of the potential positive impacts for disabled or additional needs learners, particularly in terms of promoting independence and personal development. Some responders note that independent travel, when implemented appropriately, can build confidence and life skills for young people with Additional Learning Needs. However, these advantages are considered subject to an appropriate provision of training, support and resources, emphasising that independence is not appropriate or possible for all individuals.</p> <p>Nevertheless, some comments draw attention to the negative risks on the grounds of disability. Concern is expressed that the policy may place pressure on ALN learners to travel independently before they are ready, creating a direct risk to their safety and well-being.</p>

	<p>specialist transport services, disproportionately affecting this group compared with other learners. To that end, the impact extends beyond the individual learner, with comments drawing attention to the added pressures on families when seeking to secure suitable transport.</p> <p>In general, the evidence suggests that there is a clear risk of a negative impact on the grounds of disability, unless the provision continues to be flexible, tailored and providing adequate support to ensure that disabled learners are not placed at a disadvantage under the Equality Act.</p>	<p>The comments show that any reduction in support or flexibility is likely to have a disproportionate impact on disabled learners, compared with their peers.</p>
Gender	<p>It is not anticipated that the proposed transport policy would affect this characteristic. Implementing the said document would mean that everyone would continue to be treated according to their needs, regardless of their gender.</p>	<p>We have not identified the potential impact on this characteristic</p>
Age	<p>The comments received consistently show that the proposed policy is considered as one that could disproportionately affect different age groups, in line with the "age" protected characteristic in the Equality Act. Specifically, concern is expressed that older learners, particularly those who are post-16 and over 19 years, are more likely to face barriers in terms of access to education, including a smaller choice of courses, reliance on the closest provider only, and longer or more complicated journeys, that may have</p>	<p>There is a potential negative impact on a small group of learners aged 19 years and over who are currently benefiting from the Post-16 Travel Pass. There is an intention to consult on this change, and we will consider the feedback received from the consultation, adapt and change the draft Policy as we see fit, before the policy is adopted in its final form.</p> <p>The comments suggest a range of potential impacts on the grounds of age, with some positive aspects, but mainly concerns about the disproportionate negative impacts on different age groups. In terms of positive impacts, some responders note that existing or flexible (e.g. empty seats)</p>

	<p>a negative impact on attendance, engagement and educational progression.</p> <p>At the same time, these comments draw attention to potential weaknesses for younger children, who are considered more reliant on safe and suitable transport arrangements, and who are less able to travel independently, particularly in rural areas where routes are unsafe. This raises concerns about safety and accessibility risks, and suggest that a distance-based method or standard criteria method could be unsuitable for the needs of young children.</p> <p>More broadly, the evidence notes a lack of flexibility in the method, with many comments suggesting that a "one-size fits all" policy cannot identify developmental differences and practical requirements at different stages of education. This can lead to inconsistencies between learners of different ages - including within the same family - and increases the risk of unfair or unintentional outcomes. In general, the comments suggest that a more graduated and flexible method is needed, which reflect the specific needs of every age group in order to avoid disproportionate impact and to be in keeping with equality principles.</p>	<p>transport arrangements can support the development of young people by fostering independence and responsibility, as well as enabling ongoing access to education and opportunities for families to work.</p> <p>Similarly, a provision that uses existing capacity effectively can help learners who just fall outside the eligibility criteria, expanding access to education to some age groups.</p> <p>Older learners (post-16 and over 19 years) are noted as a group at greater risk of being excluded from educational opportunities due to restrictions on transport, reliance on the closest provider, or removal of support, which may restrict course choice, increase complex journeys and reduce attendance and progression. At the same time, younger children are considered more vulnerable to safety risks and more reliant on orderly transport arrangements, with concerns about the suitability of walking, cycling or using public transport in specific circumstances.</p>
<p>Religion and Belief</p>	<p>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 Cyngor</p>	<p>The comments received reflect a mix of potential positive and negative impacts based on religion and belief. In terms of positive impacts, some responders acknowledge that a transport provision that supports travel to faith schools</p>

