

# Pecyn Dogfennau Cyhoeddus

Penallta House,  
Tredomen Park,  
Ystrad Mynach,  
Hengoed CF82 7PG

Ty Penallta,  
Parc Tredomen,  
Ystrad Mynach,  
Hengoed CF82 7PG



[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)  
[www.caerffili.gov.uk](http://www.caerffili.gov.uk)

Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Charlotte Evans  
(Rhif Ffôn: 01443 864210 Ebst: [evansca1@caerphilly.gov.uk](mailto:evansca1@caerphilly.gov.uk))

**Dyddiad: Dydd Mercher, 4 Mawrth 2020**

Annwyl Syr/Fadam,

Bydd cyfarfod **Cabinet** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach ar Dydd Mercher, 11eg Mawrth, 2020 am 10.30 am.** i ystyried materion a gynhwysir yn yr agenda canlynol. Mae croeso i chi ddefnyddio'r iaith Gymraeg yn y cyfarfod, a dylid rhoi cyfnod rhybudd o 3 diwrnod gwaith os ydych yn dymuno gwneud hynny. Bydd cyfieithu ar y pryd yn cael ei ddarparu ar gais..

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

**Christina Harrhy**  
PRIF WEITHREDWR

## AGENDA

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

A greener place Man gwyrddach



3	Cynhaliwyd i Cabinet ar 26 Chwefror 2020.	1 - 8
Nodi- Blaenraglen Waith y Cabinet.		
4	Blaenraglen Waith y Cabinet.	9 - 12
I dderbyn ac ystyried yr adroddiad(au) canlynol y mae angen penderfyniadau gweithredol arnynt:-		
5	Cynllun Busnes y Gwasanaeth Cyflawni Addysg (2020-2021) ac Atodiad yr Awdurdod Lleol 2020-2021	13 - 64
6	Cynllun Cydraddoldeb Strategol, Amcanion a Chamau Gweithredu 2020-2024.	65 - 126
7	Cydweithrediad yr Uned Trafnidiaeth Integredig.	127 - 140
8	Cyhoeddi Data am y Bwlch Cyflog Rhwng y Rhywiau - Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Penodol Ac Awdurdodau Cyhoeddus) 2017.	141 - 150
9	Awdurdodi Swyddogion Diogelwch y Cyhoedd - Isafbris Uned o Alcohol.	151 - 154
10	Storm Dennis.	155 - 158
11	I dderbyn ac ystyried yr adroddiad canlynol sydd ym marn y Swyddog Priodol yn gallu cael ei drafod pan nad yw'r cyfarfod ar agor i'r cyhoedd ac i ystyried yn gyntaf os yw lles y cyhoedd yn golygu y dylai'r cyfarfod gael ei gau i'r cyhoedd ar gyfer ystyriaeth o'r eitem: -	159 - 160
12	Gwerthu Tir ger Ty Dyffryn, Ystrad Mynach.	161 - 168

### **Cylchrediad:**

Cynghorwyr

C.J. Cuss, N. George, C.J. Gordon, Mrs B. A. Jones, P.A. Marsden, S. Morgan, L. Phipps a Mrs E. Stenner,

A Swyddogion Priodol.

### **SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH**

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar [www.caerffili.gov.uk](http://www.caerffili.gov.uk). ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatrwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio [griffd2@caerffili.gov.uk](mailto:griffd2@caerffili.gov.uk) neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



## CABINET

### COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, TREDOMEN DDYDD MERCHER, 26 CHWEFWROR 2020 AM 10.30 A.M.

---

YN BRESENNOL:

Y Cyngorydd B. Jones- Cadeirydd

Y Cynghorwyr:

N. George (Yr Amgylchedd a Gwasanaethau'r Gymdogaeth), C.J. Gordon (Gwasanaethau Corfforaethol), S. Morgan (Adfywio, Trafnidiaeth a Chynaliadwyedd), L. Phipps (Cartrefi, Lleoedd a Thwristiaeth) ac E. Stenner (Cyllid, Perfformiad a Chynllunio).

Ynghyd â:

C. Harry (Prif Weithredwr Dros Dro), R. Edmunds (Cyfarwyddwr Corfforaethol – Addysg a Gwasanaethau Corfforaethol), D. Street (Cyfarwyddwr Corfforaethol – Gwasanaethau Cymdeithasol a Thai), M.S. Williams (Cyfarwyddwr Corfforaethol Dros Dro – Cymunedau).

Hefyd yn Bresennol:

K. Cole (Prif Swyddog Addysg), P. Warren (Gwasanaethau Dysgu, Addysg a Chynhwysiant), A. West (Ysgolion yr 21ain Ganrif, Swyddog Derbyniadau a Gwaharddiadau), E. Sharma (Swyddog Ymgynghori ac Ymgysylltu â'r Cyhoedd), K. Peters (Rheoli Polisi Corfforaethol), A. Dallimore (Rheolwr Gwasanaethau Adfywio), T. McMahon (Rheolwr Adfywio Cymunedol), S. Richards (Pennaeth Cynllunio a Strategaeth Addysg) S. Harris (Pennaeth Dros Dro Gwasanaethau Gwella Busnes a Swyddog S151 Dros Dro), R. Tranter (Pennaeth Gwasanaethau Cyfreithiol a Swyddog Monitro) ac C. Evans (Swyddog Gwasanaethau Pwyllgor).

J. Fabes (Swyddog Arweiniol - Ôl 16 oed), L. Jarvis (Pennaeth - Ysgol Gyfun Martin Sant) ac C. Parry (Pennaeth - Ysgol Lewis Pengam).

Y Cyngorydd K. Etheridge (Arweinydd y Grŵp Annibynnol).

#### 1. YMDDIHEURIADAU AM ABSENOLDEB

Cafwyd ymddiheuriadau am absenoldeb gan y Cyngorydd P. Marsden a M.S. Williams (Cyfarwyddwr Corfforaethol Dros Dro – Cymunedau).

#### 2. DATGANIADAU O FUDDIANT

Datganodd y Cyngorydd C. Cuss fuddiant personol yn Eitem 8 ar yr Agenda – Trefniadau

Cydweithredu Ôl-16 oed fel llywodraethwr a benodwyd gan yr AALI yn Ysgol Idris Davies.

### **3. CABINET – 12 CHWEFROR 2020**

PENDERFYNWYD cymeradwyo cofnodion y cyfarfod a gynhaliwyd ar 12 Chwefror 2020 fel cofnod cywir.

### **4. BLAENRAGLEN WAITH Y CABINET – I'W NODI**

Cafodd y Cabinet Flaenraglen Waith y Cabinet, a oedd yn cynnwys manylion am yr adroddiadau a drefnwyd rhwng 12 Ionawr 2020 a 7 Hydref 2020. Cafodd Aelodau eu hatgoffa fod Blaenraglen Waith y Cabinet yn ddogfen weithio a bod newidiadau'n bosibl.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd nodi'r Flaenraglen Waith. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD, yn amodol ar y newidiadau a nodwyd uchod, nodi Blaenraglen Waith y Cabinet.

## **MATERION A OEDD ANGEN PENDERFYNIADAU GWEITHREDOL**

### **5. FFRAMWAITH PERFFORMIAD NEWYDD 2020**

Roedd yr adroddiad yn cyflwyno i'r Cabinet Fframwaith Perfformiad newydd ar gyfer y Cyngor sy'n ateb y gofynion ac sy'n ategu datblygiadau modelau gweithredu'r dyfodol.

Nodwyd fod Fframwaith Perfformiad y Cyngor wedi bod yn ei ffurf bresennol ers nifer o flynyddoedd a'i fod wedi bod yn gonglfaen i drefniadau llywodraethu'r Cyngor. Wrth i'r Cyngor gychwyn ar ei Raglen Drawsnewid uchelgeisiol, mae Tîm Caerffili, ochr yn ochr â dyfodiad deddfwriaeth newydd fel Bil Llywodraeth Leol ac Etholiadau (Cymru) 2019, yn golygu ei bod yn amserol ac addas i ailddatblygu a gwella'r Fframwaith.

Roedd yr adroddiad yn cyflwyno elfennau allweddol y Fframwaith Perfformiad newydd, y berthynas rhwng yr elfennau a'r trefniadau adrodd a sefydlwyd i ymwreiddio'r fframwaith mewn defnydd gweithredol.

Diolchodd y Cabinet i'r Swyddog am yr adroddiad ac wedyn cafwyd trafodaeth.

Nodwyd y bydd y Fframwaith Perfformiad newydd yn arwain at fframwaith mwy modern a hyblyg, a fydd yn gallu addasu i ofynion yr holl wasanaethau, er enghraifft data perfformiad tymhorol, bygythiadau a risgiau fel Cynnal a Chadw dros y Gaeaf a'r stoc halen.

Gofynnodd Aelod am eglurhad ar Raglen y Cynllun Gweithredu yn Atodiad B o'r adroddiad, a'r Camau a restrwyd fel "Heb eu Dechrau". Dywedodd swyddogion er bod cynnydd sylweddol wedi'i wneud mewn nifer o feysydd yn gysylltiedig â'r Agenda Drawsnewid, o ganlyniad i gyflogi a chynefino'r Rheolwyr Trawsnewid a Ffurfioli'r Fethodoleg Perfformiad, roedd gwaith yn cael ei wneud ar rai camau ond nid oeddent wedi'u cwblhau eto.

Cafwyd trafodaethau ar y Dangosfyrddau, a nodwyd fod adroddiadau arnynt yn cael eu cyflwyno'n rheolaidd i'r Tîm Rheoli Corfforaethol (CMT), sy'n gallu canfod unrhyw risgiau neu heriau, ac sy'n gallu cael eu datrys yn rhwydd i liniaru unrhyw broblemau eraill. Bydd y Fframwaith Perfformiad newydd yn cyrraedd pob rhan o'r Awdurdod, o adrodd i CMT, Cabinet a Chraffu, i drawsnewid y Broses Perfformiad Staff a bydd yn golygu system fonitro eglur a hwylus bob amser.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd fod yr adroddiad yn cael ei ohirio. Ar ôl codi dwylo, cytunwyd yn unfrydol.

PENDERFYNWYD yn unol â'r rhesymau yn adroddiad y Swyddogion fod Fframwaith Perfformiad Newydd Caerffili 2020 yn cael ei gymeradwyo.

## **6. PORTH I GYFLOGAETH – ACADEMI SGILIAU A PHRENTISIAETHAU CAERFFILI**

Roedd yr adroddiad yn gofyn am gymeradwyaeth y Cabinet i dreialu model i lunio rhaglen gynaliadwy sy'n cydymffurfio â'r fframwaith sy'n sicrhau darpariaeth sgiliau, hyfforddiant a phrentisiaeth gyfannol sy'n cynnwys profiad gwaith, lleoliadau a phrentisiaethau ac sy'n rhoi profiad gwaith a chyfleoedd blasu i ddisgyblion ysgol yn ogystal â chymorth, cyngor ac arweiniad i ysgolion i helpu'r rhai nad ydynt yn dymuno dilyn llwybr cyrhaeddiad traddodiadol i gael darpariaeth amgen drwy brentisiaethau.

Roedd yr adroddiad yn gofyn am neilltuo cyfleoedd am swyddi cynaliadwy drwy Gyngor Bwrdeistref Sirol Caerffili fel cyflogwr, gan gefnogi Amcan 2 Llesiant yng Nghynllun Corfforaethol 2018-2023.

Nodwyd fod prentisiaethau'n cynnig buddiannau sylweddol i gymdeithas a'r economi. Maent yn rhoi cyfle i bobl i ddatblygu cymwyseddau sy'n gysylltiedig â gwaith, sgiliau technegol, sgiliau llythrennedd a rhifedd a hunan barch. Mae ganddynt hefyd rôl bwysig o ran mynd i'r afael â diweithdra ymhlith pobl ifanc. Mae sgiliau a ddatblygir drwy Brentisiaethau yn cyfrannu at weithgarwch economaidd gwerth uwch. Maent hefyd yn cyfrannu at dwf a symudedd cymdeithasol.

Byddai cynllun hyfforddi, sgiliau a phrentisiaeth o fewn Cyngor Bwrdeistref Sirol Caerffili yn ymateb i gynlluniau datblygu gweithlu'r Cyngor wrth iddynt ddatblygu, a byddai synergedd hefyd â Chytundeb Prifddinas-Ranbarth Caerdydd a'i nod o greu ystod o brentisiaethau a chyfleoedd cyflogaeth sy'n diwallu anghenion diwydiant, busnes a masnach yn ne ddwyrain Cymru. Bydd yn sicrhau bod sectorau blaenoriaeth yn cael eu targedu i fanteisio ar gyfleoedd o Brifddinas-Ranbarth Caerdydd ac yn hybu'r sectorau twf yn y rhanbarth, gan greu cyfleoedd ymhlith ystod o broffiliau demograffig ac economaidd gymdeithasol.

Byddai'r Academi yn cynnig rhaglen fentora, cymorth cyflogaeth, hyfforddiant a phrentisiaeth gyfannol i bobl o bob oed, i ddiwallu gofynion sgiliau'r Cyngor yn awr ac yn y dyfodol. Hefyd, byddai'n cael effaith sylweddol drwy leihau lefelau anweithgarwch a diweithdra ymhlith preswylwyr ledled y fwrdeistref sirol.

Gofynnwyd i'r Cabinet nodi y byddai'r Porth yn cynnig un llwybr atgyfeirio ac y byddai hynny'n helpu i gefnogi'r agenda.

Diolchodd y Cabinet i'r Swyddog am yr adroddiad ac yna cafwyd trafodaeth.

Cafwyd trafodaethau ar ymrwymiad ysgolion ac ystod oedrannau'r rhaglen, a nodwyd fod trafodaethau cychwynnol wedi agor, ac mae'n ymddangos bod ysgolion yn gefnogol, gyda llawer wedi mynegi siom nad yw'r cyfleoedd hyn wedi bod ar gael hyd yma.

Gofynnodd Aelod am ragor o wybodaeth am y rhaglen, yn benodol cyfleoedd cyflogaeth yn lleol. Eglurodd Swyddogion fod Dadansoddiad Sectoraidd wedi'i gynnal sy'n nodi'r cryfderau yn y fwrdeistref a ble mae'r cyfleoedd a'r ardaloedd twf. Er enghraifft, nodwyd fod gan ogledd y Fwrdeistref nifer o fusnesau Gwyddorau Bywyd, sy'n awyddus i ehangu, lle mae galw am sgiliau, a'r gobaith yw y gellir datblygu'r gweithlu lleol i ateb y galw hwn. Hefyd, mae digwyddiadau sector benodol wedi cael eu trefnu gyda gwahoddiad i gyflogwyr lleol, gyda'r nod o deilwra hyfforddiant gyda cholegau a chyflogwr i ddatblygu'r sgiliau sydd eu hangen mewn rhaglenni Prentisiaeth. Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd fod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Drwy godi llaw cafwyd cytundeb unfrydol.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd fod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Ar ôl codi dwylo, cytunwyd yn unfrydol.

PENDERFYNWYD am y rhesymau a nodwyd yn Adroddiad y Swyddog:

- i) Cytuno i dreialu Academi Sgiliau a Phrentisiaeth Caerffili - Porth i Gyflogaeth o Ebrill 2020, am flwyddyn yn y lle cyntaf.
- ii) Bod y gost ychwanegol o £127,000 i ariannu'r peilot yn dod o gronfa wrth gefn Addysg a Gwasanaethau Corfforaethol.

## **7. FFRAMWAITH YMGYNGHORI AC YMGYSYLLTU 2020-2025**

Roedd yr adroddiad i'r Cabinet yn cynnwys Fframwaith Ymgynghori ac Ymgysylltu drafft sy'n amlinellu dull i wella ymgynghori ac ymgysylltu ledled Cymunedau Bwrdeistref Sirol Caerffili gan ddangos pwysigrwydd parhau i ymgynghori ac ymgysylltu'n effeithiol, a'r cysylltiad strategol clir â'r broses benderfynu.

Mae #TîmCaerffili – Strategaeth Trawsnewid Yn Well Gyda'n Gilydd a gymeradwywyd gan y Cabinet fis Mehefin 2019 yn amlygu pwysigrwydd ymgysylltu a gweithio â'n cymunedau fel un o'i phrif themâu.

Mae'r Cyngor wedi ymrwmo i sicrhau gwasanaethau o safon uchel, sy'n canolbwyntio ar y dinasyddion, a diogelu'r gwasanaethau hyn at y dyfodol, gan gydnabod bod yr angen i ymgysylltu'n effeithiol yn ganolog i'r broses benderfynu – cynnwys preswylwyr yn nyluniad gwasanaethau lleol a'r pethau hynny sy'n effeithio arnynt.

Hefyd, mae'r Cyngor yn canolbwyntio ar gryfhau'r berthynas rhyngddo a'r gymuned - preswylwyr, busnesau, a grwpiau gwirfoddol a chymunedol. Mae gan Fwrdeistref Sirol Caerffili sector gwirfoddol a chymunedol bywiog a brwd, sy'n cynnig cyfle pwysig i gynyddu cyfranogiad y gymuned.

Drwy gydol siwrnai #TîmCaerffili – Strategaeth Trawsnewid Yn Well Gyda'n Gilydd, rhaid i'r cyngor hefyd barhau i fod yn agored a gonest gyda'n cymunedau er mwyn rheoli disgwyliadau; bydd angen i'r cymunedau eu hunain chwarae rhan allweddol i helpu i ffurfio'r broses drawsnewid.

Mae Fframwaith Ymgynghori ac Ymgysylltu 2020-2025 drafft yn dangos sut y byddwn yn gwella ymgynghori ac ymgysylltu ledled cymunedau Bwrdeistref Sirol Caerffili. Mae'n amlygu egwyddorion a safonau o ran sut y bydd y cyngor yn ymgysylltu – i gael disgwyliadau clir, a rennir a deialog ddwyffordd barhaus i ddangos yr hyn y gellir ei gyflawni.

Diolchodd y Cabinet i'r Swyddogion am yr adroddiad a gyda chytundeb y Cadeirydd, croesawyd y Cynghorydd K. Etheridge, Arweinydd y Grŵp Annibynnol i'r Cyfarfod i siarad ar yr eitem hon.

Croesawodd y Cynghorydd Etheridge y Strategaeth Ymgynghori ac Ymgysylltu, ond gofynnodd i'r Cabinet ystyried ffurfio Pwyllgor Craffu Cymuned a Phartneriaethau, a allai oruchwylio ymarferion Ymgynghori a chael gwared ar y rhwystrau sy'n bodoli rhwng yr Awdurdod a'r Cyhoedd, gan roi hwb pellach i agenda Tîm Caerffili. Hefyd, awgrymwyd y byddai Cynghorwyr yn fwy gweladwy a hygyrch i'r Cyhoedd. Wrth drafod y Panel Safbwyntiau, awgrymwyd y gallai bob un o'i Aelodau gwblhau pro fforma, sy'n nodi eu sgiliau a'u harbenigeddau, er mwyn cynnal mwy o grwpiau ffocws ac ymgysylltu mewn ffordd fwy adeiladol.



Cafwyd cais hefyd fod adroddiadau i'r Pwyllgor Craffu Polisi ac Adnoddau yn y dyfodol yn cynnwys y Gwrthbleidiau, Undebau Llafur a'r Sector Gwirfoddol fel Ymgynghoreion er mwyn bod yn fwy cynhwysol.

Diolchodd y Cabinet i'r Cynghorydd Etheridge am ei Adborth a'i gwestiwn, a nodwyd fod nifer o'r dulliau ymgynghori a awgrymwyd ganddo wedi eu mabwysiadu'n barod ; fodd bynnag, cytunwyd y gellid gwneud mwy i annog mwy o ymgysylltu gan y cyhoedd. Ychwanegodd Swyddogion fod pob adroddiad a gyhoeddir ar gael ar Fewnwyd y Cyngor ac ar y Rhyngwyd, a'u bod felly ar gael i bawb. Nodwyd fod Arweinyddion y Gwrthbleidiau'n Aelodau o'r Pwyllgor Craffu Polisi ac Adnoddau, ac felly bydd ganddynt gyfle i drafod yr adroddiad ac mae'r Undebau Llafur wedi siarad ar yr eitem hon yn y Pwyllgor Craffu perthnasol. Ychwanegwyd fod y Sector Gwirfoddol yn ymgynghoreion ar yr Adroddiad Ymgynghori ac Ymgysylltu ac adroddiad ychwanegol, a gaiff ei ystyried yn y dyfodol.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd fod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Ar ôl codi dwylo, cytunwyd yn unfrydol.

PENDERFYNWYD am y rhesymau sydd wedi'u cynnwys yn adroddiad y Swyddogion fod yr egwyddorion a'r dull, fel yr amlinellwyd yn y Fframwaith Ymgynghori ac Ymgysylltu 2020-2025 drafft yn cael ei gymeradwyo a'i fabwysiadu.

## **8. TREFNIADAU CYDWEITHREDU ÔL-16 OED**

Mae'r adroddiad, a gyflwynwyd i'r Pwyllgor Craffu Addysg ar 18 Chwefror 2020 er gwybodaeth yn cynnwys diweddariad i'r Cabinet ar y cynnydd sydd wedi'i wneud hyd yma o ran yr agweddau ôl-16 oed ar yr Adolygiad Rhyw Sengl a Lleoedd Dros Ben sy'n cael ei gynnal yn y Fwrdeistref Sirol; ac sy'n gofyn am gymeradwyaeth i gaffael a gweithredu'r pecynnau TG gofynnol a fydd yn helpu ac yn cefnogi myfyrwyr wrth iddynt symud ymlaen i Addysg Ôl-16 oed a dyrannu cyllid ychwanegol i ariannu'r adolygiad.

Nodwyd fod y Cabinet wedi ffurfio Bwrdd Adolygu i oruchwylio'r adolygiad o'r Ddarpariaeth Ôl-16 oed, Addysg Rhyw Sengl a Lleoedd Dros Ben ledled Caerffili, a bod yr adroddiad yn cynnwys diweddariad ar y sefyllfa bresennol o ran yr adolygiad gyda phwyslais penodol ar yr elfen Ôl-16 oed.

Er mai gwaith y Bwrdd yw datblygu datrysiadau cynaliadwy tymor hir i heriau Ôl-16 oed, Rhyw Sengl Lleoedd Gwag yng Nghaerffili, mae gwelwyd cyfle i wella'r ddarpariaeth addysg ôl-16 gyfredol yn y Fwrdeistref yn y tymor byr drwy fireinio a gwella natur y cydweithredu sy'n digwydd eisoes rhwng ysgolion uwchradd Cwm Rhymni Uchaf a Basn Caerffili.

Hysbyswyd y Cabinet fod partneriaethau ysgolion Uwchradd yn weithredol yn ardaloedd Gogledd Caerffili (Consortiwm Cwm Rhymni Uchaf– Heolddu, Idris Davies 3-18, Ysgol Merched Lewis ac Ysgol Lewis Pengam) a Basn Caerffili (Bedwas, Cenydd Sant a Martin Sant) ers nifer o flynyddoedd. Mae'r Bwrdd wedi gweld y posibilrwydd i gryfhau'r partneriaethau hyn drwy gytundeb partneriaeth ffurfiol a sefydlu bwrdd rheoli a allai sicrhau darpariaeth effeithiol. Mae gan y trefniant hefyd y potensial i gynnig mynediad at gwricwlwm ehangach i fyfyrwyr ac i wella'r costau a'r deilliannau cyffredinol yn y cam Ôl-16 oed.

Mae cymorth ar gael i'r ddwy bartneriaeth i helpu i gyflwyno'r newidiadau angenrheidiol ac mae disgwyl i'r trefniant newydd gael ei gyflwyno ar ddechrau blwyddyn academaidd 2020-21. Yn y cyfamser bydd y Bwrdd Adolygu yn bwrw ymlaen â thrafodaethau ar faterion mwy tymor hir Ôl-16 oed, Lleoedd Dros Ben ac Addysg Rhyw Sengl. Bydd cyfarfod nesaf y Bwrdd Adolygu ar 31 Ionawr 2020 yn canolbwyntio ar adolygiad o ystâd yr ysgolion uwchradd ym Masn Caerffili a Gogledd Caerffili a lle'r ddarpariaeth ôl-16 oed o fewn hynny.

Diolchodd y Cabinet i'r Swyddogion am yr adroddiad a chroesawyd Mr J. Fabes, (Swyddog Arweiniol ar gyfer Addysg ôl-16 oed), Mr M. Jarvis (Pennaeth – Ysgol Gyfun Martin Sant) a Mr C. Parry (Pennaeth– Ysgol Lewis Pengam).

Cafodd y Cabinet gyflwyniad gan Mr Fabes ar y Trefniadau Cydweithredu Ôl-16 oed a'r Adolygiad o addysg ôl-16 oed, addysg rhyw sengl a lleoedd dros ben, gan nodi'r gwaith a wnaed â Phenaethiaid, arweinyddion Cwricwlwm Dosbarthiadau 6 i ddatblygu ymhellach y cydweithredu effeithiol a mwy ffurfiol rhwng dosbarthiadau chwech drwy ddefnyddio dulliau newydd ac integreiddio mwy clos. Nododd y Cabinet fod dwy bartneriaeth Ôl-16 oed eisoes, sef Partneriaeth Basn Caerffili a Phartneriaeth Cwm Rhymini Uchaf (URVP).

Nododd y Cabinet fod prif fuddiannau'r cydweithredu'n cynnwys datblygu cwricwlwm cyfoethog ac amrywiol i ddysgwyr yn y ddwy bartneriaeth gyda deilliannau o ansawdd uwch i ddysgwyr a gwell gwerth am arian a model cyflawni mwy cynaliadwy. Nodwyd fod Memorandwm Cyd-ddealltwriaeth wedi'i ddatblygu ar gyfer pob partneriaeth, a fydd yn ffurfioli'r cytundebau gyda nodau, trefniadau llywodraethu, rheolaeth a darpariaeth cyrsiau.

Hysbyswyd y Cabinet o ddatblygiad gwefan newydd a phrosbectws ar-lein ar y cyd, caffael system a fydd yn darparu cymorth, arweiniad a gwybodaeth ar lwybrau cynnydd.

Cafodd y Cabinet gyfle i wyllo fideo byr, a oedd yn dangos noson agored ddiweddar a gynhaliwyd yn Nhŷ Penallta, a oedd yn gyfle i ddysgwyr i edrych ar nifer o opsiynau addysgol, fel pynciau chweched dosbarth, colegau a Gyrfa Cymru.

Eglurodd Mr C. Parry (Pennaeth – Ysgol Lewis Pengam) fod y Cydweithrediad yn broses bwysig i wella ysgolion ac er bod y partneriaethau wedi bod yn weithredol ers nifer o flynyddoedd, mae'r ffurfioli a'r memorandwm cyd-ddealltwriaeth yn cael gwared ar unrhyw rwystrau, a'u bod yn helpu i adeiladu ar brentisiaethau ac yn cynnig mwy o lwybrau a llwybrau mwy eglur i ddysgwyr.

Eglurodd Mr M. Jarvis (Pennaeth – Ysgol Gyfun Martin Sant) fod y broses yn gyfle i fyfyrion ar yr arferion sydd ar waith yn awr ac i graffu'n effeithiol, gyda chyfle i helpu ei gilydd ac i rannu arferion gorau.

Diolchodd y Cabinet i'r Swyddogion, y Swyddog Arweiniol a'r Penaethiaid am yr adroddiad, am y cyflwyniad a'r fideo.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd fod yr argymhellion yn yr adroddiad yn cael eu cymeradwyo. Drwy godi dwylo cytunwyd yn unfrydol.

PENDERFYNWYD am y rhesymau a geir yn adroddiad y Swyddogion:

- i) Y dylid nodi'r wybodaeth yn yr adroddiad;
- ii) Y defnydd o £48,000 o gronfa tanwario wrth gefn Addysg a Gwasanaethau Corfforaethol i gael ei gymeradwyo i brynu a gweithredu'r systemau TG gofynnol i gefnogi'r trefniadau newydd. Byddai hyn yn caffael y system am 2 flynedd i bob un o'r 12 Ysgol Uwchradd;
- iii) Y defnydd o £10,000 o gronfa tanwario wrth gefn Addysg a Gwasanaethau Corfforaethol i gael ei gymeradwyo i ymestyn y Swyddog LA Arweiniol tan 31 Mawrth 2020.

## **9. STRATEGAETH PRYDAU YSGOL AM DDIM (FSM)**

Mae'r adroddiad, a ystyriwyd gan y Pwyllgor Caffael Addysg ar 24 Medi 2019 yn cynnwys amlinelliad o'r Strategaeth Addysg sy'n ymdrechu i wella cyrhaeddiad disgyblion sy'n cael Prydau Ysgol am Ddim.

Roedd yr adroddiad yn cynnwys crynhoad o'r strategaeth ddiwygiedig i wella cyrhaeddiad y

grŵp hwn o ddisgyblion. Roedd y Strategaeth yn cydnabod yr angen i gyflymu gwelliannau, gan ystyried data lleol a chenedlaethol. Roedd y ddogfen hefyd yn edrych ar y meysydd canlynol:

- Defnydd effeithiol o gyllid grant;
- Rôl ysgolion i wella cyrhaeddiad;
- Rôl yr Awdurdod Lleol i wella cyrhaeddiad;
- Rôl rhieni, gofalwyr;
- Rôl partneriaid.

Roedd y Strategaeth hefyd yn cydnabod bod rhai disgyblion, sy'n cael pryddau ysgol am ddim, yn cyflawni ar y lefel ddisgwyliedig ym mhob cam o'u haddysg o Flynyddoedd Cynnar i ddiwedd Cyfnod Allweddol 5. Fodd bynnag, roedd y ddogfen yn ymdrechu i sicrhau bod pob disgybl, beth bynnag fo'u cyrhaeddiad blaenorol, yn gwneud cynnydd da drwy gydol eu haddysg ysgol. Yn ogystal â mireinio'r broses atebolrwydd sydd mewn grym i fonitro, olrhain a gwerthuso cynnydd y grŵp hwn o ddysgwyr, mae'r ddogfen yn sôn am sefydlu 'Bwrdd Dyheadau Disgyblion' gyda'r nod o bennu a rhannu'r arferion gorau un sydd i'w cael yn Ysgolion Caerffili.

Diolchodd y Cabinet i'r Swyddog am yr adroddiad, a dilynwyd hynny gan drafodaeth.

Wrth drafod yr adroddiad, nodwyd fod newyddion y BBC wedi cynnwys adroddiad ar waith yn y maes hwn ac yn benodol gwaith sy'n cael ei wneud ledled Cymru.

Gofynnwyd i'r Cabinet nodi mai dogfen weithio yw hon, a fydd yn gweithredu fel arweiniad i ddarpariaeth a gwaith yn y maes hwn. Wrth ystyried data diweddar, gofynnwyd i'r Cabinet nodi fod dysgwyr sy'n cael pryddau ysgol am ddim wedi gwneud cynnydd sylweddol yng Nghaerffili, sy'n well na chyfartaledd Cymru ac maent yn perfformio'n well na'r lefel Genedlaethol mewn Rhifedd, o ganlyniad i gau'r bwlch rhwng dysgwyr sy'n cael pryddau ysgol am ddim a rhai nad ydynt.

Gofynnodd Aelod, wrth drafod gwaith a wnaed i ddwyn y Strategaeth ynghyd, am ragor o wybodaeth ar y gwaith sy'n cael ei wneud i gael gwared ar stigma Pryddau Ysgol am Ddim ac i gynyddu'r niferoedd cymwys sy'n manteisio. Eglurodd Swyddogion fod nifer o bethau wedi'u gwneud i godi'r proffil mewn ysgolion Cynradd ac Uwchradd, sy'n cynnwys gwella'r berthynas â rhieni, meithrin elfen o ymddiried, a datblygu system ddigidol ag Ysgolion Uwchradd, sy'n lleihau'r stigma. Hefyd, nodwyd fod gwaith yn cael ei wneud â'r adrannau Rhent a Budd-daliadau, i ystyried dosbarthu'r Grant drwy'r adran hon, i gael gwared ar y cysylltiad ag ysgolion, ac y byddai hynny hefyd yn cael gwared ar y stigma.

Roedd Aelodau'n awyddus i gynyddu'r niferoedd sy'n manteisio ar Bryddau Ysgol am Ddim, ymhlith rhai sy'n gymwys, a fyddai'n sicrhau bod dysgwyr yn cael help digonol os oedd angen, yn ogystal â chynnydd mewn cyllid grant gan Lywodraeth Cymru.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd, fod yr argymhellion yn adroddiad y Swyddogion yn cael eu cymeradwyo. Cafwyd cytundeb unfrydol drwy godi dwylo.

PENDERFYNWYD am y rhesymau a geir yn adroddiad y Swyddogion fod y Strategaeth Pryddau Ysgol yn cael ei chymeradwyo.

Daeth y cyfarfod i ben am 11.42am.

Cymeradwywyd a llofnodwyd fel cofnod cywir yn amodol ar unrhyw gywiriadau a wneir yn y cyfarfod a gynhelir ar 11 Mawrth 2020.

Gadewir y dudalen hon yn wag yn fwriadol

Dyddiad Cabinet	Teitl	Materion Allweddol	Awdur
25/03/20 10:30	Trosglwyddo Asedau Cymunedol - Polisi a Phroses Drafft.	Cynllun Strategol - Datblygu polisi ac opsiynau i ddarparu fframwaith ar gyfer Trosglwyddo Asedau Cymunedol	Peters, Kathryn;Broadhurst, Timothy;
25/03/20 10:30	Gweithdrefnau Recriwtio Mwy Diogel a Pholisïau'r Gwasanaeth Datgelu a Gwahardd (DBS).		Donovan, Lynne
25/03/20 10:30	Technoleg Addysg (Hwb) - Diweddariad ar y Rhaglen a Dyrannu Cyllideb.		Lucas, Liz
08/04/20 10:30	Strategaeth Addysg Heblaw yn yr Ysgol.	Mae Strategaeth Addysg Heblaw yn yr Ysgol yn nodi'r cefndir a'r rhesymeg dros newid er mwyn diwallu anghenion grŵp cynyddol gymhleth o ddysgwyr sy'n agored i niwed. Mae gan yr Awdurdod Lleol lefel uchel o uchelgais o ran y ddarpariaeth sydd i'w chynnig i'r dysgwyr hyn ac mae'r Strategaeth yn nodi'r cynlluniau hyn yn fwy manwl.	Cole, Keri
08/04/20 10:30	Adeiladu Man Chwarae Newydd, Pontllan-fraith.	Mae'r adroddiad yn ceisio cymeradwyaeth y Cabinet i adeiladu man chwarae newydd oddi ar faes parcio'r Courthouse ar y B4251 ym Mhontllan-fraith i gymryd lle ardal chwarae a fydd yn cael ei datgomiynu os a phan fydd datblygiad Gerddi'r Siartwyr yn mynd yn ei blaen.	Williams, Mark;Headington, Mi
22/04/20 10:30	Gorchymyn Diogelu Mannau Agored Cyhoeddus - Rheoli Cŵn ar Feysydd Chwaraeon	Ceisio cymeradwyaeth y Cabinet i gynnal ymgynghoriad ar Orchymyn Diogelu Mannau Agored Cyhoeddus drafft i wahardd cŵn o gaeau chwaraeon y Cyngor.	Hartshorn, Robert

22/04/20 10:30	Strategaeth Fasnachol a Buddsoddi	Camp, Victoria
	I gael cymeradwyaeth gan y Cabinet i symud	
22/04/20 10:30	Diweddariad Ysgolion yr 21ain Ganr ymlaen i'r ymgynghoriad llawn	West, Andrea
	TîmCaerffili - Strategaeth	
10/06/20 10:30	Trawsnewid - diweddariad 6 mis	Peters, Kathryn
	Gwasanaeth Wardeiniaid	
10/06/20 10:30	Diogelwch Cymunedol	Hartshorn, Robert
10/06/20 10:30	Cynllun Carbon Sero-Net CBSC	Kyte, Rhian
08/07/20 10:30	Hebryngwyr croesfannau ysgolion	Lloyd, Marcus
09/09/20 10:30	Taliadau Rheoli Lesddeiliaid	Couzens, Shaun
	Cyswllt Bws Ystrad Mynach i Goed	
07/10/20 10:30	Duon	Lloyd, Marcus
	Adolygiad o Godi Tâl am Wasanaethau (Swmpus a Rheoli	
07/10/20 10:30	Plâu)	Hartshorn, Robert
	Adolygiad o Wasanaethau	Williams, Mark S; Reynolds,
07/10/20 10:30	Canolfannau Cymunedol	Jeff;

**Aelod Cabinet**

Cyng. Lisa Phipps

Cyng. Gordon, Colin J

Cyng. Gordon, Colin J

Cyng. Jones, Barbara

Cyng. Lisa Phipps

Cyng. George, Nigel

Cyng. Morgan, Sean

Cyng. Jones, Barbara

Cyng. Stenner, Eluned

Cyng. George, Nigel

Cyng. Morgan, Sean

Cyng. Morgan, Sean

Cyng. Lisa Phipps

Cyng. Morgan, Sean

Cyng. George, Nigel

Cyng. George, Nigel





## CABINET – 11TH MARCH 2020

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2020-2021) AND LOCAL AUTHORITY ANNEX 2020-2021**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

- 
- 1.1 The attached report outlined the Education Achievement Service (EAS) Business Plan (2020-2021) and Local Authority Annex 2020-2021. This report was considered by the Education Scrutiny Committee on 24<sup>th</sup> February 2020 prior to consideration by Cabinet on 11<sup>th</sup> March 2020.
  - 1.2 Members were advised that the EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks Members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process.
  - 1.3 The scrutiny committee noted that the business plan sets out how the EAS plans to deliver school improvement services across all schools, pupil referral units and funded non-maintained nursery settings on behalf of each Local Authority. The plan sets out how LAs will be supported to deliver their statutory function, by addressing their individual improvement priorities and promoting improved pupil outcomes.
  - 1.4 The business plan priorities have been derived from LA strategic plans, progress from the previous business plan and areas identified through self-evaluation and external research. The scrutiny committee were advised of the strengths and areas for development within Caerphilly which are detailed in the LA Annex, which can be aligned to the provision of LA services to ensure that all pupils meet their full potential.
  - 1.5 Members sought clarification in respect of the terminology used in the business plan for targets. The scrutiny committee were advised that these terms are based on Estyn reporting, and that 'Nearly All' refers to 95% and above, 'Majority' meaning over 60%.
  - 1.6 Scrutiny Committee Members asked if there were negative impacts upon schools where staff provides peer learning support to other schools. Members were advised that the key factor in mitigating impact upon schools is for this to be planned in advance. This allows schools to use the funding from the EAS to recruit or backfill posts. Officers advised that the LEA are also aware of the potential impact and will ensure, through their monthly meetings, that support provided is not at the expense of the school providing the peer support. In some instances schools can mitigate impact by not timetabling a class for a teacher, who is providing support elsewhere.
  - 1.7 Members sought assurance that the key driver for the reduction in EAS challenge advisors and an increase in peer learners was financial as opposed to it being the best model. The scrutiny committee were referred to the report which stated that the best challenge advisors are those that are currently practising. There is no financial benefit to the EAS as the financial savings are passed on to the schools who are freeing up staff to provide the

learning. There is also an additional benefit to those staff who subsequently backfill or deputise allowing them to grow and develop their skills and experience. However it was acknowledged that it is important to ensure that a balance is struck when deciding whether to release a member of staff, to ensure that it is the right time for both the school and the member of staff.

