



Mae'r ddogfen hon hefyd ar gael yn Gymraeg /
This document is also available in Welsh



Equality and Welsh language impact assessment template

The purpose of this template is to inform discussions about equality and fairness in the development and review of projects, policies, strategic plans and service delivery.

The results of the assessment should be a central part of the decision-making process. You should therefore begin to assess the impact of the proposal at the outset and give due regard to the findings throughout the development process.

You can update your assessment as needed as the proposal is developed.

For more support, please read the guidance associated with this template (available on [MonITor](#)).

Title of the assessment: Bus Franchising
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Version	Date	Summary of the changes
1	13/08/2026	

Background

1. What is being assessed?

Proposed bus routes.

2. Is this a new or existing proposal?

New

3. What are the aims and purpose of this proposal?

Assess the impact of proposed bus routes, which Transport for Wales are consulting on, on the residents of Anglesey.

4. Who is responsible for the proposal being assessed?

The Authority works in partnership with Transport for Wales.

5. Who is the lead officer for carrying out this assessment?

Huw Percy, Head of Sevice Highways, Waste & Property

6. Who else is taking part in this assessment?

Transport for Wales

7. Is there a link between this proposal and other areas of work? For example, are there any other proposals or policies that you should take into account when assessing the impact?

The recommendation supports the objective of social care and well-being as bus routes enable people who do not have access to a car to be able to access community resources and retain independence, reduce loneliness and improve their health and well-being.

The recommendation supports the Authority's climate change objective to develop and deliver sustainable transport plans by providing greater certainty and control over public bus routes and providing opportunities for individuals to travel in a greener way than travelling by car.

8. Does the proposal relate to how the Council complies with the public sector general duty in relation to the groups protected by the Equality Act 2010? As a rule, any proposal that has an impact on people is likely to be relevant.

☒ Yes

☐ No

If you are of the opinion that the proposal is NOT relevant, it is important that you are able to justify the decision and record the reasons.

9. Is the proposal a strategic decision? If so, the socio-economic duty applies – more details on this can be found in [Appendix 1](#).

Yes

10. Who would be affected by the proposal, adversely or positively; directly or indirectly?

The proposal is likely to affect users of the bus services concerned including the public and possibly visitors. These groups may have their say in the public consultation.

The Welsh Language

To help you answer questions 11-14, the corporate impact assessment guidance lists a series of questions that you should consider when looking at how the proposal will have an impact on the Welsh language in general. The extent to which these questions apply will depend on the proposal in question. However, **a more comprehensive assessment of the impact on the Welsh language will need to be carried out if:**

- you are looking at the Council's main policies, strategies, plans or guidance; or
- your initial response to the above questions raises any concerns or evidence suggesting that the proposal would treat the Welsh language less favourably than the English language or negatively affect people's opportunities to use the Welsh language.

A separate template and the Welsh Language Commissioner's good practice advice document are available on [MonITor](#).

11. Does this proposal ensure that the Welsh language is treated no less favourably than the English language, in accordance with the Council's Welsh Language Policy?

The Welsh language will not be treated less favourably than English with this proposal.

12. Is there an opportunity here to offer more opportunities for people to learn and/or use the Welsh language in their day to day lives?

N/A

13. Will this proposal proactively offer services in Welsh to users?

The Welsh language will not be treated less favourably than English with this proposal.

14. Is this proposal likely to protect and promote the Welsh language within communities?

Not specifically.

Human Rights

The 16 fundamental rights are listed in [Appendix 2](#).

15. Are there any human rights issues that need to be considered? If so, what are they? For example, would the proposal result in a failure to safeguard the right to privacy?

None have been identified.

Well-being of future generations

Descriptions of the well-being goals are listed in [Appendix 3](#).

16. Does the proposal achieve any of the seven national well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015?

- ☒ A prosperous Wales
- ☒ A resilient Wales
- ☒ A healthier Wales
- ☒ A more equal Wales
- ☒ A Wales of cohesive communities
- ☒ A Wales of vibrant culture and thriving Welsh language
- ☒ A globally responsible Wales

The armed forces

Councils must pay due regard to the impact of their proposals on those who serve or have served in the armed forces, along with their families. Some examples of issues to consider are available in [Appendix 4](#).

17. Is this proposal likely to have an impact on those who serve or have served in the armed forces? If so, what is the impact and can it be mitigated?

None have been identified.

Engagement, consultation and evidence

A pre-engagement and [consultation checklist](#) is available on MonITor.

18. What has been done so far in terms of engagement and consultation in relation to this proposal?

This is the starting point.