	<p>Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school.</p> <p>All schools have their own anti-bullying policies to safeguard children with certain equality characteristics. In addition, the Equality policy implemented by Gwynedd primary schools states that the schools "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."</p> <p>The comments received show that access to faith schools is a key issue in terms of religion and belief, with several responders emphasising the importance of families' ability to choose an education that reflects their religious beliefs. It is clearly noted that a restricted number of faith schools are available locally, and therefore that bigger distances have to be travelled in many cases; as a result, any restrictions on transport or distance criteria may mean that some learners are unable to attend the closest faith school or the most suitable for them. This raises concern that the policy may place religious learners at an unintentional disadvantage, compared to those attending non-faith schools.</p> <p>At the same time, another strong thread of comments emphasises the need for fairness and consistency, with some responders noting that religion should not give any cohort of learners an</p>	<p>could facilitate the rights of families to choose an education that reflects their religious beliefs, particularly if not many faith schools are available locally. In this sense, arrangements that allow further travel, or offers some flexibility, help sustain access to religious education and support a range of educational choices.</p> <p>However, the comments also draw attention to potential negative risks. Concern is expressed that restrictions on distance or eligibility may prevent some learners from attending an appropriate faith school, placing them under a disadvantage compared with other learners.</p> <p>At the same time, strong viewpoints emphasise that religion should not give an advantage or disadvantage, and that every learner should be treated consistently regardless of their beliefs, raising concern that a special provision for faith schools could cause inequality.</p>
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	<p>advantage or disadvantage, and that the policy should treat every pupil equally, despite their religious background. This highlights a clear tension between supporting the rights of individuals to choose their education based on beliefs, and sustain equality principles across the whole system.</p> <p>The comments show that there is a need for careful balance to ensure that no religious group is treated more favourably or less favourably, so that access to education remains fair and inclusive for every learner, in line with the principles of the Equality Act.</p>	
<p>Sexual Orientation</p>	<p>Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged 3 to 16. RSE has a positive and empowering role to play in learners' education and is essential to form and maintain a range of relationships, all based on mutual trust and respect, at the core of relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships.</p> <p>It is not anticipated that the new-look policy would impact people based on sexual orientation.</p>	<p>We have not identified the potential impact on this characteristic</p>

<p>Gender reassignment</p>	<p>It is noted in the Equality policy being implemented by Gwynedd schools that schools, "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."</p> <p>It is not anticipated that the new-look policy would impact people based on gender reassignment.</p>	<p>We have not identified the potential impact on this characteristic</p>
<p>Marriage and civil partnership</p>	<p>The comments received show that an impact on the grounds of marriage and civil partnership was not raised directly, but several broader issues are indirectly relevant through family arrangements and care responsibilities. Specifically, responders draw attention to the impact that transport arrangements can have on parents' ability to coordinate work and childcare, with some comments suggesting that changes to the provision may cause additional pressures on one parent or partner to undertake this responsibility. This can affect arrangements within marriage or civil partnership relationships, particularly where both partners work.</p> <p>In general, although the impact on marriage and civil partnerships is not obvious or specific, the evidence suggests that there is a risk of indirect impacts where changes to the policy can increase pressures on family arrangements or create imbalance in responsibilities between partners, emphasising the need for flexibility in order to avoid unfair outcomes.</p>	<p>The comments received show that only very indirect references are made to the impact on the grounds of marriage and civil partnerships, and there is no direct evidence discussing this protected characteristic specifically.</p> <p>In terms of the potential positive impacts, the comments suggest that the provision of effective transport can help families to coordinate work and childcare, supporting the stability of daily routines and, possibly, reduce pressures on family relationships.</p> <p>However, the comments also draw attention to potential negative impacts, particularly where transport arrangements are less flexible or are reduced. This can cause added strain on parents. There are also concerns about complex living arrangements, such as sharing care between two homes, which can be made more difficult by strict criteria or a lack of flexibility in the policy.</p> <p>In general, the evidence suggests that the impact on the grounds of marriage and civil partnerships is not directly obvious.</p>