- 1.8 The scrutiny committee commented that it would be helpful if they could be provided with a breakdown in respect of Caerphilly for the 'Summary of Progress 2019/20' detailed on page 11 of the draft plan and also would like to receive the mid –year review of the plan going forward. Members were assured that formatting and errors contained within the business plan would be corrected before submission to Welsh Government.
- 1.9 Following consideration and discussion the Education Scrutiny Committee unanimously agreed to recommend to Cabinet that:
- (i) The comments of the Education Scrutiny Committee contained herein are considered by Cabinet.
  - (ii) The EAS Business Plan is endorsed prior to its submission to Welsh Government.
- 1.10 Cabinet are asked to consider the report and the above recommendations.

Author: Catherine Forbes-Thompson, Scrutiny Manager – forbecl@caerphilly.gov.uk

Appendices:

Appendix Report to Education Scrutiny Committee 24<sup>th</sup> February 2020 – Agenda Item 8



## EDUCATION SCRUTINY COMMITTEE - 24TH FEBRUARY 2020

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2020-2021) and LOCAL AUTHORITY ANNEX 2020-2021**

**REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS.  
TO BE DELIVERED BY EDWARD PRYCE  
ASSISTANT DIRECTOR – POLICY AND STRATEGY**

### 1. PURPOSE OF REPORT

- 1.1 This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

### 2. SUMMARY

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

### 3. RECOMMENDATIONS

- 3.1 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process, and provide a written response as appropriate.
- 3.2 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 EAS are required to submit their Business Plan to Welsh Government and the Scrutiny committee asked for feedback before Cabinet are scheduled to approve it.

### 5. THE REPORT

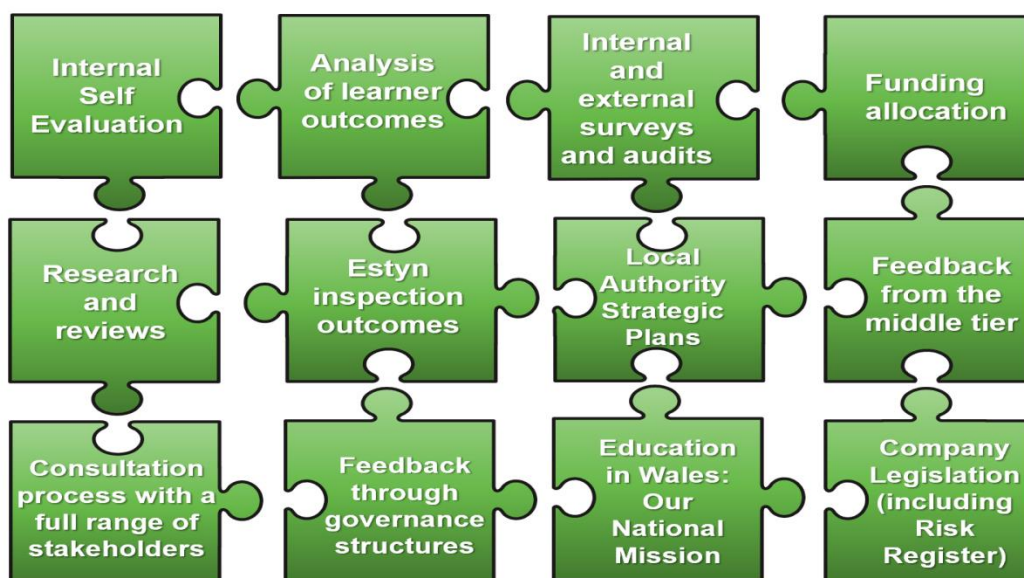
- 5.1 This report asks for members to consider the full contents of the draft EAS Business Plan

2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

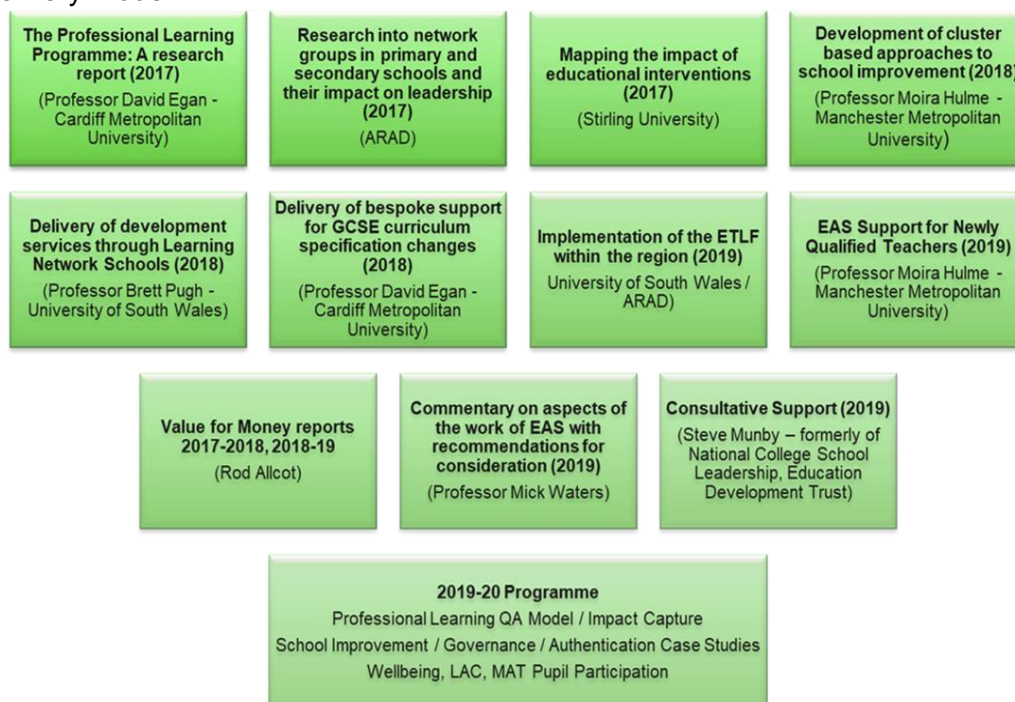
- 5.2 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 5.3 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 5.4 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 5.5 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 5.6 Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.
- 5.7 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 5.8 The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead

who co-ordinates this work at school level.

- 5.9 All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities
- 5.10 For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.
- 5.11 Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



5.12 A wide range of research has also been undertaken to assist with refining the regional delivery model:



5.13 The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region.

5.14 The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans

5.15 This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

5.16 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

5.17 Caerphilly Strategic Priorities 2020/21 (as provided by the LA):

<b>Strategic priorities for 2020/2021</b>	<b>Main link (s) to the improvement strands within the Business Plan</b>
Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	Improvement Strand: 1,2 and 3
Further improve the quality of leadership across all phases of education. *	Improvement Strand: 1 and 2
Increase the number of pupils achieving 3 A-A* at Key Stage 5.*	Improvement Strand: 1, 2 and 3
Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals.*	Improvement Strand: 1, 2 and 3
Further improve pupils' acquisition digital competency skills. *	Improvement Strand: 1 and 2

5.18 EAS Improvement Strands:

<b>Improvement Strand</b>	<b>Description</b>
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

5.19 The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.

5.20 As a result of internal self-evaluation we still need to work with local authorities to:

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.

- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
- Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
- Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.

5.21 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

5.22 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.
- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

### **LA Annex Documents**

5.23 Each LA Annex contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas. The



improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

### **How does the EAS support schools to identify and address their school improvement priorities?**

5.24 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

5.25

### **Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:**

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.
- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.
- Nearly all schools are demonstrating progress against the national language charter framework objectives.
- A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.

- The region has a comprehensive leadership development pathway for aspiring and existing leaders.
- All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
- The model for delivery of governor training will be reviewed and revised.
- Worked collaboratively with middle tier partners to support the realisation of the national mission.
- A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
- The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
- Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
- An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
- A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
- A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
- The delegation rate to schools is maintained at 94%.
- Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
- Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

## **Risks**

### 5.26 Caerphilly LA Risks:

- Not a high enough percentage of learners make the expected rate of progress and achieve appropriate outcomes at Key Stage 4, particularly in the English language and Capped 9 measures.
- The pace of improvement in the quality of leadership across all phases of education is insufficient.
- The number of pupils achieving 3 A-A\* at Key Stage 5 remains too low.
- Pupils' do not acquire sufficient digital competency skills

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan.

### 5.27 Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;

- Agreed actions are not carried out in a timely manner by identified parties;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

## 6. ASSUMPTIONS

6.1 There are no specific assumptions.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

## 8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

## 9. EQUALITIES IMPLICATIONS

9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

## 10. FINANCIAL IMPLICATIONS

10.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

10.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional

distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring too.

- 10.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 10.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Caerphilly LA's contribution for 2020/21 is £1,005,705 compared with £1,021,020 in 2019/20.
- 10.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 There are no personnel implications.

## **12. CONSULTATIONS**

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation.

## **13. STATUTORY POWER**

Local Government Acts 1972 and 2000  
Children's Act 2004  
Standards and Framework Act 1998

- Appendix 1: Education Achievement Service for South East Wales: Business Plan (2020-2021)  
Appendix 2: LA Annex Document 2020-2021

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

Consultees:

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Pupil Consultation
- Richard Edmunds, Corporate Director, Education and Corporate Services
- Keri Cole, Chief Education Officer
- Sue Richards, Head of Education Planning & Strategy
- Christina Harrhy, Interim Chief Executive
- Dave Street, Corporate Director, Social Services & Housing
- Mark S. Williams, Corporate Director Communities
- Councillor Barbara Jones, Cabinet Member for Education & Achievement
- Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
- Councillor Carol Andrews, Vice Chair, Education for Life Scrutiny Committee
- Lynne Donovan, Head of People Services
- Jane Southcombe, Financial Services Manager
- Rob Tranter, Head of Legal Services and Monitoring Officer
- Steve Harris, Interim Head of Business Improvement Services
- Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
- Ros Roberts, Business Improvement Manager.



# EAS

Education Achievement Service  
for South East Wales  
Gwasanaeth Cyflawni Addysg  
i Dde Ddwyrain Cymru

## Education Achievement Service for South East Wales: Business Plan (2020-2021)

“Transforming pupil outcomes, creating  
capacity through networks, enabling  
excellence in teaching and leadership”



**The Education Achievement Service (EAS) Business Plan has undergone a thorough consultation process. The consultees are listed below:**

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional Headteacher Strategy Group
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads

**The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:**

<p><b>Cllr K Preston</b></p> <p>Chair of Education Achievement Service Company Board</p>	
<p><b>Cllr D Yeowell</b></p> <p>Chair of Joint Executive Group</p>	
<p><b>Ms D Harteveld</b></p> <p>Managing Director, Education Achievement Service</p>	
<p><b>Mr Will McClean</b></p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

# Contents

Section	Focus	Page
1	<b>Regional Context</b>	<b>4</b>
2	<b>Overview</b>	<b>6</b>
	• What does the EAS do on behalf of, and in partnership with local authorities and other organisations?	6
	• How does the EAS support schools and settings to identify and address their improvement priorities?	6
	• Regional Delivery Model	9
3	<b>The South East Wales Regional Mission Business Plan (2020/2021)</b>	<b>10</b>
	• Introduction	10
	• How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners?	11
	• Regional Priorities for 2020/2021	13
	• Local Authority Education Strategic Priorities 2020/2021	15
	• Business Plan (2020/2021): Improvement Strands 1-4	18
	• Ambitions for 2020/2021 and beyond	25
4	<b>Delivery arrangements for 2020/2021</b>	<b>26</b>
	• Governance and funding	26
	• How will the EAS held to account for the delivery and impact of the Business Plan?	26
	• Consortium funding	26
	• Local authority contributions	27
	• Regional school improvement grants	27
	• Governor Support Service Level Agreement	28
5	<b>Additional supporting documents</b>	<b>29</b>



## Section 1: Regional context

### Why the EAS? Why this model?

The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity.

*“The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.” (EAS Value for Money Report 2018/2019)*

### Key regional facts and figures



The number of pupils of compulsory school age within the region in 2019 was 72,698. This represents 19% of all pupils in Wales.



There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).



There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.



There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).



The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019).



In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).



The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%.



Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region.

## Overview of school numbers in the region

### Caerphilly (19.7% FSM)

- 14 Non-maintained Nursery Settings
- 63 Primary (11 Welsh medium, 1 Roman Catholic)
- 6 Infant
- 4 Junior
- 11 Secondary (1 Welsh medium)
- 1 Special
- 1 Pupil Referral Unit
- 1 3-18



### Blaenau Gwent (22.7% FSM)

- 2 Non-maintained Nursery Settings
- 19 Primary (1 Welsh medium, 3 Roman Catholic)
- 2 Secondary
- 2 Special
- 2 3-16



### Monmouthshire (11.3% FSM)

- 27 Non-maintained Nursery Settings
- 30 Primary (2 Welsh medium, 6 Church in Wales, 2 Roman Catholic)
- 4 Secondary
- 1 Special
- 1 Pupil Referral Service



### Newport (19.4% FSM)

- 24 Non-maintained Nursery Settings
- 2 Nursery
- 43 Primary (3 Welsh medium, 2 Church in Wales, 6 Roman Catholic)
- 9 Secondary (1 Welsh medium, 1 Roman Catholic)
- 2 Special
- 1 Pupil Referral Unit



### Torfaen (22.0% FSM)

- 15 Non-maintained Nursery Settings
- 25 Primary (3 Welsh medium, 3 Church in Wales, 3 Roman Catholic)
- 6 Secondary (1 Welsh medium, 1 Roman Catholic)
- 1 Special
- 1 Pupil Referral Service



## Overview of regional school staffing

Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
<b>EAS</b>	<b>4,909</b>	<b>4,617</b>

## Overview of regional school governors\*

Local Authority	Number of school governors*
Blaenau Gwent	323
Caerphilly	1076
Monmouthshire	461
Newport	822
Torfaen	405
<b>EAS</b>	<b>3087</b>

\* Correct as at 4.02.2020

## Section 2: Overview

### What does the EAS do on behalf of, and in partnership with, local authorities and other organisations?

The EAS is a not for profit limited company that is owned by the five local authorities in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each local authority. This plan supports the role that local authorities have in delivering their statutory functions, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development and Welsh in Education
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

### How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. The EAS remains committed to supporting the development of a skilled bilingual workforce in both Welsh and English medium schools. This approach is enabling teachers and leaders to learn from each other, from within and outside the region, to try out new approaches and to engage with educational research as the backdrop for improvement.

Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

A summary of these bilingual supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;

- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.



# Delivery of Professional Learning for a school, cluster or at regional level

## 5. Learning Networks Schools (LNS)

Where schools engage with schools across or beyond the region to develop practice in teaching, learning and leadership

LNS offer a range of support in specialist areas such as curriculum development (Areas of Learning and Experience (AoLEs)), or key themes such as well-being, teaching and learning or aspects of leadership. Schools can access support in a specific subject area such as Languages, Literacy and Communication (LLC), Welsh or Science, Technology, Engineering and Maths (STEM). Additionally, LNS can be provided to support individual schools in their improvement journey in all relevant aspects of school improvement.

## 1. Geographical Cluster Working

Working together to secure collective accountability of learner progress

A cluster-based professional learning lead organises and co-ordinates support for, and access to, professional learning. Each school has a regionally funded professional learning lead who co-ordinates this work at school level. The cluster-based lead provides schools within the cluster with updates and development materials to support all key priorities, to include: Schools as Learning Organisations (SLOs), Professional standards for teaching and leadership, Excellent Teaching and Learning Framework (ETLF). This work is disseminated to all schools / practitioners through their nominated school lead. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and local authority partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

## 4. Core Offer and Professional Learning (PL) Experiences

The EAS PL offer provides opportunities for individuals, school, clusters, to engage with a wide range of PL which is underpinned by the aims of the National Mission

EAS core staff and schools provide access to a wide range of professional learning opportunities that support the realisation of the National Mission, promoting the enabling objectives. The PL offer is underpinned by the National Approach to Professional Learning (NAPL) and encourages leaders, teachers, teaching assistants and governors to engage in a range of PL opportunities within and beyond the region. As well as having opportunities to engage with international best practice and research.

## Regional Professional Learning: Delivery Model

### 1. Geographical Cluster Working

### 5. Learning Network Schools

### 2. Peer Working

Working together and learning with colleagues to secure improvements in teaching, learning and leadership that secures improved outcomes for all learners

### 3. Self-Chosen Networks

Where schools engage with networking opportunities, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase

The EAS supports school leaders to develop well designed, well managed, rigorous peer review that involves senior leaders, middle leaders and teachers in one of the most valuable and impactful activities that schools in a mature, sector-led system can undertake. Adopting this approach helps to build a culture of trust-based accountability, backed up by a focus on tangible improvement, and a commitment to school to-school support.

### 4. Core Offer and Professional Learning Experiences

The region provides funded opportunities for schools and settings to network in self-chosen triads / small groups on an annual basis. Bids, which are agreed by members of the Headteacher Strategy Group need to reflect regional priority areas identified within the EAS Business Plan and must include an element of action-based research. Each networking group submits an evaluation at the end of the project. Good practice is captured and shared.

Wherever possible, resources are available in a digital format to enable schools to use these for staff professional learning.

## What is the delivery model for services across the region?

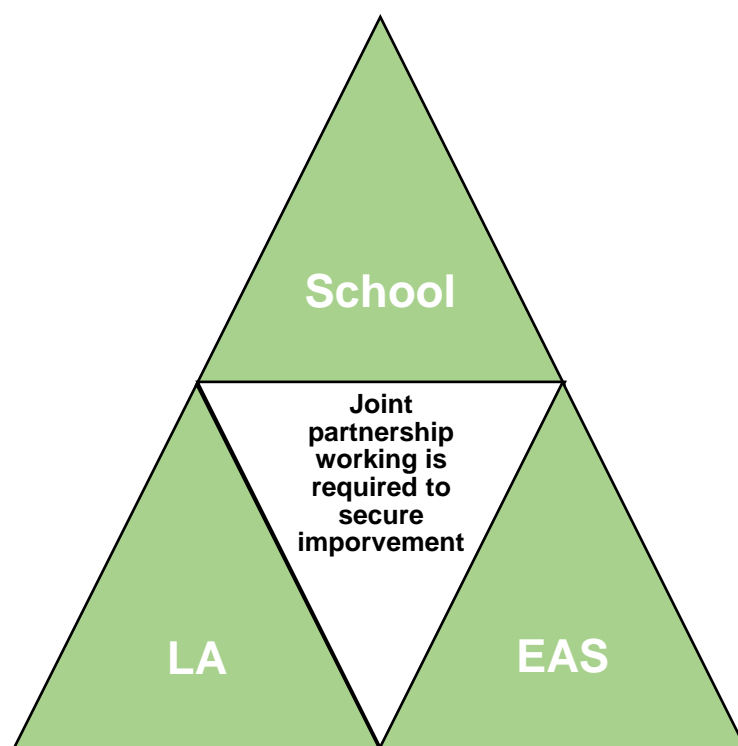
The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis and can therefore be delivered through the medium of Welsh or English. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model ensuring provision is available through the medium of Welsh and English.

The cluster-based professional learning lead also provides schools within the cluster with updates and bilingual development materials to support all key priorities within the National Mission, to include: Curriculum for Wales, Schools as Learning Organisations and the Professional Standards for Teaching and Leadership. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school that supports regional delivery of key information and latest key information with regards to the new Curriculum for Wales. The EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors, local authority partners and middle tier organisations to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes and /or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis and are reported to local authorities.

The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst local authorities retain the statutory responsibility for schools and school improvement. For sustained school improvement to happen it is essential that the culture and recognition for change is embedded and well understood within each school and that all partners work together, recognising that each (school, LA and EAS) has its role to play in securing improvements.

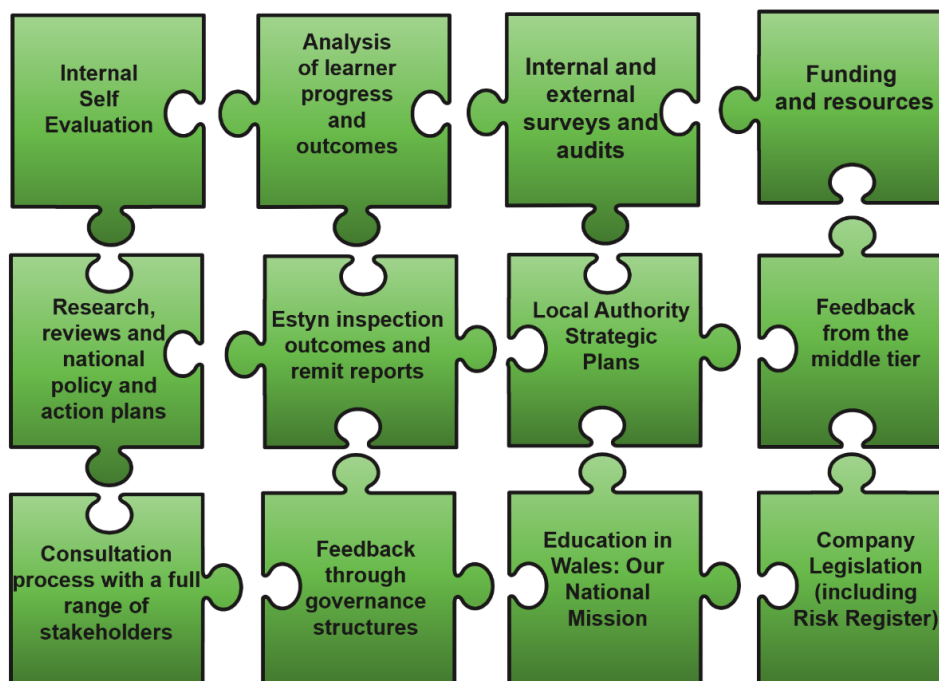




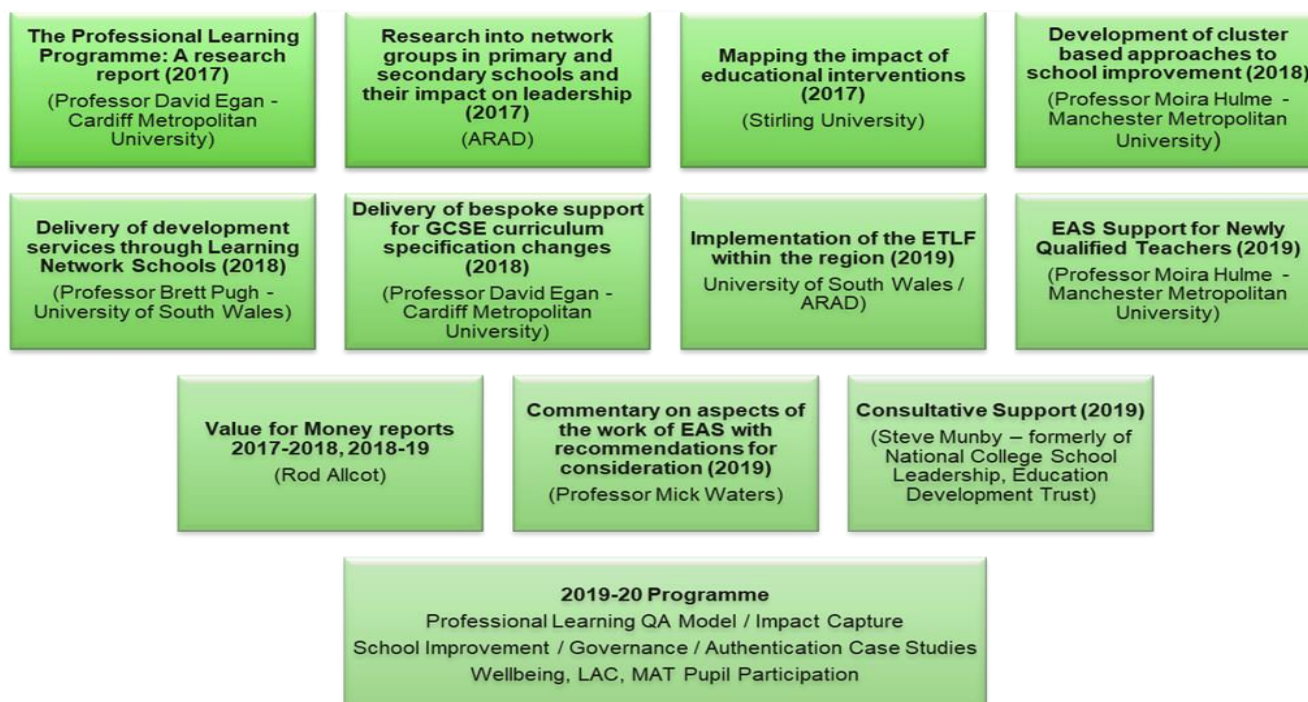
## Section 3: Business Plan 2019/2020

### Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to implement the curriculum for Wales and to continue to build upon the self-improving system within and across schools and settings. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research (facilitated via grants from Welsh Government):



*“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”*

*“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”*

Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019).

## **How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners?**

The EAS has been held to account on a regular basis through its governance structure of which local authorities are represented on all groups, including the Joint Executive Group, the EAS Company Board and the EAS Audit and Risk Assurance Committee. Throughout 2019/2020 there have been regular impact reports on the progress of the Business Plan to these groups. These reports have also been made available to each local authority in a timely manner to enable local authority officers to keep all elected members fully apprised of the impact of the work of the EAS.

These include: reports on pupil outcomes and progress (including vulnerable learners), progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director’s Annual Report, outcomes from regional school and governor surveys.

There have been regular quality assurance meetings between local authority Directors of Education and senior EAS officers to discuss the quality of service that has been provided by the EAS and the pace of progress of schools causing concern. The meetings have been an effective mechanism enabling clear lines of accountability and communication so that timely action is taken by all parties.

In addition, each local authority has received a termly overviews that contain the impact and engagement of schools in EAS support and professional learning. The quantity of information that is supplied to each local authority on the impact of the work of the EAS is too great to contain within this plan but it can be found in the documents mentioned above and the supporting documents referenced at the end of this plan.



## Key facts and figures in 2019/2020

The following facts and figures are a snapshot of a few of the successes achieved during 2019/2020:



As a result of internal self-evaluation, we need to work with local authorities and schools to:

Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.



Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.



Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.



Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.



Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.



Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.





As a result of internal self-evaluation, we need to work with local authorities and schools to:

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

As a result of internal self-evaluation, we need to work with other regions, Welsh Government and middle tier partners to:

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.


Ensure that elected members are fully apprised of changes to accountability arrangements.




To secure an indicative 3-year grant funding model.


## Local authority education strategic priorities 2020/21 (provided by each local authority)

This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
<p><b>Blaenau Gwent</b></p> 	Accelerating early language acquisition skills between the ages of 3 to 7. *	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4. *	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+. *	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4. *	1, 2 and 3

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
<b>Caerphilly</b> 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals*	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
<b>Monmouthshire</b> 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
<b>Newport</b> 	Improve provision and outcomes for FSM learners in all key stages. *	1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	2

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
<p><b>Torfaen</b></p> 	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and local authorities, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support local authority strategic plans to maximise the impact on learner outcomes.

# EAS Business Plan 2020/2021

The actions below have been developed in collaboration with our key partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard. These actions are complemented by a regional professional learning offer for school staff and governors.

<b>Improvement Strand 1</b>	<p><b>i) Developing a high-quality education profession</b></p> <p><b>ii) Inspirational leaders working collaboratively to raise standards</b></p> <ul style="list-style-type: none"> <li>• Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time.</li> <li>• Developing leaders and providing them with the opportunity to learn with and from others.</li> </ul>
<b>What will the EAS do?</b>	
<p><b>1.1 Quality assurance and impact of all professional learning</b></p> <ul style="list-style-type: none"> <li>• Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan.</li> <li>• Pilot the regional model for quality assuring all professional learning to capture impact.</li> </ul> <p><b>1.2 Curriculum for Wales</b></p> <ul style="list-style-type: none"> <li>• Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional innovation schools and professional learning schools.</li> <li>• Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these.</li> <li>• Encourage all schools to be research informed by creating a network of lead enquirers from professional learning schools to develop the capacity for professional enquiry in all schools.</li> <li>• Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales.</li> <li>• Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings in future delivery models.</li> </ul> <p><b>1.3 Schools as Learning Organisations</b></p> <ul style="list-style-type: none"> <li>• Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research.</li> <li>• Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities.</li> <li>• Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey.</li> <li>• Share case studies where schools and clusters are effectively developing as learning organisations.</li> <li>• Provide support and guidance to schools about how to use the SLO survey to inform school development priorities</li> </ul>	

#### **1.4 Teaching and Learning**

- Identify and share effective whole school strategies for teaching and learning from within and beyond the region to increase expectations around achieving excellent outcomes for learners.
- Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach.
- Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.
- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.
- Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language.

#### **1.5 Professional learning teaching assistants**

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

#### **1.6 Professional Learning for statutory induction**

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

#### **1.7 Initial Teacher Education**

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

#### **Inspirational leaders working collaboratively to raise standards**

#### **1.8 National professional learning offer for leaders**

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.
- Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.

#### **1.9 Identifying, recruiting and retaining effective leaders**

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship



- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors.

### **1.10 Governors as leaders**

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.
- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

### **1.11 Specialist HR**

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

### **1.12 Targeted support for the secondary phase (in addition to above)**

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches.
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

### **1.13 Specific focus on improving the outcomes of Vulnerable Learners**

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

## Improvement Strand 2

### Strong and inclusive schools committed to excellence, equity and wellbeing

- Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.

### What will the EAS do?

- To provide a programme of professional learning through a 'Train the Trainer' approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language.
- Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings.
- To extend the use of first hand evidence within schools to support and challenge the progress that is made by vulnerable learners.
- To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level.
- To co-construct a professional learning programme in partnership with local authorities on 'Improving pupil engagement and behaviours in learning' based upon the principles of adverse childhood experiences agenda.
- Review and extend the network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme.
- To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers.
- Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy.
- Will work in partnership with local authorities to analyse attendance and exclusions data and support school leaders to share effective practice and to improve outcomes, as appropriate.
- To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform.
- To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant.

### Targeted support for the secondary phase (in addition to above)

- To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations.
- Extend the RADY programme for identified secondary schools and their feeder primary schools.

## Improvement Strand 3

### Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

- Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.

### What will the EAS do?

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Implement the regional approach to schools causing concern in partnership with local authorities and Diocesan Directors that includes regular schools causing concern meetings and regional schools causing concern register to monitor and increase the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with local authorities and Diocesan Directors to inform next steps and where appropriate this may include the use of statutory powers to accelerate progress.
- Working alongside key partners including Estyn, Welsh Government, local authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress.
- Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance.
- Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda.
- Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings.
- Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.
- Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focused on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for SACRE and the development of individual Welsh in Education Strategic Plans.

### Supporting a self-improvement system

- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning.
- Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs.

- Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery.

### **Targeted support for the secondary phase (in addition to above)**

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5 for all learners.

### **Specific focus on improving the outcomes of Vulnerable Learners**

- Improve the analysis of progress data that pertains to vulnerable learners.
- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the research from the Education Endowment Foundation.
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work.
- To continue grant discussion meetings with local authority partners to focus on provision and progress of vulnerable learners.

## Improvement Strand 4

### EAS Business Development

- Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes.
- Develop a workforce that embodies the core values and mission of the EAS.
- Ensure the EAS adheres to legislative requirements.

### What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to and addresses regional priorities and national priorities.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement, to include the development of a regional pupil forum.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.



**Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:**

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners. A majority of schools perform in line with modelled outcomes based on FSM eligibility.

The model for delivery of governor training will be reviewed and revised enabling more governors to undertake professional learning on a cluster basis.

A broader range of evaluation strategies will be developed and used that do not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy.

Nearly all schools are demonstrating progress against the national language charter framework objectives.

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.

Through the review of the Regional Welsh Language Strategy good progress has been made in addressing the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.

Through self evaluation many schools are making good progress in achieving the milestones set out within the nationally agreed documentation for the realisation of the new curriculum for Wales.

The quality of SDPs within the secondary phase continue to improve with many schools using improved self-evaluation activity to inform improvement priorities. Many make at least good progress.

All schools causing concern will be held to account for the pace of progress and where this is too slow appropriate action will be taken or advised in a timely way.

A regional professional learning programme and talent management framework will be implemented enabling a more strategic approach to identifying, developing and retaining good quality leaders within the region.

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.

Challenge Advisers will use a wider range of first-hand evidence to support schools in promoting improved progress and outcomes for all learners, including vulnerable groups.

All schools and settings engaged in the pilot pedagogy programme will have developed a bespoke teaching and learning strategy for their school that is beginning to improve the quality of teaching and learning and reduce within school variation.

Nearly all secondary schools who have engaged with the programme for cross curriculum skills development and have improved their provision as a result with impact evident through a range of first-hand evidence.

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

The revised learning network schools' model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

EAS governance arrangements will be strengthened through the appointment of additional non-executive directors to broaden the breadth and balance of skills on the company board.

Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

The EAS will achieve the Investors in People Award and will demonstrate strong progress against the outcomes of the EAS learning organisation survey.

An online resource for Health and Wellbeing, bespoke to each local authority will enable schools to be signposted to effective provision, promoting improved pupil outcomes for vulnerable learners.

The delegation rate to schools is maintained at 94%.

## Section 4: Delivery arrangements for 2020/2021

### Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

### How will the EAS held to account for the delivery and impact of the Business Plan?

The progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board.

This year the EAS will report additional information on a termly basis, as opposed to only mid-year, to both the Joint Executive Group and local authorities around the progress and impact of its work in support of each local authority strategic objective and their related success criteria and also the progress schools are making towards their individual targets. This approach will be aligned to the national changes in the accountability system.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and through evaluation and improvement events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

### Consortium funding

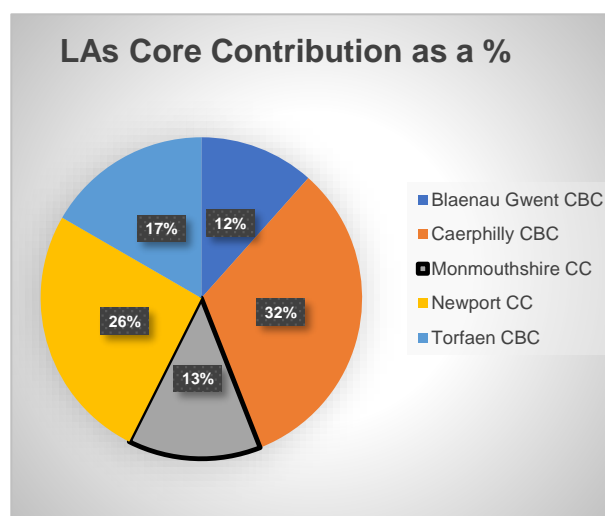
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

## Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
<b>Total</b>	<b>3,098,465</b>



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

## Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.



Grant Name	Grant Total	Amount delegated to schools	Delegation*	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
<b>Total</b>	<b>49,008,126</b>	<b>46,241,799</b>	<b>94.4%</b>	<b>2,766,327</b>

\*Delegation: This refers to funding which gives freedom of choice to a school in how it is used. It must however be spent in accordance with, and in the spirit of, the core purpose of the grant and the individual school development plan.