To meet the requirements of the Welsh language standards, when publishing consultation documents, the document must consider and seek an opinion regarding the impact of the proposal on the Welsh language. Standard wording is available in the guidance accompanying this template.

19. Have you, or do you intend to, ask questions about the Welsh language as part of the consultation?

☐ Yes

☒ No – TFW is conducting the consultation

20. What other information have you used as part of your assessment? List any reports, websites etc used.

You can set out your findings under the relevant groups when answering question 22 below.

Llwybr Newydd: transport strategy for Wales 2021: [Llwybr Newydd A New Wales Transport Strategy 2021: full strategy](#)

One network, one timetable, one ticket: planning buses as a public service for Wales:

[One network, one timetable, one ticket: planning buses as a public service for Wales \[HTML\] | GOV.WALES](#)

Well-being of Future Generations (CMRU) Act 2015:

[Well-being of Future Generations \(Wales\) Act 2015 | GOV.WALES](#)

21. Are there any gaps in the information gathered so far? If so, how will these be addressed?

No gaps are believed to exist

The likely impact and mitigating actions

22. Please note below any likely impact on the individual groups and what steps can be taken to reduce negative impacts or reinforce positive impacts.

Age: ☐ Negative ☐ Positive ☒ No impact

Children's rights – The United Nations Convention on the Rights of the Child is an international treaty that protects the human rights of children under the age of 18. If your proposal applies to children, you are advised to give due regard to these rights as part of your impact assessment. More information can be found in

the guidance document accompanying this template (available on [MonITor](#) - page 10).

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Disability: ☐ Negative ☒ Positive ☐ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

It can lead to benefits for those with a disability who use public transport as an integrated service will make travel easier and franchising will provide greater certainty of a long-term service.

Sex: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Gender reassignment: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Pregnancy and maternity: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified

Race (including ethnicity and nationality):

☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Religion or belief: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Sexual orientation: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Marriage or civil partnership:

☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

The Welsh language: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified

Human rights: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

Any other relevant issue: ☐ Negative ☐ Positive ☒ No impact

Please give reasons (including evidence to support the findings) and set out any further action that can be taken:

None have been identified.

The Socio-Economic Duty: Please complete the section below if the proposal is a strategic issue (more details about the duty can be found in [Appendix 1](#))

Is the proposal likely to cause inequalities of outcome resulting in socio-economic disadvantage?

☐ Yes ☒ No

Please give reasons (including evidence to support the findings) and set out any steps to mitigate any negative impact):

It can lead to benefits for those experiencing socio-economic disadvantage and using public transport as an integrated service will make travel easier and franchising will provide greater certainty of a long-term service.

NB: There are clear links between discrimination and social disadvantage. If any such issues come to light in the assessment of non-strategic proposals, you should give them due regard and record them above under the relevant protected group, or under 'any other relevant issue'.

Conclusions

23. Identify the main negative impacts that have been identified and how they are intended to be mitigated (ie a summary of the relevant answers to question 22).

Evidence of negative impact could make the proposal illegal. If you have identified a significant negative impact, you should consider whether the proposal can be taken forward at this time.

No gaps are believed to exist

24. Describe any steps taken, or intended to take, to maximise promotion of:

- equality
- the Welsh language,
- the well-being of future generations

and, if applicable, any action to improve outcomes for those facing socio-economic disadvantage (ie a summary of the relevant answers to question 22).

No gaps are believed to exist

25. Would any element of the proposal be contrary to the well-being aims of the Well-being of Future Generations (Wales) Act 2015? (These are listed in [Appendix 3](#))

No

26. Is it necessary to look at what could be done differently, or reconsider the proposal entirely?

No

27. Is there a strategy for dealing with any impacts that are not illegal but cannot be avoided or mitigated?

N/A

Outcome of the assessment

There are four possible outcomes (more details are available in our [guidance](#) document) :

☒ **No major change:**

The assessment shows that the proposal is robust. The evidence shows no potential for discrimination or adverse impact. All opportunities to promote equality and foster good relations have been taken, subject to continuing monitoring and review.

☐ **Adjust the proposal:**

The assessment highlights potential problems or missed opportunities. The proposal has been adjusted to remove barriers and/or better promote equality.

☐ **Continue the proposal:**

The assessment highlights the potential for adverse impact or missed opportunities to promote equality. You have clearly set out the justification for continuing it. You have included the justification in the assessment and the justification is in accordance with the duty to have due regard.

☐ **Stop and remove the proposal:**

The proposal shows actual or potential unlawful discrimination. The proposal will be removed or changed.

