

## Full Equality Impact Assessment:

<b>Name of project, policy, function, service or proposal being assessed</b>	<b>Home to school transport policy</b>
<b>Date assessment completed</b>	<b>15 May 2015</b>

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

The 3 elements to the Home to School Transport Policy comprised 3 separate proposals which were agreed by Cabinet on 16 September 2014. These were:

**Proposal 1:** To increase the distance required for free transport between a pupils home and their school, to match the distance required by law (including Welsh Medium and Voluntary Aided Schools);

**Proposal 2:** To charge the full cost of a school bus pass for pupils who do not receive free school transport;

**Proposal 3:** To stop providing free transport for learners aged 16 or over who go to school or college.

## 1. Consultation

		<b>Action Points</b>
<b>Who do you need to consult with (which equality groups)?</b>	Within each of the protected characteristic groups the council will need to consult with: Head Teachers, Teachers, Governing Bodies, School Councils, School Students (10yrs – 18yrs), School Students (16+), Bridgend County Borough Council Youth Council, Parents, carers and guardians of children and the general public.	The consultation tools and mechanisms to be used should include: Focussed Meetings, Public Meetings, a consultation document and associated questionnaire, publication of all information on the council’s website and school websites, press releases, information on the council’s customer service screens, all partners, social media, Bridgemembers, schools texting service, Local Service Board, citizens panel
<b>How will you ensure your consultation is inclusive?</b>	The council is mindful that as wide a range of consultation and engagement activities and tools need to be deployed in order to reach as wide an audience of	

	<p>consultees as possible. Consultation and engagement must be maximised in order that public views and concerns are “heard and considered” by the council to identify better ways of working and influence difficult decision making from a representative group.</p> <p>Methods of consultation will include (where appropriate) bilingual (Welsh / English) materials, information produced in languages other than English and Welsh, large print documents, easy read versions of information, provision of audio information and will include a mix of hard copy documents and provision of online forms and information. The council recognises that, key to the</p>	
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	<p>council's consultation and engagement strategy is the commitment to visiting the public and other consultees in their own locations / communities at times that are convenient to them.</p>	
<p><b>What consultation was carried out?</b>  <b>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>Consultation activity comprised:</p> <ul style="list-style-type: none"> <li>a) Bridgend Association of Head Teachers (BASH);</li> <li>b) The Federation of Primary Head Teachers;</li> <li>c) Bridgend Equality Forum (comprising representation from public, private and third sector service providers and representative groups). Arrangements were also made to meet with all parent governors but, due to a low level of interest, alternative arrangements were made.</li> </ul>	

	<p>d) 7 Community engagement workshops were arranged geographically covering Bridgend at: Bridgend College, Archbishop McGrath Catholic High School, Porthcawl Comprehensive, Pencoed Comprehensive, Coleg Cymunedol Y Dderwen and Maesteg Comprehensive. These schools were selected to represent the local area and relevant feeder schools.</p>	
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## Record of consultation with people from equality groups

The following consultation events were arranged with a view to geographically covering the entire County Borough. The events were publicised via local media, the council's website, public notices, citizens panel, local schools, press and radio advertisements. Despite these arrangements and the development of, what was considered to be, a fully inclusive engagement strategy, attendance was, in some cases, disappointingly low.

<b>Group or persons consulted</b>	<b>Date, venue and number of people</b>	<b>Feedback, areas of concern raised</b>	<b>Action Points</b>
Pencoed Comprehensive School	13 October 2014, Pencoed Comprehensive School. There were no attendees.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Archbishop McGrath High School	15 October 2014, Archbishop McGrath High School, 34 attendees.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.

Coleg Cymunedol Y Dderwen	16 October 2014, Coleg Cymunedol Y Dderwen, 1 attendee.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Porthcawl Comprehensive School	20 October 2014, Porthcawl Comprehensive School, 1 attendee.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Maesteg Comprehensive School	22 October 2014, Maesteg Comprehensive School, 3 attendees.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
Bridgend College	23 October 2014, Bridgend College, 5 attendees.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.

