

Equality Impact Assessment

In order to comply with the Public Sector Equality Duty, the Council needs to ensure that its policies, strategies, services and functions demonstrate consideration of the need to:

- eliminate unlawful discrimination, harassment and victimisation,
- advance equality of opportunity between those who share a protected characteristic and those who don't, and
- foster good relations between people who share a protected characteristic and those who don't.

Equality Impact Assessments (EIAs) help us identify the impact of our decisions on different groups of people, particularly those with a protected characteristic. It will also help identify if any particular group will be impacted more or in a different way than other groups.

A positive impact can be identified when the proposal is beneficial or delivers improvements for some or all of the protected characteristics.

A negative impact is identified when the proposal is likely to be detrimental to one or more of the protected characteristics.

No impact can be identified when the proposal will not affect one or more of the protected characteristics.

Where a negative impact is identified, consideration of how to mitigate the impact must be included in the EIA.

The protected characteristics are:


- | | |
|----------------------------------|---|
| • Age | • Race |
| • Disability | • Religion or belief (including lack of religion or belief) |
| • Gender Reassignment | • Sex |
| • Marriage and Civil Partnership | • Sexual orientation |
| • Pregnancy and Maternity | |


Assessing the Impact on Groups who Share a Protected Characteristic


Hover over the ⓘ for hints



Protected Characteristics	Tick one impact for each group			Provide details of the evidence and data source used to determine the impact or lack of impact.	For positive or negative impacts, provide details of the likely impact.	For negative impacts, provide details of the consideration of mitigating action(s).
	Positive Impact	Negative Impact	No Impact			
AGE ⓘ	X				<p>The establishment of Welsh-medium nursery provision at Ysgol Gymraeg Coed-Y-Gof would provide a consistent approach to teaching and planning and would contribute to raising standards across the school.</p> <p>The following benefits would be expected to result from the establishment of Welsh-medium nursery provision at the school:</p> <ul style="list-style-type: none"> • Additional Welsh-medium nursery places serving local families; • Removing the need to travel to alternative sites for siblings of primary and nursery age. This should impact positively on parents' time and reduce the 	


					<p>logistical difficulties that seeking an alternative childcare provider may cause.</p> <ul style="list-style-type: none"> • Continuity of provision to support and embed the ethos and culture of the school; • The development of strong and effective parental links from the earliest possible opportunity can be supported; • Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful); • Earlier identification of vulnerable groups and learning needs; • By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, 	
--	--	--	--	--	---	--


					<p>enhancing the opportunity to appropriately address individual developmental and cultural needs.</p> <p>The proposals would also afford Ysgol Gymraeg Coed-Y-Gof the option of considering whether it wishes to offer wrap around childcare provision from the site in conjunction with local partners or use the space to provide community activities in the event there is no need for further nursery places.</p> <p>It is anticipated that the proposals would have a positive or neutral impact on local wrap-around childcare providers, such as Cwtch Pentrebaen, to meet the demand from local families.</p>	
DISABILITY 			X	There are no direct impacts arising from the recommendations of this report.		


				<p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equality Act 10 and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
GENDER REASSIGNMENT 			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good</p>		

				practice is followed, including the application of the Council's policies on equal opportunities.		
RACE 			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>Access to education in Cardiff is on an equal basis.</p> <p>All schools operate in accordance with the requirements of the Equality Act 2010 and the school will continue to apply the Council's policies on equal opportunities.</p> <p>Pupil population data show that no pupils attending the school has been recorded as new to English. There are a total of 10 different ethnicities recorded at the school with 85.8% of pupils recorded as White British.</p> <p>Pupils, of all ethnicities, will continue to have access to provision, in all settings, on an equal basis in line with admissions arrangements.</p> <p>The Council's procedure for managing staffing changes arising</p>		

				<p>from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
<p>RELIGION, BELIEF and NON-BELIEF </p>			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
<p>SEX </p>			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>PLASC data shows that in January 2024, 48.6% of children attending</p>		

				<p>the school were female and 51.4% were male.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
SEXUAL ORIENTATION 			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p>		

				<p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
<p>MARRIAGE and CIVIL PARTNERSHIP </p>			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>The age group identified are aged 3-11 years old.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		

PREGNANCY and MATERNITY 			X	<p>There are no direct impacts arising from the recommendations of this report.</p> <p>Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>		
--	--	--	---	---	--	--

Involvement

When undertaking Equality Impact Assessments the legislation says:

*We **must** involve people who represent the interests of people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

*We may also involve or consult other people as we consider appropriate, but when considering this, we **must** have regard to the need to involve people who share one or more of the protected characteristics, and have an interest in the way the Council carries out our functions.*

In short, if the EIA has identified groups of people who are substantially impacted you must make arrangements to involve them, the people who represent them or those who advocate on their behalf.

For advice and guidance on how best to engage with different groups of people, and to help identify the most effective method(s), please contact the Cardiff Research & Engagement Centre consultation@cardiff.gov.uk. Further information and advice is also available in the [EIA guidance](#).

What arrangements have been made to involve people?

Please provide details below such as people or groups engaged with; methods of involvement e.g. surveys, focus groups, workshops, interviews, formal consultation etc.

Subject to Cabinet approval there will be a formal public consultation.

This will include:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders;
- publication of bilingual summary documents setting out the main points of the consultation documents. These were made available in Arabic, Polish and Bengali;
- publication of information in further community languages upon request;
- publication of information in further community languages upon request;
- publication of a Welsh Language Impact Assessment
- consultation meetings offered to all Governing Bodies via Microsoft Teams/in person;
- consultation meetings offered via Microsoft Teams/in person with school staff;
- consultation meetings offered via Microsoft Teams/in person with pupil representatives;
- public consultation meetings in person and via Microsoft Teams/in person at which the proposals are explained and questions answered;

- drop-in sessions in person and via Microsoft Teams where officers are available to answer questions;
- letters setting out details of the proposals and where further information could be found would be sent to the parents of 0 – 3 year olds in the local area;
- letters setting out details of the proposals and where further information could be found would be sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation online response forms at www.cardiff.gov.uk/ALNSchoolproposals
The response form would also be available in Arabic, Polish and Bengali.
- documents and summary documents;

Following the involvement, remember to update the impact assessment with the findings and any changes that have been made as a result.

Monitoring Mitigating Actions

Please list any mitigating actions below. How will progress be monitored?

Please provide details of what the mitigating actions are; how the actions will be monitored to ensure they are completed, for example through Directorate Delivery Plans; when the mitigating actions are expected to be delivered; and who will be responsible for monitoring the actions.

Mitigating Action	Monitoring Arrangements	Expected Delivery Date	Responsible Officer

Next Steps

You must send the completed SIA to the Equality Team EqualityTeam@cardiff.gov.uk who maintain a record of all Equality Impact Assessments undertaken by the Council. Completed EIAs can be viewed [here Cabinet & Policy - Equality Impact Assessments - By Directorate \(sharepoint.com\)](#)

If the proposal forms part of a Council, Cabinet or Officer decision, you must include the Single Impact Assessment as an appendix to the relevant report(s) at all stages of the decision-making process including Council, Cabinet, Scrutiny Committees and Trade Union engagement.

Directorates are required to establish arrangements to ensure any actions identified to mitigate any impact on people with protected characteristics are delivered. This will form part of the corporate assurance framework to ensure that the Council can oversee compliance, and compliance will also form part of a rolling programme of review.