

Asesu'r Effaith ar Bobl Gwynedd

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.** It places a duty on public organisations to give due attention to the effect of any new (or amended) policy, procedure or plan, etc. on persons with protected characteristics. We are required to
 - eliminate discrimination, harassment and unlawful 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 identifies the need to undertake an impact assessment following specific guidelines to consider the effect 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 must 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 of the 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 of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to implement the five ways of working 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.

Composite Impact Assessment – The Voice of the Child Strategy

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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 policies, practices or procedures or ones being reviewed (involving a change in service provision or employment practices)

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

The aim of the Voice of the Child Strategy is to establish a clear corporate framework to ensure that the rights, views and experiences of children and young people are systematically considered in the planning, delivery and evaluation of Cyngor Gwynedd's services. The Strategy aims to embed children's rights and meaningful participation in all aspects of decision-making, strengthen corporate accountability and ensure that children and young people can see clear evidence of how their views influence policies, services and decisions.

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

- The children and young people of Gwynedd.
- Gwynedd Youth Forum.
- School Councils.
- Parents and carers.
- School governing bodies.
- Headteachers and senior school leaders.
- Cyngor Gwynedd Education Services.
- Cyngor Gwynedd Children's Services.

- Elected Members of Cyngor Gwynedd.
- Relevant partners who work with children and young people.

STEP 2 – Engagement Data and Assessing the Impact

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

The development of the Strategy has included a programme of engagement exercises with children and young people to ensure that the content of the Strategy reflects the needs, experiences and priorities of those who will be affected. This engagement work was used to test and challenge the draft Strategy, identify areas to strengthen and ensure that the views of children and young people directly influence the content of the final document. The seven promises at the heart of the Strategy have been informed by messages and priorities raised by young people during this process.

The Strategy also recognises the need to ensure inclusive and representative participation, paying particular attention to children and young people who are at risk of under-representation or who face barriers to participation. The evidence gathered through the development process has helped shape the principles, governance arrangements and priorities of the Strategy.

Together, these engagement activities have provided a robust, balanced and relevant evidence base, which demonstrates overall support for the Strategy's vision and enables the Council to confidently move forward with its implementation.

Details of the engagement. Please note any consultation or engagement you have undertaken or intend to undertake.

Action	Dates	Information
Engagement session with the Gwynedd Children and Young People's Forum	June 2026	An engagement session was held with representatives of the Gwynedd Children and Young People's Forum in order to understand their experiences of participation in schools and services, assess the strengths and weaknesses of the current arrangements, and gather views on what should be included in the Voice of the Child Strategy.
Workshop on The Voice of the Child Strategy	July 2026	A workshop was held with young people from across Gwynedd to discuss the draft Strategy and ensure it reflects what matters most to them. Rather than trying to approve a document that had already been completed, the young people were asked to challenge the content, identify gaps and propose changes that would ensure that the Strategy leads to real influence and impact. This feedback was used to strengthen the final Strategy and produce the seven core pledges.

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

	Relevant Evidence, Information and Data	Potential Positive and/or Negative Impact
Race	The Strategy adopts the principles of inclusion and non-discrimination, ensuring that all children and young people have an equal opportunity to be heard regardless of their ethnic or cultural background. The Strategy emphasises the need to reach children who are at risk of under-representation and remove barriers to participation. 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 Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school. 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	Positive Impact

	discrimination and recognise that pupils have different needs, requirements and objectives."	
Disability	The Strategy specifically states that methods of communication and engagement are adapted to meet the child's needs rather than expecting the child to adapt to the service's arrangements. This includes children with additional learning needs, disabilities and children who use alternative means of communication We will continue to implement the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018, as well as the Additional Learning Needs and Inclusion Strategy. The aim of the ALN&I Strategy is to ensure that children and young people (aged 0-25) who have additional learning needs benefit from education and training opportunities and experiences that have been appropriately planned for them, to enable them to progress and achieve their potential in education settings that are suitable for their needs.	Positive Impact
Gender	The Strategy will ensure that participation opportunities are equally available to children and young people of all genders and that their views are taken into account when making decisions that affect them.	Positive Impact
Age	The Strategy has been specifically designed to promote the rights, voice and participation of children and young people. It strengthens opportunities for children and young people to	Positive Impact

	influence decisions that affect their lives and services.	
Religion and Belief	The Strategy promotes inclusive participation and ensures that all children have the opportunity to contribute regardless of their belief or religious background. 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 Gwynedd sets out anti-bullying guidelines and procedures based on factors such as race in the school. All schools have their own anti-bullying policies in order 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."	Positive Impact
Sexual Orientation	The Strategy will support an inclusive participation approach that enables all children and young people to be heard and contribute in a safe and respectful way. 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 between the ages of 3 and 16. RSE has a positive	Positive Impact

