



# Equality Impact full assessment form

When complete, this form must be signed off and retained by the service area. The Full EIA should be recorded as complete on share point (your business manager has access to share point). Where a full EIA is needed this should be included as an appendix with the relevant cabinet report and therefore available publically on the website.

## Equality impact full assessment form

<b>Name of project, policy, function, service or proposal being assessed:</b>	Learner Travel policy review
<b>Date EIA Screening assessment completed:</b>	TBC
<b>Full assessment date for completion (from EIA screening):</b>	TBC

*At this stage you will need to re-visit your initial screening template to inform your consultation and refer to [guidance notes on completing a full EIA](#)*

### Consultation

	<b>Method</b>	<b>Action Points</b>
<b>Who do you need to consult with (which equality groups)?</b>	Parents and Carers  Learners  Stakeholders	Work with schools to arrange suitable dates and times for parent and carer engagement sessions  Learner workshops arranged (to correspond with the consultation and engagement team attending schools for post 16 education consultation workshops)  Stakeholders identified and sent details of the consultation
<b>How will you ensure your consultation is inclusive?</b>	Full public consultation made available on BCBC website.  The consultation used plain English to maximise	The public consultation was made available in online and paper format in both Welsh and English.

	<p>understanding and encourage participation.</p> <p>To encourage engagement the consultation was available online or in paper format on request.</p> <p>Information about the consultation shared via local press as well as BCBC corporate social media channels</p> <p>Engagement workshops for parents and carers held in all secondary schools – invitations also sent to primary schools</p> <p>Workshops arranged outside of working hours to encourage participation for all parents</p>	<p>Made available on the BCBC corporate website and details of the consultation shared on corporate social media channels.</p> <p>Parents and carers contacted via schools to attend workshops</p>
<p><b>What consultation was carried out? Consider any consultation activity already carried out, which may not have been specifically about equality but may have information you can use</b></p>	<p>As well as the full public consultation, learner workshops, staff and governor engagement sessions and parent and carer engagement sessions, PLASC data has been</p>	

	considered to carry out this full EIA	
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### Record of consultation with people from equality groups

Group or persons consulted	Date/venue and number of people	Feedback/areas of concern raised	Action Points
<p><b>Learner workshops:</b></p> <p>A total of 305 learners took part in the consultation engagement sessions.</p> <p>263 Learners took part in their comprehensive schools.</p> <p>A further 35 primary pupils took part in engagement session held in the Council Chamber, and 7 pupils from Welsh-medium</p>	<p>Bryntirion Comprehensive School</p> <p>Porthcawl Comprehensive School</p> <p>Maesteg School</p> <p>Coleg Cymunedol Y Dderwen</p> <p>Ysgol Gyfun Gymraeg Llangynwyd</p> <p>Brynteg School</p> <p>Cynffig Comprehensive School</p> <p>The Bridge Alternative Provision</p> <p>Welsh-medium primary school pupils took part in an engagement session in</p>	<p>Learner feedback:</p> <p>76% of learners did not agree with the proposal to increase the walking distance to school to two miles for primary and three miles for secondary schools.</p> <p>37% of learners agreed with the proposal to remove escorts from taxis or minibuses with less than eight passengers.</p> <p>44% of learners agreed with the proposal to remove specific examples from the local authority's Home to School/College Transport Policy.</p> <p>85% of learners did not agree with the proposal to stop providing free transport for learners aged 16 or over.</p> <p>63% of learners did not agree with the proposal to remove all transport for nursery pupils.</p>	<p>Consider feedback from learners on all proposals to produce Cabinet report and recommendations</p>