Ysgol Gymraeg Gynradd Llangynwyd	32 October 2014, Ysgol Gymraeg Gynradd Llangynwyd, 32 attendees.	Feedback documents were circulated to all attendees at the event for individual considered views to be shared with the council.	Please see tables within this Full EIA.
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Additionally, 725 responses to the consultation survey were received in total. 694 responses were in English and 32 in Welsh. An analysis of the origin of these responses follows in the table below:

<b>Format</b>	<b>English</b>	<b>Welsh</b>	<b>Total</b>
<b>Paper</b>	552	1	553
<b>Online</b>	131	31	162
<b>E Mail</b>	7	0	7
<b>Letter</b>	2	0	2
<b>Report</b>	1	0	1
<b>Total</b>	693	32	725



The survey comprised of 3 sections:

Section 1: asked 5 questions of the respondent to better understand the demographics;

Section 2: asked 5 qualitative questions regarding the proposals and the potential impact and

Section 3: asked featured the standard equalities questions suggested by Welsh Government.

**Headline figures from the consultation and engagement responses were:**

- 61% of respondents had some form of concern around proposal 1
- 94% of respondents used one of three commuting methods ie council provided school buses (55%), driving by car (21%) and walking (18%);
- Only 2% of respondents would be affected if proposal 2 was introduced. However, the majority of respondents (35%) stated that the proposed cost was too expensive;
- 20% of respondents believed that introducing proposal 3 would have a negative future impact on the community and
- Respondents from both Archbishop McGrath Catholic High School and Ysgol Gyfun Gymraeg Llangynwyd feel they would be disproportionately affected if proposal 3 is introduced due to their large catchment areas. A detailed breakdown of consultation responses follows:

## Organisation/school (if applicable).

### Organisation/School (Q3)

Archbishop McGrath	564	75%
YGG Llangynwyd	66	9%
Y Dderwen	38	5%
Bridgend College	10	1%
Brynteg Comprehensive	8	1%
YGG Cynwyd Sant	8	1%
Ysgol Y Ferch O'r Sger Corneli	7	1%
St Mary's R.C	6	1%
St Mary's & St Patrick's	5	1%
Porthcawl Comprehensive	5	1%
Other	35	5%
<b>Total</b>	<b>752</b>	












The question offered respondents to select multiple options, as such, the total responses of 752 is larger than the total number of respondents (725).

The majority of responses were received in paper format from Archbishop McGrath High School as the school provided the questionnaires to all pupils. As such three in four respondents (75 per cent) were affiliated with the school.

## An analysis of respondents follows:

Please tick the option(s) that best describes you as a respondent?

### Demographic (Q5)

Pupil (secondary)	551		75%
Parent/carer	91		12%
School worker	60		8%
Student	12		2%
School governor	12		2%
Other	5		1%
Head teacher	3		0%
Charity/voluntary org	2		0%
Pupil (primary)	1		0%
Bus or taxi driver	1		0%
Police force	0		0%
<b>Total</b>	<b>738</b>		









The question offered respondents to select all that applied, as a multi choice question the total of 738 is higher than the total amount of respondents (725).

Over seven in ten of the respondents were secondary pupils (aged between 11-18). The majority of these responses were received from Archbishop McGrath Catholic High School.

A mode of transport question was used to identify how the respondent and their family members commute to school. The highest form of response was on free school buses with over half of the respondents (55 per cent) using council provided bus transportation. Commuting by car and walking received 21 per cent and 18 per cent of responses. These three forms of transport alone total 94 per cent of respondents commuting to and from school.

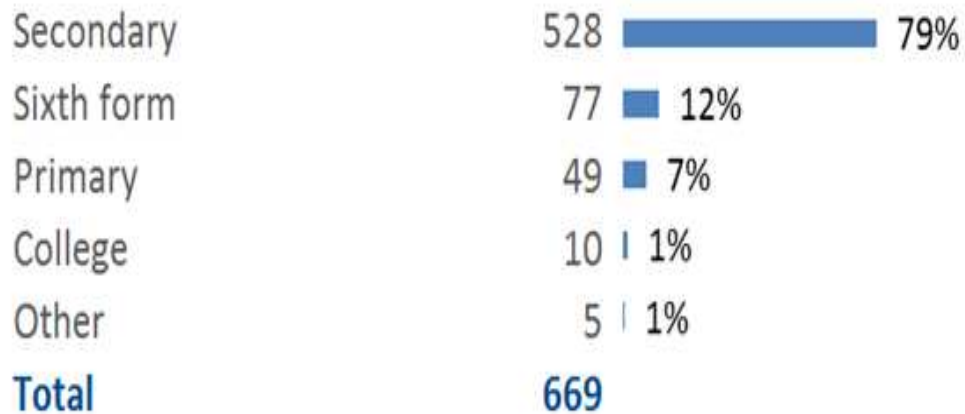
Modes of transport used and described by respondents were:

### Modes of transport (Q6)

School bus (free)	419		55%
Car	161		21%
Walk	139		18%
Taxi	17		2%
School bus (paid)	16		2%
Public bus	8		1%
Cycle	2		0%
Other	2		0%
<b>Total</b>	<b>764</b>		

As part of understanding the demographic of responses received, respondents were asked to identify what level of study they or their family members were currently undertaking. Nearly four in five (79 per cent) stated that either themselves or a family member was in secondary school, with a further one in ten (12 per cent) in sixth form within secondary school.

### Current level of study (Q7)



## **2. 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). If you do identify any adverse impact you **must**:

- a) Liaise with the Equalities Team who may seek legal advice as to whether, based on the evidence provided, an adverse impact is or is potentially discriminatory, and**
- b) Identify steps to mitigate any adverse impact – these actions will need to be included in your action plan.**

Include any examples of how the policy helps to promote equality.

The headline data and responses received on proposal 1 (increase the distance required for free transport between a pupil's home and their school, to match the statutory distance (including Welsh and faith schools)).

<b>Proposal one</b>	<b>#</b>	<b>%</b>
<b>Policy will have little effect</b>	258	34
<b>Cost on family</b>	122	16
<b>Change from Welsh medium to English medium school</b>	99	13
<b>Affect parent's working hours</b>	43	6
<b>Worry regarding attendance</b>	39	5
<b>Proposed distance too far to walk</b>	39	5
<b>Safety of children worries</b>	38	5
<b>Agreement with policy</b>	35	5
<b>Disagreement with policy – general</b>	35	5
<b>Other</b>	58	8

The headline data and responses received on proposal 2 (to charge the full cost of a school bus pass for pupils who do not receive free school transport).

<b>Proposal two</b>	<b>#</b>	<b>%</b>
<b>Increase too expensive</b>	228	35
<b>Little or no effect</b>	151	23
<b>Change from Welsh medium to English medium school</b>	83	13
<b>Affect parent's working hours</b>	56	9
<b>Worry regarding attendance</b>	33	5
<b>Proposed distance too far to walk</b>	33	5
<b>Safety of children worries</b>	30	5
<b>Agreement with policy</b>	25	4
<b>Other</b>	17	2

Through the community engagement workshops it was suggested that all pupils not receiving free transport should be guaranteed a seat should they be willing to pay – currently due to the requirements of having to provide certain pupils with free transport, if a child in a position to receive free transport requests a place on the school bus, pupils paying for a place could be forced to lose their paid place.



The headline data and responses received on proposal 3 (to stop providing free transport for learners aged 16 or over who go to school or college)

<b>Proposal three</b>	<b>#</b>	<b>%</b>
<b>Negative future impact on the community</b>	127	20
<b>Cost would impact FE* attendance</b>	120	19
<b>Little or no impact</b>	110	18
<b>Religious education could be impacted</b>	81	13
<b>Welsh medium education could be impacted</b>	56	9
<b>Quality of life would change</b>	48	8
<b>Provide savings required elsewhere</b>	38	6
<b>Introduce hardship fund or subsidy / increase EMA</b>	13	2
<b>Current bus routes insufficient</b>	10	2
<b>Other</b>	23	3

One suggested alternative was to host lessons for YGG Llangynwyd sixth form at a more central location, particularly those that are currently conducted alongside Ysgol Llanhari. More generally for all further education establishments, a suggestion given within the consultation was to reform the classes for students to minimise the necessity of travel. An area that will need addressing according to the respondents if proposal three does go ahead is the availability of bus routes for students in further

education to sufficiently attend their school of choice. At present, some pupils would have to catch multiple buses in order to reach their destination each day.