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non - delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

## Governor Support Service Level Agreement

The EAS has responsibility for providing a Governor Support service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors. This includes advice, guidance, training, and an optional clerking service in order to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

## Section 5: Additional supporting documents

**This Business Plan is supported by the following documents:**

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of EAS Business Plan 2019/2020



## Local Authority Specific Annex 2020-2021

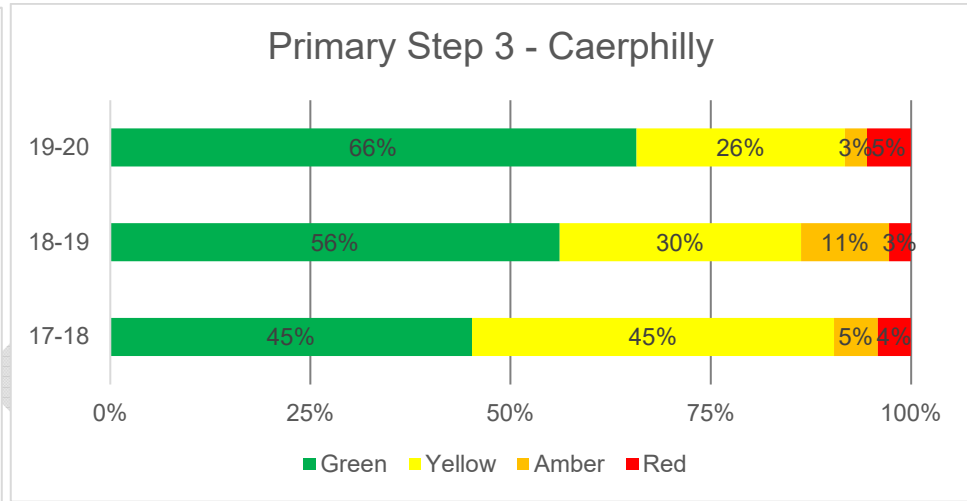
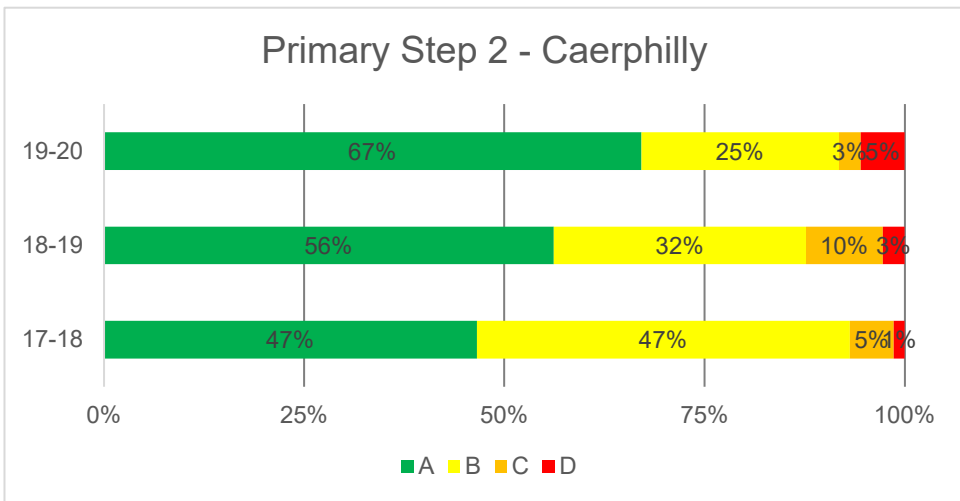
### Local Authority: Caerphilly

#### Summary of National Categorisation of schools in the Local Authority in 2017-2018, 2018-2019 and 2019-2020

Step 2 - Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	4	34	34	1%	5%	47%	47%
	18-19	2	7	23	41	3%	10%	32%	56%
	19-20	4	2	18	49	5%	3%	25%	67%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

Step 3 - Primary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	3	4	33	33	4%	5%	45%	45%
	18-19	2	8	22	41	3%	11%	30%	56%
	19-20	4	2	19	48	5%	3%	26%	66%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%

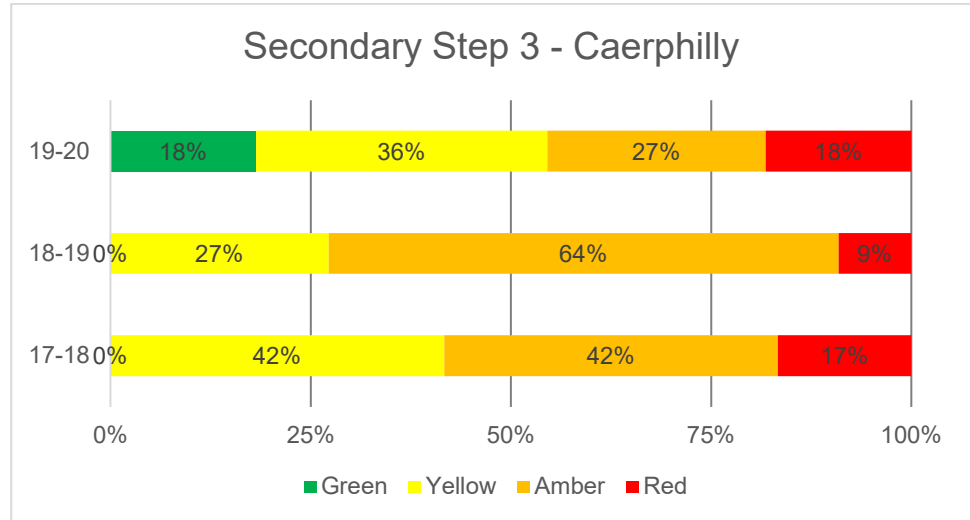
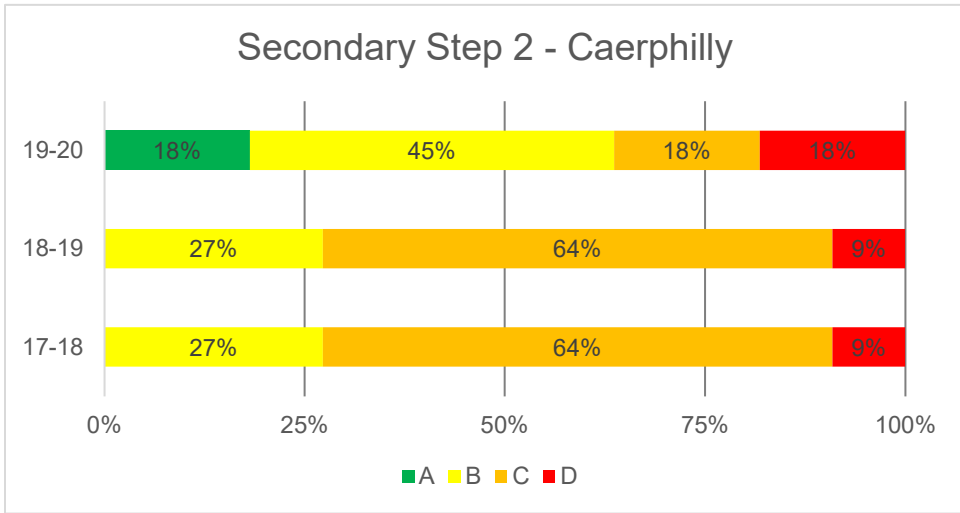
Please note that Step 1 is no longer used, Step 2 is Leadership and Step 3 is Overall Support Category



DRAFT

Step 2 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	7	3	0	9%	64%	27%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	2	5	2	18%	18%	45%	18%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

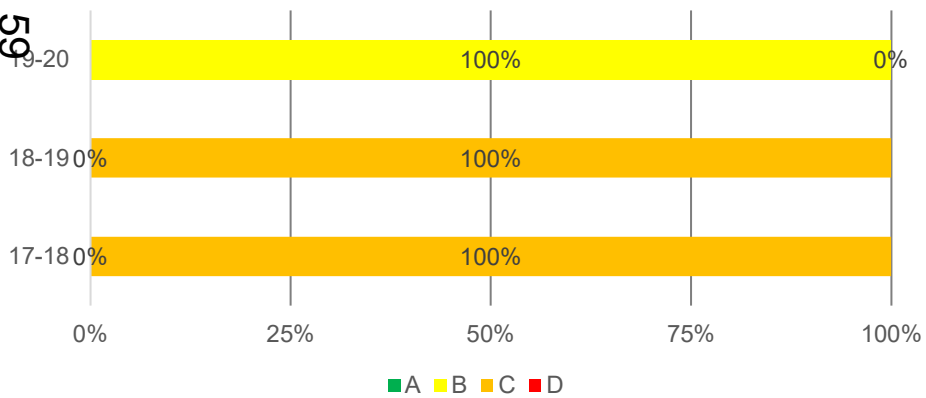
Step 3 - Secondary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	2	5	5	0	17%	42%	42%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	3	4	2	18%	27%	36%	18%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%



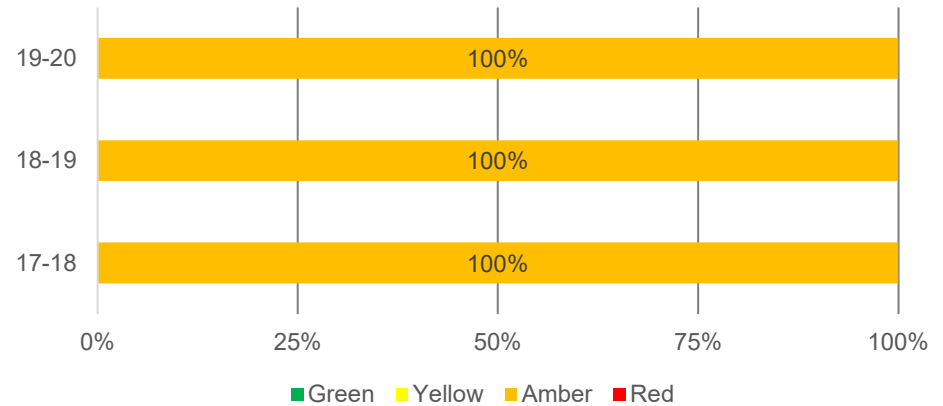
Step 2 – All through schools		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	0	1	0	0%	0%	100%	0%
South East Wales	17-18	1	1	1	0	33%	33%	33%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	0	2	0	33%	0%	67%	0%

Step 3 – All through schools		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	1	0	0	0%	100%	0%	0%
South East Wales	17-18	1	2	0	0	33%	67%	0%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	1	1	0	33%	33%	33%	0%

All Through (3-16/18) Step 2 - Caerphilly



All Through (3-16/18) Step 3 - Caerphilly



LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review
Primary	Ynysddu Primary	Jul-19	Sep-19	Estyn Review
Primary	Ysgol Bro Sannan	Oct-19	Dec-19	Significant Improvement
Primary	Ysgol Gymraeg Gilfach Fargoed	Oct-19	Dec-19	Significant Improvement

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Significant Improvement (after monitoring visit Feb 19)
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

DRAFT



# High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Caerphilly

## Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	328	93.6	6.1
LLC - English	1731	90.2	9.1
Mathematics	2077	90.7	8.8

## Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
357	335	91.9	97.9
1825	2169	94.8	79.8
2182	2169	95.2	95.8

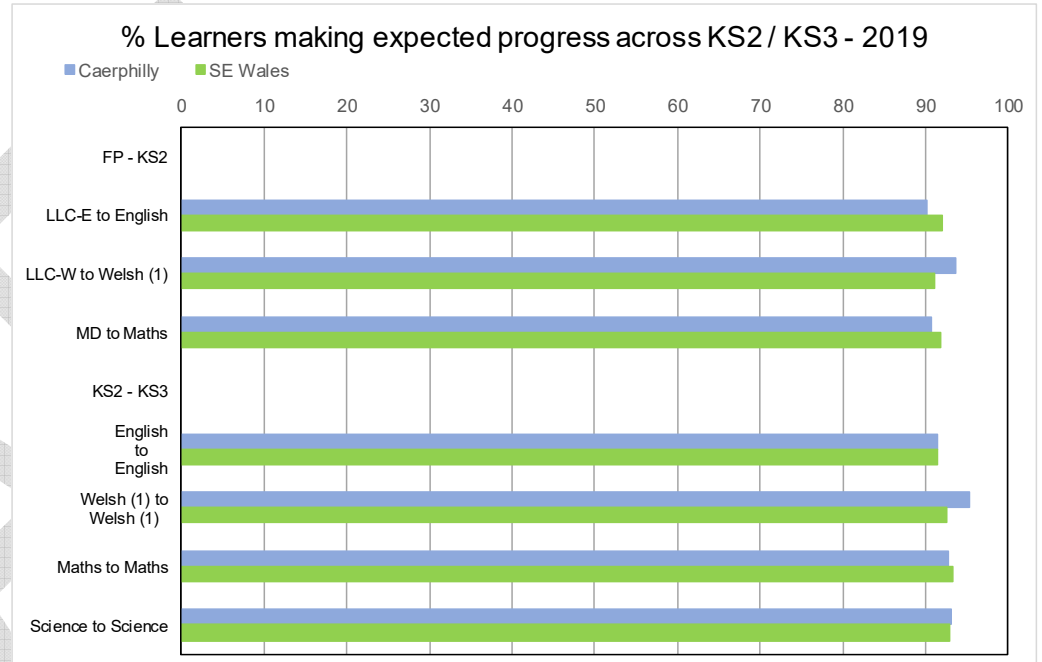
\* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

## Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	282	53.9	41.5	95.4
English	1873	37.4	54.1	91.5
Mathematics	1873	48.3	44.5	92.7
Science	1873	47.3	45.9	93.1

## Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
305	286	92.5	98.6
1990	1959	94.1	95.6
1990	1959	94.1	95.6



## Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.2	93.6	90.7	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	95.4	92.7	93.1

## LA Summary and issues

- Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures.
- Further improve the quality of leadership across all phases of education.
- Increase the number of pupils achieving 3 A-A\* at Key Stage 5.
- Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals.
- Further improve pupils' acquisition digital competency skills

## Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, and is now above the Wales average.
- Unauthorised absence in primary schools has increased to 1.2%, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.0%. The Wales figure has increased from 1.3% to 1.7% in this time.

## Exclusion figures are reported by LA

- Exclusions of 5 days or fewer has increased overall since 2015/16
- Exclusions of over 5 days has increased overall since 2015/16
- There was 1 permanent exclusion in primary schools in 2018/19
- Permanent Exclusions: 2015/16- 14, 2016/17- 16, 2017/18- 26; 2018/19- 21

## Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 75%. 79% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2019/20, but the percentage of schools in the amber / red categories has decreased. There are two secondary schools categorised as red from amber in 2018/19, however one school moved from red to amber. Overall, 45% of secondary schools are categorised as either red or amber and 18% are categorised as green.

## Schools requiring Improvement 20-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Bedwas High School	Crumlin High Level
Blackwood Comprehensive	Cwmcarn Primary
Idris Davies 3-18	Islwyn High School
Llanfabon Infants	Risca Comprehensive
Phillipstown Primary	Ysgol Bro Sannan
Ysgol Cwm Rhymini	Ysgol Gymraeg Gilfach Fargoed

The content of this LA Annex has been agreed by:

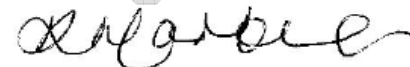
**LA Director / Chief Education Officer:**

\_\_\_\_\_  
Mrs. Keri Cole

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr. Barbara Jones

**EAS Managing Director**



\_\_\_\_\_  
Ms. Debbie Harteveld

DRAFT



## CABINET – 11 MAWRTH 2020

**PWNC: CYNLLUN CYDRADDOLDEB STRATEGOL, AMCANION A CHAMAU GWEITHREDU 2020- 2024**

### **ADRODDIAD GAN : CYFARWYDDWR CORFFORAETHOL ADDYSG A GWASANAETHAU CORFFORAETHOL**

- 
- 1.1 Cafodd y Cynllun Cydraddoldeb Strategol, Amcanion a Chamau Gweithredu 2020-2024 drafft amgaeedig ei ystyried gan y Pwyllgor Craffu Polisi ac Adnoddau ar 25 Chwefror 2020. Gofynnwyd i aelodau am eu barn ar y Cynllun Cydraddoldeb Strategol drafft cyn iddo gael ei ystyried gan y Cabinet ar 11 Mawrth 2020.
  - 1.2 Hysbyswyd y pwyllgor craffu fod Dyletswydd Cydraddoldeb y Sector Cyhoeddus yng Nghymru wedi dod i rym ar 6 Ebrill 2011 a'i bod yn cynnwys gofyniad i awdurdodau cyhoeddus i ddatblygu a chyhoeddi Cynllun Cydraddoldeb Strategol bob pedair blynedd. Mae gan y Cyngor Gynllun Cydraddoldeb Strategol (CCS) ar waith ers 2016, a rhaid iddo yn awr gael ei ddiweddarau ar gyfer y cylch 4 blynedd nesaf.
  - 1.3 Gofynnodd aelodau am eglurhad ar Amcan 2 o Gynllun Corfforaethol 2018-2023, galluogi cyflogaeth, sydd wedi'i adlewyrchu hefyd fel rhan o Amcan Cydraddoldeb 2. Gofynnodd dau aelod am wybodaeth am y camau sy'n cael eu cymryd yng ngogledd y Fwrdeistref Sirol i gynyddu cyflogaeth ac am nifer y bobl sy'n defnyddio gwasanaethau ac yn manteisio ar gyfleoedd masnachol yng nghanol trefi. Nododd swyddogion fod y materion a godwyd yn ymwneud mwy â pholisïau adfywio na'r Cynllun Cydraddoldeb, a nododd Uwchgynllun Drafft Blaenau'r Cymoedd sy'n defnyddio Cronfa Fuddsoddi Prifddinas-Ranbarth Caerdydd i hybu twf economaidd y rhanbarth.
  - 1.4 Holodd Aelod am y cymorth sydd ar gael i Aelodau Etholedig a'r sector gwirfoddol er mwyn eu galluogi i hybu a hwyluso cydlyniant cymunedol. Materion a geir yn y Cynllun Drafft o dan Amcan Cydraddoldeb 3: hybu a hwyluso cymunedau cynhwysol a chydlynol. Dywedodd swyddogion y gellid trefnu sesiynau hyfforddi gyda Swyddogion Cydlyniant Cymunedol Rhanbarthol a nodwyd gwahanol fathau o ymgysylltu â'r cyhoedd sy'n digwydd yn awr. Cafwyd trafodaeth ar yr angen i chwilio am ffyrdd newydd a gwell o ymgysylltu ac uno cymunedau er mwyn eu gwneud yn fwy cynhwysol a chydlynol. Awgrymodd aelodau y gellid trefnu seminarau cyhoeddus gyda chymorth Swyddogion Cydlyniant Cymunedol Rhanbarthol i wella ymgysylltu â'r cyhoedd. Cafwyd trafodaeth hefyd ar oblygiadau'r toriadau posibl yn y dyfodol i'r arian sydd ar gael i'r sector gwirfoddol. Hysbyswyd Aelodau fod cyllid y dyfodol yn cael ei ystyried gan nad yw Cytundebau Lefel Gwasanaeth â'r sector gwirfoddol wedi eu hadolygu ers 2008.
  - 1.5 Codwyd mater amddifadedd gan Aelodau fel ffactor allweddol a all arwain at achosion o anghydraddoldeb. Soniodd swyddogion wrth Aelodau am yr enghreifftiau o weithio mewn partneriaeth oedd wedi digwydd i fynd i'r afael â heriau a achoswyd gan amddifadedd. Tynnwyd sylw at adfywio Ystâd Tai Lansbury Park yng Nghaerffili fel enghraifft.
  - 1.6 Gofynnodd Aelodau am eglurhad o ran Amcan Cydraddoldeb 7: lleihau'r Bwlch Cyflog

rhwng y Rhywiau. Roedd un Aelod am wybod pam mae swyddi rhan amser, sy'n cael eu llenwi'n bennaf gan fenywod, yn talu cyflog yn y chwarteli isaf yn ôl data a geir yn y Cynllun Cydraddoldeb Strategol. Dywedodd swyddogion fod y data'n dangos fod swyddi rhan amser yn talu cyflogau yn y chwarteli isaf, beth bynnag fo rhyw deiliad y swydd. Ond, am resymau cymdeithasol, mae'r cyfrifoldeb am ofal plant yn cael ei ysgwyddo'n anghymesur gan fenywod ac felly mae menywod yn dueddol o ffafrio swyddi rhan amser oherwydd eu gofalon teuluol. Tynnodd un Aelod sylw at yr awgrym i adolygu a diweddarau polisïau Adnoddau Dynol yn rheolaidd i gynnwys materion fel gweithio hyblyg, opsiynau rhan amser neu rannu swyddi a rhannu absenoldeb rhiant. Awgrymwyd fod angen ymateb mwy arloesol i'r mater. Dywedodd swyddogion y byddai adolygiad yn helpu'r Cyngor i ddeall maint ac achosion unrhyw fylchau mewn cyflogau ac i ganfod unrhyw faterion sydd angen sylw. Disgrifiwyd sut y byddai cynllun gweithredu yn y dyfodol yn helpu i fynd i'r afael ag unrhyw faterion a amlygir. Cafwyd trafodaeth ar ragor o fesurau fel y posibilrwydd o ddatblygu cyfleusterau gofal plant yn adeiladau'r Cyngor. Dywedodd swyddogion y byddai adroddiad ar y Bwlch Cyflogau rhwng y Rhywiau yn mynd gerbron y Cabinet fis nesaf. Clywodd Aelodau hefyd fod y cyngor yn hyderus nad oedd unrhyw fwlch cyflog rhwng y rhywiau yn deillio o dalu cyflogau gwahanol i ddynion a menywod sy'n gwneud yr un gwaith neu waith cyfatebol. Mae'r bwlch cyflog rhwng y rhywiau yn ganlyniad i'r rolau sy'n cael eu llenwi gan ddynion a menywod a'r cyflogau a delir am y rolau hynny.

- 1.7 Crynhodd y Cadeirydd y sylwadau a gafwyd gan Aelodau yn ystod y cyfarfod. Nodwyd y dylai'r Cynllun Cydraddoldeb Strategol gynnwys y canlynol:
- (i) Cynnal seminarau cyhoeddus mewn cymunedau i gynyddu Cydlyniant Cymunedol. Gofynnir i Swyddogion Cydlyniant Cymunedol Rhanbarthol i edrych ar ffyrdd newydd o hyrwyddo a chynyddu ymgysylltu â'r cyhoedd.
  - (ii) Edrych ar ffyrdd newydd o ddileu'r Bwlch Cyflog rhwng y Rhywiau, ac roedd ei leihau wedi eu nodi fel Amcan Cydraddoldeb yn y Cynllun Cydraddoldeb Strategol drafft.
- 1.8 Ar ôl ystyried a thrafod argymhellodd y Pwyllgor Polisi ac Adnoddau yn unfrydol fod y Cabinet yn:
- (i) Rhoi ystyriaeth lawn i'r pwyntiau yn 1.7.
  - (ii) Cyflwyno Cynllun Cydraddoldeb Strategol, Amcanion a Chantau Gweithredu 2020-2024 i'r Cyngor i'w gymeradwyo a'i fabwysiadu fel polisi'r Cyngor.
- 1.9 Gofynnir i'r Cabinet ystyried yr adroddiad a'r argymhellion uchod gan y Pwyllgor Craffu.

Awdur: Mark Jacques, Swyddog Craffu – jacqu@caerphilly.gov.uk

Atodiadau: Adroddiad i'r Pwyllgor Craffu Polisi ac Adnoddau 25 Chwefror 2020 - Eitem 8 ar yr Agenda



## Y PWYLLGOR CRAFFU POLISI AC ADNODDAU – 25 CHWEFROR 2020

**PWNC:** CYNLLUN CYDRADDOLDEB STRATEGOL, AMCANION A CHAMAU GWEITHREDU 2020-2024

**ADRODDIAD GAN:** Y CYFARWYDDWR CORFFORAETHOL – ADDYSG A GWASANAETHAU CORFFORAETHOL

### 1. DIBEN YR ADRODDIAD

1.1 Mae'r Adroddiad yn gofyn am farn yr Aelodau ac yn darparu gwybodaeth am Gynllun drafft Cydraddoldeb Strategol y Cyngor ar gyfer 2020-2024 (Atodiad A).

### 2. CRYNODEB

2.1 Daeth Dyletswydd Cydraddoldeb y Sector Cyhoeddus yng Nghymru i rym ar 6 Ebrill 2011 ac roeddent yn cynnwys gofyniad i awdurdodau cyhoeddus ddatblygu a chyhoeddi Cynllun Cydraddoldeb Strategol (CCS) bob pedair blynedd. Bu Cynllun Cydraddoldeb Strategol ar waith gan y Cyngor ers 2016, ac mae'n bryd iddo ei ddiweddarau bellach ar gyfer y cylch 4 blynedd nesaf.

2.2 Mae'r broses hon hefyd wedi sicrhau bod y Cyngor mewn sefyllfa dda i gyflawni tri o'r nodau Llesiant yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

2.3 Gofynnir am farn y Pwyllgor Craffu Polisi ac Adnoddau ar y Cynllun Cydraddoldeb Strategol drafft, er mwyn llywio fersiwn i'w chyflwyno i'r Cabinet a'r Cyngor ei chymeradwyo i'w mabwysiadu fel polisi'r Cyngor.

### 3. ARGYMHELLION

3.1 Gofynnir am farn y Pwyllgor Craffu Polisi ac Adnoddau ar y Cynllun Cydraddoldeb Strategol drafft ar gyfer 2020-2024, er mwyn llywio fersiwn i'w chyflwyno i'r Cabinet a'r Cyngor ei chymeradwyo i'w mabwysiadu fel polisi'r Cyngor.

### 4. RHESYMAU DROS YR ARGYMHELLION

4.1 Er mwyn gallu mabwysiadu Cynllun Cydraddoldeb Strategol 2020-2024 ar gyfer y 4 blynedd nesaf.

### 5. YR ADRODDIAD

5.1 Ers mis Ebrill 2016, bu dogfen pedair blynedd ar waith gan y Cyngor, sef y Cynllun Cydraddoldeb Strategol - Amcanion Strategol Cydraddoldeb a'r Gymraeg a Chynllun Gweithredu ar wahân.

- 5.2 O gymharu â'r fersiwn flaenorol, mae Cynllun Cydraddoldeb Strategol 2020-2024 wedi'i ddiwygio'n llawn, er mwyn adlewyrchu newidiadau neu er mwyn darparu gwybodaeth ychwanegol. Datblygwyd yr Amcanion a'r Cynllun Gweithredu er mwyn ystyried cyflawniadau a chynnydd ac fe'u hunwyd i greu un ddogfen weithredol.
- 5.3 Datblygwyd y Cynllun Cydraddoldeb Strategol er mwyn i'r Cyngor allu nodi sut y mae'n bwriadu cyflawni ei ymrwymiad i gydraddoldeb a sut y bydd yn cyflawni ei rwymedigaethau cyfreithiol fel y'u nodir yn Neddf Cydraddoldeb 2010.
- 5.4 Cynhaliwyd proses ymgysylltu gynhwysfawr yn ystod mis Tachwedd a mis Rhagfyr 2019 er mwyn cynnwys cymaint o bobl â phosibl wrth lunio'r Amcanion Cydraddoldeb drafft ac er mwyn rhoi cyfle i bobl awgrymu amcanion ychwanegol neu amgen ac unrhyw gamau gweithredu perthnasol. Lluniwyd adroddiad ymgysylltu (Atodiad B).
- 5.5 Roedd yr adborth a gafwyd ar y broses ymgynghori yn gefnogol iawn ar y cyfan. Cynhwyswyd y meysydd i'w gwella a'r rhwystrau a nodwyd fel camau gweithredu o dan bob Amcan Cydraddoldeb perthnasol.
- 5.6 Mae'r Amcanion Cydraddoldeb a gynhwysir yn y Cynllun Cydraddoldeb Strategol fel a ganlyn:
- **Cynllunio a Darparu Gwasanaethau** – Deall a dileu'r rhwystrau y mae pobl yn eu hwynebu wrth gyrchu gwasanaethau
  - **Addysg, Sgiliau a Chyflogaeth** – Gwella cyfleoedd addysg i bawb
  - **Cydluniant Cymunedol** – Hybu a hwyluso cymunedau cynhwysol a chydlynol
  - **Ymgysylltu Cynhwysol a Chymryd Rhan** – Ymgysylltu â thrigolion i'w hannog i gymryd rhan a lleisio barn wrth gynllunio darpariaeth gwasanaethau
  - **Y Gymraeg** – Sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol
  - **Gweithlu Cynhwysol, Amrywiol a Chyfartal** – Creu gweithlu sy'n adlewyrchu ac yn parchu amrywiaeth y cymunedau yn y fwrdeistref sirol
  - **Lleihau'r Bwlch Cyflog rhwng y Rhywiau**
- 5.7 Mae'r amcan sy'n ymwneud â Chyflog rhwng y Rhywiau yn un o ofynion Dyletswydd Cydraddoldeb y Sector Cyhoeddus.

## 5.8 Casgliad

Bydd y Cynllun Cydraddoldeb Strategol wedi'i ddiweddarau a'r camau gweithredu cysylltiedig yn sicrhau bod gan y Cyngor ddogfen ar waith sy'n addas at y diben er mwyn dangos cydymffurfiaeth â'r dyletswyddau statudol diweddaraf o ran Cydraddoldeb a'r Gymraeg. Fe'i datblygwyd yn unol â gofynion deddfwriaethol a chanllawiau a luniwyd gan y Comisiwn Cydraddoldeb a Hawliau Dynol.

## 6. RHAGDYBIAETHAU

- 6.1 Ni wnaed unrhyw ragdybiaethau wrth baratoi'r adroddiad hwn.

## 7. CYSYLLTIADAU Â PHOLISIÂU PERTHNASOL Y CYNGOR

- 7.1 Mae polisïau canlynol y Cyngor yn berthnasol i'r penderfyniad y mae angen ei wneud:

### 7.2 Cynllun Corfforaethol 2018-2023

Amcan 1 – Gwella cyfleoedd addysg i bawb – caiff yr amcan hwn ei adlewyrchu yng Nghynllun Cydraddoldeb Strategol 2020-2024 fel Amcan Cydraddoldeb 2. Mae angen i ni nodi'r rhwystrau sy'n atal pobl rhag manteisio ar gyfleoedd addysg, hyfforddiant a chyflogaeth



a'u dileu, gan gyfrannu'n gadarnhaol at y broses o greu cymunedau cydlynol a gwydn. Mae'r agenda sgiliau yn hanfodol o ran datblygu economaidd a ffyniant economaidd.

Amcan 2 – Galluogi cyflogaeth - caiff yr amcan hwn hefyd ei adlewyrchu yng Nghynllun Cydraddoldeb Strategol 2020-2024 fel rhan o Amcan Cydraddoldeb 2.

Amcan 3 – Mynd i'r afael ag argaeledd, cyflwr a chynaliadwyedd cartrefi ledled y fwrdeistref sirol a darparu cyngor, cymorth neu gefnogaeth i helpu i wella llesiant pobl – Gellir ystyried bod tai yn atal pobl rhag cael gafael ar nwyddau a gwasanaethau eraill a gall y sefyllfa effeithio ar iechyd meddwl a llesiant pobl. Mae byw mewn amodau sy'n gwneud i unigolion deimlo'n ddiogel a'u bod yn perthyn yn holl bwysig a chaiff yr amodau hyn eu hystyried fel rhan o Amcanion Cydraddoldeb 2 a 3 yn y Cynllun Cydraddoldeb Strategol.

Amcan 4 – Hybu system drafnidiaeth fodern, integredig a chynaliadwy sy'n cynyddu cyfleoedd, yn hybu ffyniant ac yn lleihau i'r eithaf effeithiau niweidiol ar yr amgylchedd – Gellir ystyried bod trafndiaeth yn atal pobl rhag cael gafael ar wasanaethau a chyflogaeth yn y fwrdeistref sirol. Trafodwyd y thema hon yn y grwpiau ffocws a gynhaliwyd gennym fel rhan o'r broses ymgynghori. Caiff trafndiaeth ei hystyried fel rhan o Amcan Cydraddoldeb 2. Bydd mwy o gysylltiadau trafndiaeth a chysylltiadau trafndiaeth gwell yn galluogi ac yn annog pobl i fanteisio ar gyfleoedd addysg, hyfforddiant a chyflogaeth a chael gafael ar wasanaethau yn hawdd.

Amcan 6 - Cynorthwyo trigolion i aros yn annibynnol a gwella eu llesiant - Mae hyn yn un o themâu allweddol y Cynllun Cydraddoldeb Strategol. Os bydd amodau byw trigolion yn briodol ac os bydd opsiynau trafndiaeth ar gael iddynt yn hawdd, byddant yn gallu manteisio ar gyfleoedd addysg, hyfforddiant a chyflogaeth. Mae opsiynau trafndiaeth hefyd yn helpu trigolion i gael gafael ar nwyddau a gwasanaethau yn annibynnol ac i gymryd rhan mewn ymgynghoriadau ynghylch cynllunio a darparu gwasanaethau. Drwy gael cyfle i leisio eu barn, gellir teilwra gwasanaethau er mwyn diwallu anghenion trigolion gan felly eu grymuso i deimlo eu bod yn cael eu cynnwys. Mae'n cynnwys helpu pobl i helpu eu hunain drwy ddarparu cyngor ac arweiniad cynhwysfawr, gan gynnwys eu cyfeirio at wasanaethau eraill. Mae'n golygu cael sgysiau ystyrion gyda phobl i'w helpu i nodi'r hyn sy'n bwysig iddynt, a fydd yn bwydo gwasanaethau sy'n addas i'w hanghenion.

## **Safonau'r Gymraeg**

Mae Amcan Cydraddoldeb 5 yn y Cynllun Cydraddoldeb Strategol yn cefnogi'r Gymraeg. Ni chaiff iaith ei chynnwys fel nodwedd warchoddedig o dan Ddeddf Cydraddoldeb 2010, ond mae cyfathrebu â thrigolion yn unol â'u dewis iaith yn un o ddyletswyddau statudol Mesur y Gymraeg (Cymru) 2011 a Hysbysiad Cydymffurfio â Safonau'r Gymraeg y Cyngor. Mae nifer o'r camau gweithredu yn seiliedig ar Strategaeth Gymraeg Pum Mlynedd 2017-2022 y fwrdeistref sirol.

## **Strategaeth Uchelgeisiau a Rennir**

Mae'r strategaeth hon yn amlinellu ymrwymiad y Cyngor i weithio gydag ysgolion a'r Gwasanaeth Cyflawni Addysg i wella cyrhaeddiad a chyflawniad addysgol ac mae'n gysylltiedig ag Amcan Cydraddoldeb 2.

## **Strategaeth Cyfathrebu ac Ymgysylltu**

Mae'n hanfodol bod gwybodaeth ar gael mewn gwahanol fformatau er mwyn sicrhau bod yr holl drigolion yn gallu cymryd rhan mewn unrhyw ymarferion ymgysylltu neu bob un ohonynt. Bydd datblygiadau technoleg yn ein galluogi i ddarparu gwybodaeth ar fformatau digidol, ond mae rhwystrau o hyd sy'n atal trigolion rhag ymgysylltu.

## 8. LLESIANT CENEDLAETHAU'R DYFODOL

8.1 Mae'r Cynllun Cydraddoldeb Strategol yn cyfrannu at bob un o'r 7 Nod Llesiant, sef:-

- Cymru lewyrchus
- Cymru gydnerth
- Cymru iachach
- Cymru sy'n fwy cyfartal
- Cymru o gymunedau cydlynus
- Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu
- Cymru sy'n gyfrifol ar lefel fyd-eang

Mae'r Cynllun Cydraddoldeb Strategol yn gydnaws â'r pum ffordd o weithio fel y'u diffinnir yn egwyddor datblygu cynaliadwy'r Ddeddf sydd fel a ganlyn:

- Hirdymor – Caiff unrhyw gamau gweithredu a nodir yn y Cynllun eu defnyddio i gynllunio'r gwasanaethau a ddarperir dros y 4 blynedd nesaf a chânt eu hadolygu a'u diweddarau os caiff unrhyw gamau gweithredu eu cwblhau yn ystod cyfnod 4 blynedd y Cynllun.
- Atal – Mae rhoi Cynllun ar waith yn sicrhau bod gwasanaethau yn deall yr hyn a ddisgwylir ganddynt er mwyn darparu gwasanaethau cynhwysol heb unrhyw achosion o wahaniaethu.
- Integreiddio – Mae'r Amcanion Cydraddoldeb Strategol ac Amcanion Cynllun Corfforaethol 2018-2023 yn gorgyffwrdd. Mae hyn yn sicrhau cysondeb wrth gyflawni amcanion a chyflwyno adroddiadau. Mae hefyd yn creu cysylltiad cryfach a chydgyssylltiedig rhwng gwasanaethau a'r Cynlluniau sydd eisoes ar waith gan y Cyngor.
- Cydweithio – Mae'n bwysig gweithio gyda rhanddeiliaid allweddol er mwyn dysgu a deall sut y gallwn wella'r ffordd rydym yn darparu gwasanaethau ar hyn o bryd yn seiliedig ar y camau gweithredu yn y Cynllun.
- Cynnwys – Mae'r Cynllun Cydraddoldeb Strategol yn anelu at sicrhau bod trigolion yn teimlo eu bod yn cael eu gwerthfawrogi'n gyfartal, ond gan gydnabod ar yr un pryd bod gan bobl wahanol anghenion a chan ddarparu gwasanaethau heb wahaniaethu. Er mwyn deall anghenion pobl, mae'n bwysig iawn eu cynnwys wrth gynllunio, dylunio a darparu unrhyw wasanaethau. Roedd yr ymatebion i'r ymgynghoriad cyhoeddus ar yr Amcanion Cydraddoldeb Strategol o gymorth i ni wrth nodi'r camau gweithredu i'w cynnwys yn fersiwn derfynol y Cynllun.

## 9. GOBLYGIADAU O RAN CYDRADDOLDEB

9.1 Cyflwynodd Deddf Cydraddoldeb 2010 ddyletswydd cydraddoldeb gyffredinol a dyletswydd cydraddoldeb benodol i'r sector cyhoeddus sy'n berthnasol i Gynghorau. Mae adran 149 o Ddeddf Cydraddoldeb 2010 (Dyletswydd Cydraddoldeb Sengl y Sector Cyhoeddus) yn ei gwneud yn ofynnol i awdurdodau cyhoeddus ddangos wrth wneud penderfyniadau eu bod wedi rhoi 'sylw dyladwy' i'r angen i wneud y canlynol:

- Dileu gwahaniaethu, aflonyddu a fictimeiddio anghyfreithlon;
- Hybu cyfle cyfartal rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu;
- Meithrin cysylltiadau da rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu.

Y nodweddion gwarchoddedig perthnasol yw oedran, anabledd, ailbennu rhywedd, priodas a phartneriaeth sifil, beichiogrwydd a mamolaeth, hil, crefydd a chred, rhyw a chyfeiriadedd rhywiol.

9.2 Mae'n rhaid i'r Cyngor roi sylw dyladwy i effaith unrhyw gynigion ar y rheini â nodwedd warchoddedig. Mae dyletswydd benodol ar y Cyngor i gyhoeddi gwybodaeth i ddangos sut y

mae wedi rhoi sylw dyladwy i'r nodau uchod fel rhan o'i broses ar gyfer gwneud penderfyniadau. Byddai cynnal ymarfer sgrinio Asesiadau o'r Effaith ar Gydraddoldeb (ac os bydd angen, Asesiad llawn o'r Effaith ar Gydraddoldeb) yn dystiolaeth bod y Cyngor wedi ystyried ei rwymedigaethau cyfreithiol wrth wneud y penderfyniad ar yr argymhellion yn yr adroddiad hwn.

- 9.3 Mae'r amcanion cydraddoldeb yn cael effaith gadarnhaol ar bob grŵp â nodweddion gwarchoddedig. Cynhaliwyd Asesiad o'r Effaith ar Gydraddoldeb. Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli grwpiau crefyddol lleol na'r gymuned pobl dduon a lleiafrifoedd ethnig. Mae hyn yn peri pryder penodol gan nad ydym yn ymwybodol a oes unrhyw grwpiau cymorth / eiriolaeth yn y fwrdeistref sy'n cynrychioli anghenion pobl dduon ac Asiaidd a lleiafrifoedd ethnig (BAME) a thrigolion crefyddol. O ganlyniad, bydd camau gweithredu yn yr amcanion cydraddoldeb yn sicrhau y gwneir ymdrechion i ddatblygu llwybrau cyfathrebu ac ymgysylltu â grwpiau a thrigolion BAME a chrefyddol er mwyn sicrhau y caiff eu lleisiau eu clywed yn y dyfodol.