<p>primary schools took part in an engagement session held in Ysgol Gyfun Gymraeg Llangynwyd.</p>	<p>Ysgol Gyfun Gymraeg Llangynwyd</p> <p>Primary school pupils from English-medium schools took part in engagement sessions in the Council Chamber</p>		
<p><b>Parent and Carer Engagement sessions:</b></p> <p>A total of 97 parents took part in engagement sessions in comprehensive school across the county borough</p>	<p>Parent and carer engagement sessions took place in:</p> <p>Archbishop McGrath Catholic High School</p> <p>Bridgend College</p> <p>Brynteg Comprehensive</p> <p>Bryntirion Comprehensive</p> <p>Coleg Cymunedol Y Dderwen</p> <p>Cynffig Comprehensive</p> <p>Maesteg High School</p>	<p>Feedback from parents and carers sessions have been themed and are summarised below:</p> <ul style="list-style-type: none"> <li>• There is no safe route</li> <li>• How are distances measured and routes identified as 'safe'?</li> <li>• May stop pupils going to post-16/ This needs to be considered alongside post-16 consultation</li> <li>• Will the proposals affect Additional Learning Needs (ALN)?</li> <li>• Takes too long/too far/wet</li> <li>• Make cuts elsewhere</li> <li>• There will be an increase in lateness/attendance</li> <li>• This will negatively affect Welsh-medium education</li> <li>• Are you working to ensure that public transport will be available for all pupils?</li> <li>• Additional costs for pupils/families</li> </ul>	<p>Consider feedback from parents and carers on all proposals to produce Cabinet report and recommendations</p>

	<p>Pencoed Comprehensive</p> <p>Porthcawl Comprehensive</p> <p>Ysgol Gyfun Gymraeg Llangynwyd</p>	<ul style="list-style-type: none"> <li>• Decisions about sending children to Welsh-medium nursery will be affected/ wider impact upon Welsh-medium education</li> <li>• Can we buy a school bus pass/make contributions</li> <li>• Will be an increase in parents driving/traffic at school/environmental impact</li> <li>• School specific route question</li> <li>• Will negatively impact college students/vocational courses</li> <li>• Parents are unaware of discretionary payment availability</li> <li>• Clarity of proposals</li> <li>• Having no escorts is a safeguarding issue</li> <li>• Pupils in deprived areas will suffer more</li> <li>• Whose responsibility is child safety walking to/from school</li> <li>• Why aren't the buses complying with Disability Discrimination Act (DDA) legislation</li> <li>• Can decisions be appealed/challenged</li> <li>• Are all local authorities doing this?</li> <li>• There are no escorts on school buses</li> <li>• There have been issues when older siblings have tried to pick up their brothers and sisters from the primary schools as they are not over 18.</li> <li>• Welsh/Faith should not be protected</li> <li>• Can we get together as parents and sort out our own buses and school transport.</li> <li>• Will you increase funding for Welsh-medium schools to provide their own transport</li> <li>• Has the Welsh Language Commissioner been contacted about consultation</li> </ul>	
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### Assessment of Impact

Based on the data you have analysed, and the results of consultation or research, consider what the potential impact will be upon people with protected characteristics (negative or positive). Include any examples of how the policy helps to promote equality. If you do identify any adverse impact you **must seek legal advice as to whether, based on the evidence provided, an adverse impact**

**is or is potentially discriminatory, and identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.**



	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
<b>Gender</b>	<p>There is no evidence to suggest that there will be any disproportionate impact based on gender.</p> <p>PLASC data (2020) shows that the school population is made up of 49.34% female and 50.66% male.</p>	NA
<b>Disability</b>	<p>Children and young people who have a disability or additional learning need attending mainstream education would be assessed individually for transport on a discretionary basis.</p> <p>Children attending one of the special schools within the county borough are not considered as part of these proposals, so there is no change to their current provision.</p>	The Discretionary transport policy enables all learners to make an application for discretionary transport
<b>Race</b>	The PLASC data has been reviewed by school cluster and by individual school (primary and secondary) and shows that a total of 7.3% of the current school population is non-white British.	There is no evidence to suggest that there will be a disproportionate impact upon learners based on race or ethnicity. Any learners who require additional support can, under the new proposals apply for discretionary transport and will be considered on an individual basis.
<b>Religion and belief</b>	Learners attending the faith schools (primary and secondary) will maintain home to school transport as the faith	Work with Catholic Archdiocese and schools to ensure promotion of faith based learning, especially at pre-school