**The groups of learners aged 16 or over who consultation respondents felt should continue to receive free transport were as follows:**

Exceptions	#	%
Disabled children	106	25
Every child	87	21
Children in care / care leavers	73	18
Households on low incomes or certain benefits	57	14
NEETs / those at risk	26	6
All of the above	25	6
Protect Welsh medium and Faith schools	20	5
Over 16s	10	2
Other	13	3

One in four respondents (25 per cent) suggested that disabled children should be entitled to continue to receive free transportation. Over one in five (21 per cent) believed that all children should be entitled to free transportation – which would oppose the introduction of proposal three. Children in care and care leavers received almost one in five (18 per cent) respondents supporting the group having free transport.

Respondents to the consultation felt that the changes the council could reasonably make to encourage pupils and students to walk or cycle more often to and from school or college were:

<b>Exceptions</b>	<b>#</b>	<b>%</b>
<b>Safe routes</b>	99	35
<b>Better / new routes</b>	67	24
<b>Training schemes (improve awareness)</b>	31	11
<b>Better facilities for bikers (lock ups etc.)</b>	31	11
<b>Special bike deals / bike schemes</b>	21	7
<b>Adequate street lighting</b>	15	5
<b>Other</b>	19	6

The majority of respondents (35 per cent) believed that introducing safe routes was the preferred way to encourage more pupils and students to walk or cycle more often. Respondents also believed that introducing better routes would help with almost one in four (24 per cent) making reference to this suggestion. Alongside safer routes it was also suggested by 11 per cent of respondents that training schemes should be offered to improve awareness of the routes available and also teach those that require help. The same percentage (11 per cent) also wanted better facilities in order for cyclists, for instance lock-ups for bikes and shower/changing facilities. Other suggestions offered within the consultation were that schools should receive awards for being 'green' such as certificates and stickers for pupils/students. Alternatively one respondent suggested that by having a communal drop off point further from the school would ensure there is some degree of activity, this has been disputed by others within the consultation as the knowledge their child has safely arrived at school is paramount.

<b>Gender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on women and men.	None	Neither girls nor boys will be disproportionately negatively affected by this proposal.
<b>Disability</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on disabled people (ensure consideration of a range of impairments, e.g. physical, sensory impairments, learning disabilities, long-term illness).	25% of respondents felt that disabled children could be negatively impacted by the proposal and that they should continue to have free transportation. Additionally, a number of parents, carers and guardians have expressed concerns that, should children be required to walk to school, they would not be able to accompany	Special Educational Needs (SEN) services will be protected, these proposals affecting mainstreaming education only. It is expected that those SEN pupils receiving a paid taxi service will continue to do so.

	them due to a disability.	
<b>Race</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on Black and minority ethnic (BME) people.	<p>Black and minority ethnic people will not be disproportionately negatively affected by this proposal.</p> <p>However, the impact on families and individual students expressing a desire to receive a Welsh Medium Education is of most concern to respondents.</p> <p>Due to the geographical location of YGG Llangynwyd, an alteration to the free transport distance from two miles to three miles may mean pupils/students living in Maesteg will have to pay for a bus</p>	<p>Although BME people will receive equal consideration under these proposals, there is a perceived risk that there may be a drop in students opting for a 6<sup>th</sup> form education through the medium of Welsh should transportation to and from the Welsh Medium Secondary School cease. This may persuade students to opt for 6<sup>th</sup> Form education elsewhere. This would have a possible 2 fold impact:</p> <ol style="list-style-type: none"> <li>1. YGG Llangynwyd's provision of 6<sup>th</sup> Form education through the medium of Welsh may no</li> </ol>

	<p>seat (not guaranteed). While they live within walking distance of Maesteg Comprehensive, the cost and the risk of not being guaranteed a seat on the bus could encourage parents or pupils/students themselves to transfer to the English speaking comprehensive as it would be within walking distance for some pupils.</p>	<p>longer be viable and;</p> <ol style="list-style-type: none"> <li>2. The number of Welsh speakers in Bridgend and therefore the promotion of the Welsh Language and Culture, may drop significantly over the coming years. This latter impact would require immediate consideration.</li> <li>3. Proposal one however will ensure that Welsh-medium education in Bridgend is protected beyond that identified in the Learner Travel (Wales) Measure 2008 and the policy therefore now allows a pupil to choose any Welsh-medium school</li> </ol>
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		regardless of where it is in the County Borough within the new distance criteria.
<b>Religion and belief</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on people of different religious and faith groups.	Respondents from Archbishop McGrath Catholic High School expressed concern that the proposals would negatively impact families and children from the Roman Catholic Faith due to its large catchment area ie the need for Roman Catholic children from across Bridgend County Borough to have to travel to this school for Secondary School Education within the Roman Catholic Faith.	<p>. There is a perceived risk that there may be a drop in students opting for a 6th form education in Archbishop McGrath High School as transportation to and from the School may persuade students to opt for 6th Form education elsewhere. This would have a possible 2 fold impact:</p> <ol style="list-style-type: none"> <li>1. Archbishop McGrath High School's provision of 6th Form education may no longer be viable and;</li> </ol>