<p>Pregnancy and Maternity</p>	<p>The comments received include indirect references to the impacts on the grounds of pregnancy and maternity.</p>	<p>The comments received suggest that there are some potential positive impacts on the grounds of pregnancy and maternity, mainly where there is a provision of suitable and flexible transport provision which enables parents - including mothers - to balance work and care responsibilities. It is noted that reliable access to transport enables the reduction of the need for additional care arrangements, support continuity in employment, and facilitate daily family routines, including for young children.</p> <p>In general, the evidence suggests that the impact of the policy on the grounds of pregnancy and maternity is likely to be indirect, with a positive aspect when a provision supports families, but a clear risk of negative impacts where flexibility or provision is reduced.</p>
<p>The Welsh Language</p>	<p>The comments received suggest that the policy's impact on the Welsh language are mixed, but raise some concerns in terms of linguistic equality. Several responders note that transport in itself does not necessarily have a direct influence on language use, suggesting a restricted impact in some cases. However, others draw attention to the possibility that transport arrangements, particularly where the policy restricts access to the closest provider only, can affect the ability of learners to access an appropriate Welsh or bilingual education. This is particularly relevant in areas where a Welsh provision</p>	<p>The comments received suggest that the policy's impact on the Welsh language are seen to be mixed, with some responders noting a restricted or no direct impact, whilst others draw attention to the potential for positive and negative impacts.</p> <p>In terms of the potential positive impacts, some comments suggest that the provision of effective transport which sustains access to a broad range of schools helps maintain educational choice, including access to a Welsh or bilingual provision, where relevant. There are also suggestions that flexibility in the policy, such as considering education choices as well as geographical location, helps ensure that the Welsh language is not treated less favourably than English.</p>

	<p>is not available locally, meaning that further distances have to be travelled.</p> <p>More broadly, the comments highlight that a lack of flexibility in the policy can lead to a situation where language choice is not considered in parallel with distance, leading to a possibility of treating the Welsh language less favourably than English in practice. At the same time, some responders suggest that ensuring equal access to all learners, regardless of their language, means that the policy should not differentiate on the grounds of language at all.</p> <p>In general, the evidence shows a differing opinion between a neutral method in terms of language and the need to ensure that transport provision enables, rather than restricts, access to a Welsh education, emphasising the need to avoid any negative impact that could undermine the principle of not treating the Welsh language less favourably.</p>	<p>However, several of the comments draw attention to potential negative risks, particularly if the policy restricts access to schools or providers that are not just the closest ones. It is noted that such a method could restrict the ability of learners to attend a specific Welsh provision, particularly in rural areas where the provision is dispersed, leading to a situation where the Welsh language could have an unintentional disadvantage.</p> <p>At the same time, some responders note that transport itself is not a factor affecting language use, suggesting that the impact is not negative in each case.</p> <p>In general, the evidence shows uncertainty and mixed views, but it draws attention to the risk that lack of flexibility in transport arrangements could lead to a disproportionate impact on opportunities to use the Welsh language. This emphasises the need to ensure that the policy supports fair access to a Welsh provision, and that it does not risk treating the Welsh language less favourably than English, in accordance with linguistic equality principles.</p>
<p>Socio-economic Considerations</p>	<p>As an authority and on a very positive note, free transport is provided for further education students to attend various education courses in our sixth form schools and many college campuses - this is non-statutory and is implemented at the council's discretion. In this financial climate, this is expensive for the authority, but on the other hand it promotes access to all learners to be able to study in further</p>	<p>The comments received reflect a mix of potential positive and negative impacts based on socio-economic disadvantage. On one hand, some responders acknowledge that accessible transport arrangements and options such as using empty seats can support families by reducing costs and enabling parents to continue in work, improving economic stability and continuous access to education. This, in some cases, can</p>