	and empowering role to play in learners' education and is essential to forming and maintaining a range of relationships, all based on mutual trust and respect, which is at the core of relationships and sexuality education. These relationships are critical to developing emotional well-being, resilience, and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours and form relationships.	
Gender reassignment	The Strategy will support an inclusive participation approach that enables all children and young people to be heard and contribute in a safe and respectful way. The Equality policy implemented by Gwynedd schools states that the schools "... oppose all forms of prejudice and discrimination and recognise that pupils have different needs, requirements and objectives."	Positive Impact
Marriage and Civil Partnership		Premature to identify any impact
Pregnancy and Maternity		Premature to identify any impact
The Welsh Language	The Strategy supports Cyngor Gwynedd's vision of promoting the Welsh language as the natural language of services and engagement. Opportunities for participation, feedback and communication will be available through the medium of Welsh and English, ensuring the right of children and young people to contribute in	Positive Impact

	their chosen language. An accessible version of the Strategy will be available to children and young people.	
Socio-economic Considerations	The Strategy aims to ensure that every child's voice is heard, including those at risk of under-representation or who are facing economic and social barriers. This helps the Council to understand the impact of inequalities on children and young people and to respond more effectively when developing services.	Positive Impact
Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families	Our vision is to have a fair education system that meets the needs of all our learners and ensures that every individual learner reaches their full potential.	Positive Impact
Human Rights	The Strategy is rooted in Article 12 of the United Nations Convention on the Rights of the Child and promotes children's rights as a central principle in decision-making. The Strategy strengthens children and young people's ability to be heard and influence decisions that affect them.	Positive Impact

6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

There are no gaps that would prevent us from adopting the Strategy. The implementation of the Strategy will include the development of further monitoring and evaluation arrangements in order to strengthen the evidence base regarding the impact of the Strategy on children and young people's experiences and their influence on the Council's decisions. This information will inform future reviews and improvements.

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

No cumulative negative impact was identified. Rather, the Strategy is expected to complement and strengthen the Council's other policies and strategies relating to children's rights, participation, well-being, safeguarding, Education and Children's Services. The Strategy will contribute to strengthening existing arrangements across the Council, ensuring a more consistent and coherent approach to listening to children and young people and using their views in the planning and provision of services.

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

The Strategy promotes equal opportunities by ensuring that all children and young people have the opportunity to be heard and participate in decisions that affect them. The Strategy contains specific principles relating to meaningful participation, inclusion and non-discrimination, and emphasises the need to make additional efforts to reach children and young people who are at risk of under-representation or who face barriers to participation. This will help to promote equality, reduce barriers and ensure that the Council's services reflect the experiences of a wide range of children and young people.

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 inequality gaps, rather than just improving outcomes for everyone.)

The Strategy recognises that not all children and young people experience equal opportunities for participation and that some groups are at greater risk of being under-represented. The Strategy commits the Council to adopting inclusive and accessible approaches that enable children and young people from all backgrounds to contribute to decision-making. By ensuring that the views of children facing socio-economic challenges are heard and used in service planning, the Strategy will assist the Council in better understanding and responding to inequalities and barriers that are affecting their lives.

10. How does the proposal demonstrate action in accordance with the requirements of the Welsh Language Standards (Welsh Language (Wales) Measure 2011), to not treat the Welsh language less favourably than English, and to ensure opportunities for people to use Welsh? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy and Policy 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?

The Strategy supports Cyngor Gwynedd's aim of promoting the Welsh language as the natural language of the Council's work and services. Participation, consultation and feedback arrangements will be carried out in a way that enables children and young people to contribute through the medium of Welsh or English according to their preference. There will be opportunities for children and young people to use the Welsh language when discussing issues that affect them, strengthening the natural use of the language as part of the community and democratic life of the county.

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?

Well-being Goals:

A prosperous Wales - The Strategy will help ensure that services and policies reflect the needs and priorities of children and young people, contributing to the long-term development of individuals and communities.

A resilient Wales - Listening to children and young people will enhance the Council's ability to understand and plan for the long-term needs of communities.

A healthier Wales - The Strategy strengthens opportunities for children and young people to contribute to discussions about their well-being, safety and the services that affect their health and well-being.

A more equal Wales - The Strategy places a strong emphasis on inclusion, equity and ensuring that all children have an equal opportunity to be heard.

A Wales of cohesive communities - The Strategy will promote active participation in schools, communities and public services, strengthening a sense of belonging and civic engagement.

A Wales of vibrant culture where the Welsh language thrives - The Strategy will support opportunities for children and young people to use the Welsh language when involved in participation and decision-making processes.

A globally responsible Wales - The Strategy reflects the Council's commitment to children's rights and international standards set out in the United Nations Convention on the Rights of the Child.