## **10. GOBLYGIADAU ARIANNOL**

- 10.1 Nid oes unrhyw oblygiadau ariannol yn gysylltiedig â'r adroddiad hwn.

## **11. GOBLYGIADAU PERSONÉL**

- 11.1 Mae Amcan Cydraddoldeb 6 – Gweithlu Cynhwysol, Amrywiol a Chyfartal ac Amcan Cydraddoldeb 7 – Lleihau'r Bwlch Cyflog rhwng y Rhywiau yn ymwneud â gweithgareddau Adnoddau Dynol. Mae'r amcan sy'n ymwneud â Chyflog rhwng y Rhywiau yn un o ofynion Dyletswydd Cydraddoldeb y Sector Cyhoeddus.
- 11.2 O ystyried gofynion Safonau'r Gymraeg a gofynion ehangach Dyletswydd Cydraddoldeb y Sector Cyhoeddus, ymdrinnir ag unrhyw oblygiadau o ran personél gan yr adran Adnoddau Dynol a'r Tîm Cydraddoldeb, y Gymraeg ac Ymgynngori wrth iddynt godi, a chyflwynir gwybodaeth amdanynt yn yr adroddiadau blynyddol.

## **12. YMGYNGORIADAU**

- 12.1 Mae'r holl ymatebion o'r ymgynghoriadau wedi'u hymgorffori yn yr adroddiad.

## **13. PŴER STATUDOL**

- 13.1 Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011  
Mesur y Gymraeg (Cymru) 2011  
Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015  
Deddf Hawliau Dynol 1998  
Mesur Llywodraeth Leol (Cymru) 2011

Awdur: Anwen Cullinane – Uwch Swyddog Polisi – Cydraddoldeb, Y Gymraeg ac Ymgynghori, [cullima@caerphilly.gov.uk](mailto:cullima@caerphilly.gov.uk)

Ymgynngoreion: Christina Harrhy – Prif Weithredwr Dros Dro  
Richard Edmunds – Cyfarwyddwr Corfforaethol – Addysg a Gwasanaethau Corfforaethol  
Y Cynghorydd Eluned Stenner – Aelod Cabinet dros Gyllid, Perfformiad a Chynllunio  
Y Cynghorydd James Pritchard – Aelod Etholedig – Hyrwyddwr Cydraddoldeb

Stephen Harris – Pennaeth Gwella Busnes Dros Dro  
Robert Tranter – Pennaeth Gwasanaethau Cyfreithiol a Swyddog Monitro  
Lynne Donovan – Pennaeth Gwasanaethau Pobl  
Keri Cole – Prif Swyddog Addysg  
Liz Lucas – Pennaeth Gwasanaethau Cwsmeriaid a Digidol  
Rhian Kyte – Pennaeth Adfywio a Chynllunio  
Mark Williams – Pennaeth Gwasanaethau Eiddo Dros Dro  
Kathryn Peters – Rheolwr Gwella Busnes a Phartneriaethau  
Ros Roberts – Rheolwr Gwella Busnes  
Christopher Hunt – Cydgysylltydd Cydlyniant Cymunedol (Gorllewin Gwent)

Papurau Cefndir:

Atodiadau:

Atodiad A

[Cynllun Cydraddoldeb Strategol 2020-2024](#)

Atodiad B

[Cynllun Cydraddoldeb Strategol 2020-2024 - Adroddiad yr Ymgynghoriad](#)

Atodiad C

[Cynllun Cydraddoldeb Strategol 2020-2024 - Asesiad Effaith Cydraddoldeb](#)

**RHAGAIR**

**\*\*I ddod\*\***

## CYNNWYS

### Adran 1:

- Amdanom ni 3
- Cyd-destun 6
- Deddfwriaeth 9

### Adran 2:

#### Amcanion a Chynllun Gweithredu Cydraddoldeb Strategol

- **Amcan Cydraddoldeb 1** – Cynllunio a Darparu Gwasanaethau – Deall a dileu'r rhwystrau y mae pobl yn eu hwynebu wrth gyrchu gwasanaethau 13
- **Amcan Cydraddoldeb 2** – Addysg, Sgiliau a Chyflogaeth – Gwella cyfleoedd addysg i bawb 15
- **Amcan Cydraddoldeb 3** – Cydlyniant Cymunedol – Hybu a hwyluso cymunedau cynhwysol a chydlynol 17
- **Amcan Cydraddoldeb 4** – Ymgysylltu Cynhwysol a Chymryd Rhan – Ymgysylltu â thrigolion i'w hannog i gymryd rhan a lleisio barn wrth gynllunio darpariaeth gwasanaethau 19
- **Amcan Cydraddoldeb 5** – Y Gymraeg – Sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol 21
- **Amcan Cydraddoldeb 6** – Gweithlu Cynhwysol, Amrywiol a Chyfartal – Creu gweithlu sy'n adlewyrchu ac yn parchu amrywiaeth y cymunedau yn y fwrdeistref sirol 23
- **Amcan Cydraddoldeb 7** - Lleihau'r Bwlch Cyflog rhwng y Rhywiau 25

### Adran 3:

- Datblygu Amcanion Cydraddoldeb a'r Broses Ymgysylltu 27

### Adran 4:

- Cyflawni a Monitro'r Amcanion Cydraddoldeb 32



# Adran 1:

- **AMDANOM NI**

Mae bwrdeistref sirol Caerffili yn cwmpasu ardal sy'n ymestyn o Barc Cenedlaethol Bannau Brycheiniog yn y gogledd, i Gaerdydd a Chasnewydd yn y de. Caiff yr ardal ei ffinio gan awdurdod lleol Merthyr Tudful yn y gogledd, Rhondda Cynon Taf yn y gorllewin a Blaenau Gwent a Thorfaen yn y dwyrain.

Mae'r ardal yng nghanol Cymoedd De Cymru a Phrifddinas-Ranbarth Caerdydd. Mae bwrdeistref sirol Caerffili yn cwmpasu tua 108 milltir sgwâr (28,000 hecтар) o ardal Cymoedd De-ddwyrain Cymru. Mae ychydig dros 18.6 milltir o hyd a bron i 11 milltir o led, ac wedi'i ffurfio gan gymoedd tair afon: Rhymni, Sirhywi ac Ebwy. Mae 180,000 o drigolion yn byw yn y fwrdeistref sirol mewn cymysgedd o gymunedau trefol a gwledig. Defnyddir tri chwarter y fwrdeistref sirol at ddibenion amaethyddiaeth a choedwigaeth. Y Cyngor yw'r 5<sup>ed</sup> cyngor lleol mwyaf yng Nghymru a'r cyflogwr mwyaf yn yr ardal.

Mae'r Cyngor yn cyflogi bron i 9,000 o aelodau o staff ac mae 73% ohonynt yn byw yn y fwrdeistref sirol. Fe'u cyflogir mewn amrywiaeth o wahanol swyddi yn y meysydd gwasanaeth sy'n rhan o'r Cyfarwyddiaethau canlynol:

- Gwasanaethau Corfforaethol ac Addysg
- Gwasanaethau Cymdeithasol a Thai
- Cymunedau

Caiff y Cyfadrannau eu harwain gan Gyfarwyddwyr Corfforaethol sydd, ar y cyd â'r Prif Weithredwr dros dro, yn aelodau o'r Tîm Rheoli Corfforaethol sy'n goruchwyllo'r broses strategol o reoli busnes y Cyngor. Mae'r Cyngor yn gweithredu llywodraeth leol ar ffurf cabinet wedi'i arwain gan Arweinydd a gefnogir gan wyth Aelod o'r Cabinet. Mae gennym 73 o Gynghorwyr etholedig ag amrywiaeth o rolau, gan gynnwys cytuno ar fframwaith polisi, Treth y Cyngor a'r gyllideb.

Mae ein gweledigaeth a'n gwerthoedd yn rhan annatod o'n Strategaeth Trawsnewid #Tîm Caerffili – Yn Well gyda'n Gilydd. Ei nod yw trawsnewid y ffordd rydym wedi darparu gwasanaethau yn y gorffennol. Bydd yn ystyried sut y caiff gwasanaethau eu blaenoriaethu, sut y gallant fod yn fwy effeithlon o safbwynt busnes, yn archwilio cyfleoedd newydd i gryfhau'r ffocws ar gwsmeriaid a defnyddio mwy o ddulliau digidol, yn ystyried modelau darparu amgen ac yn chwilio am gyfleoedd masnachol.

Mae ein mantra newydd, sef '**Calon Gymdeithasol a Meddwl Masnachol**', yn greiddiol i'r rhaglen hon o newid trawsnewidiol. Mae'n cydnabod ein hymrwymiad i wasanaeth cyhoeddus ac anghenion ein trigolion, ond hefyd yn dangos ein hawydd i ystyried cyfleoedd masnachol newydd ac arloesol lle y bo'n briodol, er mwyn cynhyrchu incwm ychwanegol i'w ailfuddsoddi mewn gwasanaethau i'w helpu i barhau'n wydn.

Ein diben yn y strategaeth hon yw:

*"Creu gallu a rhagwelediad er mwyn datblygu atebion i rai o'r heriau mwyaf i'r Fwrdeistref Sirol, gan sicrhau bod y Cyngor yn deall ac yn ymateb i anghenion a blaenoriaethau newidiol ein cymunedau".*



Rydym yn anelu at gyflawni'r canlyniadau canlynol:

- Meithrin cydberthnasau gwaith cadarn â'n cymunedau a'n partneriaid er mwyn manteisio i'r eithaf ar ein hadnoddau cyfun er mwyn sicrhau bwrdeistref sirol wydn ar gyfer y dyfodol.
- Rhoi model gweithredu newydd ar waith a fydd yn annog dulliau arloesol o ddarparu gwasanaethau ac yn sicrhau ein bod yn defnyddio ein hadnoddau yn y ffordd orau.
- Helpu i gau'r bwch rhwng tlodi a ffyniant drwy wella cyrhaeddiad addysgol ac ysgogi'r economi leol i greu swyddi o ansawdd uchel.

Mae datganiad cydraddoldeb y Cyngor yn nodi'r ymrwymiad hwn yn glir;

*Mae'r Cyngor yn cydnabod bod gan bobl anghenion, gofynion a nodau gwahanol, a byddwn yn gweithio yn erbyn pob math o wahaniaethu drwy hyrwyddo cysylltiadau da a chyd-barch o fewn ein cymunedau, ein trigolion, ein haelodau etholedig, y rhai sy'n gwneud cais i ni am swyddi a'n gweithlu a rhyngddynt.*

*Byddwn hefyd yn gweithio i greu mynediad cyfartal at ein gwasanaethau i bawb, waeth beth fo'u tarddiad ethnig, rhyw, oedran, statws priodasol, cyfeiriadedd rhywiol, anabled, ailbennu rhywedd, credoau crefyddol neu ddiffyg cred, y defnydd o'r Gymraeg, iaith arwyddion Prydain neu ieithoedd eraill, cenedligrwydd, cyfrifoldeb am unrhyw ddibynyddion neu unrhyw reswm arall na ellir dangos bod cyfiawnhad drosto.*

Mae parch tuag at amrywiaeth yn fater allweddol wrth i'n cymunedau newid a datblygu yn ystod y 21<sup>ain</sup> ganrif; parch tuag at yr hen a'r newydd a pharch tuag at bob unigolyn sy'n byw neu'n gweithio yma, sy'n cynrychioli ein bwrdeistref sirol, neu sy'n ymweld â'r ardal.

Mae'n rhaid i wasanaethau'r Cyngor adlewyrchu'r anghenion amrywiol hyn ac mae gan Gyngor Bwrdeistref Sirol Caerffili eisoes gefndir cryf yn darparu gwasanaethau hygyrch mewn ffordd synhwyrol, bwyllog a chost-efeithiol. Mae'n rhaid i doriadau sy'n cael eu gwneud i gyllidebau gynghorau ar adeg cyhoeddi'r cynllun hwn ystyried yr effaith ar yr unigolion mwyaf agored i niwed yn ein cymdeithas, drwy Asesiadau Effaith Cydraddoldeb, y mae'r cynllun hwn yn gadarn o'u plaid.

Mae'r Cyngor yn ymrwymedig i sicrhau ei fod yn cyflawni gwerth am arian o'i benderfyniadau caffael trydydd parti, gan gydnabod gwerth defnyddio dulliau caffael i gefnogi ei amcanion Diwylliannol, Cymdeithasol, Economaidd ac Amgylcheddol ehangach, mewn ffyrdd sy'n cynnig buddiannau hirdymor gwirioneddol i'r gymuned a wasanaethir ganddo a phobl Cymru, gan ar yr un pryd ystyried gwerth am arian.

Mae angen i'n Rhaglen Gaffael fod yn strategaeth fyw. Rhaid iddi fod yn hyblyg ac yn addasadwy a rhaid iddi ymateb i'r amgylchedd newidiol; rhaid iddi fod yn fodiwlaidd ei natur er mwyn gallu ei hadolygu'n hawdd a'i diweddarau bob blwyddyn yn unol â datblygiadau yn y tirlun caffael. Byddwn yn anelu at welliant parhaus er mwyn cyflwyno newidiadau gwirioneddol a gwella bywydau'r rheini sy'n byw ac yn gweithio yn ein bwrdeistref.

Bydd y Cyngor yn defnyddio ei brosesau caffael i feithrin newid cymdeithasol cadarnhaol lle y bo'n briodol. Mae'r Cyngor wedi mabwysiadu Cod Ymarfer y Gadwyn Gyflenwi Foesegol a byddwn yn ei roi ar waith er mwyn meithrin amodau gwaith teg i bawb.

Caiff y cynllun ei fonitro bob blwyddyn er mwyn adolygu effaith y cynnydd a wneir gennym a byddwn yn parhau i gyhoeddi ein Hadroddiad Cydraddoldeb statudol. Bydd hefyd yn cael cyhoedduswydd ac yn cael ei hyrwyddo'n eang yn fewnol ac yn allanol er mwyn gwella ymwybyddiaeth o'r gwaith sy'n mynd rhagddo.

- **CYD-DESTUN**

Datblygwyd y Cynllun Cydraddoldeb Strategol hwn ar gyfer 2020-2024 i ddangos ymrwymiad y Cyngor i fodloni Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011. Mae'n amlygu cysylltiadau â'r ddeddfwriaeth a'r rheoliadau ar Safonau'r Gymraeg a materion Hawliau Dynol a sut mae'n ategu pedwar o'r saith nod yn *Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015* Llywodraeth Cymru, sef *Cymru iachach, Cymru sy'n fwy cyfartal, Cymru o gymunedau cydlynol a Chymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu*. Mae hefyd yn amlinellu sut y bydd y Cyngor yn cyflawni ei gyfrifoldebau o dan Dyletswydd Cydraddoldeb y Sector Cyhoeddus i hybu cydraddoldeb a chynhwysiant i bob grŵp gwarchoddedig.

Gan adeiladu ar ein gwaith cydraddoldeb blaenorol, mae'r Cynllun yn esbonio i'r staff, y trigolion, y rhanddeiliaid a'r aelodau etholedig sut mae Cyngor Bwrdeistref Sirol Caerffili am gyflawni ei ymrwymadau cydraddoldeb a dal hefyd i fod yn sefydliad cynhwysol nad yw'n goddef gwahaniaethu o unrhyw fath.

Er mwyn ein helpu i ysgrifennu'r Cynllun hwn, gwnaethom ymgysylltu â'n trigolion, ein staff, ein rhanddeiliaid a'n haelodau etholedig. Gwnaethom hefyd ddefnyddio amrywiaeth o wybodaeth am gydraddoldeb a'n helpodd i ddiffinio ein hamcanion cydraddoldeb ar gyfer y 4 blynedd nesaf, a thrwy wrando arnynt, gobeithio bod yr amcanion hyn yn ystyrlon ac y byddwn yn gallu eu cyflawni.

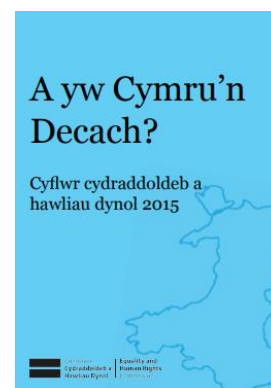
Gwnaethom edrych i weld pa flaenoriaethau yr oedd angen eu hystyried yn genedlaethol ac ar lefel y Cyngor, gan eu seilio ar y dystiolaeth a oedd ar gael i ni i gefnogi'r gwaith. Cynhaliwyd cryn dipyn o waith dros y blynyddoedd er mwyn asesu ein cynnydd yn erbyn Dyletswydd Cydraddoldeb y Sector Cyhoeddus drwy gynlluniau gwasanaeth a'r broses hunanasesu.

Gwnaethom ystyried ffynonellau gwybodaeth allanol fel adroddiadau gan y Comisiwn Cydraddoldeb a Hawliau Dynol a Llywodraeth Cymru, polisiâu a blaenoriaethau, adroddiadau ymchwil ac ystadegau perthnasol eraill a oedd ar gael i'n helpu.

Mae nifer o adroddiadau allanol gan y Comisiwn Cydraddoldeb a Hawliau Dynol wedi ategu ac wedi dylanwadu ar datblygiant ein hamcanion cydraddoldeb newydd ni.

## A yw Cymru'n Decach? 2015 – Y Comisiwn Cydraddoldeb a Hawliau Dynol

Edrychodd adroddiad y Comisiwn Cydraddoldeb a Hawliau Dynol [A yw Cymru'n Decach? 2015](#) ar saith her allweddol y mae angen mynd i'r afael â nhw yng Nghymru. Yn ôl yr adroddiad, mae anghydraddoldebau a cham-drin hawliau dynol wedi ymwreiddio a bydd angen ymdrech gydunol gan unigolion a mudiadau yn y sector cyhoeddus, y sector preifat a'r trydydd sector i fynd i'r afael â nhw a'u lleihau.



Dyma'r 7 her a nodwyd oedd:

1. Cau bylchau cyrhaeddiad mewn addysg
2. Annog recriwtio, datblygu a gwobrwyo teg mewn cyflogaeth
3. Gwella amodau byw mewn cymunedau cydlynol
4. Cynyddu mynediad at gyfiawnder ac annog cyfranogiad democrataidd
5. Gwella mynediad at wasanaethau iechyd meddwl a chefnogi pobl sy'n profi problemau iechyd meddwl
6. Atal cam-drin, esgeulustod a chamdriniaeth mewn lleoliadau gofal a chadw
7. Dileu trais, cam-drin ac aflonyddu yn y gymuned

Mae'r heriau hyn yn heriau parhaus; ond, mae cynnydd wedi'i wneud tuag at ateb yr heriau hyn drwy nifer o gynlluniau gweithredu effeithiol o fewn y Cyngor. Er enghraifft, ym mis Mawrth 2018, mabwysiadodd y Cyngor set o amcanion llesiant ar gyfer 2018-2023 yn ei [Gynllun Corfforaethol](#). Amcan Llesiant 1 yw **Gwella cyfleoedd addysg i bawb** a bydd hyn yn cael sylw drwy'r Strategaeth Uchelgeisiau a Rennir 2019-2022. Mae rhestr lawn o ddogfennau ategol perthnasol wedi'i chynnwys ym mhob un o'r amcanion.

## A yw Cymru'n Decach? 2018 – Y Comisiwn Cydraddoldeb a Hawliau Dynol

Mae fformat adroddiad diweddaraf y Comisiwn Cydraddoldeb a Hawliau Dynol, *A yw Cymru'n Decach? 2018*, yn amlinellu'r themâu a ganlyn. Mae amcanion y Cynllun wedi'u datblygu i gyd-fynd â'r themâu hyn;

- Addysg
- Gwaith
- Safonau Byw
- Iechyd
- Cyfiawnder a Diogelwch Personol
- Cymryd Rhan



Mae'r adroddiad yn sôn bod rhywfaint o gynnydd wedi'i wneud o ran gwneud Cymru'n decach, ond mae'n awgrymu bod llawer mwy o waith i'w wneud. Ffocws allweddol y Comisiwn Cydraddoldeb a Hawliau Dynol fydd anfantais sosio-economaid, anabledd, rhyw a hil a bydd y rhain yn cael eu hadlewyrchu yn Amcanion Cydraddoldeb Strategol y Cyngor ar gyfer 2020-2024.

Wrth ddatblygu'n hamcanion cydraddoldeb, roedd *A yw Cymru'n Decach? 2015* ac *A yw Cymru'n Decach? 2018* yn hanfodol o ran ein harwain at yr amcanion cydraddoldeb rydyn ni'n ymgynghori yn eu cylch ac y manylir arnynt yn y ddogfen hon.


Mae'r Cynllun Gweithredu yn Adran 2 yn nodi sut y mae'r amcanion cydraddoldeb a'r camau gweithredu yn gysylltiedig â'r themâu a nodwyd yn adroddiad *A yw Cymru'n Decach? 2018*.

Er mwyn helpu i wella'r camau gweithredu blynyddol, rydym hefyd yn croesawu unrhyw sylwadau cyffredinol, parhaus ar gynnwys, ansawdd a hygyrchedd y ddogfen ac ar effaith y camau gweithredu hynny ar y bobl a wasanaethir gennym a'r bobl a gyflogir gennym.

Os oes gennych unrhyw sylwadau neu os hoffech wybod mwy am y gwaith y mae'r Cyngor yn ei wneud, cysylltwch â:

Tîm Cydraddoldeb, y Gymraeg ac Ymgynghori  
Tŷ Penallta  
Parc Tredomen  
Ystrad Mynach  
CF82 7PG

 [cydraddoldeb@caerffili.gov.uk](mailto:cydraddoldeb@caerffili.gov.uk)

 01443 864404



- **DEDDFWRIAETH**

### **Deddf Cydraddoldeb 2010**

Mae Deddf Cydraddoldeb 2010 yn dod â chyfreithiau gwrthwahaniaethu blaenorol ynghyd ac yn disodli'r cyfreithiau hynny, gan greu un Ddeddf. Mae'r Ddeddf yn cynnwys Dyletswydd Cydraddoldeb y Sector Cyhoeddus, sydd wedi disodli'r holl ddyletswyddau unigol a oedd ar waith yn flaenorol, sef cydraddoldeb o ran hil, anabledd a rhyw. Mae adran 149 o Ddeddf Cydraddoldeb 2010 yn nodi Dyletswydd Cydraddoldeb y Sector Cyhoeddus, sy'n gosod dyletswydd ar y Cyngor, a sefydliadau cyhoeddus eraill, i roi sylw dyladwy wrth wneud penderfyniadau a darparu gwasanaethau er mwyn sicrhau ein bod yn bodloni'r gofyniad i wneud y canlynol:

- Dileu gwahaniaethu, aflonyddu a fictimeiddio ac ymddygiad arall anghyfreithlon a waherddir gan y Ddeddf.
- Hybu cyfle cyfartal rhwng personau sy'n rhannu nodwedd warchoddedig berthnasol a phersonau nad ydynt yn ei rhannu.
- Meithrin cysylltiadau da rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu.

Wrth hybu cyfle cyfartal rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu, mae'n rhaid i ni hefyd sicrhau ein bod yn gwneud y canlynol;

- Dileu a lleihau'r anfanteision a wynebir gan bobl oherwydd eu nodweddion gwarchoddedig.
- Cymryd camau i ddiwallu anghenion pobl o grwpiau gwarchoddedig p'un a ydynt yn wahanol i anghenion pobl eraill ai peidio.
- Annog pobl â nodweddion gwarchoddedig i gymryd rhan mewn bywyd cyhoeddus neu mewn gweithgareddau eraill lle nad oes nifer cymesur ohonynt yn cymryd rhan.

Mae'r trydydd nod yn cyfeirio at feithrin cysylltiadau da ac mae hyn yn golygu mynd i'r afael â rhagfarn a hybu dealltwriaeth rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu. Gallai hyn olygu o dan rai amgylchiadau y caiff rhai pobl eu trin yn fwy ffafriol nag eraill, ar yr amod bod hynny o fewn darpariaethau'r Ddeddf.

Rhestrir naw nodwedd warchoddedig o dan Ddeddf Cydraddoldeb 2010:

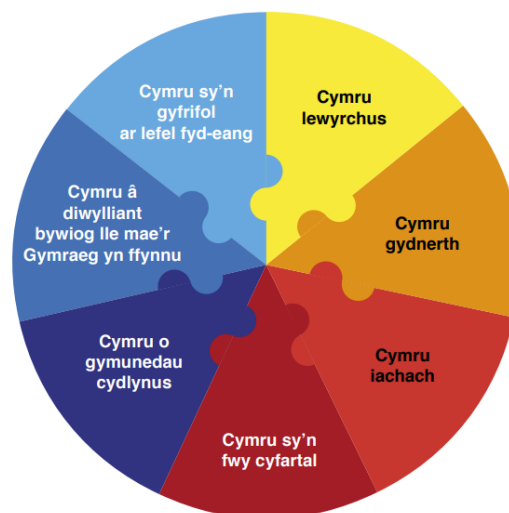
- |                            |                                 |
|----------------------------|---------------------------------|
| ➤ Oedran                   | ➤ Crefydd neu Gred              |
| ➤ Anabledd                 | ➤ Rhyw                          |
| ➤ Ailbennu Rhywedd         | ➤ Cyfeiriadedd Rhywiol          |
| ➤ Bechiogrwydd a Mamolaeth | ➤ Priodas a Phartneriaeth Sifil |
| ➤ Hil                      |                                 |

Yng Nghymru, mae dyletswyddau statudol penodol arnom, sef rheoliadau sy'n nodi'r camau gweithredu y mae'n rhaid i'r Cyngor eu cymryd er mwyn cydymffurfio. Cyhoeddwyd y rheoliadau gan Lywodraeth Cymru ym mis Ebrill 2011 ac maent yn cynnwys y meysydd canlynol;

- **Amcanion Cydraddoldeb** – llunio a chyhoeddi set o amcanion cydraddoldeb sy'n bodloni Dyletswydd Cydraddoldeb y Sector Cyhoeddus.
- **Ymgysylltu** – cynnwys pobl sy'n cynrychioli un nodwedd warchoddedig neu fwy ac y mae ganddynt ddiddordeb yn y ffordd y mae'r Cyngor yn ymgymryd â'i swyddogaethau.
- **Asesiadau Effaith Cydraddoldeb** – cynnal Asesiadau Effaith Cydraddoldeb a'u cyhoeddi ochr yn ochr ag adroddiadau y mae angen gwneud penderfyniadau yn eu cylch.
- **Gwybodaeth am Gydraddoldeb** – casglu a chyhoeddi gwybodaeth am gydraddoldeb sy'n sicrhau cydymffurfiaeth â Dyletswydd Cydraddoldeb y Sector Cyhoeddus.
- **Gwybodaeth am Gyflogaeth** – casglu a chyhoeddi data monitro'r gweithlu bob blwyddyn.
- **Gwahaniaethau Cyflog** – sicrhau bod gan y Cyngor amcan cydraddoldeb sy'n ymwneud yn benodol â gwahaniaethau cyflog rhwng y rhywiau.
- **Hyfforddi Staff** – hybu gwybodaeth a dealltwriaeth o Ddeddf Cydraddoldeb 2010, Dyletswydd Cydraddoldeb y Sector Cyhoeddus a'r dyletswyddau penodol yng Nghymru. Defnyddio gweithdrefnau asesu perfformiad i nodi anghenion hyfforddi staff a'u diwallu.
- **Cynllun Cydraddoldeb Strategol** – cyhoeddi cynllun cydraddoldeb strategol sy'n nodi Amcanion Cydraddoldeb y Cyngor ar gyfer bodloni Dyletswydd Cydraddoldeb y Sector Cyhoeddus.
- **Caffael** – wrth gaffael gwaith, nwyddau a gwasanaethau gan sefydliadau eraill, cynnwys amodau sy'n berthnasol i Ddyletswydd Cydraddoldeb y Sector Cyhoeddus fel rhan o'r prosesau caffael.

## Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

Mae'r Cyngor yn ymrwymedig i sicrhau y caiff [Deddf Llesiant Cenedlaethau'r Dyfodol \(Cymru\) 2015](#) ei hystyried wrth ddarparu gwasanaethau ac ymgymryd â gweithgareddau. Mae'r Ddeddf yn rhoi egwyddor datblygu cynaliadwy ar waith sy'n anelu at wella llesiant economaidd, cymdeithasol, amgylcheddol a diwylliannol Cymru. Bydd hyn yn ein helpu i greu Cymru yr ydym am fyw ynddi, nawr ac yn y dyfodol.



Er mwyn sicrhau bod pawb yn gweithio tuag at yr un weledigaeth, mae'r Ddeddf yn nodi saith nod llesiant, ac er y bydd Cynllun Cydraddoldeb Strategol y Cyngor yn berthnasol i bob un o'r nodau llesiant, mae'r Cynllun yn cefnogi cynnydd yn erbyn y 3 nod canlynol yn benodol:

- Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu
- Cymru o gymunedau cydlynus
- Cymru sy'n fwy cyfartal

Mae Egwyddor Datblygu Cynaliadwy'r Ddeddf yn rhoi gwybod i'r Cyngor beth i'w ystyried wrth gyflawni ei ddyletswyddau o dan y Ddeddf. Wrth wneud penderfyniadau, mae'n rhaid i'r Cyngor ystyried yr effaith y gallai'r penderfyniad ei chael ar genedlaethau'r dyfodol. Er mwyn gwneud hynny, nodwyd pum ffordd o weithio y mae'n rhaid eu hystyried a'u rhoi ar waith wrth wneud penderfyniadau, sef:

#### Hirdymor



Pwysigrwydd sicrhau cydbwysedd rhwng anghenion tymor byr a'r angen am ddiogelu'r gallu i ddiwallu anghenion tymor hir hefyd.

#### Atal



Sut gall gweithredu i atal problemau rhag digwydd neu waethygu helpu cyrff cyhoeddus i gyflawni eu hamcanion.

#### Integreiddio



Ystyried sut gall amcanion llesiant y corff cyhoeddus effeithio ar bob un o'r nodau llesiant, ar bob un o'u hamcanion eraill, neu ar amcanion cyrff cyhoeddus eraill.

#### Cydweithio



Gallai cydweithredu ag unrhyw berson arall (neu wahanol adrannau yn y corff ei hun) helpu'r corff i fodloni ei amcanion llesiant.

#### Cynnwys



Pwysigrwydd cynnwys pobl sydd â diddordeb mewn cyflawni'r nodau llesiant, a sicrhau bod y bobl hynny'n adlewyrchu amrywiaeth yr ardal maent yn ei gwasanaethu.

Defnyddiwyd y pum ffordd o weithio i lywio amcanion cydraddoldeb y Cyngor.

## Mesur y Gymraeg (Cymru) 2011

Cyflwynwyd Mesur y Gymraeg (Cymru) 2011 i ddisodli Deddf yr Iaith Gymraeg 1993 ac fel rhan o'r ddeddfwriaeth, yng Nghymru, mae gan y Gymraeg yr un statws cyfreithiol â'r Saesneg ac ni ddylid ei thrin yn llai ffafriol.



Mae'n rhaid i gyrff cyhoeddus gydymffurfio â set genedlaethol o Safonau'r Gymraeg a gyhoeddwyd gan Gomisiynydd y Gymraeg ar ffurf [Hysbysiad Cydymffurfio](#) i'r Cyngor. Mae'r Hysbysiad Cydymffurfio yn nodi pa rai o'r 176 o safonau yn y ddeddfwriaeth sy'n gymwys i'r Cyngor, ynghyd ag unrhyw eithriadau a'u dyddiadau gweithredu.

Nid yw materion y Gymraeg wedi'u cynnwys yn Neddf Cydraddoldeb 2010 ond, yn hytrach, mae ganddynt set o safonau o dan Fesur y Gymraeg (Cymru) 2011. Cydnabuwyd ers amser bod yr agenda polisi cydraddoldeb ac agenda polisi'r Gymraeg yn ategu ei gilydd ac yn dylanwadu ar ei gilydd. Atgyfnerthir hyn ymhellach gan un o nodau Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 – Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu.

Gwneir datblygiadau sy'n ymwneud â'r Gymraeg yn gorfforaethol yn unol â nodau'r Mesur, a wnaeth y canlynol:

- cadarnhau statws swyddogol y Gymraeg;
- creu system newydd o osod dyletswyddau ar gyrff i ddarparu gwasanaethau drwy gyfrwng y Gymraeg;
- creu Comisiynydd y Gymraeg â phwerau gorfodi cryf er mwyn amddiffyn hawliau siaradwyr Cymraeg i gael gafael ar wasanaethau drwy gyfrwng y Gymraeg;
- sefydlu Tribiwnlys y Gymraeg;
- rhoi'r hawl i unigolion a chyrff apelio yn erbyn penderfyniadau a wneir mewn perthynas â darparu gwasanaethau drwy gyfrwng y Gymraeg;
- creu Cyngor Partneriaeth y Gymraeg er mwyn cynghori'r Llywodraeth ar ei strategaeth mewn perthynas â'r Gymraeg;
- caniatáu i Gomisiynydd y Gymraeg gynnal ymchwiliadau swyddogol i achosion lle y ceir ymgais i ymyrryd â rhyddid siaradwyr Cymraeg i ddefnyddio'r iaith gyda'i gilydd.

O ganlyniad, cafodd y Gymraeg ei hintegreiddio i'r Amcanion a'r Cynllun Gweithredu Cydraddoldeb a'r Gymraeg, a lluniwyd amcan cydraddoldeb corfforaethol penodol ar ei chyfer.