	<p>education, without being a cost to the learners and their parents/guardians.</p> <p>The comments received clearly show that there is a potential impact on the grounds of socio-economic considerations, with concerns that the policy can disproportionately affect low-income families with some without access to private transport. It is specifically noted that a reduction in transport provision or restricting eligibility could lead to additional costs for parents, creating barriers to accessing education for learners who are not in a position to self-fund their travel. This is particularly relevant in rural areas where public transport options are restricted, meaning that some families are heavily reliant on education transport arrangements.</p> <p>In general, the evidence suggests a risk of disproportionate negative impact on deprived socio-economic groups, unless the policy includes sufficient flexibility and support to mitigate these barriers and ensure fair access to education.</p>	<p>contribute towards better opportunities for learners who do not have resources to arrange independent transport.</p> <p>Concern is expressed that reducing transport provision or restricting eligibility could lead to added costs, creating direct barriers to access to education for some learners. This is obvious in rural areas where the public transport options are limited, and could lead to more complex journeys, less attendance or even removing learners from some educational opportunities.</p> <p>In general, the evidence suggests that there are some risks of negative impacts on families who face socio-economic disadvantage, although there are some potential advantages where the provision is flexible and accessible.</p> <p>The new draft policy includes mitigation measures and flexibility, to ensure that learners from less privileged backgrounds are placed at a disadvantage, and to maintain fair access to education to all children.</p>
<p>Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families</p>	<p>It is not anticipated that the proposed policy would have an impact on those who serve or who have served in the armed forces, as well as their families. Children from military or ex-military families will get the same fair play whichever school they attend.</p> <p>The comments received include only very indirect references on the impact on people who currently serve or who have served in the armed forces and their families, and there is no specific or direct</p>	<p>The comments received include only restricted or indirect references on the impact on people who currently serve or who have served in the armed forces and their families, but some broader conclusions can be drawn based on the concerns around family circumstances and mobility.</p> <p>In terms of the potential positive impacts, the comments suggest that the provision of flexible and accessible transport can support families with complex living patterns, including</p>

	<p>evidence naming this group. However, several comments raise broader issues that are relevant to their circumstances, particularly in terms of mobility, complex living arrangements and reliance on flexible transport. For example, there are concerns about families who share addresses or who have inconsistent living patterns, which could lead to difficulties with strict criteria such as "main residence", showing that a less flexible policy can cause barriers to ensure consistent access to education.</p> <p>More broadly, the evidence suggests that any reduction in flexibility or transport provision is likely to have a disproportionate impact on families who have less stable or more complex living circumstances, which could include some military families.</p>	<p>those who move often or who have varied living arrangements, by assisting consistent access to education and reducing the burden of arranging transport. This could be relevant to military families where education stability is an important factor.</p> <p>In general, the comments draw attention to the need to ensure that the policy is flexible enough to avoid creating unintentional barriers for groups with unconventional living patterns, in accordance with equality principles.</p>
<p>Human Rights</p>	<p>The comments received suggest several matters that are relevant to human rights, particularly in relation to fair access to education, safety and the right to family life. Responders emphasise the importance of ensuring that every learner is able to reach education safely and reliably, noting concerns around travelling on public transport, unsafe routes, and the impact on physical and emotional well-being. This connects directly to basic rights to safety and access to education without unnecessary barriers.</p>	<p>The comments received suggest a range of potential positive and negative impacts on the grounds of human rights, particularly in relation to access to education, safety and family life.</p> <p>In terms of the positive impacts, some responders note that the provision of effective and flexible transport can support learners' rights to access education consistently and safely, whilst also enabling families to maintain work and childcare arrangements, reducing practical pressures on parents. This can contribute to ensuring that children and young people can take advantage of education in a stable manner, which is a core aspect of human rights.</p>

		However, the comments strongly draw attention to the potential negative impacts, particularly if the policy leads to less access to education transport.
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6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

Following Cabinet guidance, we have held a public consultation on the Draft Education Transport Policy. The Authority has specifically considered the following stakeholders when undertaking the consultation:

- Schools
- Governing Bodies
- Grŵp Llandrillo Menai
- Parents
- Children and Young People
- Education and Economy Scrutiny Committee

The consultation was an opportunity to gather data and further information to be included in the Education Transport Policy, as well as the Impact Assessment.

7. When considering other key decisions that affect these groups, is there an increasing impact (cumulative impact)?

It is not anticipated that there will be a cumulative impact from introducing the draft Education Transport Policy.

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

The proposal has been developed, giving due attention to the Public Sector Equality Duty by assessing the potential impact on individuals who share protected characteristics under the Equality Act 2010.

The proposal will follow the statutory requirements to protect the learner from any discrimination, harassment or persecution. Equal opportunities are promoted within the organisations and equality policies and procedures are followed.