		<p>2. There may be a significant impact on the Roman Catholic Faith in Bridgend. This latter impact would require immediate consideration.</p> <p>3. Proposal one however will ensure that faith based education in Bridgend is protected beyond that identified in the Learner Travel (Wales) Measure 2008 and the policy therefore now allows a pupil to choose any voluntary aided school regardless of where it is in the County Borough within the new distance criteria.</p>
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<b>Sexual Orientation</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on gay, lesbian and bisexual people.	None	There is no disproportionate or negative affect identified by this proposal in terms of sexual orientation.
<b>Age</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on older people and younger people.	By the very nature of this proposal, younger people (from age 5 upwards) will be impacted. Additionally, parents, carers and guardians may be affected by the proposal as, if approved, they will need to consider alternative modes of transport to ensure children attend school which, for some may not be viable.	Students aged 16 + will be treated equally whether they opt for 6 <sup>th</sup> Form education in schools or to go to college. The sibling rule will also be applied enabling children to attend the same school as their siblings.

<b>Pregnancy &amp; Maternity</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact on pregnancy and maternity	None	There is no disproportionate or negative affect identified by this proposal in terms of pregnancy and maternity.
<b>Transgender</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on transgender people	None	There is no disproportionate or negative affect identified by this proposal on transgender people.
<b>Marriage and Civil Partnership</b>	<b>Impact or potential impact</b>	<b>Actions to mitigate</b>
Identify the impact/potential impact of the service on Marriage and Civil Partnership.	None	There is no disproportionate or negative affect identified by this proposal in terms of marriage and civil partnership

## **United Nations Convention on the Rights of the Child (UNCRC)**

The UNCRC is an agreement between countries which sets out the basic rights all children should have. The United Kingdom signed the agreement in 1991. The UNCRC includes 42 rights given to all children and young people under the age of 18. The 4 principles are:

1. Non-discrimination
2. Survival and development
3. Best interests
4. Participation

This section of the Full EIA contains a summary of all 42 articles and some will be more relevant than others, depending on the policy being considered however, there is no expectation that the entire convention and its relevance to the policy under review is fully understood. The Engagement Team will review the relevant data included as part of its monitoring process. The EIA process already addresses two of the principle articles which are non-discrimination and participation. This section covers “Best interests” and “Survival and development”.

Some policies will have **no direct impact** on children such as a day centre for older people.

Some policies will **have a direct impact** on children where the policy refers to a childrens' service such as a new playground or a school.

Some policies will **have an indirect impact** on children such as the closure of a library or a cultural venue, major road / infrastructure projects, a new building for community use or change of use and most planning decisions outside individual home applications.

### **What do we mean by “best interests”?**

The “Best interest” principle does not mean that any negative decision would automatically be overridden but it does require BCBC to examine how a decision has been justified and how the Council would mitigate against the impact (in the same way as any other protected group such as disabled people).

- The living wage initiative could be considered to be in the “Best interests”. The initiative could potentially lift families out of poverty. Poverty can seriously limit the life chances of children.
- The closure of a library or cultural building would not be in the “Best interests” of children as it could limit their access to play, culture and heritage (Article 31.)

The 42 Articles are as follows:

**Article 1:** Everyone under 18 years of age has all the rights in this Convention.

**Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

**Article 3:** All organisations concerned with children should work towards what is best for each child.

**Article 4:** We should make these rights available to children.

**Article 5 :**We should respect the rights and responsibilities of families to direct and guide their children so that they learn to use their rights properly.

**Article 6:** All children have the right of life. We should ensure that children survive and develop healthily.

**Article 7:** All children have the right to a legally registered name, a nationality and the right to know and, as far as possible, to be cared for by their parents.