# Adran 2:

- **Amcanion a Chynllun Gweithredu Cydraddoldeb Strategol**

<b>Amcan Cydraddoldeb 1</b>	
Cynllunio a Darparu Gwasanaethau – Deall a dileu'r rhwystrau y mae pobl yn eu hwynebu wrth gyrchu gwasanaethau	
<b>Cyd-destun</b>	
<p>Mae'r amcan hwn yn canolbwyntio ar ddarparu gwasanaethau hygyrch a chynhwysol i drigolion y fwrdeistref sirol. Byddwn yn cyflawni hyn drwy barhau i ymgysylltu â defnyddwyr gwasanaethau er mwyn nodi a dileu rhwystrau i wasanaethau.</p> <p>Gall y rhwystrau sy'n cael eu profi gan grwpiau ac unigolion gynnwys cael gafael ar wybodaeth mewn fformatau priodol i ateb eu hanghenion, anawsterau iechyd meddwl, trafniadaeth, diweithdra neu mynediad i dechnoleg. Dylai meysydd gwasanaeth roi cynlluniau a strategaethau ar waith ar y cyd er mwyn mynd i'r afael yn llwyddiannus â'r rhwystrau a nodwyd a'u dileu.</p> <p>Meysydd yr hoffem eu gwella yw addysg, iechyd a gwasanaethau iechyd meddwl, tai, gwasanaethau cymdeithasol a thrafnidiaeth.</p> <p>Mae grymuso grwpiau sydd â nodweddion gwarchoddedig i allu cael gafael ar y gwasanaethau y mae arnyn nhw eu hangen yn ffocws allweddol i'r Cyngor.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchoddedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Priodas a Phartneriaeth Sifil, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, Y Gymraeg	
<b>Dogfennau Ategol</b>	
<ul style="list-style-type: none"><li>➤ <a href="#">Cynllun Llesiant Bwrdd Gwasanaethau Cyhoeddus Caerffili 2018-2023</a></li><li>➤ <a href="#">Cynllun Corfforaethol 2018-2023</a></li><li>➤ <a href="#">Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</a></li><li>➤ <a href="#">Llywodraeth Cymru - Fframwaith Cynhwysiant Digidol</a></li><li>➤ <a href="#">Cyngor Bwrdeistref Sirol Caerffili - Strategaeth Cwsmeriaid a Digidol</a></li></ul>	
<b>Camau Gweithredu:</b>	
1.	Rhoi egwyddorion y Strategaeth Cwsmeriaid a Digidol ar waith
2.	Sicrhau bod ein staff yn meddu ar y sgiliau angenrheidiol i ddarparu gwasanaethau digidol
3.	Ymchwilio ac ystyried mabwysiad <b>Page 85</b> Communication Access' er mwyn

	sicrhau y caiff gwybodaeth ei darparu gan ddefnyddio gwahanol fformatau ac ieithoedd, gan gynnwys iaith Arwyddion Prydain
4.	Gwella sgiliau trigolion i alluogi nhw i ddefnyddio technoleg ddigidol yn well
5.	Nodi anghenion gwasanaeth grwpiau penodol o ddefnyddwyr; pa rwystrau sy'n eu hatal rhag defnyddio gwasanaethau; a pha gamau gweithredu sydd eu hangen er mwyn dileu'r rhwystrau hynny
6.	Sicrhau fod gwefan a mewnrwyd y Cyngor yn hygyrch fel y gall pobl ag anabledau parhau i ymgysylltu
7.	Gwella'r broses ar gyfer casglu a chofnodi gwybodaeth monitro cydraddoldebau ein trigolion ar draws gwasanaethau'r Cyngor
8.	Casglu gwybodaeth monitro cydraddoldebau ar gyfer canmoliaeth a chwynion
9.	Cynnal arolwg o stoc adeiladau'r Cyngor (ac ysgolion) mewn perthynas â hygyrchedd, gan ddefnyddio'r Grŵp Mynediad Lleol
10.	Cynnal arolwg o orsafoedd pleidleisio mewn perthynas â hygyrchedd, gan ddefnyddio'r Grŵp Mynediad Lleol

<b>Pam?</b>	
<p><b>Cynhwysiant Digidol</b> – Mae gwella sgiliau trigolion a staff yn golygu y byddant yn gallu defnyddio gwybodaeth a chael gafael ar wybodaeth ar ffurf ddigidol, gan ddileu nifer o rwystrau a galluogi trigolion i chwarae mwy o ran. Mae hyn yn cynnwys defnyddio'r cyfryngau cymdeithasol a rhwydweithio, y newyddion, manteisio ar gyfleoedd am swyddi, cyllid (bancio ar-lein), gwybodaeth am drafnidiaeth, opsiynau tai neu hyd yn oed brynu ar-lein. Bydd sgiliau digidol yn galluogi trigolion a staff i ddod o hyd i fanylion am wasanaethau'r Cyngor, ac i gael gafael ar wybodaeth gyfredol am ddatblygiadau a all effeithio arnynt, fel ymgynghoriadau, gwaith ar y ffyrdd, digwyddiadau ac ati.</p> <p><b>Monitro Cydraddoldebau</b> – Bydd gwella'r ffordd y caiff gwybodaeth monitro cydraddoldebau ei chasglu yn nodi problemau o fewn gwasanaethau, ac a yw trigolion â nodweddion gwarchoddedig yn wynebu unrhyw broblemau neu'n cael gafael ar wasanaethau mewn ffordd gyfartal. Bydd data monitro cydraddoldebau yn ein helpu i ddeall pwy yw ein cwsmeriaid ac yn ein helpu i deilwra ein gwasanaethau i ddiwallu eu hanghenion. Bydd casglu'r data hyn ar gyfer canmoliaeth a chwynion yn helpu i nodi'r meysydd lle rydym yn gwneud yn dda a'r meysydd lle y mae angen i ni wella. Bydd y wybodaeth hon yn golygu y byddwn yn gallu darparu mynediad cyfartal i wasanaethau a dileu'r rhwystrau a nodwyd.</p> <p><b>Hygyrchedd</b> – Drwy gynnal arolwg o stoc adeiladau'r Cyngor, sy'n cynnwys ysgolion a gorsafoedd pleidleisio, gallwn nodi adeiladau lle ceir problemau hygyrchedd a gweithio i'w datrys. Gall rhwystrau ffisegol fod yn gysylltiedig ag adeiladau, gan atal trigolion rhag cael gafael ar wasanaethau, er enghraifft, pleidleisio. Mae angen ystyried arwyddion clir, goleuadau a mynediad at wasanaethau fel rhan o'r thema hon. Fel awdurdod, mae'n rhaid i ni sicrhau bod gennym aelodau o staff sy'n meddu ar y sgiliau iaith priodol i ragori'r ddisgwyliadau cwsmeriaid, ynghyd â gwybodaeth gadarn ac amrywiol am wasanaethau'r Cyngor.</p>	

<b>Amcan Cydraddoldeb 2</b>	
Addysg, Sgiliau a Chyflogaeth – Gwella cyfleoedd addysg i bawb	
<b>Cyd-destun</b>	
<p>Prif nod yr amcan hwn yw sicrhau bod ein cymunedau mewn sefyllfa dda i sicrhau cyflogaeth gynaliadwy sy'n talu'n dda fel modd o atal tlodi. Drwy sicrhau bod ein trigolion yn barod i fynd i'r amgylchedd gwaith, byddwn yn atal problemau hirdymor sy'n gysylltiedig â sgiliau isel ac anghyflogadwyedd.</p> <p>Bydd '<i>Gwella cyfleoedd addysg i bawb</i>', yn unol â'r manylion yng <b>Nghynllun Corfforaethol y Cyngor</b>, yn cael ei gyflawni drwy ddefnyddio canlyniadau a nodir yn y <b>Strategaeth Uchelgeisiau a Rennir 2019-2022</b>. Mae'r strategaeth hon yn amlinellu ymrwymiad y Cyngor i weithio gydag ysgolion a'r Gwasanaeth Cyflawni Addysg i wella cyrhaeddiad a chyflawniad addysgol.</p> <p>Bydd cynyddu nifer y trigolion sy'n manteisio ar addysg, hyfforddiant a chyflogaeth yn gyfraniad cadarnhaol at greu cymunedau cydlynol, gwydn a ffyniannus. Mae'r agenda sgiliau yn holl bwysig o ran datblygiad economaidd a ffyniant economaidd y wlad, Prifddinas-Ranbarth Caerdydd a Bwrdeistref Sirol Caerffili.</p> <p>Bydd canolbwyntio ar leihau nifer y bobl ifanc nad ydynt mewn cyflogaeth, addysg na hyfforddiant, dileu'r bwlch anweithgarwch economaidd; nodi'r bylchau a'r prinderau o ran sgiliau mewn sectorau blaenoriaeth, cynyddu nifer y prentisiaethau a gwella eu hansawdd a barn pobl amdanynt fel llwybr tuag at gyflogaeth â chyflog da, yn allweddol i hyn.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchodedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, y Gymraeg	
<b>Dogfennau Ategol</b>	
➤ <a href="#">'A yw Cymru'n Decach? 2018'</a>	➤ <a href="#">Cynllun Corfforaethol 2018-23</a>
➤ <a href="#">Strategaeth Uchelgeisiau a Rennir 2019-22</a>	➤ <a href="#">Cymraeg 2050</a>
➤ <a href="#">Cynllun Gweithredu Ffyniant i Bawb</a>	➤ <a href="#">Meithrin, Cyfarparu a Ffynnu</a>
➤ <a href="#">Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</a>	
<b>Camau Gweithredu:</b>	
1.	Gwella sgiliau trigolion drwy gynnig cyfleoedd i ennill cymwysterau a chymorth i gael gafael ar gyflogaeth
2.	Datblygu cymorth i'r sector Addysg Gymunedol i Oedolion er mwyn cynnig cyrsiau llythrennedd digidol a fydd yn cefnogi rhaglenni cyflogadwyedd lleol
3.	Anelu at leihau effaith tlodi drwy helpu trigolion i fanteisio ar gyfleoedd ac




	amodau cyflogaeth gwell
4.	Cyrraedd y targedau a nodwyd yn y rhaglenni cyflogadwyedd lleol drwy wella sgiliau trigolion a'u helpu i ddod o hyd i swyddi â chyflog da
5.	Drwy fuddsoddi yn ein stoc addysgol a'n stoc tai, a chynnig prentisiaethau, cyfleoedd hyfforddi a lleoliadau gwaith yn ein sefydliad, byddwn yn cynyddu nifer y trigolion lleol sy'n weithwyr medrus a chymwys ac yn cyfrannu at sicrhau Budd i'r Gymuned
6.	Parhau i ddatblygu dull gweithredu cynhwysol ar gyfer prentisiaethau

<p><b>Pam?</b></p> <p><b>Cyfleoedd o ran Sgiliau a Chyflogaeth</b> - Drwy fynd i'r afael ag achosion tlodi a sicrhau bod ein rhaglenni grant gwrth-dlodi yn cydweithio, byddwn yn gallu cynnig y cymorth gorau posibl i'r unigolion mwyaf agored i niwed yn ein cymunedau. Bydd cynyddu nifer y trigolion sy'n manteisio ar addysg, hyfforddiant a chyflogaeth yn gyfraniad cadarnhaol at greu cymunedau cydlynol, gwydn a ffyniannus, gan felly wella ansawdd bywyd ac iechyd y rheini sy'n byw yn y fwrdeistref sirol.</p> <p><b>Cyfleoedd Addysg</b> – Mae'r Cyngor wedi rhestru <i>'Gwella cyfleoedd addysgol i bawb'</i> fel ei Amcan Llesiant cyntaf, ac wedi rhoi <i>Strategaeth Uchelgeisiau a Rennir</i> ar waith er mwyn ymgymryd â'r gwaith hwn. Fel awdurdod, rydym wedi ymrwymo i raglen uchelgeisiol o fuddsoddi yn ysgolion yr 21ain ganrif. Cyflawnwyd rhaglen Band A Ysgolion yr 21ain Ganrif yn unol â'r amserlen a'r gyllideb berthnasol. Nodwyd dau brosiect cyntaf y rhaglen Band B, sydd yr un mor uchelgeisiol, a byddant yn helpu'r Awdurdod i ddiwallu anghenion ei ddysgwyr mwyaf agored i niwed a'r Cynllun Strategol Cymraeg mewn Addysg.</p> <p><b>Trafnidiaeth</b> – Mae Bargaen Ddinesig Prifddinas-Ranbarth Caerdydd yn rhaglen fuddsoddi uchelgeisiol. Fe'i dyluniwyd i ddatblygu seilwaith a chysylltedd trafndiaeth, yn ogystal â chreu cyfleoedd cyflogaeth a phrentisiaethau er mwyn hybu cyfleoedd adfywio lleol a rhanbarthol mewn modd cadarnhaol. Os bydd y seilwaith trafndiaeth yn diwallu anghenion unigolion sy'n awyddus i fanteisio ar gyfleoedd addysg, hyfforddiant a chyflogaeth, bydd hyn yn hybu ffyniant ac yn gwella cydlyniant cymunedol.</p>
--

<b>Amcan Cydraddoldeb 3</b>	
Cydlyniant Cymunedol – Hybu a hwyluso cymunedau cynhwysol a chydlynol	
<b>Cyd-destun</b>	
<p>Disgrifir cydlyniant cymunedol, fel y'i diffinnir yn nogfen Llywodraeth Cymru <b>Cydlyniant Cymunedol: Cynllun Cyflawni Cenedlaethol 2014-2016</b> (y ddogfen ddiweddaraf), fel gallu pob cymuned i weithredu a thyfu mewn cytgord gyda'i gilydd yn hytrach nag mewn gwrthdaro. Y nod yw adeiladu cymunedau lle mae pobl yn teimlo'n hyderus eu bod yn perthyn ac yn gyfforddus yn cymysgu ac yn rhyngweithio ag eraill, yn enwedig gyda phobl wahanol a phobl sydd â nodweddion gwarchoddedig gwahanol.</p> <p>Mae Caerffili yn mabwysiadu'r egwyddorion mai ystyr cymuned gydlynol yw cymuned:</p> <ul style="list-style-type: none"> <li>• lle ceir gweledigaeth gyffredin ac ymdeimlad o berthyn i bob cymuned;</li> <li>• lle y caiff amrywiaeth cefndiroedd ac amgylchiadau pobl ei gwerthfawrogi a'i hystyried mewn modd cadarnhaol;</li> <li>• lle caiff y rheini o wahanol gefndiroedd gyfleoedd tebyg mewn bywyd;</li> <li>• lle y caiff cydberthnasau cadarn a chadarnhaol eu meithrin rhwng pobl o wahanol gefndiroedd ac amgylchiadau yn y gweithle, mewn ysgolion ac mewn cymdogaethau.</li> </ul> <p>Wrth gyfeirio at 'gymunedau', rydym yn aml yn disgrifio ardal ddaearyddol, ond gellir defnyddio'r term cymuned hefyd i ddiffinio unigolion sy'n rhannu nodwedd warchoddedig (er enghraifft, ethnigrwydd neu ddiwylliant, grŵp oedran, crefydd neu gred, cyfeiriadedd rhywiol, iaith, rhywedd) neu ddiddordebau.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchoddedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Priodas a Phartneriaeth Sifil, Beichiogrwydd a Mamolaeth, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, y Gymraeg	
<b>Dogfennau Ategol</b>	
<ul style="list-style-type: none"> <li>➤ <a href="#">Cynllun Corfforaethol 2018-2023</a></li> <li>➤ <a href="#">'A yw Cymru'n Decach? 2018'</a></li> <li>➤ <a href="#">Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</a></li> <li>➤ <a href="#">Cydlyniant Cymunedol: Cynllun Cyflawni Cenedlaethol 2014-2016</a></li> </ul>	
<b>Camau Gweithredu:</b>	
1.	Codi proffil y broses o roi gwybod am ddigwyddiadau gwahaniaethol mewn ysgolion drwy gynnig hyfforddiant pellach i staff
2.	Esblygu'r dull integredig rhanbarthol, i wella iechyd a lles unigolion a theuluoedd sy'n destun trais yn erbyn menywod, yn domestig a thrais rhywiol.

3.	Annog gwaith amrywiaeth cymunedol gyda gwasanaethau a phartneriaid er mwyn dathlu cydraddoldeb gwahaniaethau drwy hyrwyddo dyddiadau i'w cofio a'u dathlu (h.y. Wythnos Ymwybyddiaeth Ffoaduriaid, Diwrnod Cofio'r Holocost, Wythnos Ymwybyddiaeth o Droseddau Casineb)
4.	Ymgysylltu – datblygu panel trigolion o gymunedau lleiafrifol fel ffordd o wella'r broses o ymgysylltu â lleisiau na chaiff eu clywed cymaint
5.	Bydd y tîm cydlyniant cymunedol yn gweithio gyda'r AALI a phartneriaid i ddatblygu gwell arferion cydraddoldeb a mwy o waith gwrthwahaniaethu mewn ysgolion. (Bydd hyn yn cynnwys hyfforddi staff, codi proffil y broses o roi gwybod am ddigwyddiadau gwahaniaethol, cymorth i ysgolion ddatblygu gwaith i gynnwys cydraddoldebau yn y cwricwlwm drwy weithdai i ysgolion a phrosiect cyfnewid i ysgolion a fydd yn cysylltu ysgol leol ag ysgol mewn ardal wahanol a chyferbyniol)
6.	Ymgysylltu â gwladolion o'r UE mewn perthynas â'r Cynllun Preswyllo'n Sefydlog i Ddinasyddion yr UE
7.	Monitro tensiynau cymunedol – cysylltu â Phartneriaid a chymryd camau rhagweithiol i atal tensiynau rhag gwaethygu yn y gymuned
8.	Parhau i gefnogi cyfranogiad yr ALI â Chynllun Ailsefydlu Ffoaduriaid y DU (i'w gadarnhau o hyd)

<b>Pam?</b>
<p>Mae'r trafodaethau gwleidyddol cyfredol yn dilyn Brexit, mewn rhai rhanbarthau, wedi cael effaith sylweddol ar gydlyniant cymunedol - ac mae'r cynnydd cenedlaethol yn nifer y troseddau casineb a gofnodwyd yn dilyn refferendwm 2016 yn dystiolaeth bellach o'r rhaniad o fewn rhai cymunedau. Mae ymdrin â'r rhaniad hwn a chynnig cyfle cyfartal i bob trigolyn, ni waeth beth fo'i nodwedd warchoddedig, yn hanfodol er mwyn sicrhau bod Caerffili yn annog cydberthnasau cadarnhaol o fewn cymunedau a rhwng cymunedau.</p> <p><b>Cydlyniant Cymunedol</b> – Mae <i>Cymru o gymunedau cydlynus</i> yn un o saith nod <i>Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</i>, ac mae'n sicrhau bod cydlyniant yn parhau wrth wraidd dull gweithredu'r Cyngor a chyrrff cyhoeddus eraill wrth roi polisiâu ar waith a darparu gwasanaethau nawr ac yn y dyfodol. Mae'r Ddeddf a <i>Chynllun Cyflawni Cenedlaethol</i> Llywodraeth Cymru yn gweithio law yn llaw, gan ddilyn yr un egwyddorion o ran integreiddio, cydweithio a chyfranogiad, a chan sicrhau bod polisiâu a gwasanaethau yn parhau'n ymatebol i anghenion lleol. Mae'r Cynllun Cyflawni yn gydnaws â Chynllun Cydraddoldeb Strategol Llywodraeth Cymru, ac yn dangos sut y byddwn yn parhau i feithrin cysylltiadau da a mynd i'r afael ag anghydraddoldeb hirsefydledig yn ein cymunedau.</p>

<b>Amcan Cydraddoldeb 4</b>	
Ymgysylltu Cynhwysol a Chymryd Rhan – Ymgysylltu â thrigolion i'w hannog i gymryd rhan a lleisio barn wrth gynllunio darpariaeth gwasanaethau	
<b>Cyd-destun</b>	
<p>Mae'n hanfodol bod gwybodaeth ar gael mewn gwahanol fformatau er mwyn sicrhau bod yr holl drigolion yn gallu cymryd rhan mewn unrhyw ymarferion ymgysylltu neu bob un ohonynt. Bydd datblygiadau technoleg yn ein galluogi i ddarparu gwybodaeth ar fformatau digidol, ond mae rhwystrau o hyd sy'n atal trigolion rhag ymgysylltu. Mae trafndiaeth, iechyd meddwl, statws sosio-economaidd, sgiliau llythrennedd a rhifedd isel ac anawsterau penodol sydd gan grwpiau anodd eu cyrraedd neu grwpiau nad ydyn nhw'n cael eu clywed yn aml, ymysg y rhwystrau sy'n dal i atal trigolion rhag ymgysylltu â'r Cyngor a gwasanaethau cymorth ehangach.</p> <p>Caiff yr amcan hwn ei adlewyrchu yn un o'n Hamcanion Corfforaethol sy'n ystyried sut y gallwn 'Cynorthwyo trigolion i aros yn annibynnol a gwella eu llesiant'. Mae'n cynnwys helpu pobl i helpu eu hunain drwy ddarparu cyngor ac arweiniad cynhwysfawr, gan gynnwys eu cyfeirio at wasanaethau eraill. Mae'n golygu cael sgysiau ystyrllon gyda phobl i'w helpu i nodi'r hyn sy'n bwysig iddynt, a fydd yn bwydo gwasanaethau sy'n addas i'w hanghenion.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchodedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Priodas a Phartneriaeth Sifil, Beichiogrwydd a Mamolaeth, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, Y Gymraeg	
<b>Dogfennau Ategol</b>	
<ul style="list-style-type: none"> <li>➤ <a href="#">Cynllun Corfforaethol 2018-2023</a></li> <li>➤ <a href="#">'A yw Cymru'n Decach? 2018'</a></li> <li>➤ <a href="#">Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</a></li> <li>➤ <a href="#">Strategaeth Cwsmeriaid a Digidol 2019-2023</a></li> <li>➤ <a href="#">Tîm Caerffili – Strategaeth Trawsnewid Yn Well Gyda'n Gilydd</a></li> </ul>	
➤ Strategaeth Cyfathrebu ac Ymgysylltu (dogfen mewnol)	 <small>CCBC Communication and Engagement Strat</small>
<b>Camau Gweithredu:</b>	
1.	Helpu trigolion i 'helpu eu hunain' drwy ddarparu cyngor ac arweiniad cynhwysfawr, gan gynnwys eu cyfeirio at wasanaethau eraill
2.	Cynnal 'sgysiau ystyrllon' er mwyn helpu trigolion i nodi beth sy'n bwysig iddynt er mwyn llywio gwaith cynllunio sy'n canolbwyntio ar ganlyniadau
3.	Nodi gofalwyr a'u cefnogi

4.	Cynnwys y <i>Fframwaith Ymgynghori ac Ymgysylltu</i> ym mhob ymarfer ymgynghori a gynhelir gan wasanaethau'r Cyngor
5.	Nodi anghenion gwasanaeth grwpiau ddefnyddwyr penodol; pa rwystrau sy'n eu hatal rhag defnyddio gwasanaethau; a pha gamau gweithredu sydd eu hangen er mwyn dileu'r rhwystrau hynny
6.	Adolygu a diweddarau ein grwpiau rhanddeiliaid allweddol yn y fwrdeistref sirol sy'n cynrychioli grwpiau â nodweddion gwarchoddedig
7.	Adolygu ac atgyfnerthu prosesau mewnol ar gyfer cynnal Aseidiadau Effaith Cydraddoldeb a gwaith ymgynghori cysylltiedig
8.	Sicrhau bod gweithgareddau sy'n ymwneud â newid a thrawsnewid gwasanaethau yn cynnwys egwyddorion ymgynghori da â chymunedau fel rhan o 'Drafodaeth Caerffili'

<b>Pam?</b>
<p><b>Cyfathrebu a Hygyrchedd</b> – Mae angen i ni helpu trigolion i wella eu sgiliau a chaffael sgiliau digidol er mwyn cael gafael ar wybodaeth a chymryd rhan mewn gweithgareddau ar-lein. Dylid darparu'r wybodaeth a ddarperir gennym ar ffurf hawdd ei deall sy'n defnyddio iaith syml. Mae angen i ni ystyried sut rydym yn ymgysylltu ac yn ymgynghori â thrigolion drwy grwpiau ffocws a'r Panel Safbwynt a chynyddu cyfranogiad a sicrhau eu bod yn cynrychioli unigolion â nodweddion gwarchoddedig.</p> <p><b>Llais</b> – Ymgynghori'n uniongyrchol â grwpiau rhanddeiliaid allweddol er mwyn ymgynghori wyneb-yn-wyneb. Bydd defnyddio dulliau cydgynhyrchu yn helpu i feithrin cydberthnasau â thrigolion, lle y byddant yn teimlo y gallant ddylanwadu ar benderfyniadau a gwneud penderfyniadau am y gwasanaethau sydd eu hangen arnynt. Bydd hefyd yn meithrin ymddiriedaeth ac yn grymuso'r cyhoedd i gymryd rhan wrth ddylunio a darparu gwasanaethau.</p> <p><b>Dileu Rhwystrau</b> – Ystyried Egwyddorion Gunning wrth gynllunio unrhyw waith ymgynghori. Cynllunio digon o amser ar gyfer ymarferion ymgynghori a darparu gwybodaeth ddigonol sy'n galluogi pobl i wneud penderfyniadau gwybodus / ymateb gan wybod y ffeithiau.</p>

<b>Amcan Cydraddoldeb 5</b>	
Y Gymraeg – Sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol	
<b>Cyd-destun</b>	
<p>Nid yw materion y Gymraeg wedi'u cynnwys yn <b>Neddf Cydraddoldeb 2010</b> ond mae ganddynt set o safonau o dan <b>Fesur y Gymraeg (Cymru) 2011</b>. Manylir ar y rhain yn y rheoliadau a gymeradwywyd gan Lywodraeth Cymru fel <b>Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015</b>.</p> <p>Mae arferion gweithio mewnol yn dal i ddatblygu i sicrhau bod yr egwyddor o gydraddoldeb ieithyddol yn cael ei pharchu ym mhob agwedd ar ddarparu gwasanaethau. I helpu'r Cyngor i fodloni gofynion Safonau'r Gymraeg ac i ateb anghenion y boblogaeth sy'n siarad Cymraeg yn y fwrdeistref sirol, rydym yn gweithio mewn partneriaeth â sefydliadau fel; Menter Iaith Caerffili, Fforwm Iaith, ysgolion cyfrwng Cymraeg ac ati. Manylir ar y gwaith hwn yn strategaeth y fwrdeistref sirol <b>Strategaeth Cymraeg Pum Mlynedd 2017-2022</b>.</p> <p>Rhaid inni gydymffurfio â'r holl Safonau Cymraeg y cytunwyd arnynt, yn unol â'r manylion yn <b>Hysbysiad Cydymffurfio'r Cyngor</b> er mwyn sicrhau bod modd i'r boblogaeth Gymraeg ei hiaith, boed yn staff, yn drigolion, yn fyfyrwyr neu'n ymwelwyr, gael gwasanaethau'r Cyngor yn Gymraeg.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchoddedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Priodas a Phartneriaeth Sifil, Beichiogrwydd a Mamolaeth, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, y Gymraeg	
<b>Dogfennau Ategol</b>	
➤ <a href="#">Hysbysiad Cydymffurfio'r Cyngor - Safonau'r Gymraeg</a>	➤ <a href="#">Cymraeg 2050</a>
➤ <a href="#">Strategaeth Cymraeg Pum Mlynedd</a>	➤ <a href="#">Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015</a>
<b>Camau Gweithredu:</b>	
1.	Gwella ymwybyddiaeth ymhlith yr aelodau o staff a ddaw i gysylltiad â phlant a phobl ifanc bod angen iddynt feithrin agweddau cadarnhaol tuag at y Gymraeg
2.	Datblygu sgiliau arwain dwyieithog ymhlith pobl ifanc er mwyn eu helpu i ddod yn hyrwyddwyr iaith cymunedol yn eu cymunedau
3.	Rhoi cyhoeddusrwydd i'r gwasanaethau dwyieithog sydd ar gael drwy sicrhau bod siaradwyr a dysgwyr Cymraeg o fewn meysydd gwasanaeth yn gwisgo laniardau/bathodynau priodol
4.	Cefnogi'r broses o ddatblygu cyfeiriadur o'r gwasanaethau cyfrwng Cymraeg sydd ar gael yn lleol a rhoi cyhoeddusrwydd iddo

5.	Sicrhau bod digwyddiadau a gweithgareddau cyfrwng Cymraeg yn rhan o raglen digwyddiadau cymunedol y Cyngor
6.	Hybu'r Gymraeg fel amcan cydnabyddedig i reolwyr, i galluogi nhw i fapio darpariaeth Gymraeg ym mhob rhan o'u maes gwasanaeth a chynyddu gallu lle y bo angen
7.	Ystyried yr effaith ar y Gymraeg wrth gynllunio datblygiadau tai, yn arbennig lleoedd mewn ysgolion cyfrwng Cymraeg, enwau strydoedd ac ati
8.	Sicrhau bod gwefan y Cyngor yn gwbl ddwyieithog ac y caiff y tudalennau eu monitro a'u diweddarau yn y ddwy iaith, ar sail rhaglen dreigl
9.	Sicrhau fod gan Fewnrwyd y cyngor ryngwyneb a bwydlenni Cymraeg yn unol â Safon 126
10.	Creu ymgyrch i ddenu trigolion ifanc sy'n siarad Cymraeg i rolau arwain mewn gwaith ieuenctid, chwaraeon a gweithgareddau celf
11.	Gweithio gyda phobl ifanc i wella ymwybyddiaeth o'r Gymraeg fel sgil werthfawr o ran hyfforddiant a chyflogaeth
12.	Cynnal ffair swyddi Cymraeg flynyddol i wella ymwybyddiaeth o werth yr iaith wrth ddod o hyd i swyddi yn y sector cyhoeddus yng Nghymru, a'r gallu i gysylltu â'r Cyngor yn Gymraeg dros y ffôn, wyneb-yn-wyneb ac wrth ohebu'n ysgrifenedig

<p><b>Pam?</b></p> <p><b>Cyfathrebu a Hygyrchedd</b> – Mae'n rhaid sicrhau bod gwybodaeth ar gael yn ddwyieithog fel sy'n ofynnol gan Safonau'r Gymraeg. Byddwn yn ystyried anghenion siaradwyr a dysgwyr Cymraeg wrth ddarparu unrhyw ohebiaeth. Wrth ymgynghori â thrigolion a darparu gwasanaethau rheng flaen, mae'n rhaid sicrhau bod staff yn meddu ar y sgiliau Cymraeg gofynnol i ddarparu gwasanaethau fel sy'n ofynnol gan Safonau'r Gymraeg. Drwy roi cyhoeddusrwydd i wasanaethau dwyieithog y Cyngor, byddwn yn cynyddu'r galw am y gwasanaethau hynny ac yn cyflawni ein rhwymedigaethau o dan <i>Strategaeth Cymraeg Pum Mlynedd</i> y fwrdeistref sirol a <i>Miliwn o siaradwyr Cymraeg erbyn 2050</i> Llywodraeth Cymru.</p> <p><b>Llais</b> – Ymgysylltu ac ymgynghori â grwpiau a sefydliadau Cymraeg lleol, fel Fforwm y Gymraeg, Menter Iaith Caerffili, yr Urdd ac ati. Annog trigolion sy'n siarad Cymraeg i ymaelodi â Phanel Safbwynt y Cyngor er mwyn sicrhau ei fod yn gynrychioliadol. Bydd dulliau cydgynhyrchu yn helpu i feithrin cydberthnasau â siaradwyr a dysgwyr Cymraeg er mwyn iddynt deimlo y gallant ddylanwadu ar benderfyniadau a gwneud penderfyniadau am y gwasanaethau sydd eu hangen arnynt. Gallant hefyd helpu'r Cyngor i nodi enghreifftiau o arferion da a meysydd lle mae angen gwella.</p> <p><b>Dileu Rhwystrau</b> – Bydd gweithio mewn partneriaeth â grwpiau a sefydliadau cyfrwng Cymraeg yn ein helpu i gyfathrebu â chynulleidfa ehangach. Bydd yn ein helpu i ddarparu gwasanaethau i aelodau o'n cymuned, sydd o bosibl o'r farn nad yw'r Cyngor yn darparu gwasanaethau drwy gyfrwng y Gymraeg. Dylai meysydd gwasanaeth fwrw ati i roi cyhoeddusrwydd i'r gwasanaethau dwyieithog sydd ar gael, gan sicrhau bod siaradwyr a dysgwyr Cymraeg yn teimlo'n rhan o'r gymuned y maent yn byw ynddi ac y gallant gael gafael ar wasanaethau gan ddefnyddio eu ddiwyddiaeth heb orfod gofyn am wneud hynny.</p>
---



<b>Amcan Cydraddoldeb 6</b>	
Gweithlu Cynhwysol, Amrywiol a Chyfartal – Creu gweithlu sy'n adlewyrchu ac yn parchu amrywiaeth y cymunedau yn y fwrdeistref sirol	
<b>Cyd-destun</b>	
<p>Mae creu gweithle sy'n ddiogel a chynhwysol yn hybu amgylchedd gwaith cadarnhaol lle mae'r staff yn teimlo eu bod yn cael eu gwerthfawrogi a'u grymuso, sy'n eu galluogi i roi gwasanaethau o safon i'n trigolion.</p> <p>Mae arnon ni angen gwell dealltwriaeth o amrywiaeth ein gweithlu. I wneud hyn, mae'n hanfodol casglu data monitro cydraddoldeb. Rhaid casglu'r data ar ddechrau'r broses gyflogi a'u glanhau a'u diweddarau'n rheolaidd.</p> <p>Mae tegwch yn y gwaith a pherfformiad da yn y swydd yn mynd law yn llaw. Mae mynd i'r afael â gwahaniaethu yn helpu i ddenu, ysgogi a chadw staff ac yn gwella enw da sefydliad fel cyflogwr cynhwysol.</p> <p>Mae hyfforddiant mewn cydraddoldeb a hyfforddiant Cymraeg yn rhoi'r sgiliau a'r ddealltwriaeth y mae ar y staff eu hangen i ymgysylltu'n sensitif â thrigolion. Mae gwella sgiliau'r staff fel eu bod yn ymwybodol o nodweddion gwarchoddedig yn sicrhau bod trigolion ag anghenion penodol yn cael gwasanaethau sy'n hygyrch ac sy'n cydymffurfio â'r gofynion.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cyfiawnder a Diogelwch Personol, Cymryd Rhan	
<b>Nodweddion Gwarchoddedig Perthnasol</b>	
Oedran, Anabledd, Ailbennu Rhywedd, Priodas a Phartneriaeth Sifil, Beichiogrwydd a Mamolaeth, Hil, Crefydd neu Gred, Rhyw, Cyfeiriadedd Rhywiol, Y Gymraeg	
<b>Dogfennau Ategol</b>	
<ul style="list-style-type: none"> <li>➤ <a href="#">A yw Cymru'n Decach? 2018</a></li> <li>➤ <a href="#">Cyflogwr Hyderus o ran Anabledd Lefel 2</a></li> <li>➤ <a href="#">Hyrwyddwyr Amrywiaeth Stonewall</a></li> </ul>	
<b>Camau Gweithredu:</b>	
1.	Datblygu hyfforddiant cydraddoldeb ar-lein a fydd yn orfodol i bob aelod o staff a phob aelod etholedig
2.	<p>Gweithredu'r Fframwaith Hyfforddi Cenedlaethol ar drais yn erbyn menywod, cam-drin domestig a thrais rhywiol.</p> <ul style="list-style-type: none"> <li>•% y gweithlu sydd wedi cwblhau hyfforddiant Ymwybyddiaeth Sylfaenol (Grŵp 1) / Nifer y staff wedi cwblhau hyfforddiant Ymwybyddiaeth Sylfaenol (Grŵp 1)</li> <li>•% y staff a nodwyd sydd wedi cwblhau hyfforddiant 'Ask and Act' (Grŵp 2)</li> <li>•% y staff a nodwyd sydd wedi cwblhau Hyfforddiant Pellach (Grŵp 3)</li> <li>• Gweithredu hyfforddiant Gloywi pan fydd ar gael ac yn briodol</li> </ul>

3.	Hyderus o ran Anabledd – gwella ein safon
4.	Sicrhau cydymffurfiaeth â rheoliadau penodol ac annog unigolion i ddatgelu eu statws
5.	Ailsefydlu ein haelodaeth er mwyn cefnogi Mynegai Hyrwyddwyr Amrywiaeth yn y Gweithle Stonewall
6.	Cydweithio er mwyn datblygu'r brand 'Cynghorau Balch' i gefnogi digwyddiadau Pride
7.	Sicrhau bod hyfforddiant Cymraeg priodol ar gael i staff, o lefel sylfaenol hyd at lefel uwch
8.	Darparu cyfleoedd i staff wella eu sgiliau Cymraeg presennol er mwyn eu defnyddio ar gyfer busnes
9.	Darparu cyfleoedd i staff sy'n siarad Cymraeg a dysgwyr i ddefnyddio eu sgiliau iaith yn y gweithle

<b>Pam?</b>	
<p><b>Gweithlu</b> – Mantra <i>Stonewall Cymru</i> yw bod 'pobl yn perfformio'n well pan maen nhw'n gallu bod yn nhw eu hunain'. Rydym hefyd o'r farn, er mwyn cael y gorau o'n cyflogeion ac er mwyn sicrhau eu bod yn darparu'r gwasanaethau gorau i'n trigolion, fod yn rhaid i ni feithrin diwylliant diogel a chynhwysol yn y gweithle. Bydd annog mwy o unigolion i ddatgelu eu statws yn cefnogi ein proses monitro cydraddoldeb ac yn rhoi gwell dealltwriaeth i ni o amrywiaeth ein gweithlu.</p> <p><b>Stonewall Cymru</b> – Byddwn yn parhau i weithio gyda Stonewall Cymru i ailsefydlu ein haeleodaeth a'n statws yn y Mynegai Hyrwyddwyr Amrywiaeth yn y Gweithle.</p> <p><b>Hyderus o ran Anabledd</b> – Rydym yn gyflogwr Hyderus o ran Anabledd ar hyn o bryd. Bydd cyrraedd statws achredu Lefel 3 o ran gweithredu fel hyrwyddwr Hyderus o ran Anabledd yn ein helpu i fynegi mewn ffordd dryloyw ein hymrwymiad i helpu i recriwtio, cadw a datblygu pobl anabl sy'n cefnogi ein gwasanaethau i gyflawni a llwyddo fel cyflogeion gwerthfawr. Wrth gael ein cydnabod fel Arweinydd Hyderus o ran Anabledd, gallwn gael cydnabyddiaeth gan staff anabl yn ein busnes, pobl anabl y tu allan i'n busnes, ein cwsmeriaid a'r gymuned ehangach, drwy gofnodi anabledau, iechyd meddwl a llesiant yn y Cyngor a chyflwyno adroddiadau tryloyw mewn perthynas â hynny.</p>	

<b>Amcan Cydraddoldeb 7</b>	
Lleihau'r Bwlch Cyflog rhwng y Rhywiau	
<b>Cyd-destun</b>	
<p>Mae'n ofynnol inni edrych ar wahaniaethau cyflog rhwng y rhywiau yn y Cyngor a nodi amcan a fydd yn mynd i'r afael ag unrhyw wahaniaeth a welir.</p> <p>Mae'r Cyngor yn cyhoeddi <a href="#">Datganiad Bwlch Cyflog rhwng y Rhywiau 2018</a> bob blwyddyn, sy'n un o'r gofynion o dan Reoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Penodol ac Awdurdodau Cyhoeddus) 2017. Yn ogystal, mae Dyletswydd Cydraddoldeb y Sector Cyhoeddus yng Nghymru yn ei gwneud yn ofynnol i ni lunio data blynyddol mewn perthynas â swyddi, graddau, cyflogau, mathau o gontractau a phatrymau gwaith yn ôl rhyw. Ceir gofyniad pellach i ddarparu data ar gyfer nifer o nodweddion gwarchoddedig mewn perthynas â chyflogeion yn y gwaith.</p> <p>Fel Cyngor, rydym yn hyderus nad yw ein bwlch cyflog rhwng y rhywiau yn deillio o dalu gweithwyr gwrywaidd a benywaidd yn wahanol am yr un gwaith neu waith cyfatebol. Mae'r bwlch cyflog rhwng y rhywiau yn deillio o'r rolau y mae dynion a menywod yn gweithio ynddyn nhw ar hyn o bryd a'r cyflogau y mae'r rolau hyn yn eu denu.</p> <p>Mae'n bwlch cyflog ni rhwng y rhywiau yn adlewyrchu achosion y bwlch cyflog rhwng y rhywiau ar lefel y gymdeithas. Er enghraifft, mae ymchwil yn dangos bod cyfrifoldeb gofal plant yn dal i ddisgyn yn anghymesur ar fenywod, er bod rhieni'n gynyddol hyblyg. Y ffaith amdani yn y data hyn yw bod y mwyafrif mawr o swyddi rhan-amser yn cael eu dal gan fenywod ac mai'r rhain yw'r swyddi sy'n denu cyflogau yn y chwarteli isaf.</p>	
<b>Themâu o 'A yw Cymru'n Decach? 2018'</b>	
Addysg, Gwaith, Safonau Byw, Iechyd, Cymryd Rhan	
<b>Nodweddion Gwarchoddedig Perthnasol</b>	
Oedran, Priodas a Phartneriaeth Sifil, Beichiogrwydd a Mamolaeth, Rhyw	
<b>Dogfennau Ategol</b>	
<ul style="list-style-type: none"> <li>➤ <a href="#">Cynllun Corfforaethol 2018-2023</a></li> <li>➤ <a href="#">'A yw Cymru'n Decach? 2018'</a></li> <li>➤ <a href="#">Chwarae Teg – Adroddiad Cyflwr y Genedl 2019</a></li> </ul>	
<b>Camau Gweithredu:</b>	
1.	Adolygu'r data sy'n ymwneud â'r gweithlu a phennu'r camau gweithredu sydd eu hangen i gyflawni'r ddyletswydd gyffredinol fel y'i nodir yn Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011
2.	Cyhoeddi Datganiad Cyflog rhwng y Rhywiau blynyddol yn unol â Deddf Cydraddoldeb 2010
3.	Defnyddio proses arfarnu <i>Fy Amser</i> i gyflwynu staff benywaidd

4.	Gwella ymwybyddiaeth o gyfleoedd swyddi a chyfleoedd busnes ymhlith grwpiau anhraddodiadol (h.y. peidio â chysylltu swyddi â rhyw benodol mewn ffordd ystrydebol)
5.	Adolygu a diweddarau polisiau adnoddau dynol yn rheolaidd er mwyn cynnwys materion fel gweithio'n hyblyg, gweithio'n rhan amser neu opsiynau rhannu swydd, absenoldeb rhiant a rennir ac ati.