5 ways of working:

Long-term - The Strategy establishes sustainable arrangements for embedding children's voice in the Council's processes.

Prevention - Understanding children and young people's experiences earlier will enable the Council to identify problems and act proactively.

Integration - The Strategy integrates children's rights and participation across the Council's various services and functions.

Collaboration - The Strategy has been developed with the contribution of children and young people and promotes partnership working between services, schools, communities and young people.

Involvement - The involvement of children and young people is at the heart of the Strategy and its implementation arrangements.

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)?

No.

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:

Implementation of the Strategy is not dependent on any specific procurement arrangements at this time. If any procurement activity arises in the future in relation to implementing the Strategy, the requirements of the Equality Act 2010, Human Rights, the Welsh Language Standards and the Socio-Economic Duty will be considered as part of the Council's relevant procurement processes. Any providers will be expected to act in a manner that supports the principles of equality, inclusion and children's rights that are contained in the Strategy.

Partnership:

The Strategy will be implemented by working jointly with the Council's services, schools, governing bodies, the Gwynedd Youth Forum, the Young People's Cabinet and relevant partners who work with children and young people. These partners will be expected to act in a manner that aligns with the principles of the Strategy, promoting equality, children's rights, inclusive participation and the use of the Welsh language where appropriate. Engagement and participation arrangements will aim to ensure that all children and young people, including those at risk of under-representation, have an equal opportunity to be heard and influence the decisions that affect them.

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

I3. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significant Positive Impact: The Strategy is expected to have a significant positive impact on children and young people by strengthening their rights to be heard, improving their involvement in decisions that affect them, and ensuring that the Council's services respond better to their needs and experiences. The Strategy will also strengthen inclusion, accountability and transparency across the Council.

Significant Negative Impact: No significant negative impact was identified.

I4. Any intentional negative impact and why it is believed there is justification for acting 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 because of objective justification or positive action)

We did not identify any negative impact arising from the Voice of the Child Strategy.

15. Will any of the negative impacts identified count as unlawful but unavoidable discrimination (e.g. funding reduction)?

No. We did not identify any negative impacts arising from the Strategy that would count as unlawful discrimination under the Equality Act 2010.

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; helping to eliminate unlawful discrimination, harassment, or victimisation; and fostering good relations and wider community cohesion; as covered by an improvement aim of the General Duty of the Equality Act 2010?

No additional measures have been identified at this time that are deemed necessary to further strengthen the Strategy in relation to the General Duty of the Equality Act 2010. The Strategy already includes strong principles that promote meaningful participation, inclusion, equity and non-discrimination, along with a commitment to ensuring that all children and young people, including those at risk of under-representation, have an equal opportunity to be heard and influence decisions that affect them.

17. 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 reduce inequality of outcomes as a result of socio-economic disadvantage?

No additional measures have been identified at this time that are deemed necessary to further strengthen the Strategy. The Strategy already includes strong principles that promote meaningful participation, inclusion, equity and non-discrimination, along with a commitment to ensuring that all children and young people, including those at risk of under-representation, have an equal opportunity to be heard and influence decisions that affect them.

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 to not treat the Welsh language less favourably than the English language, in accordance with the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

No additional measures have been identified at this time that we believe are necessary to further strengthen the Strategy in relation to the Welsh language. The Strategy already supports the principles of Welsh Language Standards by ensuring that participation, engagement and feedback arrangements enable children and young people to contribute and express their views in Welsh or English as they choose. The Strategy also commits to providing information and feedback in accessible ways, including producing an accessible version for children and young people.

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

Yes

STEP 5 – Decision to Proceed

20. Considering 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 or practice in its current form.

STEP 6 – Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The impact assessment process is ongoing and does not end when the policy/practice and impact assessment have been agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify whether the outcomes have changed since you introduced or amended this new policy or practice. If you do not have the relevant data, you should be taking action to correct this in your action plan. To see the EHRC guidance on data collection you can review their [Measurement Framework](#)

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

Action	Timetable	Lead Responsibility
Develop a corporate Action Plan for implementing the Strategy	Within 6 months of adoption	Head of Education
Establish corporate monitoring and reporting arrangements	Annually	Head of Education
Gather feedback from children and young people on the impact of the Strategy	Annually	Head of Education
Report on the progress and implementation of the Strategy through relevant governance arrangements	Annually	Head of Education

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

Monitoring and Reviewing Arrangements (including where outcomes will be recorded)	Timetable and Frequency	Lead Responsibility
Monitor the implementation of the Action Plan	Quarterly	Head of Education
Progress report on the implementation of the Strategy	Annually	Head of Education
Evaluate evidence of the impact of children and young people's participation	Annually	Head of Education
Review of the Strategy	Every 5 years	Head of Education