**Article 8:** We should respect children's right to a name, a nationality and family ties.

**Article 9:** Children should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10:** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact

**Article 11:** We should take steps to stop children being taken out of their own country illegally.

**Article 12:** Children have the right to say what they think, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 13:** Children have the right to get and to share information as long as the information is not damaging to them or to others.

**Article 14:** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 15:** Children have the right to meet together and to join groups/ organisations, as long as this does not stop other people from enjoying their rights.

**Article 16:** Children have a right to privacy. The law should protect them from attacks against their way of life, their families and their homes.

**Article 17:** Children have the right to reliable information from the mass media.

**Article 18:** Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 19:** We should ensure that children are cared for, and protect them from violence, abuse and neglect by anyone who looks after them.

**Article 20:** Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language

**Article 21:** When children are adopted the first concern must be what is best for them.

**Article 22:** Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23:** Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

**Article 24:** Children have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy.

**Article 25:** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

**Article 26:** We should provide extra money for the children of families in need.

**Article 27:** Children have a right to a standard of living that meets their physical and mental needs. We should help families who cannot afford this.

**Article 28:** Children have a right to an education. Discipline in schools should respect children's human dignity.



**Article 29:** Education should develop each child's personality and talents to the full.

**Article 30:** Children have a right to learn and use the language and customs of their families.

**Article 31:** All children have a right to relax and play, and to join in a wide range of activities.

**Article 32:** We should protect children from work that is dangerous or might harm their health or their education.

**Article 33:** We should provide ways of protecting children from dangerous drugs.

**Article 34:** We should protect children from sexual abuse.

**Article 35:** We should make sure that children are not abducted or sold.

**Article 36:** Children should be protected from any activities that could harm their development.

**Article 37:** Children who break the law should not be treated cruelly.

**Article 38:** Governments should not allow children under 15 to join the army.

**Article 39:** Children who have been neglected or abused should receive special help to restore their self-respect.

**Article 40:** Children who are accused of breaking the law should receive legal help. Prison sentences should only be used for the most serious offences.

**Article 41:** If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

**Article 42:** We should make the Convention known to all parents and children.

Please detail below the assessment / judgement of the impact of this policy on children aged 0 – 18. Where there is an impact on “Best interests” and “Survival and development”, please outline mitigation and any further steps to be considered.

<b>Impact or potential impact on children aged 0 - 18</b>	<b>Actions to mitigate</b>
<p>In terms of this policy, the relevant articles to be considered are articles 3, 12, 28 and 30.</p> <p><b>Article 3:</b> The council works towards what is best for each child. There is no impact of this policy on article 3.</p>	<p>The 3 elements to the Home to School Transport Policy comprise 3 separate proposals which were agreed by Cabinet on 16 September 2014. These were:</p> <p><b>Proposal 1:</b> To increase the distance required for free transport between a pupils home and their</p>

**Article 12:** Children have have been given the opportunity to say what they think as they have been included in the consultation and engagement programme. Their views and opinions have been taken into account. There is, therefore, no impact on article 12.

**Article 28:** Children in Bridgend County Borough Council have a right to an education. The methods of discipline in our schools respect childrens' human rights and dignity. There is, therefore, no impact on article 28.

**Article 30:** Children in Bridgend are supported and encouraged to learn and use the language and customs of their families. There is, therefore, no impact on article 30.

school, to match the distance required by law (including Welsh Medium and Voluntary Aided Schools);

**Proposal 2:** To charge the full cost of a school bus pass for pupils who do not receive free school transport;

**Proposal 3:** To stop providing free transport for learners aged 16 or over who go to school or college.

The council has assessed the potential impact of these 3 separate proposals on the **United Nations Convention on the Rights of the Child (UNCRC)** and there is no impact. Therefore there is no mitigation required.

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 Thematic Service Development Plan.