When promoting equal opportunities, the policy seeks to ensure that learners are able to have fair access to education by providing transport arrangements that are consistent, transparent and consider individual needs, including disabled learners and learners with additional learning needs.

In order to help remove discrimination, harassment and illegal persecution, eligibility criteria and operational arrangements have been drawn up in a way that is fair and based on objective needs, without treating any group less favourably in an unjustified way.

The policy is monitored and reviewed regularly to ensure that it does not lead to unexpected detrimental impacts on any protected group and to note further opportunities to promote equality.

9. How does the proposal show that due regard has been given to the need to address inequality due to socio-economic disadvantage? (Note that this relates to closing the inequality gap, rather than just improving outcomes for everyone.)

The proposed new transport policy will ensure that opportunities are given to everyone to attend the nearest catchment/suitable education sites. Learners are given the opportunities to follow an education pathway of their choice, following a course from the range of subjects offered across all the county's education sites, and a site that meets all of the learner's needs. Suitable, orderly transport is provided, with particular connections for this purpose.

10. How does the proposal show implementation in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure that the Welsh language is not treated less favourably than the English language, and to ensure opportunities for people to use the Welsh language? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy to take advantage of every opportunity to promote the Welsh language (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

Cyngor Gwynedd's existing Language Policy is based on the principle that Welsh is the Council's natural language and that Welsh is the main administrative and public language, with every service, meeting, correspondence and sign being bilingual, with priority given to the Welsh language. It ensures that the public and staff receive a full service in Welsh, that Welsh skills are essential to every post, and bodies who receive assistance from the Council also promote Welsh. In terms of education, the policy emphasises the central role of schools and education providers when transferring the Welsh language to the next generation and reinforce its use as the main community language and language of learning.

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and respond to the seven national well-being goals, including creating a More Equal Wales?

Following consideration and assessment in accordance with the requirements of the well-being act, the seven well-being act goals and the Council's well-being objectives, and it is concluded that the proposal meets the following requirements: The Transport Policy (draft) makes a direct contribution to the Act in many ways:

- **A prosperous Wales** - Opportunities are provided through access to educational opportunities to foster and develop a skilled and educated population. Reliable access to education helps young people to develop skills and employment opportunities in the future.
- **A resilient Wales** - Through their studies, learners become aware of the values which maintain social, economic and ecological resilience, as well as the ability to adapt to change. Use of more sustainable transport can contribute towards reducing emissions and protecting the environment.
- **A healthier Wales** - Being a part of society which promotes physical well-being and seeks to reflect on a positive identity, which is associated with strengthening mental health. The purpose of this is to ensure that every child and young person in Gwynedd is ready to learn and can fully benefit from the education and training available, and can easily access support to improve their emotional, mental and physical well-being. Regular access to education supports the mental and physical well-being of learners. Safe travel arrangements can also promote health and safety.

- **A more equal Wales** - Providing access to a comprehensive education for every child, regardless of their background, seeks to ensure that every child and young person can access the highest quality education and training, which enables them to thrive and achieve their potential. This is one of the most direct contributions by the policy.
- **A Wales of cohesive communities** - Opportunities are provided to connect people and communities by providing viable and safe transport links. Reliable transport services help connect rural and urban communities and schools.
- **A Wales with a vibrant culture and a thriving Welsh language** - Welsh-medium education is one of the main methods of realising this goal.
- **A globally responsible Wales** - Access to education promotes and improves the economic, social, environmental and cultural well-being of our learners, in the hope that this extends to global well-being. Reducing use of individual cars and promoting more sustainable transport can contribute towards addressing climate change.

The new education transport policy supports the principles of the Well-being of Future Generations Act by planning for the long-term, preventing inequalities, working in partnership and engaging with communities. It contributes to each of the seven well-being goals, with a particularly strong contribution towards a More Equal Wales by ensuring that every learner has fair access to education and the resulting opportunities.

The Five Ways of Working:

1. Long-term

- The policy considers the needs of learners in the future by creating sustainable and efficient transport arrangements.
- It can reduce reliance on private cars and support long-term environmental goals.

2. Prevention

- Providing suitable transport helps prevent problems such as absence, educational exclusion and inequalities on access to education.
- It can also reduce traffic and pollution problems around schools.