Approval of the proposal

The ultimate decision-maker must have sufficient information about the outcome of the assessment and must take this information fully into account throughout the decision-making process.

28. Will the proposal be adopted/forwarded for approval? Who will make the decision?

The Executive on the proposed bus routes.

29. Are there monitoring arrangements in place? What are those arrangements?

The bus routes will be monitored regularly.

Action plan

Please provide details here of any actions planned following completion of the assessment. Any changes made to reduce or eliminate a likely or actual negative impact should be included, together with any arrangements to collect data or carry out further research.

Ref	Action	Lead officer	Timetable

Appendix 1 - Socio-economic duty

What is the Duty?

The overall goal is to achieve better outcomes for those who suffer socio-economic disadvantage. In making strategic decisions such as deciding on priorities and setting objectives, due regard must be paid to the need to reduce inequalities in outcomes associated with socio-economic disadvantage.

Who is likely to experience socio-economic disadvantages?

Socio-economic disadvantage can be disproportionate in 'communities of interest' and also in 'communities of place', leading to increased inequality, and a cross-section of the two can exacerbate this:

Communities of interest – groups with common experience, eg being homeless or people with the same identity, eg single parents, carers. Also people who share one or more of the protected characteristics listed in the Equality Act 2010.

Communities of place – people who are connected to each other because of where they live, work, visit or spend a significant amount of their time there.

Intersectionality – essentially, intersectionality is about understanding how characteristics such as sex, race or class can interact and lead to a unique disadvantage in a particular situation. Certain types of discrimination cannot, and should not, be understood separately from each other. Adopting a truly intersectional approach ensures that this doesn't happen.

When will the Duty apply?

When making **strategic decisions**. The Welsh Government has provided some examples of strategic decisions (the list is not exhaustive):

- Strategic direction and intent
- Strategies developed in regional partnership boards and public service boards that affect the functions of public bodies
- Medium to long-term plans (for example, corporate plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Changing and developing public services
- Strategic financial planning
- Procurement and commissioning decisions
- Developing strategic policies.

More detailed guidance on this Duty is available on [MonITor](#).

Appendix 2 – Human rights

Human rights are rights and freedoms for all individuals, regardless of their nationality or citizenship. There are 16 fundamental rights in the Human Rights Act 1998 – all taken from the European Convention on Human Rights. For the purpose of the Act, they are referred to as 'Convention Rights':

(Article 1 is an introduction – it is not incorporated into the Human Rights Act)

Article 2: The right to life

Article 3: Prohibition of torture

Article 4: Prohibition of slavery and forced labour

Article 5: The right to liberty and security

Article 6: The right to a fair trial

Article 7: No punishment without law

Article 8: The right to respect for private and family life

Article 9: Freedom of thought, conscience and religion

Article 10: Freedom of expression

Article 11: Freedom of association and assembly

Article 12: The right to marry

Article 14: Prohibition of discrimination

Article 1 of Protocol 1: Protection of property

Article 2 of Protocol 1: The right to education

Article 3 of Protocol 1: The right to free elections

Article 1 of Protocol 13: Abolition of the death penalty

Appendix 3 – Well-being of Future Generations (Wales) Act 2015

This act is about improving the social, economic, environmental and cultural well-being of Wales. Public bodies need to make sure that they consider the impact their decisions will have on people living their lives in Wales in the future. The act sets out seven well-being goals:

A prosperous Wales:

An innovative, productive, low-carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.

A resilient Wales:

A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

A healthier Wales:

A society where people's physical and mental wellbeing is maximised and where choices and behaviours that benefit future health are understood.

A more equal Wales:

A society that enables people to achieve their potential no matter what their background or circumstances (including their socio-economic background and circumstances).

A Wales of cohesive communities:

Attractive, viable, safe and well-connected communities.

A Wales with a vibrant culture where the Welsh language is thriving:

A society that promotes and protects culture, heritage and the Welsh language and encourages people to participate in the arts and sport and leisure activities.

A globally responsible Wales:

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing so could positively contribute to global well-being.

Appendix 4 – Armed Forces Act 2021

Councils must pay due regard to the impact of their proposals on those who are serving or have been serving in the armed forces, as well as their families.

Here are some examples of the types of issues to consider when answering question 17:

- Would the individual be considered local if they had not been in the armed forces?
- Has the individual or family had to move because of the armed forces and therefore had to go to the bottom of a waiting list?
- Does the child or children need extra support because they have moved school frequently or their parent is abroad?