In support of the action plan and the Equality Impact Assessment Process, a Welsh Impact Assessment has been undertaken (appendix A) and a Community Impact Assessment has also been undertaken (appendix B)

### 3. Action Plan

Action	Lead Person	Target for completion	Resources needed	Service Development plan for this action
Action 1				
To monitor the admissions to Ysgol Gynradd LLangynwyd	Robin Davies	Ongoing	None	There is a commitment in the corporate plan 2013-17 (version 2015-

<p><b>through the Schools Task group in order to ensure that the school remains viable. The Schools Task Group are already working on a number of possible mitigation plans including developing starter classes at a secondary School; reviewing the Welsh school catchment boundaries; and positively</b></p>				<p><b>16) that the Schools Task Group will work with schools to develop a sustainable strategy for the provision of education in Bridgend.</b></p>
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<p><b>promoting Welsh-medium education. Should early warning indicators suggest that a change in policy is having a detrimental impact one (or more) of these plans can be deployed.</b></p>				
<p><b>Action 2</b></p>				
<p><b>To monitor the admissions, achievement and</b></p>	<p><b>Robin Davies</b></p>	<p><b>Ongoing</b></p>	<p><b>None</b></p>	<p><b>There is a commitment in the corporate</b></p>

<p><b>pupil attainment levels; and positively promote faith-based education at Archbishop McGrath Catholic High School in order to ensure that the 6<sup>th</sup> form remains viable.</b></p>				<p><b>plan 2013-17 (version 2015-16) that the Schools Task Group will work with schools to develop a sustainable strategy for the provision of education in Bridgend.</b></p>
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**Please outline the name of the independent person (someone other the person undertaking the EIA) countersigning this EIA below:**

**Please outline how and when this EIA will be monitored in future and when a review will take place:**

**Signed:**

*D. McMillan*

**Date: 24/8/15**



#### **4. Publication of your results 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.

Please send completed EIA form to the [Equalities Team](#)

## Appendix A

### Welsh Language Impact Assessment

#### Home to School Transport Policy

The 3 elements to the Home to School Transport Policy comprise 3 separate proposals which were agreed by Cabinet on 16 September 2014. These were:

**Proposal 1:** To increase the distance required for free transport between a pupils home and their school, to match the distance required by law (including Welsh Medium and Voluntary Aided Schools);

**Proposal 2:** To charge the full cost of a school bus pass for pupils who do not receive free school transport;

**Proposal 3:** To stop providing free transport for learners aged 16 or over who go to school or college.

A Full Equality Impact Assessment has been undertaken following a comprehensive consultation and engagement exercise. An outcome from the EIA process highlighted concerns regarding the potential impact of these proposals on the Welsh language and Welsh Culture with the impact on families and

individual students expressing a desire to receive a Welsh Medium Education being of most concern to respondents.

Due to the geographical location of YGG Llangynwyd, an alteration to the existing free transport distance (from two miles to three miles) may mean pupils/students living in Maesteg will have to pay for a bus seat which will not be guaranteed. There is potential for pupils and parents to decide to move from Welsh Medium Education to an alternative English Medium School.

While students may live within walking distance of Maesteg Comprehensive, the cost and risk of not being guaranteed a bus seat could force parents and/or pupils/students to transfer to English speaking education as this would be within walking distance for some pupils.

There is also a perceived risk that the number of students opting for Welsh Medium Secondary education may drop should transportation to and from the Welsh Medium Secondary School cease. The potential impact of this may be 2 fold:

1. YGG Llangynwyd provision of 6<sup>th</sup> Form education through the medium of Welsh may no longer be viable and;
2. The number of Welsh speakers in Bridgend and therefore the promotion of the Welsh Language and Culture may drop significantly over the coming years. This latter impact would require immediate consideration.

Proposal one (to increase the distance required for free transport between a pupils home and their school, to match the distance required by law [including Welsh Medium and Voluntary Aided Schools]) however, will ensure that Welsh-medium education in Bridgend is protected beyond that identified in the Learner Travel (Wales) Measure 2008 and the policy therefore now allows a pupil to choose any Welsh-medium school regardless of where it is in the County Borough within the new distance criteria.

Paul Williams

Equalities and Engagement Officer

20 August 2015

**Appendix B**  
**Community Impact Assessment**

Home to School Transport Policy

**Name of proposal:**

The 3 elements to the Home to School Transport Policy comprise 3 separate proposals which were agreed by Cabinet on 16 September 2014. These were:

Proposal 1: To increase the distance required for free transport between a pupils home and their school, to match the distance required by law (including Welsh Medium and Voluntary Aided Schools);

Proposal 2: To charge the full cost of a school bus pass for pupils who do not receive free school transport;

Proposal 3: To stop providing free transport for learners aged 16 or over who go to school or college.