<b>Pam?</b>
<p>Mae cyflwyno adroddiadau ar fylchau cyflog rhwng y rhywiau yn ein helpu i ddeall graddau ac achosion ein bylchau cyflog a nodi unrhyw faterion y mae angen ymdrin â nhw.</p> <p>Nid yw'r ffaith bod bwloch cyflog rhwng y rhywiau o reidrwydd yn golygu bod achos o wahaniaethu rhwng y rhywiau. Bydd cyhoeddi a monitro bylchau cyflog yn ein helpu i ddeall y rhesymau dros unrhyw fylchau cyflog ac ystyried a oes angen i ni ddatblygu cynllun gweithredu er mwyn mynd i'r afael â'r achosion. Er enghraifft, os bydd gwaith dadansoddi yn dangos dosbarthiad anghyfartal o ddynion a menywod mewn swyddi a bod menywod wedi'u gorgynrychioli mewn swyddi â chyflogau is.</p>

## Adran 3:

- **DATBLYGU AMCANION CYDRADDOLDEB A'R BROSES YMGYSYLLTU**

### **Y Gaerffili a Garem 2018-2023 – Cynllun Llesiant – Bwrdd Gwasanaethau Cyhoeddus Caerffili**

Ers dwy flynedd bellach, mae Bwrdd Gwasanaethau Cyhoeddus Caerffili, ei bartneriaid a rhanddeiliaid, trigolion a chymunedau, wedi bod yn cydweithio i asesu llesiant bwrdeistref sirol Caerffili a datblygu cyfres o amcanion a rennir er mwyn gwella llesiant dros y pum mlynedd nesaf.

Mae'r Cynllun Llesiant 'Y Gaerffili a Garem 2018-2023' yn nodi beth y bydd y Bwrdd Gwasanaethau Cyhoeddus yn ei gyflawni ar y cyd â'r sector statudol, y sector preifat a'r trydydd sector, ynghyd â'n cymunedau.

Dyma'r cynllun cyntaf ar gyfer yr ardal, ac mae'n anelu at gyflawni gwelliannau hirdymor o ran llesiant. Mae'n cynnwys 4 amcan lefel uchel:

- **Newid Cadarnhaol** – Ymrwymiad ar y cyd i wella'r ffordd rydym yn gweithio gyda'n gilydd
- **Dechrau Cadarnhaol** – Rhoi'r dechrau gorau mewn bywyd i genedlaethau'r dyfodol
- **Pobl Gadarnhaol** – Grymuso a galluogi ein holl drigolion i gyflawni eu potensial eu hunain
- **Lleoedd Cadarnhaol** – Galluogi ein cymunedau i fod yn wydn ac yn gynaliadwy

Mae'r Cynllun Llesiant a'i Gynllun Cyflawni yn dangos sut mae'r Bwrdd Gwasanaethau Cyhoeddus wedi dewis ei amcanion a'r camau y mae'n bwriadu eu cymryd i'w cyflawni.

Datblygwyd y Cynllun gan ddefnyddio amrywiaeth helaeth o ddata ac ymatebion ymgynghori ac mae'n nodi gweithgarwch ar gyfer cyfnod 5 mlynedd y Cynllun. Wrth wneud hynny, blaenoriaethwyd y gweithgarwch a gynlluniwyd er mwyn manteisio i'r eithaf ar adnoddau cyfunol a sicrhau'r cyfraniad mwyaf posibl at y nodau llesiant cenedlaethol i Gymru.

### **Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014**

Daeth y Ddeddf i rym ym mis Ebrill 2016 ac mae'n golygu bod yn rhaid i gynghorau ddarparu gwybodaeth, cymorth a gwasanaethau yn y ffordd a nodir yn y Ddeddf. Mae'r Ddeddf yn rhoi mwy o gyfle i unigolion a'u gofalwyr leisio barn ar y gofal a'r cymorth a gânt. Er mwyn helpu pobl i gyflawni llesiant, byddant yn gwneud penderfyniadau am eu gofal a'u cymorth mewn partneriaeth gyfartal â

gweithwyr proffesiynol. I'w helpu i wneud hynny, bydd gwybodaeth a chynghor ar gael yn hawdd iddynt am yr hyn sydd ar gael yn eu hardal.

Bydd proses asesu newydd ar gyfer gofal a chymorth yn seiliedig ar yr hyn sy'n bwysig iddynt fel unigolion. Bydd yn ystyried eu cryfderau personol a'r cymorth sydd ar gael iddynt gan eu teulu, eu ffrindiau ac eraill yn y gymuned.

Mae'r Ddeddf yn canolbwyntio ar helpu pobl i aros yn iach, i fod yn ddiogel rhag niwed, i fod mor annibynnol â phosibl ac i gael cymorth yn eu cymuned leol a chan y gymuned honno.

Mae'r Ddeddf yn nodi pum egwyddor:

- **Hybu Llesiant:** Gweithio gyda phobl er mwyn deall beth sy'n bwysig iddynt a'u helpu i gyflawni beth sy'n bwysig o ran eu llesiant
- **Llais a rheolaeth:** Rhoi unigolion wrth wraidd eu gofal; rhoi llais iddynt wrth wneud penderfyniadau mewn perthynas â'u bywyd a rheolaeth dros gyflawni'r canlyniadau sy'n bwysig iddynt
- **Atal ac ymyrryd yn gynnar:** Cynyddu gwasanaethau ataliol o fewn cymunedau er mwyn helpu pobl i aros yn iach ac i'n helpu ni i wybod pan fydd angen cymorth ychwanegol arnynt er mwyn atal problemau rhag cyrraedd cam critigol
- **Cydgynhyrchu:** Cynnig cyfleoedd i bobl gymryd rhan yn y ffordd y caiff eu gofal a'u cymorth eu dylunio a'u darparu
- **Cydweithio:** Partneriaethau cryf rhwng yr amrywiol sefydliadau a'r bobl sy'n eu cefnogi, gan helpu pobl i fyw'r bywyd y maent am ei fyw am fwy o amser



## Cynllun Corfforaethol 2018-2023 gan gynnwys Amcanion Llesiant

Yn 2018, gwnaethom nodi ein chwe Amcan Llesiant a'u cynnwys fel rhan o'n Cynllun Corfforaethol. Nid proses newydd yw'r broses o bennu amcanion. Rydym wedi bod yn pennu Amcanion Llesiant ac Amcanion Gwella ers sawl blwyddyn; ond dyma'r tro cyntaf i ni bennu amcanion dros gyfnod cynllunio o bum mlynedd.

Gwnaethom lunio ein Hamcanion Llesiant gan ddefnyddio gwybodaeth a data o'r Asesiad Llesiant a gynhaliwyd er mwyn llywio Cynllun Llesiant y Bwrdd Gwasanaethau Cyhoeddus. Cyfeiriodd at bryderon pobl a'r meysydd yr hoffent iddynt gael eu gwella.

Roedd yr Amcanion hefyd yn seiliedig ar ein dyletswydd i sicrhau cynaliadwyedd a ddisgrifir yn y pum ffordd o weithio ar gyfer pob amcan. Gwnaethom ystyried hefyd sut y gallem adeiladu ar gryfderau sy'n cefnogi gwelliant yn ein cynlluniau gweithredu (ac nid dim ond meysydd i'w gwella).

Rydym yn dangos sut mae ein Hamcanion yn cyfrannu at y saith Nod Llesiant cenedlaethol ac nid dim ond yn y meysydd isod rydym yn gweithredu. Wrth reswm, nid yw'n bosibl ymdrin â phopeth mae'r Cyngor yn ei wneud, ond rydym wedi pennu'r chwe amcan hyn gan eu bod yn holl bwysig er mwyn gwella llesiant trigolion yn y byrdymor a'r hirdymor. Caiff yr Amcanion hyn eu hadolygu'n rheolaidd a byddwn yn ymgynghori ar unrhyw newidiadau â'n trigolion.

**Amcan 1** – Gwella cyfleoedd addysg i bawb

**Amcan 2** – Galluogi cyflogaeth

**Amcan 3** – Mynd i'r afael ag argaeledd, cyflwr a chynaliadwyedd cartrefi ledled y fwrdeistref sirol a darparu cyngor, cymorth neu gefnogaeth i helpu i wella llesiant pobl

**Amcan 4** – Hybu system drafnidiaeth fodern, integredig a chynaliadwy sy'n cynyddu cyfleoedd, yn hybu ffyniant ac yn lleihau i'r eithaf effeithiau niweidiol ar yr amgylchedd

**Amcan 5** – Creu bwrdeistref sirol sy'n cefnogi ffordd iach o fyw yn unol â'r Egwyddor Datblygu Cynaliadwy yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

**Amcan 6** – Cynorthwyo trigolion i aros yn annibynnol a gwella eu llesiant

Bydd ein Hamcanion Cydraddoldeb Strategol yn sicrhau cynnydd wrth hybu cydraddoldeb a chynhwysiant i bob nodwedd warchoddedig ac wrth gyflawni Dyletswydd Cydraddoldeb y Sector Cyhoeddus. Bydd yr amcanion yn sicrhau ein bod yn cyflawni ein rhwymedigaethau fel y'u hamlinellir yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

Er mwyn sicrhau bod ein Hamcanion Cydraddoldeb Strategol yn berthnasol, gofynnwyd am sylwadau o ran a fydd yr amcanion a amlinellwyd yn helpu'r Cyngor i leihau anghydraddoldeb yn y gweithlu ac yn cynorthwyo o ran cyflenwi gwasanaethau a sicrhau mynediad at wasanaethau.



## Y Broses Ymgynghori a'r Canlyniadau

Cynhaliwyd ymgynghoriad ffurfiol o 11 Tachwedd 2019 hyd at 6 Rhagfyr 2019. Cafodd yr ymgynghoriad gyhoeddusrwydd eang, roedd yn hygyrch ar nifer o lwyfannau ac roedd ar gael yn ddwyieithog ac ar ffurf hawdd ei deall.

Cyhoeddwyd yr ymgynghoriad ar wefan y Cyngor. Roedd fersiynau o'r arolwg ar gael i'w lawrlwytho mewn amrywiaeth o fformatau ar gais. Rhannwyd manylion yr ymgynghoriad drwy lwyfannau cyfryngau cymdeithasol y Cyngor, gan gyrraedd 4,173 o bobl a chan arwain at 187 o ymgysylltiadau. Lluniwyd datganiad i'r wasg ar gyfer y cyfryngau lleol a chafodd gyhoeddusrwydd ar wefan y Cyngor.

Cynhaliwyd nifer o ddigwyddiadau ymgysylltu â grwpiau rhanddeiliaid allweddol; aeth aelodau o staff y Tîm Cydraddoldeb, Y Gymraeg ac Ymgynghori i gyfarfod sirol Pobl yn Gyntaf Caerffili a Grwpiau'r Rhwydwaith Rhieni er mwyn cael gwybod barn y cyfranogwyr am bob un o'r amcanion cydraddoldeb drafft. Cyfarfu hwylusydd Iaith Arwyddion Prydain â phobl Fyddar ledled y fwrdeistref sirol, gan ddogfennu eu sylwadau ar y cynllun drafft, a chyflwyno crynodeb o'u sylwadau. Yn yr un modd, cynhaliodd Disability Can Do sesiynau ymgynghori â grwpiau anabled er mwyn cael gwybod eu barn ar yr amcanion cydraddoldeb drafft.

Tynnodd yr ymatebion i'r ymgynghoriad sylw at nifer o themâu cyffredin yn ogystal â materion a rhwystrau penodol mewn perthynas â'r amcanion drafft a amlinellwyd.

### **Beth mae pobl yn meddwl y dylem ei wneud:**

- Dylid darparu gwybodaeth mewn fformatau ac ieithoedd gwahanol (gan gynnwys Iaith Arwyddion Prydain) er mwyn sicrhau ei bod yn hygyrch i bawb. Mae hyn yn arbennig o bwysig mewn perthynas â gwasanaethau allweddol y Cyngor (e.e. sbwriel ac ailgylchu) ac nid dim ond gwasanaethau wedi'u targedu o fewn yr adran Gwasanaethau Cymdeithasol (*Amcan Cydraddoldeb 1 – Cam Gweithredu 3*)
- Dylid cynnig hyfforddiant cydraddoldeb ac amrywiaeth i gyflogaion y Cyngor (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)
- Cynnig hyfforddiant i'r staff er mwyn gwella ymwybyddiaeth o faterion cydraddoldeb a'r Gymraeg fel y gellir grymuso staff i nodi achosion o wahaniaethu a stereoteipio a mynd i'r afael â nhw (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)
- Gweithio gyda sefydliadau yn y trydydd sector er mwyn nodi ffyrdd y gallwn gydweithio i gyflawni ein dyletswyddau o ran cydraddoldeb (*Amcan Cydraddoldeb 3 – Cam Gweithredu 4*)

- Adolygu ac atgyfnerthu prosesau mewnol ar gyfer cynnal Aseidiadau Effaith Cydraddoldeb a gwaith ymgynghori cysylltiedig (*Amcan Cydraddoldeb 4 – Cam Gweithredu 7*)
- Sicrhau y caiff ymatebwyr a'r gymuned ehangach eu hysbysu'n rheolaidd am gynnydd y Cynllun ac ymgynghoriadau eraill a gynhelir
- Mae angen i'r Cyngor sicrhau bod y broses o ddatblygu'r ddarpariaeth addysg cyfrwng Cymraeg yn parhau'n flaenoriaeth
- Dylai'r Cyngor chwarae rhan arweiniol wrth nodi'r rhesymau dros y bwlch cyflog rhwng y rhywiau a gweithio gydag eraill (yn enwedig Llywodraeth Cymru) i nodi cynigion o ran sut i leihau'r bwlch cyflog rhwng y rhywiau
- Sicrhau bod yr Aelodau Etholedig yn meithrin ymwybyddiaeth o faterion cydraddoldeb a sicrhau bod eglurder ynghylch rôl yr Aelodau Etholedig wrth helpu i gyflawni mewn perthynas â materion cydraddoldeb (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)

Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli grwpiau crefyddol lleol na'r gymuned pobl dduon a lleiafrifoedd ethnig. Ymdriniwyd â hyn fel cam gweithredu o dan Amcan Cydraddoldeb Strategol 4 - *Adolygu a diweddarau ein grwpiau rhanddeiliaid allweddol yn y fwrdeistref sirol sy'n cynrychioli grwpiau â nodweddion gwarchoddedig.*

Er mwyn gweld yr adroddiad llawn, cliciwch ar y ddolen ganlynol: [Adroddiad ar yr Ymgynghoriad](#) neu ymwelwch â <https://www.caerffili.gov.uk/cydraddoldeb>

## Adran 4:

- **CYFLAWNI A MONITRO'R AMCANION CYDRADDOLDEB**

### **Cynllun Corfforaethol**

Mae gan y Cyngor Gynllun Corfforaethol 5 mlynedd sy'n cynnwys chwe Amcan Llesiant. Mae'r chwe amcan hynny yn cynnwys camau gweithredu i wella cynwysoldeb ac amrywiaeth mewn meysydd amrywiol.

### **Cynllunio Gwasanaethau**

Mae Mesur Llywodraeth Leol (Cymru) 2011 yn gosod dyletswydd ar awdurdodau lleol i 'wneud trefniadau' i wella'n barhaus. Mae ein cylchoedd cynllunio yn rhan o'r trefniadau hynny. Mae ein cylchoedd cynllunio yn nodi ein blaenoriaethau, ac mae nodau cydraddoldeb, y Gymraeg a chynwysoldeb wedi'u cynnwys fel rhan o'r cylchoedd hyn.

### **Asesiadau o Berfformiad Cyfarwyddiaethau**

Rydym wedi cyflwyno ffordd newydd o asesu a chyflwyno adroddiadau, sef 'Asesiadau o Berfformiad Cyfarwyddiaethau'. Nod yr asesiadau hyn yw dod ag amrywiaeth o wybodaeth a gaiff ei chofnodi ar wahân ynghyd i greu 'un ffynhonnell wirionedd'. Y diben yw cynnig dealltwriaeth o'r ffordd y mae pob Cyfarwyddiaeth yn perfformio, gan nodi achosion ac effeithiau a gweithredu'n unol â'r wybodaeth hon er mwyn gwella. Bydd hyn yn cynnwys gwybodaeth am gydraddoldeb ac iaith ac fe'i cyflwynir hefyd i'r Pwyllgorau Craffu a'r Cabinet.

### **Adroddiadau ar Berfformiad**

Unwaith y flwyddyn, rydym yn cyflwyno adroddiad i'r cyhoedd ar ein perfformiad yn erbyn ein Hamcanion Llesiant ac yn cynnwys y wybodaeth ddiweddaraf am welliannau mewn perthynas â chydaddoldeb a'r Gymraeg. Rydym yn nodi unrhyw fethiannau a'r hyn rydym wedi'i ddysgu a beth rydym yn ei wneud er mwyn gwella.

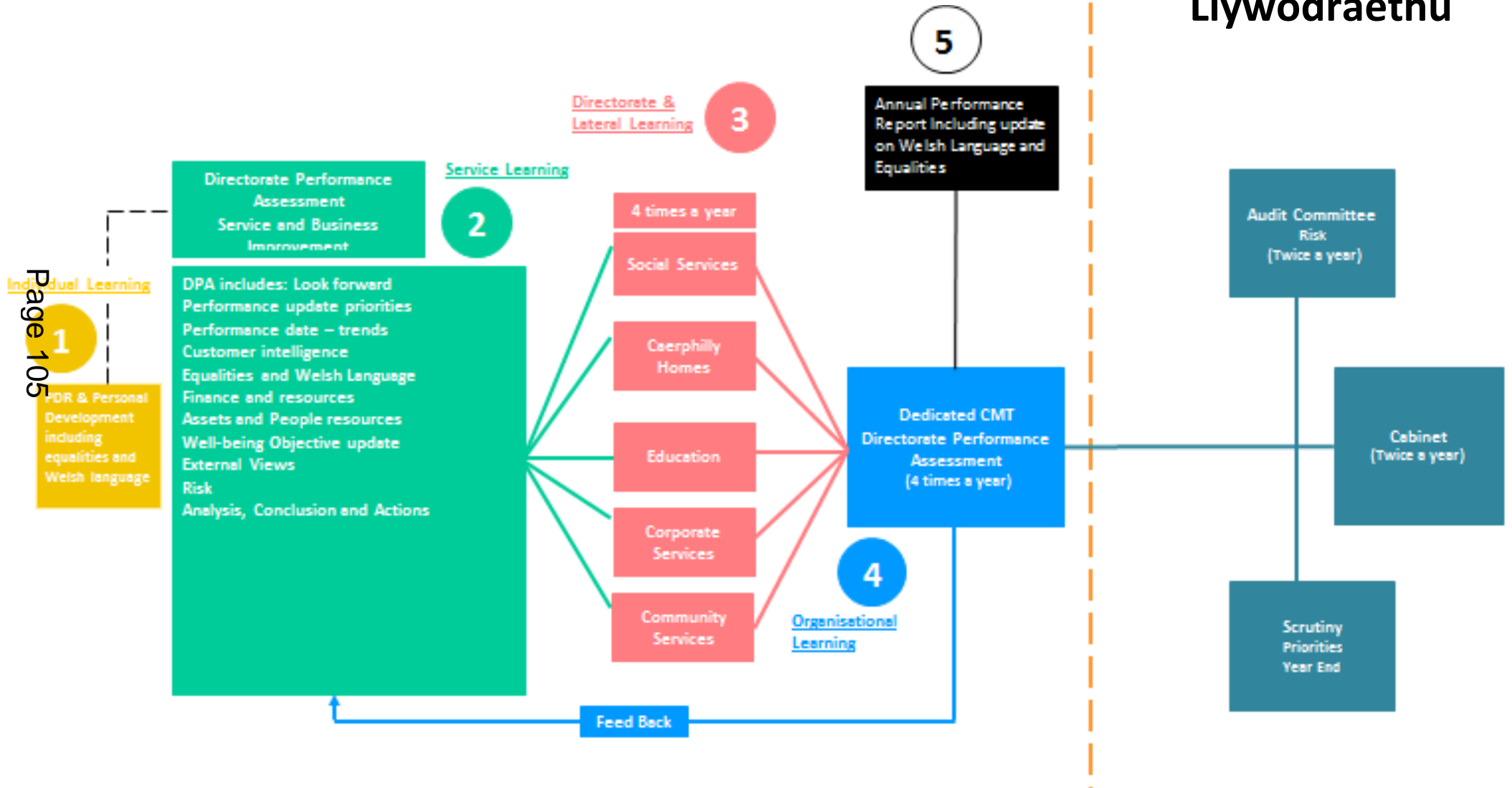
### **Adroddiad Monitro Blyneddol y Cynllun Cydraddoldeb Strategol**

O dan Ddyletswydd Cydraddoldeb y Sector Cyhoeddus, mae dyletswydd gyfreithiol ar y Cyngor i lunio a chyhoeddi Adroddiad Monitro Blyneddol mewn perthynas â'r Cynllun Cydraddoldeb Strategol, sy'n cyflwyno adroddiad ar gynnydd y Cyngor wrth ddarparu gwasanaethau yn erbyn y dyletswyddau statudol, dyletswyddau cydraddoldeb y sector cyhoeddus ac Amcanion Cydraddoldeb Strategol y Cyngor ei hun. Mae'n rhaid cyhoeddi'r adroddiad erbyn 31 Mawrth y flwyddyn.

# Dogfen Mewnol

## Adroddiadau Perfformiad a Chydraddoldebau 2019

## Adrodd a Llywodraethu



Gadewir y dudalen hon yn wag yn fwiadol

## Cynllun Cydraddoldeb Strategol Cyngor Bwrdeistref Sirol Caerffili 2020-24

### Adroddiad ar yr Ymgynghoriad

#### **Cyflwyniad a Chyd-destun**

Ochr yn ochr â phob awdurdod lleol yng Nghymru, er mwyn cyflawni Dyletswydd Cydraddoldeb y Sector Cyhoeddus, mae Llywodraeth Cymru wedi nodi ei bod yn ofynnol i Gyngor Bwrdeistref Sirol Caerffili lunio Cynllun Cydraddoldeb Strategol ar gyfer 2020-2024. Mae angen ei gyhoeddi erbyn mis Ebrill 2020. Ysgrifennwyd y Cynllun er mwyn esbonio i'r staff, yr aelodau etholedig, y trigolion a'r rhanddeiliaid sut mae Cyngor Bwrdeistref Sirol Caerffili yn bwriadu cyflawni ei ymrwymadau cydraddoldeb gan barhau i fod yn sefydliad cynhwysol nad yw'n goddef gwahaniaethu o unrhyw fath.

Gan adeiladu ar ymrwymiad parhaus a gwaith blaenorol y Cyngor i gyflawni cydraddoldeb, cynhaliodd y Cyngor amrywiaeth o ymarferion casglu tystiolaeth a digwyddiadau ymgysylltu cyn ymgynghori er mwyn datblygu cynnwys y Cynllun Cydraddoldeb Strategol drafft a datblygu'r Amcanion Cydraddoldeb drafft mewn ffordd ystyrlon:

- Adolygiad o ofynion deddfwriaethol
- Adolygiad o adroddiadau a chanllawiau allanol gan y Comisiwn Cydraddoldeb a Hawliau Dynol
- Adolygiad o Gynllun Cydraddoldeb Strategol presennol y Cyngor a dogfennau a chanllawiau cysylltiedig
- Adolygiad o ymarferion ymgynghori blaenorol a gynhaliwyd gan y Cyngor mewn perthynas â materion cydraddoldeb
- Dadansoddiad o setiau data lleol a chenedlaethol
- Adolygiad o ddogfennau cydraddoldeb Llywodraeth Cymru ac awdurdodau lleol eraill
- Gwaith ymgysylltu â rheolwyr darparu gwasanaethau yn y Cyngor
- Trafodaethau â Chymdeithas Llywodraeth Leol Cymru, Llywodraeth Cymru ac awdurdodau lleol eraill ledled Cymru am faterion cydraddoldeb allweddol sy'n gysylltiedig ag amcanion cydraddoldeb cyfredol ac y gellid eu hystyried yn amcanion cydraddoldeb yn y dyfodol

Wedyn, cynhaliwyd cyfnod ymgynghori ffurfiol ar yr amcanion cydraddoldeb drafft yn y Cynllun.

#### **Diben**

Diben yr ymgynghoriad ffurfiol a gynhaliwyd oedd gofyn barn trigolion, aelodau etholedig, staff a rhanddeiliaid eraill ar yr amcanion drafft a amlinellir yn y Cynllun Cydraddoldeb Strategol drafft a nodi'r camau gweithredu mwyaf priodol er mwyn helpu'r Cyngor i gyflawni'r amcanion hynny, ar ôl cytuno arnynt. Bydd y dull gweithredu hwn yn helpu i nodi

camau gweithredu ystyrlon yn seiliedig ar anghenion a nodwyd ac mae'n unol â dull gweithredu Llywodraeth Cymru.

Yn benodol, gofynnodd yr ymgynghoriad i ymatebwyr gyflwyno sylwadau mewn perthynas â phob un o'r amcanion drafft fel y'u hamlinellir isod:

1. Deall a dileu'r rhwystrau y mae pobl yn eu hwynebu wrth gyrchu gwasanaethau
2. Gwella cyfleoedd addysg i bawb
3. Hybu a hwyluso cymunedau cynhwysol a chydlynol
4. Ymgysylltu ag aelodau o'r gymuned er mwyn iddynt gymryd rhan a lleisio barn wrth gynllunio darpariaeth gwasanaethau
5. Sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol
6. Creu gweithlu sy'n adlewyrchu ac yn parchu amrywiaeth y cymunedau yn y fwrdeistref sirol
7. Lleihau'r Bwlch Cyflog rhwng y Rhywiau

Gofynnwyd am sylwadau o ran a fydd yr amcanion a amlinellwyd yn helpu'r Cyngor i leihau anghydraddoldeb yn y gweithlu a chynorthwyo o ran cyflenwi gwasanaethau a sicrhau mynediad at wasanaethau. Lle roedd ymatebwyr yn anghytuno ag unrhyw un o'r amcanion, gofynnwyd iddynt roi rhesymau dros eu barn. Gofynnodd yr ymgynghoriad hefyd i ymatebwyr nodi unrhyw feysydd anghydraddoldeb na chawsant eu cynnwys yn yr amcanion a gynigiwyd ac wedyn i nodi camau allweddol y dylai'r Cyngor eu cymryd er mwyn sicrhau ein bod yn lleihau anghydraddoldeb yn y gweithlu a chynorthwyo o ran cyflenwi gwasanaethau a sicrhau mynediad at wasanaethau. Gofynnwyd i ymatebwyr hefyd p'un a oedd eu hymateb i'r ymgynghoriad wedi'i ddylanwadu gan unrhyw rai o'r nodweddion gwarchoddedig, gan y gallai hyn gael effaith ar yr ymatebion a roddwyd.

### **Methodoleg (Yr hyn a wnaethom)**

Cynhaliwyd yr ymgynghoriad ffurfiol dros gyfnod o 4 wythnos o 11 Tachwedd 2019 hyd at 6 Rhagfyr 2019.

Gellir gweld y dogfennau ategol a ddefnyddiwyd fel rhan o'r ymgynghoriad yn **Atodiad 1**.

- a) Crynodeb o'r Cyd-destun a'r Amcanion Strategol
- b) Fersiwn hawdd ei deall
- c) Holiadur
- d) Cyflwyniad a ddefnyddiwyd yn ystod cyfarfodydd ymgynghori wyneb-yn-wyneb

Er mwyn galluogi pawb a oedd yn awyddus i gyflwyno barn i gymryd rhan, roedd holl ddogfennau'r ymgynghoriad ar gael yn ddwyieithog ac mewn amrywiaeth o fformatau, gan gynnwys fersiwn hawdd ei deall a fersiwn print bras. Rhoddwyd cyhoedduswydd i'r ymgynghoriad mewn amrywiaeth o ffyrdd ac roedd ar gael ar amrywiaeth o lwyfannau. Holiadur oedd y prif ddull ymgynghori a ddefnyddiwyd, ond anogwyd cyfranogwyr i ymateb mewn nifer o ffyrdd. Cynhaliwyd cyfarfodydd ymgynghori wyneb-yn-wyneb â grwpiau oedd â



diddordeb penodol yn yr ymgynghoriad hwn ac sy'n anos eu cyrraedd drwy ddulliau ymgynghori eraill.

### **Staff ac Aelodau Etholedig**

Rhodddwyd cyhoeddusrwydd i'r ymgynghoriad yn fewnol i'r aelodau etholedig ac i gyflogeion:

- drwy negeseuon e-bost
- Rheolwyr Gwasanaethau drwy'r Rhwydwaith Rheolwyr
- drwy dudalen mewnwyd y Cyngor
- dosbarthwyd fersiynau papur i staff nad ydynt yn gweithio mewn swyddfa lle y gofynnwyd am fersiynau o'r fath

### **Grwpiau rhanddeiliaid**

Dosbarthwyd manylion am yr ymgynghoriad a sut i gymryd rhan yn helaeth i'r canlynol:

- sefydliadau lleol a rhanbarthol â diddordeb mewn materion cydraddoldeb a sefydliadau partner lleol yn y sector cyhoeddus drwy restrau dosbarthu e-bost er mwyn rhoadru'r wybodaeth ymhellach
- sefydliadau lleol yn y trydydd sector drwy Gymdeithas Cyrff Gwirfoddol Gwent (GAVO) er mwyn dosbarthu'r wybodaeth ymhellach
- cynghorau tref a chymuned lleol drwy e-bost. Cynhaliodd pob cyngor tref a chymuned gyfarfod yn ystod y cyfnod ymgynghori neu'n fuan ar ôl y cyfnod hwnnw
- cysylltwyd ag aelodau Panel Safbwynt Caerffili, Caerphilly People First, y Swyddog Cydlyniant Cymunedol Rhanbarthol, Menter Iaith Caerffili, Disability Can Do, Fforwm 50+ Caerffili, Umbrella Cymru, Stonewall Cymru, Anabledd Cymru, Deaf-Friendly a Gwasanaeth Ieuenctid a Grŵp Ieuenctid Pobl Lesbiaidd, Hoyw, Deurywiol a Thrawsrywiol Bwrdeistref Sirol Caerffili drwy e-bost i'w hannog i gymryd rhan

Er mwyn cynnig y cyfle i gael adborth manwl, cynhaliwyd grwpiau ffocws wyneb-yn-wyneb â'r canlynol:

### **Caerphilly People First**

Aeth aelodau o staff y tîm Cydraddoldeb i gyfarfod sirol Caerphilly People First yn ei swyddfeydd ym Margod ar 26 Tachwedd 2019. Gwnaed cyflwyniad i'r grŵp a gofynnwyd am sylwadau gan y cyfranogwyr mewn perthynas â phob un o'r amcanion cydraddoldeb drafft.

### **Rhwydwaith Rhieni Caerffili**

Aeth aelodau o'r tîm Cydraddoldeb i'r ddau gyfarfod â grwpiau Gelligaer a Thredegar Newydd ar 3 Rhagfyr 2019. Darparwyd manylion y cyflwyniad ar ffurf taflen a chafodd aelodau'r grŵp eu tywys drwy drafodaeth am yr amcanion cydraddoldeb arfaethedig.

### **Cymuned Fyddar Caerffili**

Yn ystod y cyfnod ymgynghori, cyfarfu hwylusydd Iaith Arwyddion Prydain â phobl Fyddar ledled y fwrdeistref sirol, gan ofyn am eu sylwadau ar y cynllun drafft. Wedyn, darparwyd ymateb ysgrifenedig yn crynhoi eu sylwadau i'r Cyngor.

## **Disability Can Do**

Ar ran y Cyngor, cynhaliodd Disability Can Do dair sesiwn â'r canlynol:

- **Caffi Dementia Gyfeillgar yn Neuadd Eglwys Santes Gwladys, Bargod**
- **Grŵp Iechyd Meddwl yn Swyddfeydd Platfform, Oakwood**
- **Clwb Golwg yn Neuadd Gymuned Tre-lyn.**

Ni fyddai llawer o'r rheini y cysylltwyd â nhw wedi gallu cwblhau'r arolwg ar-lein.

## **Trigolion a'r gynulleidfa ehangach**

Er mwyn cyrraedd cynulleidfa mor eang â phosibl,

- tynnwyd sylw at yr ymgynghoriad ar hafan gwefan y Cyngor, gan gynnwys dolenn uniongyrchol i ddogfennaeth yr ymgynghoriad ac arolwg ar-lein. Roedd fersiwn bapur o'r arolwg ar gael hefyd i'w argraffu o'r wefan neu mewn amrywiaeth o fformatau ar gais.
- rhannwyd manylion yr ymgynghoriad drwy ffrwd Twitter a thudalen Facebook y Cyngor. Cyrhaeddodd y wybodaeth ar Facebook 4,173 o bobl a chysylltodd 187 ohonynt o ganlyniad.
- lluniwyd datganiad i'r wasg ar gyfer y cyfryngau lleol ac fe'i rhannwyd ar wefan y Cyngor.

## **Canlyniadau**

### **Ymatebion a phroffil yr ymatebwyr**

Cwblhaodd cyfanswm o 15 o ymatebwyr yr holiadur ar-lein. O'u plith, dim ond dau berson oedd o dan 50 oed. Roedd gan hanner y rheini a gwblhaodd yr arolwg anabledd, roedd dwy ran o dair yn fenywod a nododd pob un eu bod yn wyn o ran tarddiad ethnig ac mai Saesneg oedd eu prif iaith. Nododd nifer o'r rheini a ymatebodd i'r ymgynghoriad fod ganddynt brofiad uniongyrchol o faterion cydraddoldeb.

Yn ogystal, cafwyd tri ymateb ysgrifenedig, un gan gynrychiolwyr o'r gymuned Fyddar, un gan gynghorydd lleol ac un gan drigolyn lleol.

Daeth cyfanswm o 12 aelod o Rwydwaith Rhieni Caerffili i'r trafodaethau a gynhaliwyd fel rhan o'r grŵp ffocws wyneb-yn-wyneb. Roeddent wedi'u rhannu rhwng dau grŵp ar wahân (5 cyfranogwr yng Ngelligaer a 7 cyfranogwr yn Nhredegar Newydd). Roedd pob un ohonynt yn fenywod ac roedd dwy ohonynt yn neiniau.

Yng nghyfarfod Caerphilly People First, roedd 20 o bobl ag anableddau dysgu yr oedd 13 ohonynt yn ddynion a 7 yn fenywod. Roedd y person ifancaf yn y cyfarfod yn 22 oed ac roedd yr hynaf yn 78 oed.

Fel rhan o'r sesiynau grŵp a gynhaliwyd gan Disability Can Do, cymerodd cyfanswm o 38 o bobl ag anableddau ac 18 o ofalwyr neu weithwyr cymorth ran yn y tri grŵp. Roedd y rheini ag anableddau rhwng 40 a 60 oed ac roedd y rhan fwyaf ohonynt yn bobl hŷn.

Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli grwpiau crefyddol lleol na'r gymuned pobl dduon a lleiafrifoedd ethnig.

### **Sylwadau'r ymatebwyr a themâu a ddaeth i'r amlwg**

Tynnodd yr ymatebion i'r ymgynghoriad sylw at nifer o themâu cyffredin yn ogystal â materion a rhwystrau penodol mewn perthynas â'r amcanion drafft a amlinellwyd.

Ceir crynodeb o'r ymatebion a gafwyd yn **Atodiad 2**:

- a) Crynodeb o'r ymatebion i'r arolwg a luniwyd gan SNAP
- b) Nodiadau o'r trafodaethau grŵp
- c) Cylchlythyr Caerphilly People First
- d) Ymatebion ysgrifenedig a gafwyd
  - a. Y gymuned fyddar
  - b. Y Cynghorydd James Pritchard
  - c. Ymateb gan drigolyn
- e) Ymateb gan Disability Can Do

Rydym wedi cynnwys yr Amcan Cydraddoldeb a'r Cam Gweithredu perthnasol ochr yn ochr â'r adborth sy'n dilyn er mwyn dangos sut mae sylwadau'r ymgynghoreion wedi llywio rhai o'r camau gweithredu.

### **Cyd-destun**

Roedd y rheini a ymatebodd i'r ymgynghoriad yn cydnabod bod angen i'r Cyngor roi blaenoriaeth uchel i Gydraddoldeb. Er nad oedd yn ystadegol ddilys gan mai nifer bach o ymatebion a gafwyd, roedd y rheini a ymatebodd yn cytuno bod yr amcanion a amlinellwyd yn berthnasol. Pwysigrwydd sicrhau bod camau gweithredu mesuradwy ag amserlenni clir yn gysylltiedig â phob amcan ac y caiff cynnydd tuag at y camau gweithredu hyn ei fonitro.

### **Amcan 1: Deall a dileu'r rhwystrau y mae pobl yn eu hwynebu wrth gyrchu gwasanaethau**

#### **Rhwysterau a nodwyd:**

- Diffyg dealltwriaeth o'r ffordd y mae'r Cyngor yn gweithredu, pa wasanaethau a gaiff eu darparu a sut – yn aml nid yw pobl yn gwybod am y gwasanaethau/cyfleoedd addysg a hyfforddiant sydd ar gael iddynt
- Er bod opsiynau digidol yn ddefnyddiol i lawer, nid ydynt yn addas i bawb, yn enwedig pobl hŷn ac oedolion ag anableddau dysgu
- Mae llyfrgelloedd (a gwasanaethau cwsmeriaid) yn holl bwysig o ran cynnig cyswllt wyneb-yn-wyneb ac adnoddau i gymunedau lleol, yn enwedig rhieni â phlant ifanc a phobl hŷn
- Ystyriwyd bod diffyg mynediad at drafndiaeth gyhoeddus ddibynadwy yn atal pobl rhag defnyddio gwasanaethau a'i fod yn effeithio ar y cymunedau mwyaf anghysbell a'r trigolion mwyaf agored i niwed yn y cymunedau hynny. Mae rhai yn teimlo'n unig iawn gan fod cyfleusterau lleol yn cael eu dileu heb unrhyw ffordd o gyrraedd gwasanaethau ymhellach i ffwrdd

- Gall mynediad ffisegol fod yn rhwystr (mae meysydd cyfrifoldeb y Cyngor yn hyn o beth yn cynnwys cynnal a chadw arwynebau palmentydd, cynnal a chadw coed a goleuadau stryd)
- Ystyrir bod diffyg dealltwriaeth o anableddau, problemau iechyd meddwl a meysydd cydraddoldeb eraill yn rhwystr

**Beth mae pobl yn meddwl y dylem ei wneud:**

- Dylid darparu gwybodaeth mewn fformatau ac ieithoedd gwahanol (gan gynnwys Iaith Arwyddion Prydain) er mwyn sicrhau ei bod yn hygyrch i bawb. Mae hyn yn arbennig o bwysig mewn perthynas â gwasanaethau allweddol y Cyngor (e.e. sbwriel ac ailgylchu) ac nid dim ond gwasanaethau wedi'u targedu o fewn yr adran Gwasanaethau Cymdeithasol (*Amcan Cydraddoldeb 1 – Cam Gweithredu 3*)
- Dylid cynnig hyfforddiant cydraddoldeb ac amrywiaeth i gyflogaethion y Cyngor (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)

Ni chafwyd unrhyw sylwadau pellach yn ystod yr ymgynghoriad mewn perthynas â'r amcan hwn.