3. Integration

- The policy supports several well-being goals at the same time, instead of focusing on one field only.

4. Collaboration

- The policy was developed by working with stakeholders such as schools, parents and learners.
- Collaboration helps ensure that the service meets local needs.

5. Contents

- Engagement with learners, families and communities ensures that various voices are heard.

STEP 3 - Procurement and Partnerships

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

Transport for learners will be provided through tender processes and third-party agreements administered by the Integrated Transport Unit, Cyngor Gwynedd.

What action will be taken to comply with the General Equality Duty, Human Rights and Welsh language legislation and the Socio-Economic Duty in relation to procurement and/or partnerships?

Procurement:

The tender documents will be Cyngor Gwynedd standard documents, which note the expectations in terms of compliance with the General Equality Duty, Human Resources and Welsh language legislation and the Socio-economic Duty.

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

13. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significant Positive Impact:

This is considered when engaging on the proposed draft policy. It is ensured that everyone, including the learner, can voice their opinion on the proposal.

Although it is early days, and the impact assessment is not final, it is anticipated that the policy is likely to have a positive impact on the equality characteristics (see question 5). We will update the Impact Assessment as the direction of the work becomes clearer.

Significant Negative Impact:

Negative impacts may emerge when introducing some changes to the policy, particularly when removing some aspects that are currently offered and at the Council's discretion. These will be considered when engaging on the proposed draft policy, and when drawing up the final policy.

14. Any intentional negative impact and why it is believed that there is justification for operating in this way should be explained (for example, on the grounds of improving equal opportunities or developing good relationships between those who share a protected characteristic and those who do not or due to objective justification or positive action)

It is possible that some intentional negative impacts will derive from the draft Education Transport Policy, for example:

- There will be stricter guidelines for learners who live in dual residences, in order to better manage costs.
- Further education learners will be expected to follow a course of their choice at the nearest college, to facilitate education transport arrangements.
- More clarity and considerations will be given to faith school catchment areas as there is no reference to them at all in the current policy.

15. Will any of the negative impacts identified count as unlawful discrimination albeit they are unavoidable (e.g. budget cuts)?

No. We will act in accordance with the legal requirements imposed on us.

16. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation; and foster good relations and wider community cohesion; as covered by the improvement aim of the General Duty in the Equality Act 2010?

In order to show more clearly that the education transport policy gives due attention to the requirements of the Equality Act 2010, several additional measures can be considered which contribute to the three elements of the General Duty: promoting equal opportunity, removing unlawful discrimination, and fostering good relationships. These steps would strengthen the policy by ensuring not only that access to education transport is fair, but also that the service when operational reduces inequalities, prevents discrimination and builds positive relationships between learners and communities. This would provide stronger evidence that the general duty under the Equality Act 2010 has been considered in full. We will update the Impact Assessment as the direction of the work becomes clearer.

17. What measures or other changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

The policy has considered the socio-economic impacts on learners and families. We will update the Impact Assessment as the direction of the work becomes clearer.

18. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to increase opportunities for people to use the Welsh language and in treating the Welsh language no 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?

It is anticipated that the amended policy will not affect the status of the Welsh language.

19. Is there enough information to make a balanced judgement and to proceed?

Yes

STEP 5 - Decision to Proceed

20. Given the information gathered in Steps 1–4 above, is it possible to move forward with the policy or practice or not, and if so, on what basis? Choice of:

Continuing with the policy.

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](#)

21. What actions noted in Steps 1-5 or any additional data collection work would help to monitor the policy/practice when implemented:

Action	Dates	Timetable	Lead Responsibility
Present the Draft Strategy to the Education and Economy Scrutiny Committee	June 2026	June 2026	Head of Education
Present the Draft Policy to the Cabinet	July 2026	July 2026	Head of Education

22. What arrangements to monitor and review the ongoing impact of this policy or practice will be implemented, including timeframes for when it should be formally reviewed:

Monitoring and Review Arrangements (including where outcomes will be recorded)	Timeframe and Frequency	Lead Responsibility
Review of the Policy	Annually	Education Transport Manager

DRAFT