**Who will make the decision? :**

Cabinet

**Who has been involved in developing the proposal? :**

Project Management Team;

Group Manager, Business Strategy and Performance;

Corporate Director, Education and Transformation;

Consultation and Engagement Team

**Aims and objectives:**

As detailed in proposals 1, 2 and 3 above.

**Key actions:** To consult with the public re the Home to School Transport Policy

**Expected outcomes:** To complete the Equality Impact Assessment process, the council's EIA process will need to be concluded which must include a Welsh Impact Assessment and a Community Impact Assessment. Cabinet will require this process to have been concluded prior to any decision being taken.

**Who will be affected?**

The protected characteristic groups potentially impacted by this proposal are Race, Religion and Belief due to the potential impact on the Roman Catholic Faith and on “Welsh” as a race.

**Approximately how many people will be affected?:**

The exact number of people potential impacted by this proposal is unknown. However, should the proposal be approved, the impact of the above groups will be monitored over a period of time.

**Expected date of decision:** September 2015

**Scope/focus of the assessment:**

Consultation has been carried out with:

- a) Bridgend Association of Head Teachers (BASH);
- b) The Federation of Primary Head Teachers;
- c) Bridgend Equality Forum (comprising representation from public, private and third sector service providers and representative groups).

- d) Arrangements were also made to meet with all parent governors but, due to a low level of interest, alternative arrangements were made.
- d) 7 Community engagement workshops were arranged geographically covering Bridgend at: Bridgend College, Archbishop McGrath Catholic High School, Porthcawl Comprehensive, Pencoed Comprehensive, Coleg Cymunedol Y Dderwen and Maesteg Comprehensive. These schools were selected to represent the local area and relevant feeder schools.

**Relevant data and/or research:**

This is described in detail in the Full Equality Impact Assessment.

**Findings:**

This is described in the Full Equality Impact Assessment

**Inclusion of children and young people:**

This proposal aligns with the council's approach to the inclusion of children and young people and the associated policies and strategies.

**Impact on extended community**

None

**Impact on other schools**



The impact on other schools, as described in the Full Equality Impact Assessment, may be that, should parents and students decide to move within schools, the pupil numbers at other schools may fluctuate.

**How will the decision affect people with different protected characteristics? :**

The protected characteristic groups potentially impacted by this proposal are Race, Religion and Belief due to the potential impact on the Roman Catholic Faith and on “Welsh” as a race.

**Consultation**

**Has there been specific consultation on this decision (if not, state why not and/or when this may happen):**

Consultation has been undertaken and is described in detail in the Full Equality Impact Assessment.

**What were the results of the consultation? :**

As described in the Full Equality Impact Assessment

**Across the protected characteristics, what difference in views did analysis of the consultation reveal?**

As described in the Full Equality Impact Assessment

**What conclusions have been drawn from the analysis on how the decision will affect people with different protected characteristics?**

As described in the Full Equality Impact Assessment

### **Assessment of impact on staff**

**Please give details of impact on staff, including staffing profile if/as appropriate:**

The potential impact on staff will not be fully understood unless/until this policy is approved. The movement of impacted staff will then need to be monitored.

### **Assessment of impact on wider community**

**Please give details of any impacts to the community as a whole:**

There is no perceived impact.

### **Analysis of impact by protected characteristics**

**Please summarise the results of the analysis:**

As described in the Full Equality Impact Assessment

**Assess the relevance and impact of the decision to people with different characteristics**

**Relevance** = High/Low/None

**Impact** = High/Low/Neutral

<b>Characteristic</b>	<b>Relevance</b>	<b>Impact</b>
Age	High	High

Disability	Low	Low
Gender reassignment	None	Neutral
Marriage and civil partnership	None	Neutral
Pregnancy and maternity	None	Neutral
Race	High	High
Religion or belief	High	High
Sex	None	Neutral
Sexual orientation	None	Neutral
Other socially excluded groups (include health inequalities)	None	Neutral

**Where any negative impact has been identified, please outline the measures taken to mitigate against it:**

The potential negative impact of this proposal is described in detail within the Full Equality Impact Assessment

**Please advise on the overall equality implications that should be taken into account in the final decision, considering relevance and impact:**

The potential negative impact of this proposal is described in detail within the Full Equality Impact Assessment

**Signed:**

Paul Williams  
Equalities and Engagement Officer

**Date:**

20 August 2015