**Amcan 2: Gwella cyfleoedd addysg i bawb**

- Sicrhau bod addysg yn un o flaenoriaethau'r Cyngor er mwyn sicrhau y caiff pob disgybl y cyfle i ddysgu mewn amgylchedd cydlynol
- Yr angen i sicrhau digon o gymorth addysgol i'r rheini ag anghenion dysgu ychwanegol ac i ystyried effaith y Bil Anghenion Dysgu Ychwanegol
- Yr angen i wella cyfleoedd cyflogaeth i'r rheini ag anableddau, gan gynnwys oedolion awtistig a'r rheini ag anableddau dysgu
- Cynyddu cyfranogiad drwy ddileu rhwystrau a sicrhau bod cyfleoedd yn diwallu anghenion/addas at ddiddordebau trigolion

**Beth mae pobl yn meddwl y dylem ei wneud:**

- Er mwyn gwella cyfleoedd addysgol, mae angen deall yr anawsterau y mae pobl ag anableddau yn eu hwynebu wrth ddod o hyd i swyddi a'u cadw a'r effaith y gall newid amgylchiadau o ran swydd ei chael ar fywydau pobl ag anableddau

Ni chafwyd unrhyw sylwadau pellach yn ystod yr ymgynghoriad mewn perthynas â'r amcan hwn.

**Amcan 3: Hybu a hwyluso cymunedau cynhwysol a chydlynol**

- Ar y cyfan, mae'r rheini a gymerodd ran yn yr ymgynghoriad yn teimlo'n ddiogel a'u bod wedi'u cynnwys yn eu cymunedau, er y nododd y rheini â chyflyrau corfforol a chyflyrau iechyd meddwl eu bod wedi profi achosion o wahaniaethu
- Mae gan yr Aelodau Etholedig ran i'w chwarae wrth annog cydlyniant cymunedol
- Mae angen cydnabod rôl bwysig y sector gwirfoddol wrth hwyluso cydlyniant cymunedol yn llawn

### **Beth mae pobl yn meddwl y dylem ei wneud:**

- Cynnig hyfforddiant i'r staff er mwyn gwella ymwybyddiaeth o faterion cydraddoldeb a'r Gymraeg fel y gellir grymuso staff i nodi achosion o wahaniaethu a stereoteipio a mynd i'r afael â nhw (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)
- Gweithio gyda sefydliadau yn y trydydd sector er mwyn nodi ffyrdd y gallwn gydweithio i gyflawni ein dyletswyddau o ran cydraddoldeb (*Amcan Cydraddoldeb 3 – Cam Gweithredu 4*)

Ni chafwyd unrhyw sylwadau pellach yn ystod yr ymgynghoriad mewn perthynas â'r amcan hwn.

### **Amcan 4: Ymgysylltu ag aelodau o'r gymuned er mwyn iddynt gymryd rhan a lleisio barn wrth gynllunio darpariaeth gwasanaethau**

- Dylai ystyried materion Cydraddoldeb fod yn ffactor allweddol wrth wneud penderfyniadau mewn perthynas â datblygu a newid gwasanaethau. Mae cynnal Asesiad trylwyr o'r Effaith ar Gydraddoldeb ac ymgynghori'n briodol yn rhan annatod o'r broses hon
- Gall cymunedau gwybodys ymgysylltu'n fwy effeithiol felly mae cyfathrebu yn allweddol. Mae angen i ddulliau cyfathrebu fod yn briodol ar gyfer pob cynulleidfa ac ystyriwyd bod digwyddiadau ymgysylltu wyneb-yn-wyneb yn bwysig iawn i'r rheini sy'n cymryd rhan
- Mae angen i ni ymgysylltu â'n cymunedau mewn ffordd *ystyrlon* (wyneb-yn-wyneb) yn hytrach nag ymdrin â materion cydraddoldeb mewn ffordd arwynebol
- Mae angen i ni roi adborth i'n cymunedau er mwyn sicrhau eu bod yn gwybod sut y caiff eu sylwadau eu hystyried ac er mwyn eu grymuso i gymryd mwy o ran
- Wrth ystyried anghenion un grŵp gwarchodedig, dylid sicrhau na chaiff hyn effaith negyddol ar grwpiau gwarchodedig eraill
- Sicrhau ein bod yn defnyddio ffynonellau data lleol i ddatgelu patrymau anghydraddoldeb y gellir ymdrin â nhw
- Mae angen i ni ymgysylltu â staff ar bob lefel yn y sefydliad gan eu bod yn allweddol wrth sicrhau y caiff gwasanaethau eu cyfleu a'u darparu'n effeithiol i drigolion a defnyddwyr gwasanaethau

### **Beth mae pobl yn meddwl y dylem ei wneud:**

- Adolygu ac atgyfnerthu prosesau mewnol ar gyfer cynnal Asesiadau o'r Effaith ar Gydraddoldeb a gwaith ymgynghori cysylltiedig (*Amcan Cydraddoldeb 4 – Cam Gweithredu 7*)
- Sicrhau y caiff ymatebwyr a'r gymuned ehangach eu hysbysu'n rheolaidd am gynnydd y Cynllun ac ymgynghoriadau eraill a gynhelir

## **Amcan 5: Sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol**

- Er nad oedd yn uniongyrchol berthnasol i'r cyfranogwyr, roeddent yn cydnabod bod cynnydd yn nifer y siaradwyr Cymraeg ifancach yn golygu y bydd yr amcan hwn yn fwyfwy pwysig yn y dyfodol

### **Beth mae pobl yn meddwl y dylem ei wneud:**

- Mae angen i'r Cyngor sicrhau bod y broses o ddatblygu'r ddarpariaeth addysg cyfrwng Cymraeg yn parhau'n flaenoriaeth

Ni chafwyd unrhyw sylwadau pellach yn ystod yr ymgynghoriad mewn perthynas â'r amcan hwn.

## **Amcanion 6 a 7: Creu gweithlu sy'n adlewyrchu ac yn parchu amrywiaeth y cymunedau yn y fwrdeistref sirol a Lleihau'r Bwlch Cyflog rhwng y Rhywiau**

- Er bod y rheini a ymatebodd i'r ymgynghoriad yn ystyried bod yr amcanion hyn yn bwysig, cydnabuwyd eu bod yn faterion cymhleth ac y dylai'r Cyngor arwain unrhyw waith cysylltiedig
- Dylid adlewyrchu amrywiaeth yn y gweithlu ac ymhlith yr Aelodau Etholedig

### **Beth mae pobl yn meddwl y dylem ei wneud:**

- Dylai'r Cyngor chwarae rhan arweiniol wrth nodi'r rhesymau dros y bwlch cyflog rhwng y rhywiau a gweithio gydag eraill (yn enwedig Llywodraeth Cymru) i nodi cynigion o ran sut i leihau'r bwlch cyflog rhwng y rhywiau

Ni chafwyd unrhyw sylwadau pellach yn ystod yr ymgynghoriad mewn perthynas â'r amcanion hyn

### **A oes unrhyw beth ar goll yn y Cynllun drafft?**

- Sicrhau bod yr Aelodau Etholedig yn meithrin ymwybyddiaeth o faterion cydraddoldeb a sicrhau bod eglurder ynghylch rôl yr Aelodau Etholedig wrth helpu i gyflawni mewn perthynas â materion cydraddoldeb (*Amcan Cydraddoldeb 3 – Cam Gweithredu 2*)

### **Y camau nesaf**

Caiff canlyniadau'r ymgynghoriad eu hystyried ochr yn ochr ag adborth gan staff a rheolwyr gwasanaethau a byddant yn helpu i lywio fersiwn ddiwygiedig o Gynllun Cydraddoldeb Strategol y Cyngor ar gyfer 2020-2024 cyn iddo gael ei gymeradwyo a'i fabwysiadu ym mis Ebrill 2020. Caiff y camau gweithredu a nodwyd fel rhan o'r ymgynghoriad eu cynnwys yn y Cynllun Cydraddoldeb Strategol terfynol.

### **Is atodiad 2: Crynodeb o'r sylwadau**

Cafodd y sylwadau eu golygu er mwyn sicrhau na ellir adnabod ymatebwyr unigol

[Is-atodiad 2a CCS Crynodeb yr Arolwg 11.12.19](#)

[Is-atodiad 2b Ymgynghoriad CCS – Nodiadau Rhwydwaith Rhieni Tredegar Newydd](#)

[Is-atodiad 2b Ymgynghoriad CCS – Nodiadau Rhwydwaith Rhieni Gelligaer](#)

[Is-atodiad 2b Ymgynghoriad CCS – Nodiadau Caerphilly People First](#)

[Is-atodiad 2c Ymgynghoriad CCS – Cylchlythyr Caerphilly People First](#)

[Is-atodiad 2d Ymgynghoriad CCS – Ymateb Cyng Pritchard](#)

[Is-atodiad 2d Ymgynghoriad CCS – Ymateb y Gymuned Byddar](#)

[Is-atodiad 2d Ymgynghoriad CCS – Ymateb Trigolyn](#)

[Is-atodiad 2e Ymgynghoriad CCS – Ymateb Disability CandDo](#)



Gadewir y dudalen hon yn wag yn fwriadol

# FFURFLEN ASESU'R EFFAITH AR GYDRADDOLDEB

Gorffennaf 2019

## DATGANIAD CYDRADDOLDEB Y CYNGOR

Mae'r Cyngor hwn yn cydnabod bod gan bobl anghenion, gofynion a nodau gwahanol, a byddwn yn gweithio yn erbyn pob math o wahaniaethu drwy hyrwyddo cysylltiadau da a chyd-barch o fewn ein cymunedau, ein trigolion, ein haelodau etholedig, y rhai sy'n gwneud cais i ni am swyddi a'n gweithlu a rhyngddynt.

Byddwn hefyd yn gweithio i sicrhau bod gan bawb fynediad cyfartal at ein gwasanaethau, heb ystyried tarddiad ethnig, rhyw, oedran, statws priodasol, cyfeiriadedd rhywiol, anabledd, ailbennu rhywedd, credoau crefyddol neu ddiffyg cred, y defnydd o'r Gymraeg, iaith arwyddion Prydain neu ieithoedd eraill, cenedligrwydd, cyfrifoldeb am unrhyw ddibynyddion nac unrhyw reswm arall na ellir dangos bod cyfiawnhad drosto.

Mae Aseidiadau o'r Effaith ar Gydraddoldeb yn ofyniad cyfreithiol o dan ddeddfwriaeth cydraddoldeb (Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011) lle nodwyd bod potensial ar gyfer effaith negyddol sylweddol. Bu'r ddeddfwriaeth hon ar waith ers 2000. Mae dyletswydd ddeddfwriaethol arnom hefyd i wneud y canlynol:

- dileu gwahaniaethu, aflonyddu a fictimeiddio ac ymddygiad arall anghyfreithlon a waherddir gan Ddeddf Cydraddoldeb 2010
- hybu cyfle cyfartal rhwng personau sy'n rhannu nodwedd warchoddedig berthnasol a phersonau nad ydynt yn ei rhannu
- meithrin cysylltiadau da rhwng personau sy'n rhannu nodwedd warchoddedig a phersonau nad ydynt yn ei rhannu.

Mae'r Ddeddf yn esbonio bod rhoi sylw dyladwy i hybu cydraddoldeb yn golygu gwneud y canlynol:

- dileu neu leihau'r anfantaision a wynebir gan bobl oherwydd eu nodweddion gwarchoddedig
- cymryd camau i ddiwallu anghenion pobl o grwpiau gwarchoddedig lle bo'r anghenion hyn yn wahanol i anghenion pobl eraill
- annog pobl â nodweddion gwarchoddedig i gymryd rhan mewn bywyd cyhoeddus neu mewn gweithgareddau eraill lle nad oes nifer cymesur ohonynt yn cymryd rhan.

Mae'r nodweddion gwarchoddedig fel a ganlyn:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| • Oedran                        | • Hil                            |
| • Anabledd                      | • Crefydd, Cred neu Ddiffyg Cred |
| • Ailbennu Rhywedd              | • Rhyw                           |
| • Priodas a Phartneriaeth Sifil | • Cyfeiriadedd Rhywiol           |
| • Beichiogrwydd a Mamolaeth     | • Y Gymraeg*                     |

\* Ni nodir y Gymraeg fel nodwedd warchoddedig o dan Ddeddf Cydraddoldeb 2010, ond yng Nghymru mae'n rhaid i ni hefyd drin y Gymraeg a'r Saesneg ar y sail eu bod yn gyfartal yn ogystal â hybu a hwyluso'r defnydd o'r Gymraeg.

## YR ASESIAD O'R EFFAITH AR GYDRADDOLDEB

<b>ENW'R CYNNIG NEWYDD NEU DDIWYGIEDIG*</b>	Cynllun Cydraddoldeb Strategol 2020-2024
<b>CYFARWYDDIAETH</b>	Addysg a Gwasanaethau Corfforaethol
<b>MAES GWASANAETH</b>	Gwella Busnes a Phartneriaethau
<b>SWYDDOG CYSWLLT</b>	Anwen Cullinane
<b>DYDDIAD ADOLYGU NEU DDIWYGIO NESAF</b>	2024

**\*Drwy'r Ffurflen Asesu'r Effaith ar Gydraddoldeb hon, defnyddir 'cynnig' i gyfeirio at yr hyn sy'n cael ei asesu ac, felly, mae'n cynnwys polisiau, strategaethau, swyddogaethau, gweithdrefnau, arferion, mentrau, prosiectau a chynigion ar gyfer arbedion.**

Nod Asesiad o'r Effaith ar Gydraddoldeb yw sicrhau bod materion sy'n ymwneud â Chydraddoldeb a'r Gymraeg wedi'u hystyried mewn ffordd ragweithiol drwy gydol prosesau gwneud penderfyniadau sy'n llywodraethu'r gwaith a wneir gan bob maes gwasanaeth yn y Cyngor, yn ogystal â gwaith a wneir ar lefel gorfforaethol.

Ymdrinnir yn fanylach â gwaith y Cyngor ym meysydd Cydraddoldeb, Y Gymraeg a Hawliau Dynol drwy **Amcanion a Chynllun Gweithredu Cydraddoldeb a'r Gymraeg 2016-2020**.

Wrth gynnal Asesiad o'r Effaith ar Gydraddoldeb dylech ystyried canlyniadau cadarnhaol a negyddol eich cynigion. Os yw prosiect wedi'i anelu at grŵp penodol e.e. pobl anabl, mae angen i chi hefyd ystyried pa effeithiau y gallai eu cael ar feysydd eraill e.e. pobl ifanc ag anabledd, pobl dduon a lleiafrifoedd ethnig ag anabledd.

Mae nifer o ddogfennau canllaw ategol ar gael ar **Borth yr Uned Polisi Corfforaethol** a gall tîm Cydraddoldeb a'r Gymraeg y Cyngor gynnig cyngor wrth i'r Asesiad o'r Effaith ar Gydraddoldeb gael ei ddatblygu. Noder nad yw'r tîm yn llunio Asesiadau o'r Effaith ar Gydraddoldeb ar ran meysydd gwasanaeth, ond cynigir cymorth ar ffurf cyngor, awgrymiadau ac i raddau helaeth, gymorth rheoli ansawdd.

Cysylltwch â [cydraddoldeb@caerffili.gov.uk](mailto:cydraddoldeb@caerffili.gov.uk) i gael cymorth.

## DIBEN Y CYNNIG

<b>1</b>	<p><b>Yr hyn y bwriedir i'r cynnig ei gyflawni</b> <i>(Rhowch ddisgrifiad cryno ac amlinellwch ddiben y cynnig newydd neu'r cynnig wedi'i ddiweddarau er mwyn cynnig cyflwyniad.)</i></p> <p>Datblygwyd y Cynllun Cydraddoldeb Strategol (CCS) a'r amcanion cydraddoldeb sy'n rhan ohono er mwyn dogfennu'r camau y mae'r Cyngor yn bwriadu eu cymryd i gyflawni ei ddyletswyddau penodol. Mae'n ymdrin â'r holl nodweddion gwarchoddedig: oedran, anabled, ailbennu rhywedd, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil, hil, crefydd neu gred, rhyw, cyfeiriadedd rhywiol. Mae'n cynnwys gwybodaeth am y ffordd y mae'r Cyngor yn hybu cydraddoldeb, yn meithrin cysylltiadau da ac yn ymdrin ag achosion o wahaniaethu ac aflonyddu yn ei wasanaethau i gyd.</p>
<b>2</b>	<p><b>Pwy yw'r defnyddwyr gwasanaeth y mae'r cynnig yn effeithio arnynt?</b> <i>(Pwy y bydd y broses o roi'r cynnig hwn ar waith yn effeithio arnynt? e.e. aelodau o staff, y cyhoedd yn gyffredinol, neu adrannau penodol o'r cyhoedd h.y. grwpiau ieuencid, gofalwyr, defnyddwyr ffyrdd, pobl sy'n defnyddio parciau gwledig, pobl ar fudd-daliadau ac ati. A oes unrhyw fylchau data?)</i></p> <p>Pawb sy'n byw neu'n gweithio yn y fwrdeistref sirol neu'n ymweld, gan gynnwys aelodau o staff, rhanddeiliaid, trigolion, aelodau etholedig ac ymwelwyr y mae unrhyw un o'r nodweddion gwarchoddedig yn berthnasol iddynt.</p>

## YR EFFAITH AR Y CYHOEDD A STAFF

<b>3</b>	<p><b>A yw'r cynnig yn sicrhau bod gan bawb fynediad cyfartal at yr holl wasanaethau sydd ar gael neu a gynigir, neu eu bod yn cael yr un budd o'r newidiadau arfaethedig, neu na fyddant ar eu colled mewn ffyrdd mwy sylweddol neu ddifrifol oherwydd y cynigion?</b> <i>(Beth a wnaed i ystyried p'un a oes gan y grwpiau hyn fynediad cyfartal at y gwasanaeth ai peidio, neu a oes angen iddynt dderbyn y gwasanaeth mewn ffordd wahanol i bobl eraill?)</i></p> <p>Ydy mae'r Cynllun Cydraddoldeb Strategol yn ceisio nodi a mynd i'r afael ag unrhyw rwystrau a nodwyd sy'n atal pobl â nodweddion gwarchoddedig rhag cyrchu gwasanaethau ac i weithio gyda nhw i ddod o hyd i atebion.</p>
----------	--

<b>4</b>	<b>A fydd eich cynnig yn effeithio ar unrhyw bobl neu grwpiau o bobl â nodweddion gwarchoddedig?</b> <i>(A archwiliwyd y broses o ddarparu'r gwasanaeth er mwyn asesu a oes unrhyw effaith anuniongyrchol ar unrhyw grwpiau? A allai canlyniadau'r polisi neu'r cynnig ar gyfer arbedion fod yn wahanol gan ddibynnu ar nodweddion gwarchoddedig pobl?)</i>	
<b>Nodwedd Warchoddedig</b>	<b>Cadarnhaol, Negyddol, Niwtral</b>	<b>Beth fydd yr effaith? Os yw'r effaith yn negyddol, sut y gellir ei lliniaru?</b>
<b>Oedran</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Gwnaethom ymgynghori â'r Fforwm 50+ ar Amcanion Drafft y CCS. Mae adborth a gafwyd o'r ymgynghoriad wedi helpu i'n hysbysu am y camau gweithredu perthnasol y dylid eu rhoi ar waith er mwyn darparu ein gwasanaethau mewn ffordd well, fwy cynhwysol.
<b>Anabledd</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Gwnaethom ymgynghori â'r Fforwm 50+, Caerphilly People First, Anabledd Cymru a Disability Can Do. Mae adborth a gafwyd o'r ymgynghoriad wedi helpu i'n hysbysu am y camau gweithredu perthnasol y dylid eu rhoi ar waith er mwyn darparu ein gwasanaethau mewn ffordd well, fwy cynhwysol.
<b>Ailbennu Rhywedd</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Ymgynghorwyd ag Umbrella Cymru, Stonewall Cymru a Grŵp Ieuenctid Pobl Lesbiaidd, Hoyw, Deurywiol a Thrawsrywiol CBSC. Mae adborth a gafwyd o'r ymgynghoriad wedi helpu i'n hysbysu am y camau gweithredu perthnasol y dylid eu rhoi ar waith er mwyn darparu ein gwasanaethau mewn ffordd well, fwy cynhwysol.
<b>Priodas a Phartneriaeth Sifil</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig.
<b>Beichiogrwydd a Mamolaeth</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig.
<b>Hil</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli'r gymuned pobl dduon a lleiafrifoedd ethnig leol. Cafodd hyn ei gynnwys fel cam gweithredu o dan Amcan Cydraddoldeb Strategol 4 - <i>Adolygu a diweddarau ein grwpiau rhanddeiliaid allweddol yn y fwrdeistref sirol sy'n cynrychioli grwpiau â nodweddion gwarchoddedig.</i>

<b>Crefydd a Chred</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli grwpiau crefyddol lleol. Cafodd hyn ei gynnwys fel cam gweithredu o dan yr Amcan Cydraddoldeb Strategol <i>Adolygu a diweddarau ein grwpiau rhanddeiliaid allweddol yn y fwrdeistref sirol sy'n cynrychioli grwpiau â nodweddion gwarchoddedig.</i>
<b>Rhyw</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Gwnaethom ymgynghori'n benodol â Chwarae Teg.
<b>Cyfeiriadedd Rhywiol</b>	Cadarnhaol	Ysgrifennwyd y CCS er mwyn sicrhau na wahaniaethir yn erbyn unrhyw un, ni waeth beth fo'i nodwedd warchoddedig. Ymgynghorwyd ag Umbrella Cymru, Stonewall Cymru a Grŵp Ieuenctid Pobl Lesbiaidd, Hoyw, Deurywiol a Thrawsrywiol CBSC. Mae adborth a gafwyd o'r ymgynghoriad wedi helpu i'n hysbysu am y camau gweithredu perthnasol y dylid eu rhoi ar waith er mwyn darparu ein gwasanaethau mewn ffordd well, fwy cynhwysol.

<b>5</b>	<p><b>Yn unol â gofynion Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015, nodwch isod pa effeithiau, os o gwbl (boed yn gadarnhaol neu'n andwyol), y byddai'r cynnig yn eu cael ar gyfleoedd i bobl ddefnyddio'r iaith Gymraeg, ac o ran sicrhau na chaiff y Gymraeg ei thrin yn llai ffafriol na'r Saesneg.</b></p> <p><i>(Gofynion penodol y Safonau o ran Llunio Polisi yw Safonau rhif 88, 89, 90, 91, 92 a 93. Mae manylion llawn pob Safon ar gael ar Borth yr Uned Polisi Corfforaethol. Er ei bod yn bwysig bod yr hyn a amlinellir yn y cynnig ar gael yn Gymraeg ac yn Saesneg, ystyriwch yr effeithiau ehangach ar siaradwyr Gymraeg).</i></p> <p>Dim effaith negyddol ar y Gymraeg.</p> <p>Er nad yw materion y Gymraeg wedi'u cynnwys yn <b>Neddf Cydraddoldeb 2010</b>, ceir set o safonau o dan <b>Fesur y Gymraeg (Cymru) 2011</b>. Manylir ar y rhain yn y rheoliadau a gymeradwywyd gan Lywodraeth Cymru fel <b>Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015</b>.</p> <p>Mae un o'r Amcanion Cydraddoldeb Strategol yn ymwneud yn benodol â'r Gymraeg a'i nod yw sicrhau y gall y cyhoedd sy'n siarad Cymraeg gael mynediad i wasanaethau sy'n cydymffurfio â'r gofynion statudol</p>
----------	--

## CASGLU GWYBODAETH

6

**Amlinellwch unrhyw dystiolaeth a /neu waith ymchwil rydych wedi'u casglu sy'n ategu'r cynnig? Gall hyn gynnwys gwaith i ddadansoddi defnyddwyr y gwasanaeth.**

*(A yw'r gwasanaeth hwn yn ymgysylltu'n effeithiol â'i holl ddarpar ddefnyddwyr neu a oes nifer uwch neu nifer is o un neu fwy o'r grwpiau nodweddion gwarchoddedig yn cymryd rhan? Os felly, beth a wnaed i ymdrin ag unrhyw wahaniaeth yn nifer y bobl sy'n defnyddio'r gwasanaeth? A yw unrhyw gynnig ar gyfer arbedion yn cynnwys dadansoddiad o'r rheini yr effeithir arnynt?)*

Bydd ein Hamcanion Cydraddoldeb Strategol yn ein helpu i barhau i wneud cynnydd wrth hybu cydraddoldeb a chynhwysiant i bob nodwedd warchoddedig ac yn ein helpu i gyflawni Dyletswydd Cydraddoldeb y Sector Cyhoeddus. Bydd yr amcanion hefyd yn sicrhau ein bod yn cyflawni ein rhwymedigaethau fel y'u hamlinellir yn fframwaith Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

Wrth ysgrifennu'r cynllun, defnyddiwyd gwybodaeth o gynlluniau sydd ar waith gan y Cyngor ar hyn o bryd, ochr yn ochr â deddfwriaeth ac adroddiadau perthnasol;

[Cynllun Corfforaethol 2018-2023](#)

**Deddf Cydraddoldeb 2010**

**Mesur y Gymraeg (Cymru) 2011**

*Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015* Llywodraeth Cymru

**Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014**

- [Cynllun Llesiant Bwrdd Gwasanaethau Cyhoeddus Caerffili 2018-2023](#)
- [A yw Cymru'n Decach? 2015\(EHRC\)](#)
- [A yw Cymru'n Decach? Adroddiad 2018 \(EHRC\)](#)
- [Llywodraeth Cymru - Fframwaith Cynhwysiant Digidol](#)
- [Cyngor Bwrdeistref Sirol Caerffili - Strategaeth Cwsmeriaid a Digidol](#)
- [Cynllun Gweithredu Ffyniant i Bawb](#)
- [Cymraeg 2050](#)
- [Hysbysiad Cydymffurfio'r Cyngor - Safonau'r Gymraeg](#)
- [Strategaeth Cymraeg Pum Mlynedd](#)
- [Meithrin, Cymhwyso a Ffynnu](#)
- [Cydlyniant Cymunedol: Cynllun Cyflawni Cenedlaethol 2014-2016](#)
- [Strategaeth Cyfathrebu ac Ymgysylltu](#)
- [Tîm Caerffili – Strategaeth Trawsnewid Yn Well Gyda'n Gilydd](#)
- [Cyflogwr Hyderus o ran Anabledd Lefel 2](#)
- [Hyrwyddwyr Amrywiaeth Stonewall](#)
- [Chwarae Teg – Adroddiad Cyflwr y Genedl 2019](#)



## YMGYNGHORI

7

### **Amlinellwch y broses ymgynghori / ymgysylltu ac amlinellwch unrhyw ganfyddiadau allweddol.**

*(Dylech gynnwys y dull ymgynghori, amcanion a chynulleidfa darged. Pa gamau a gymerwyd i sicrhau yr ymgynghorwyd â phobl o amrywiol grwpiau wrth ddatblygu'r cynnig hwn? A ydych wedi cyfeirio at y Canllawiau Ymgynghori a Monitro ar gyfer Cydraddoldeb?)*

Cynhaliwyd ymgynghoriad ffurfiol o 11 Tachwedd 2019 hyd at 6 Rhagfyr 2019. Cafodd yr ymgynghoriad gyhoeddusrwydd eang, roedd yn hygyrch ar nifer o lwyfannau ac roedd ar gael yn ddwyieithog ac ar ffurf hawdd ei deall.

Cyhoeddwyd yr ymgynghoriad ar wefan y Cyngor. Roedd fersiynau o'r arolwg ar gael i'w lawrlwytho mewn amrywiaeth o fformatau ar gais. Rhannwyd manylion yr ymgynghoriad drwy lwyfannau cyfryngau cymdeithasol y Cyngor, gan gyrraedd 4,173 o bobl a chan arwain at 187 o ymgysylltiadau. Lluniwyd datganiad i'r wasg ar gyfer y cyfryngau lleol a chafodd gyhoeddusrwydd ar wefan y Cyngor.

Cynhaliwyd nifer o ddigwyddiadau ymgysylltu â grwpiau rhanddeiliaid allweddol; aeth aelodau o staff y Tîm Cydraddoldeb, Y Gymraeg ac Ymgynghori i gyfarfod sirol Caerphilly People First a Grwpiau'r Rhwydwaith Rhieni er mwyn cael gwybod barn y cyfranogwyr am bob un o'r amcanion cydraddoldeb drafft. Cyfarfu hwylusydd Iaith Arwyddion Prydain â phobl Fyddar ledled y fwrdeistref sirol, gan ddogfennu eu sylwadau ar y cynllun drafft, a chyflwyno crynodeb o'u sylwadau. Yn yr un modd, cynhaliodd Disability Can Do sesiynau ymgynghori â grwpiau anabledd er mwyn cael gwybod eu barn ar yr amcanion cydraddoldeb drafft.

Tynnodd yr ymatebion i'r ymgynghoriad sylw at nifer o themâu cyffredin yn ogystal â materion a rhwystrau penodol mewn perthynas â'r amcanion drafft a amlinellwyd.

Er i ni ymdrechu i ymgysylltu â phob sector o'r gymuned, mae'n amlwg na chafwyd unrhyw ymatebion gan unigolion sy'n cynrychioli grwpiau crefyddol lleol na'r gymuned pobl dduon a lleiafrifoedd ethnig. Ymdriniwyd â hyn fel cam gweithredu o dan Amcan Cydraddoldeb Strategol 4 - *Adolygu a diweddarau ein grwpiau rhanddeiliaid allweddol yn y fwrdeistref sirol sy'n cynrychioli grwpiau â nodweddion gwarchoddedig.*

Er mwyn gweld yr ymgynghoriad llawn, edrychwch ar y ddogfen gysylltiedig [Adroddiad ar yr Ymgynghoriad](#)

## MONITRO AC ADOLYGU

<b>8</b>	<p><b>Sut y bydd y cynnig yn cael ei fonitro?</b> <i>(Pa broses fonitro a roddwyd ar waith i asesu i ba raddau y caiff y gwasanaeth ei ddefnyddio gan bob rhan o'r gymuned, neu i ba raddau y mae'r cynigion ar gyfer arbedion yn cyflawni'r canlyniadau bwriadedig heb unrhyw effaith andwyol? A oes systemau sylwadau neu gwynion ar waith i gofnodi materion fesul categori Cydraddoldeb er mwyn gallu dadansoddi ymatebion gan grwpiau penodol?)</i></p> <p>Mae gan yr amcanion cydraddoldeb gamau gweithredu cysylltiedig er mwyn sicrhau eu bod yn fesuradwy a'u bod yn anelu at gyflawni canlyniadau. Caiff cynnydd ei fonitro drwy drefniadau ar gyfer cynllunio gwasanaethau a thrwy Asesiadau o Berfformiad Cyfarwyddiaethau. Nod yr asesiadau hyn yw dod ag amrywiaeth o wybodaeth a gaiff ei chofnodi ar wahân ynghyd i greu 'un ffynhonnell wirionedd'. Y diben yw cynnig dealltwriaeth o'r ffordd y mae pob Cyfarwyddiaeth yn perfformio, gan nodi achosion ac effeithiau a gweithredu'n unol â'r wybodaeth hon er mwyn gwella. Bydd hyn yn cynnwys gwybodaeth am gydraddoldeb ac iaith ac fe'i cyflwynir hefyd i'r Pwyllgorau Craffu a'r Cabinet.</p> <p>Unwaith y flwyddyn, rydym yn cyflwyno adroddiad i'r cyhoedd ar ein perfformiad yn erbyn ein Hamcanion Llesiant ac yn cynnwys y wybodaeth ddiweddaraf am welliannau mewn perthynas â chydraddoldeb a'r Gymraeg. Rydym yn nodi unrhyw fethiannau a'r hyn rydym wedi'i ddysgu a beth rydym yn ei wneud er mwyn gwella.</p> <p>O dan Ddyletswydd Cydraddoldeb y Sector Cyhoeddus, mae dyletswydd gyfreithiol ar y Cyngor i lunio a chyhoeddi Adroddiad Monitro Blyneddol mewn perthynas â'r Cynllun Cydraddoldeb Strategol, sy'n cyflwyno adroddiad ar gynnydd y Cyngor wrth ddarparu gwasanaethau yn erbyn y dyletswyddau statudol, dyletswyddau cydraddoldeb y sector cyhoeddus ac Amcanion Cydraddoldeb Strategol y Cyngor ei hun. Mae'n rhaid cyhoeddi'r adroddiad erbyn 31 Mawrth bob blwyddyn.</p>
<b>9</b>	<p><b>Sut y caiff y gwaith monitro ei werthuso?</b> <i>(Pa ddulliau a ddefnyddir i sicrhau bod anghenion pob rhan o'r gymuned yn cael eu diwallu?)</i></p> <p>Byddwn yn sicrhau y caiff y camau gweithredu a amlinellir yn y CCS eu cyflawni dros y cyfnod o 4 blynedd.</p>
<b>10</b>	<p><b>A nodwyd unrhyw ofynion o ran cymorth / arweiniad / hyfforddiant?</b> <i>(A yw'r Asesiad o'r Effaith ar Gydraddoldeb neu'r broses ymgynghori wedi dangos bod angen gwella ymwybyddiaeth ymhlith y staff, neu wedi nodi'r angen i gynnal hyfforddiant Cydraddoldeb neu hyfforddiant Cymraeg o ryw fath?)</i></p> <p>Nodwyd nifer o ofynion hyfforddi ac fe'u cynhwyswyd fel camau gweithredu yn y CCS.</p>
<b>11</b>	<p><b>Os nodwyd unrhyw effaith andwyol, amlinellwch unrhyw gamau lliniaru.</b></p> <p>Dd/B</p>

<b>12</b>	<p><b>Pa ddefnydd ehangach y byddwch yn ei wneud o'r Aseiad hwn o'r Effaith ar Gydraddoldeb?</b></p> <p><i>(Pa ddefnydd y byddwch yn ei wneud o'r ddogfen hon h.y. fel ymateb ymgynghori, atodiad i adroddiadau cymeradwyo, cyhoeddusrwydd ac ati, yn ogystal â'r camau gweithredu gorfodol a ddangosir isod?)</i></p> <p>Caiff yr Aseiad o'r Effaith ar Gydraddoldeb ei atodi i'r adroddiad a'r CCS i'w gymeradwyo.</p>
-----------	--

<b>13</b>	<p><b>Gall aseiad o'r effaith ar gydraddoldeb arwain at bedwar canlyniad posibl, er y gall mwy nag un canlyniad fod yn berthnasol i gynnig penodol. Nodwch ganlyniad(au) perthnasol yr aseiad o'r effaith isod.</b></p> <p style="text-align: right;"><b>Ticiwch fel sy'n briodol:</b></p> <p><b>Dim newid sylweddol</b> – dangosodd yr aseiad o'r effaith fod y cynnig yn gadarn; nid oedd unrhyw bosibilrwydd y byddai'n arwain at wahaniaethu neu effaith andwyol. Manteisiwyd ar bob cyfle i hybu cydraddoldeb. <span style="float: right;"><input checked="" type="checkbox"/></span></p> <p><b>Addasu'r cynnig</b> – nododd yr aseiad o'r effaith broblemau posibl neu gyfleoedd a fethwyd. Addaswyd y cynnig er mwyn dileu rhwystrau neu hybu cydraddoldeb yn well. <span style="float: right;"><input type="checkbox"/></span></p> <p><b>Parhau â'r cynnig</b> – nododd yr aseiad o'r effaith broblemau posibl neu gyfleoedd a fethwyd i hybu cydraddoldeb. Nodwyd y cyfiawnhad dros barhau â'r cynnig yn glir. (Mae'n rhaid cynnwys y cyfiawnhad yn yr aseiad o'r effaith a rhaid sicrhau ei fod yn unol â'r ddyletswydd i roi sylw dyladwy. Bydd angen rhesymau cymhellol dros y cynigion perthnasol pwysicaf). <span style="float: right;"><input type="checkbox"/></span></p> <p><b>Rhoi'r gorau i'r cynnig a'i ddileu</b> – nododd yr aseiad o'r effaith achos gwirioneddol neu bosibl o wahaniaethu anghyfreithlon. Rhoddwyd y gorau i'r cynnig a'i ddileu, neu ei newid. <span style="float: right;"><input type="checkbox"/></span></p>
-----------	---

<b>Cwblhawyd y ffurflen gan:</b>	
<b>Enw:</b>	Anwen Cullinane
<b>Teitl Swydd:</b>	Uwch Swyddog Polisi – Cydraddoldeb, Y Gymraeg ac Ymgynghori
<b>Dyddiad:</b>	06.12.19

<b>Cymeradwyaeth gan Bennaeth y Gwasanaeth</b>	
<b>Enw:</b>	Stephen Harries
<b>Teitl Swydd:</b>	
<b>Llofnod:</b>	
<b>Dyddiad:</b>	

Gadewir y dudalen hon yn wag yn fwriadol



## CABINET – 11TH MARCH 2020

**SUBJECT: INTEGRATED TRANSPORT UNIT COLLABORATION**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

---

- 1.1 The attached report outlined the proposal for the Integrated Transport Units (ITUs) of both Caerphilly and Rhondda Cynon Taf County Borough Councils to work collaboratively to create a centre of excellence for the delivery of passenger transport services across both local authorities. This report was considered by the Environment and Sustainability Scrutiny Committee on 11<sup>th</sup> February 2020.
- 1.2 Members were advised that ITUs provide services for public bus services, home to school transport and Social Services transport. Also, whilst harmonising processes and procedures where mutually beneficial, under the proposal each ITU would remain independent and self-sufficient.
- 1.3 During the course of the ensuing debate one Member raised the issue of Trade Union involvement, and asked if their views had been taken into consideration. Officers advised Committee that the relevant Trade Unions had been fully consulted as part of the Consultation Process, which included ITU staff, and their support for the proposal had been secured. It was highlighted that no redundancies are currently anticipated as a result of the collaboration proposal.
- 1.4 Discussion took place on the possibility of extending the collaborative approach with other local authorities to future work practices. Officers explained that this could be an option as the Council considered different ways of working, but ensuring necessary skillsets were in place would have to be a priority beforehand. One Member queried an assertion in the Financial Implications section of the report which highlighted that there are no direct financial implications arising from the report beyond the existing ITU budgets established by each council. The Member asked why no cost savings were identified as a result of amalgamating transport teams. Officers explained that savings would be made in the future after aligning services and ensuring that contracts are fully integrated. The Scrutiny Committee were advised that currently each ITU has contracts with different suppliers for services such as IT. Members were advised that collaboration would ultimately produce savings, but only after alignment was fully established.
- 1.5 The Scrutiny Committee sought clarification on the autonomy of the ITUs and one Member was keen to establish the impact on future applications for public transport funding. Officers gave assurances about the independence of each ITU and advised that grant applications in the future would still be submitted as unitary authorities.
- 1.6 Following consideration and discussion the Environment and Sustainability Scrutiny Committee unanimously recommended that:
  - (i) Cabinet is asked to approve the Council working with Rhondda Cynon Taf County

Borough Council to create a centre of excellence for the delivery of passenger transport services across Caerphilly and RCT.