	<p>school will be determined as their nearest available school, therefore there may be a positive impact upon faith education. This will include provision of post-16 transport.</p> <p>For nursery provision however parents may not choose to send their child to a faith based school if this provision is removed.</p>	and nursery age.
Sexual Orientation	There is no evidence to suggest that there will be any disproportionate impact based on sexual orientation	NA
Age	<p>The proposals will affect all children and young people of school age in the county borough, however there is a potential that the proposals will impact more on those in areas where there is more socio-economic disadvantage. The catchment areas of Cynffig Comprehensive, Maesteg Comprehensive and Coleg Cymunedol Y Dderwen include areas of socioeconomic disadvantage and are therefore likely to incur additional costs for families who will have to pay for public transport when school transport is no longer available. This will also be the case for young people who live in these areas and want to attend Bridgend College. The removal of the free college bus pass will incur additional costs for</p>	Work with local transport providers and Welsh Government to discuss routes and available funding where relevant

	<p>these young people and the consultation indicates that enrolment numbers and attendance rates for young people attending college from these areas will decrease. Children and young people in these areas, whether attending school or college, will also be reliant on public transport and its availability, timings and capacity.</p> <p>The removal of the 'sibling rule' removes any inequality that has been created by this in the past.</p>	
Pregnancy & Maternity	There is no evidence to suggest that there will be any disproportionate impact based on pregnancy and maternity	NA
Transgender	There is no evidence to suggest that children and young people who are transgender or gender neutral will be disproportionately impacted by the proposals	NA
Marriage and Civil partnership	There is no evidence to suggest that there will be any disproportionate impact based on marriage and civil partnership	NA
Welsh language	Learners attending the Welsh Medium Schools (primary and secondary) will maintain home to school transport as the faith school will be determined as their nearest available school, therefore there may be a positive impact upon faith	Work with Mudiad Meithrin, Cylchoedd Meuthrin and schools to ensure promotion of Welsh Medium Education, especially at pre-school and nursery age.

	<p>education. This will include provision of post-16 transport.</p> <p>For nursery provision however parents may not choose to send their child to a faith based school of this provision is removed.</p>	
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### Equality Impact assessment Action Plan

It is essential that you now complete the action plan. Once your action plan is complete, please ensure that the actions are mainstreamed into the relevant Service Development Plan.

Action	Lead Person	Target for completion	Resources needed	Service Development plan for this action
Monitor admissions to faith schools (primary)	Robin Davies	Three years	Learner Support Team	Education and Family Support Directorate Business Plan
Monitor admissions to Welsh Medium nursery and	Sue Roberts	Three years	Learner Support Team	Education and Family Support Directorate Business Plan
Monitor the number for discretionary applications for home to school transport	Robin Davies	Three years	School Transport Team	Education and Family Support Directorate Business Plan
Develop and continue to monitor schools data (PLASC) for all protected characteristics	Robin Davies	Three years	Learner Support Team	Education and Family Support Directorate Business Plan

Work with Welsh Government and schools to promote opportunities for funding for young people for transport (post-16)	Robin Davies	One year	School Transport Team	Education and Family Support Directorate Business Plan
Work with transport providers in relation to routes to school, particularly for post-16 learners	Robin Davies	One year	School Transport team	Education and Family Support Directorate Business Plan

**Please detail the name of the independent person (someone other than the person undertaking the EIA) countersigning this EIA below:**

<b>Countersigned:</b>	<b>Role:</b>	<b>Date:</b>
Lindsay Harvey	Corporate Director (Education and Family Support)	15/07/20

**Please outline how and when this EIA will be monitored in future and when a review will take place (max. three years):**

<b>Monitoring arrangements:</b>	<b>Date of Review:</b>
This EIA will be monitored on an annual basis in line with the Education and Family Support Directorate's self-evaluation process (ie in January).	January 2021

**Details of person completing the Full EIA:**

<b>Name:</b>	<b>Role:</b>	<b>Date:</b>
Robin Davies	Group Manager (Business Support)	15/07/20

**Publication of a Full EIA and feedback to consultation groups**

It is important that the results of this impact assessment are published in a user friendly accessible format.

It is also important that you feedback to your consultation groups with the actions that you are taking to address their concerns and to mitigate against any potential adverse impact.

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If you have queries in relation to the use of this toolkit please contact the Equalities Team on 01656 643664 or [equalities@bridgend.gov.uk](mailto:equalities@bridgend.gov.uk)