- (ii) Delegated authority be sought from Cabinet for the approval and amendment of the business and delivery plan to the joint management team, and for the preparation and agreement of Terms of Reference for the joint board/ steering group in consultation with the respective Cabinet/ Executive Members.

1.7 Cabinet are asked to consider the report and the above recommendations.

Author: Mark Jacques, Scrutiny Officer – jacqum@caerphilly.gov.uk

Appendices:  
Appendix Report to Environment and Sustainability Scrutiny Committee Report 11<sup>th</sup> February 2020 – Agenda Item 9



## ENVIRONMENT AND SUSTAINABILITY SCRUTINY COMMITTEE – 11TH FEBRUARY 2020

**SUBJECT: INTEGRATED TRANSPORT UNIT COLLABORATION**

**REPORT BY: INTERIM CORPORATE DIRECTOR – COMMUNITIES**

### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek Members views on the proposal for the Integrated Transport Units of both Caerphilly and Rhondda Cynon Taf County Borough Councils to work collaboratively to create a centre of excellence for the delivery of passenger transport services across both local authorities, prior to presenting recommendations to Cabinet.

### 2. SUMMARY

- 2.1 Caerphilly and Rhondda Cynon Taf Councils have been discussing the potential for the creation of a joint Integrated Transport Unit (ITU). Both councils already have well-run and adequately resourced ITUs providing services for public bus services, home to school transport and Social Services transport for vulnerable adults and children. The proposal is to underpin the good work that each council undertakes through its respective ITUs, and create resilience and capacity that will ensure business continuity.
- 2.2 The proposal is for a joint management structure to be put in place to manage the respective ITUs of each council, and through this collaboration the two councils would share resources to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.

### 3. RECOMMENDATIONS

- 3.1 Members are asked to consider the contents of this report and endorse the following recommendations that:
1. Cabinet is asked to approve the Council works with Rhondda Cynon Taf County Borough Council to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.
  2. Delegated authority is sought from Cabinet for the approval and amendment of the business and delivery plan to the joint management team, and for the preparation and agreement of Terms of Reference for the joint board/steering group in consultation with the respective Cabinet/Executive Members.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The Council is continually reviewing and adapting services in light of reducing funds from the

Government. Collaboration with neighbouring local authorities helps to improve the resilience of service delivery, ensuring that our residents continue to receive the best services.

- 4.2 Ensuring that the two councils are joined up will help to deliver the most efficient cost effective passenger transport service to residents and users. A joint management structure will identify and embed best practice, establish common processes and share of resources to create a single passenger transport centre of excellence, providing services across both councils.
- 4.3 With proposals for local government reorganisation being costly and disruptive, the current preference is toward the collaboration of service provision and back office functions between existing local authorities. The creation of the Cardiff Capital Region is a step toward the creation of regional Joint Transport Authorities. Developing a centre of passenger transport excellence, based around two of its strongest councils, offers a foundation on which to expand and provide services on a wider regional footprint for and on behalf of other councils.

## **5. THE REPORT**

### **5.1 Background**

- 5.1.1 The Welsh Government wants strong and empowered local government which can provide bold, determined and focused local leadership. The vision is for empowered local authorities that have the freedom, powers and values that drive them to look to the future, learning from the past but not stuck in it. Success will be measured by how much is being done better and the positive difference this makes to people's lives.
- 5.1.2 Their vision for local government is one that builds on its current strengths, reinvigorating not reinventing. It looks to those councils with the strength and scope to be bold and ambitious to work in the best interests of the communities they serve to work with other like-minded councils and make a difference, using public money more effectively.
- 5.1.3 The recent Welsh Government White Paper; Improving Public Transport, makes a case for regional working via Joint Transport Authorities. Whilst it is understood that this is not being taken forward as part of the drafting for the Bus (Wales) Bill, the Local Government and Elections (Wales) Bill 2019 makes provision for corporate joint committees to be established to support regional working and collaboration in areas such as transport.
- 5.1.4 In this period of ongoing austerity, the challenge requires a long term approach that transforms service delivery. Joint working helps to maximise opportunities and simplifies the complexities of repetition, reducing administrative burden, building on strengths and providing resilience.
- 5.1.5 In parallel, there are growing pressures on staff resources, particularly at the managerial level, where on a Wales-wide basis the pool of talent continues to diminish through retirement and increased competition for such managers from fellow councils, Transport for Wales and transport consultancies. Both councils have been affected by such pressures.
- 5.1.6 With this in mind, Caerphilly and Rhondda Cynon Taf Councils have been discussing the potential for the creation of a joint Integrated Transport Unit (ITU). Both councils already have well-run and adequately resourced ITUs providing services for public bus services, home to school transport and Social Services transport for vulnerable adults and children. The proposal is to underpin the good work that each council undertakes through its respective ITUs, and create resilience and capacity that will ensure business continuity.
- 5.1.7 This pooling of resources will enable greater resilience and long-term stability of service delivery, sharing of specialist skills, greater opportunities for personal development, business continuity, career development and the potential to scale up to provide services across a wider geographical footprint.



5.1.8 The current proposal envisages a virtual team based at the respective offices of the two councils. Consideration will be given to co-location as part of the wider regional agenda in the future.

## **5.2 Proposal**

5.2.1 A joint management structure would be put in place to manage the respective ITUs of each council, and by working together the two councils would share resources to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.

5.2.2 Both councils are acting from a position of strength with well-run and adequately resourced ITUs. Caerphilly's ITU Team Leader and Rhondda Cynon Taf's Transportation Manager would work together under a Memorandum of Understanding (see Appendix 1), and form part of a joint management team, which would be supported by Caerphilly's Transportation Engineering Manager and Rhondda Cynon Taf's Service Director – Frontline Services.

5.2.3 A joint board/steering group would be established with Cabinet/Executive member and officer representation from each council covering Audit, Education, Finance, Human Resources, Social Services and Transport requirements to ensure that there is an even allocation of management and administrative resources across both councils, based on their current proportions. Terms of Reference for the joint board/steering group will need to be prepared and agreed.

5.2.4 The joint management team would be responsible for delivering performance reports (as required in the business and delivery plan) to the joint board/steering group, who will provide direction and oversight, and have the responsibility for reviewing performance and reporting back to their respective councils, supported by the joint management team.

5.2.5 The joint management team through, and working with the joint board/steering group, would be responsible for developing and agreeing a business and delivery plan to transform the service across the two councils into a single combined entity, where staff would work flexibly across council boundaries, using common processes to deliver excellent passenger transport, such as contract terms and conditions, fleet utilisation and procurement strategies, contract monitoring, DBS checks and clearance, eligibility assessment, infrastructure management, performance indicators etc. At this stage, whilst harmonising processes and procedures where mutually beneficial, each ITU would remain independent and self-sufficient.

5.2.6 For clarity; Policy decisions (such as eligibility criteria for school transport) will remain entirely a matter for the individual constituent councils. The joint transport unit will act as a centre of excellence in managing transport services in accordance with the prevailing policies of the individual councils, or any other council that may commission the unit.

## **5.3 Conclusion**

5.3.1 The creation of a joint ITU with Rhondda Cynon Taf with an innovative, responsive and cost effective approach to passenger transport service delivery would meet the objectives of both councils and contribute to reducing their respective carbon footprints.

5.3.2 The pooling of resources under a memorandum of understanding, overseen by a joint board/steering group, will enable a structure to be built that will provide a lean and integrated transportation service, which is focused on the delivery of a safe, efficient and legislatively compliant range of passenger transport services to a broad range of clients, that has close working relationships with key partners, clear and effective cost control, and makes best use of the financial and staff resources for their respective councils.

5.3.3 This model, through further collaboration, would have the capacity and capability to be scaled up into a sub-Regional/Regional ITU within 2 years.

## **6. ASSUMPTIONS**

6.1 No assumptions have been made in the preparation of this report. Only when a full 12 months of data is available will a full and clear picture be available on how the collaboration is performing against the original business and delivery plan.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The following Council policies are relevant to the decision being requested.

### **7.2 Corporate Plan 2018-2023**

7.2.1 This ITU service contributes towards the following Corporate Well-being Objectives:

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment.

Infrastructure Division Objective: To work towards a safer environment through positive measures to reduce road accidents and particularly by protecting and providing for vulnerable road users.

## **8. WELL-BEING OF FUTURE GENERATIONS**

8.1 This service contributes to the following Well-being Goals:-

- A prosperous Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A globally responsible Wales

8.2 This proposal contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that:

- Long term resourcing of operation and management solutions of this specialised service provision allows for more effective and predictable resource/ financial commitments going forward.
- The service helps to prevent less sustainable travel options being used thus contributing to the well-being of its communities.
- It forms part of an overall strategy for the integration of local and regional transport systems where sustainable public transport, contributing to a low carbon future, is the option of choice.
- Collaboration with other organisations and local authorities enables a more effective and efficient service delivery.

## 9. EQUALITIES IMPLICATIONS

- 9.1 An EIA screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance. No potential for unlawful discrimination and/or low level or minor negative impact has been identified therefore a full EIA has not been carried out.

## 10. FINANCIAL IMPLICATIONS

- 10.1 There are no direct financial implications arising from this report beyond the existing ITU budgets established by each council, as there would be no cross subsidy between the respective ITUs. Any significant service change initiatives within the parameters of this proposal (e.g. investment in common management information systems) will be subject to further business case justification and future reports to members where needed.
- 10.2 The respective units are responsible for managing significant transport budgets across a range of services and functions and will have a combined gross revenue budget of £35 million.
- 10.3 This breaks down across three main service delivery areas as follows:

LA	RCTCBC	CCBC
Public Transport (bus)	£9,033,000	£5,596,000
Home to School	£10,246,000	£7,116,000
Social Services	£1,287,000	£1,500,000
<b>Total</b>	<b>£20,566,000</b>	<b>£14,212,000</b>

## 11. PERSONNEL IMPLICATIONS

- 11.1 There are no immediate planned personnel implications arising from the report. However, once established and working to the satisfaction of both authorities, a review of the future structure of the organisation will be considered along with any implications for support service providers such as Audit, IT, Procurement, HR etc. Any proposals arising would be the subject of a future report to Members.

## 12. CONSULTATIONS

- 12.1 All responses from consultations have been incorporated in the report.

## 13. STATUTORY POWER

- 13.1 The following enabling statutory powers apply to the ITU service.

- Transport Act 1985
- Transport Act 2000
- Transport (Wales) Act 2006
- Learner Travel (Wales) Measure 2008

- 13.2 There is no statutory basis to merge resources in this manner. However, it supports the underlying aims of the Welsh Government Green Paper Consultation Document "Strengthening Local Government: Delivering for People", which through the provision for corporate joint committees to be established to support regional working and collaboration in

areas such as transport, are being taken forward by the Local Government and Elections (Wales) Bill 2019.

Author: Clive Campbell – Transportation Engineering Manager: campbc@caerphilly.gov.uk

Consultees: Cllr. D.T. Davies – Chair of Environment & Sustainability Scrutiny Committee  
Cllr. A. Hussey - Vice Chair of Environment & Sustainability Scrutiny Committee  
Cllr. Philippa Marsden – Leader of the Council  
Cllr. Sean Morgan – Deputy Leader and Cabinet Member for Regeneration, Transportation & Sustainability  
Cllr B Jones – Deputy Leader and Cabinet Member for Education and Achievement  
Cllr. Carl Cuss – Cabinet Member for Social Care and Wellbeing  
Christina Harrhy – Interim Chief Executive  
Mark S Williams – Interim Corporate Director of Communities  
Jo Williams – Assistant Director (Adult Services)  
Gareth Jenkins – Assistant Director (Children’s Services)  
Marcus Lloyd – Head of Infrastructure  
Sue Richards – Head of Education Planning & Strategy  
Robert Tranter – Head of Legal Services and Monitoring Officer  
Liz Lucas – Head of Customer and Digital Services  
Stephen Harris – Interim Head of Business Improvement Services & Acting S.151 Officer  
Lynne Donovan – Head of People Services  
Geraint Roberts – ITU Team Leader  
Mike Eedy – Finance Manager  
Shaun Watkins – Principal Personnel Officer  
Kathryn Peters - Corporate Policy Manager  
Anwen Cullinane – Senior Policy Officer – Equalities and Welsh Language

Background Papers:  
None

Appendices:  
Appendix 1 – Memorandum of Understanding – ITU Passenger Transport Services  
Appendix 2 – Summary of a Draft Business and Delivery Plan

## **Appendix 1 – Memorandum of Understanding – ITU Passenger Transport Services**

### **Principle Points of Agreement**

- CCBC and RCTCBC agree to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.
- There will be a joint management structure to manage the respective Integrated Transport Units (ITUs) of each Council.
- The purpose of the joint management structure is to share management resources across the two ITUs.
- The joint management team will identify and embed best practice, establish common processes and the sharing of resources to create a single passenger transport centre of excellence, providing passenger transport services across both Councils.
- The aim will be to build a structure that through further collaboration has the capacity and capability to be scaled up into a sub-Regional/Regional ITU within 2 years.

### **Background**

- Both Councils are acting from a position of strength with well-run and adequately resourced ITUs.
- The wider direction of travel is towards the creation of regional Joint Transport Authorities (WG White Paper).

### **Proposal**

- The proposal is to underpin the good work that each Council undertakes through its respective ITUs, and to create resilience and capacity to ensure business continuity and to take on additional services beyond the boundaries of Caerphilly and Rhondda Cynon Taf.
- Develop a centre of excellence for the delivery of passenger transport services that is capable of expansion to provide services on a wider regional footprint for and on behalf of other Councils in the Cardiff Capital Region.
- That CCBC's ITU Team Leader and RCTCBC's Transportation Manager work under an MOU as part of a joint management team, supported by CCBC's Transportation Engineering Manager and RCTCBC's Service Director – Frontline Services.
- A joint board/steering group will be established with member and officer representation from each Council covering Audit, Education, Finance, Human Resources, Social Services and Transport requirements to ensure that there is an even allocation of management and administrative resources across both Councils, based on their current proportions. Terms of Reference for the joint board/steering group will need to be prepared and agreed.
- The joint management team will be responsible for delivering performance reports (as required in the business and delivery plan) to the joint board/steering group, who will provide direction and oversight, and have the responsibility for reviewing performance and reporting back to their respective Councils, supported by the joint management team.
- The joint management team through, and working with the joint board/steering group, will be responsible for developing and agreeing a business and delivery plan to transform the service across the two Councils into a single combined entity, where staff would work flexibly across Council boundaries, using common processes to deliver excellent passenger transport, such as contract terms and conditions, fleet utilisation and procurement strategies, contract monitoring,

DBS checks and clearance, eligibility assessment, infrastructure management, performance indicators, GDPR, data sharing protocols etc.

## **Output**

- Create a joint/regional ITU that is acknowledged for excellence in innovative, responsive and cost effective passenger transport service delivery that meet the objectives of both Council's and contribute to reducing their respective carbon footprints.
- To provide a lean and integrated transportation service which is focussed on the delivery of a safe, efficient and legislatively compliant range of passenger transport services to a broad range of clients, that has close working relationships with key partners, clear and effective cost control, and makes best use of the financial and staff resources for their respective Councils.

## **Joint Working, Responsibilities and Delivery**

- The joint management team will have responsibility for all passenger transport activities undertaken for and on behalf of each Council, deputising for each other when necessary and appropriate.
- The joint management team will prepare the business and delivery plan that reflects the direction and policies of each Council, identifying performance indicators/management framework to ensure the achievement of the objectives and performance targets as set out therein.
- The joint management team will investigate, identify opportunities, implement and manage the delivery of an innovative, environmentally responsible, high quality, cost effective and fully integrated passenger transport service that meets each Council's needs seamlessly.
- The joint management team will be responsible for the financial and budget management of passenger transport services across each Council.
- The joint management team will provide specialist and technical advice and guidance on legislative and regulatory requirements, ensuring that the legislative requirements, policies and procedures, regulations, regulatory requirements and minimum standards placed upon each Council in the delivery of passenger transport services are complied with and met.
- The joint management team will work closely with the client Directorates within each Council to clearly define respective roles and responsibilities in order to ensure that their requirements are met and services are delivered in a manner that is more customer focused and client led.
- The joint management team will develop policy, financial and operational systems, and liaise with partners, making recommendations to each Council as necessary to deliver better and more integrated services.
- The joint management team will ensure the provision of professional supervision and appraisal to members of the combined ITU in order to achieve the service aims and objectives of both Councils and ensure their continuous professional development and improvement.
- The joint management team will communicate effectively in a customer focussed manner with Councillors, Assembly Members and MPs, members of the public, customers, services users, Council departments, and professionals from other agencies, providing briefing and support for senior management and elected members from each Council, and ensuring that complaints, queries and requests are responded to in accordance with the policies and direction of each Council.
- The joint management team will act as client in the development, delivery and financial oversight of passenger transport capital projects on behalf of the Councils

- The joint management team will identify other collaborative opportunities with Councils across the Cardiff Capital Region to develop opportunities for greater integration in the delivery of a consistent, more efficient and effective service.
- The joint management team will participate in effective partnership working and engagement with Welsh Government, Transport for Wales, transport providers, other local authorities and voluntary organisations, contributing to and working on all aspects of regional and Wales wide passenger transport on behalf of both Councils.

## **Appendix 2 – Summary of the Draft Business and Delivery Plan**

### **Streamlined DBS (Disclosure and Barring Service) checking process**

- Develop a DBS process that will streamline the current procedure for carrying out DBS checks across the two authorities.
- Create a shared workspace that enables both CCBC and RCTCBC to share DBS data.
- Agree a combined Privacy Notice that will allow the transfer of DBS checks between the two authorities, reducing the duplication of checks for those companies that work for both CCBC and RCTCBC.

Indicative timescale for implementation: 3 – 6 months

### **Adopt common processes**

- Carry out a best practice review on current policies and processes, and adopt a common approach between the two authorities that builds upon and uses Welsh Government Guidance as a minimum. This could include education transport, disabled concessionary bus pass entitlement – including companion passes, terms and conditions of passenger transport contracts.

Indicative timescale for implementation: 12 – 24 months

### **Education transport – Annual September project plan**

- Carry out a best practice review on education transport project plans for the return to school each September, and adopt the most effective processes that reduce the large burden on staffing resources during the summer months. This will also reduce the risk of error when applying education transport policy, and allow resources to be focussed on implementing short notice transport requirements e.g. SEN transport.

Indicative timescale for implementation: 12 – 24 months (two academic years)

### **Increased procurement benefits**

- Identify opportunities to expand the joint purchasing agreement for season tickets on local bus services.
- Develop a joint bus stop infrastructure framework.
- Expand the number of transport operators that are available to tender for both authorities.
- Increase the quality of transport operators that provide contracted services to both authorities.
- Review current procurement processes and systems and adopt common functionalities.
- Develop opportunities for cross boundary tendering on contracted and supported services, increasing the potential for greater contractor fleet utilisation.

Indicative timescale for implementation: 6 – 24 months

### **Bus stop infrastructure and publicity**

- Carry out a best practice review on current methods of bus service promotion and provision of public transport information, and adopt the most effective and informative formats.
- Share staff resources to design bus service publicity.
- Adopt a minimum common policy for new bus stops.
- Develop a shared workspace that enables both CCBC and RCTCBC to operate a bus stop infrastructure and publicity database to assist in the maintaining of bus stops/shelters, with shared staff resources being used to maintain the database records. This includes communicating bus stop details with PTI Cymru.

Indicative timescale for implementation: 6 – 24 months



## **Concessionary bus pass administration**

- Share staff resources to administer the concessionary bus pass scheme e.g. operator reimbursement, application processing - including determining entitlement; issuing lost/stolen replacements; identifying and managing fraud etc.

The extent and indicative timescale for this will be dependent on the long term arrangements through TfW.

## **Bus network management**

- Share staff resources to co-ordinate and manage changes to the bus network.
- Review operator service changes and identify alternative provision.
- Implement replacement services following road closures.
- Procure tendered bus services.

Indicative timescale for implementation: 12 – 24 months

## **Training**

- Adopt a common training requirement for contractors through terms and conditions of contracts.
- Identify, procure and arrange joint training sessions/courses.
- Sharing of course costs.
- Increased staff development through joint training opportunities and exposure to new/different ways of working.

Indicative timescale for implementation: 6 – 24 months

## **IT systems**

- Carry out a best practice review on currently used IT systems e.g. route mapping software and information databases; and subject to cost impact, adopt the most beneficial systems that will improve the productivity of both services.

Indicative timescale for implementation: 12 – 24+ months

## **Greater utilisation of staffing skills and resources, and retention of key staff**

- Identify and develop service improvements by utilising staff with specific skills sets to the best effect across both services.
- Utilise staffing resources for greater joint authority benefits, by reducing the duplication of tasks e.g. contract monitoring at schools and centres where both authorities operate contracted education and social services transport, and on local bus service monitoring on routes that operate cross boundary routes.

Indicative timescale for implementation: 6 – 12 months

Gadewir y dudalen hon yn wag yn fwriadol



## CABINET– 11TH MARCH 2020

**SUBJECT: PUBLICATION OF GENDER PAY GAP DATA 2019 – EQUALITY ACT 2010 (SPECIFIC DUTIES AND PUBLIC AUTHORITIES) REGULATIONS 2017**

**REPORT BY: HEAD OF PEOPLE SERVICES**

---

### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek approval from Cabinet for the publication of the Authority's gender pay gap written statement 2019.

### 2. SUMMARY

- 2.1 Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all organisations listed at Schedule 2 to the regulations that employ over 250 employees are required to report annually on their gender pay gap from 2017.
- 2.2 The provisions under these Regulations only apply to employees directly appointed and managed by the Council. Employees who are appointed and managed by school head teachers/Governing Bodies are, therefore, not required to be included within the scope of the Council's Gender Pay Gap Data. This reflects the unique employment legislation position whereby all schools employees are employed by the local authority, but decisions about the appointment and management of such employees are mostly discharged by head teachers/governing bodies, as appropriate. Caerphilly Schools will not be required to publish and report their own specific figures as no School employs more than 250 staff.
- 2.3 The Council's gender pay gap data is required to be published on our own website and a government website by 30 March each year. The data must include the hourly pay, as both a mean figure, (identifying the difference between the average of men's and women's pay) and the median figure, (identifying the difference between the midpoints in the ranges of men's and women's pay). Employers are encouraged to produce a written statement explaining the data.
- 2.4 The Regulations further require the Council to publish the mean and median gender pay gap relating to bonus pay. Cabinet will be aware that the Council does not offer piecework or bonus incentive schemes.

### 3. RECOMMENDATIONS

- 3.1 Cabinet are asked to agree the attached written statement detailing gender pay gap data for publication on the Council's website and the Government website on line using the gender

pay gap reporting service.

#### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To comply with the legislative requirements of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

#### **5. THE REPORT**

- 5.1 The Council's gender pay gap data is required to be published on an annual basis, once accepted. There is a requirement under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations for this to be undertaken no later than the 30th March each year.
- 5.2 There are six calculations to carry out, and the results must be published on the employer's website and a government website within 12 months. Where applicable, they must be confirmed by an appropriate person, such as a chief executive.
- 5.3 Gender pay reporting is a different requirement to carrying out an equal pay audit.
- 5.4 Employers have the option to provide a narrative with their calculations. This should generally explain the reasons for the results and give details about actions that are being taken to reduce or eliminate the gender pay gap.
- 5.5 The written statement that is attached to this report contains the full details of the Council's gender pay gap position that the Council is required to publish under legislation.
- 5.6 With Cabinet's agreement, the statement will be published on the Council's Website and to the government on line using the gender pay gap reporting service (<https://www.gov.uk/report-gender-pay-gap-data>), and will be available for access by members of the public, press and interested pressure groups.
- 5.7 The Council's gender pay gap data and written statement is based on a high level snapshot of pay within the Council that shows the difference in the average pay between all men and women in our workforce. In accordance with the Specific Duties and Public Authorities Regulations, the data includes all employees of the Council who were paid on 31 March 2019.

#### **5.8 Conclusion**

The Council's gender pay gap does not stem from paying male and female employees differently for the same or equivalent work but is the result of roles in which male and females currently work and the salaries that these roles attract. Our gender pay gap is reflective of the causes of gender pay gap at a societal level. The vast majority of posts in the lower quartile of data are part time posts. These are the posts that continue to predominantly attract female applicants.

#### **6. ASSUMPTIONS**

- 6.1 It is assumed within this report that whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile, the opportunity to close this gap based on the number of females currently occupying said posts will be limited.

#### **7. LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The remuneration of employees is an integral feature of our People Management Strategy

and frameworks and is a fundamental feature of the employment relationship.

## 7.2 **Corporate Plan 2018-2023.**

The Gender Pay Gap statement contributes towards the Corporate Well-being Objectives, as detailed below:

Objective 2 - Enabling employment

## 7.3 Strategic Equality Plan 2016-2020

Addressing the Gender Pay Gap is also an objective in the council's current Strategic Equality Plan.

## 8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 Having considered the five ways of working, the Gender Pay Gap statement contributes to the following Well-being Goals:

- A more equal Wales
- A more prosperous Wales.

## 9. **EQUALITIES IMPLICATIONS**

9.1 The data highlights a gender pay gap in favour of males. In this data snapshot the mean gender pay gap difference is 8.3% and the median gap is 10.3%. This does not mean that the Council is paying males and females differently for work deemed to be of equal value. The identification of a gender pay gap provides a trigger for further investigation about the reasons why the gap exists.

9.2 The Council has committed to Equal Pay which is a more specific legal concept that deals with the pay differences between men and women carrying out comparable jobs. Equal Pay requires the scrutiny of information at the level of the individual employee to satisfy that there is equal pay for equal work. The Council continues to use the GLPC job evaluation scheme and the HAY job evaluation scheme to satisfy this specific purpose.

9.3 Last year's figures were 7.4% and 11.7% respectively, representing a 0.9% increase in the mean gender pay gap difference and a reduction of 1.4% in the median. The Council is not paying males and females differently for work deemed to be deemed of equal value. The Council continues to pay employees in line with its evaluated pay structures.

9.4 The Council recognises the importance of equality not only in the Well-being of Future Generations Act but explicitly through its Strategic Equality Plan 2016-2020; its introduction of Equal Pay through Single Status and withdrawal of piecework and bonus incentive Schemes in 2009 and its introduction of the Living Wage Foundation minimum hourly rate in 2012.

9.5 The gender pay written statement attached confirms the pay received by employees in March 2019 and reports on the facts of the current pay arrangements in place; therefore no specific Equalities Impact Assessment has been undertaken. Any previous changes to pay, terms and conditions that have led to this data have been assessed for equalities issues, as have other reports relating to CCBC employee pay issues such as the Living Wage report.

9.6 In determining the pay and remuneration of all of its employees, the Council has complied with all relevant employment legislation, including:

- The Equality Act 2010, including the requirements specifically in relation to Equal Pay

- Part Time Employment (Prevention of Less Favourable Treatment) Regulations 2000
- The Agency Workers Regulations 2010
- The Transfer of Undertakings (Protection of Employment) Regulations 2006, where relevant;
- The National Minimum Wage Act 1998.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 There are no financial implications arising from the requirement to publish the Council's gender pay gap position.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 The personnel implications arising from the gender pay gap data and the measures taken and proposed to close the Council's gender pay gap further are outlined in the written statement attached to this report.

## **12. CONSULTATIONS**

- 12.1 All consultation responses have been reflected in this report.

## **13. STATUTORY POWER**

- 13.1 Local Government Act 1972  
 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017  
 Localism Act 2011  
 Local Government (Wales) Measure 2011  
 Local Government (Wales) Act 2015

Author: Lynne Donovan, Head of People Services

Consultees: Cllr Colin Gordon, Cabinet Member for Corporate Services  
 Corporate Management Team  
 Robert Tranter, Head of Legal Services & Monitoring Officer  
 Stephen Harris, Interim Head of Business Improvement & S151 Officer  
 Lisa Downey, HR Service Manager  
 Shaun Watkins, HR Service Manager  
 Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language and Consultation

Appendices:

Appendix 1 Written Statement – Gender Pay Gap 2019

## CAERPHILLY CBC

### GENDER PAY GAP STATEMENT 2019

#### BACKGROUND

Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all organisations listed at Schedule 2 to the regulations that employ over 250 employees are required to report annually on their gender pay gap. Other organisations in the private and voluntary sectors with 250 or more employees need to comply with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

This data is required to be published on the Council's website and a government website by 30 March each year. The salary data within this statement is based on the snapshot date of 31 March 2019. The regulations also require employers to calculate and publish a separate gender bonus pay gap report. The Council however has no bonus scheme in place.

The gender pay gap is a high-level snap-shot of pay within an organisation and shows the difference in the average pay between all men and women in a workforce. This requires the examination of aggregate workforce data. Where the data highlights a gender pay gap, this does not mean that the Council is paying males and females differently for work to be deemed of equal value. The identification of a gender pay gap however provides a trigger for further investigation about the reasons why the pay gap exists.

In contrast 'equal pay' is a more specific legal concept that deals with the pay differences between men and women carrying out comparable jobs. It requires the scrutiny of information at the level of the individual employee to satisfy that there is equal pay for equal work.

#### GENDER PAY GAP DATA

The employees included in this snapshot data are predetermined by the Specific Duties and Public Authorities Regulations. The Regulations apply the same definition of employee as the Equality Act 2019. This is a broad definition which includes zero hours' workers, apprentices and self-employed people.

In the table below 'Ordinary pay' means basic pay; allowances; pay for leave; and shift premium pay. It does not include overtime pay; redundancy pay; pay in lieu of leave, or non-monetary remuneration. The Council does not offer piecework or bonus incentive schemes.

The data is based on a snapshot date of 31 March 2019.

Total Number of Employees included in this data: 6666  
 Number of Females: 4684  
 Number of Males: 1982

1. Mean Gender Pay Gap – Ordinary Pay	8.3%
2. Mean Hourly Rate – Ordinary Pay (Male/Female)	(£12.65 / £11.60)
3. Median Gender Pay Gap – Ordinary Pay	10.3%
4. Median Hourly Rate – Ordinary Pay (Male/Female)	(£11.24 / £10.08)
5. Mean Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
6. Median Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
7. The proportion of male and female employees paid a bonus in the 12 month period ending 31 March 2019	Male 0 Female 0

### Proportion of male and female employees in each quartile

Quartile	Female % (People)	Male % (People)
First Lower Quartile (£8.50 - £9.01)	87.5 (1458)	12.5 (208)
Second Quartile (£9.02 - £10.65)	66.3 (1105)	33.7 (562)
Third Quartile (£10.66 - £13.17)	64.4 (1072)	35.6 (594)
Fourth Quartile (£13.18 - £74.61)	62.9 (1049)	37.1 (618)

### ORGANISATIONAL CONTEXT

The data identifies that there are significantly more women than men occupying posts in every quartile of the data due to the predominantly female population of the Council.

Proportionately however, the data shows against the pure male population of the workforce that 10.49% of the 1982 employed occupy posts in the lower quartile, 28.36% in the 2<sup>nd</sup> quartile, 29.97% in the 3<sup>rd</sup> quartile and 31.18% in the 4<sup>th</sup> quartile. This compares to 31.13% of the 4684 pure female population of the workforce that occupy posts in the lower quartile, 23.59% in the 2<sup>nd</sup> quartile, 22.89% in the 3<sup>rd</sup> quartile and 22.39% in the 4<sup>th</sup> quartile.

The Council is confident that its gender pay gap does not stem from paying male and female employees differently for the same or equivalent work. The gender pay gap is the result of roles in which male and females currently work and the salaries that these roles attract.



Our gender pay gap is reflective of the causes of gender pay gap at a societal level. For example research has identified that, although parents are increasingly flexible, the responsibility of childcare still falls disproportionately upon women.

For example, it is a fact within this snapshot of data that the vast majority of posts in the lower quartile are part time posts. 1244 of these posts are Grade One in the Council's evaluated pay structure and held by females in the areas of cleaning, catering and breakfast club. Part time opportunities continue to attract female applicants in the vast majority of cases.

The Council's services are diverse and include cleaning, catering, refuse and recycling, housing, social services/care services, leisure, youth, libraries, education services including adult education, technical services, planning and highways.

### **In seeking to address the pay differential:**

The Council is transparently opposed to discrimination in any form and our Elected Members and employees work to ensure that everyone in the communities we serve have access to and benefit from the full range of services, regardless of their individual circumstances or backgrounds. The Council is committed to doing all that it can to respect the diverse nature of those who live in, work in and visit the County Borough.

The different areas covered by the Council's legal requirements, called "protected characteristics" which include gender and other, wider equalities, human rights and language strands are covered in detail in the Council's Strategic Equality Plan [Strategic Equality Plan 2016 - 2020](#)

This link will take you to the Council's third Strategic Equality Plan (2016 – 2020). This plan followed a pilot version in 2011-2012 and four years of implementing a full plan from April 2012 to March 2016. The Council's fourth Strategic Equality Plan (2020 – 2024) is currently out for consultation and will be submitted to Council for ratification in April 2020.

The Council has developed and will continue to develop policies, procedures and programmes of action to meet its legal and moral obligations in the area of equal opportunities and is committed to equal opportunities in all aspects of employments. The Council takes positive steps to reduce any disadvantage experienced by all individuals and groups. It recognises that equalities contribute to the most effective utilisation of employee skills and abilities.

The Council pays its workforce the living wage foundation minimum hourly rate of pay, to support some of its lowest paid members of staff across all directorates of the Council, i.e. £9.00 per hour as at 31<sup>st</sup> March 2019.

The Council has invested heavily in creating a non-discriminatory, transparent pay and grading structure and conditions of service that fully comply with the Equal Pay Act and any other anti-discriminatory legislation.

The Council has over many years, ensured a gender balance on appointment panels, carried out name anonymous recruitment, supported apprenticeships and joint partnerships working in the provision of its services including Inspire 2 work and the Nurture, Equip, Thrive Scheme.

The Council is committed to ensuring that employees have the right skills, knowledge and experience to carry out their roles and develop to fulfil their potential. The Council is committed to developing its current and future leaders through its ambitious and collaborative transformation agenda. This an inclusive agenda but not gender specific as females significantly outnumber males in all grades of the Council's pay and grading structures, which include:

- NJC for Local Government Services Staff (Grades 1 through to 12),
- HAY (Chief Officers),
- Soulbury (Education Advisers/Education Psychologists) and,
- Teachers

Both men and women want to find a balance between work, leisure, family and caring responsibilities. Flexible working and agile working methodologies are intrinsic in supporting the reduction of the gender pay gap. The Council offers numerous benefits aimed at making it easier for employees to balance home and work life commitments including agile working opportunities, flexible working, home working, career breaks, adoption leave, carers leave, a flexible working hours scheme, salary sacrifice and childcare voucher schemes, job share, leave of absence, parental, shared parental and paternity leave, part time working, shift/day swapping and term time only working opportunities.

The Council is working consistently to close its Gender Pay Gap and no employer can afford to be complacent. Whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile however, the opportunity to close this gap based on the number of females currently occupying said posts, will be limited.

The Council is committed to ensuring equality of opportunity in all aspects of employment and service delivery as outlined in its Strategic Equality Plan and recognises that people have different needs, requirements and goals. The Council works actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

Please take the time to read the progress that the Council has made across all aspects of our equalities work.



Gadewir y dudalen hon yn wag yn fwriadol



## CABINET – 11TH MARCH 2020

**SUBJECT: AUTHORISATION OF OFFICERS IN PUBLIC PROTECTION – MINIMUM UNIT PRICING (MUP) OF ALCOHOL**

**REPORT BY: INTERIM CORPORATE DIRECTOR, COMMUNITIES**

---

### **1. PURPOSE OF REPORT**

- 1.1 To inform Cabinet of new legislation on the Minimum Pricing of Alcohol in Wales and to seek authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 for officers of the Public Protection Division.
- 1.2 That the Councils Monitoring Officer makes the necessary changes to the Constitution to reflect the implementation of The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 and this be reflected in the update of the Constitution at the Annual Meeting of Council in May 2020.

### **2. SUMMARY**

- 2.1 Officers within the Public Protection Division require additional authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 in order to enforce the legislation and carry out their duties.

### **3. RECOMMENDATIONS**

- 3.1 That the Head of Public Protection be authorised under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 so that officers within the division can utilise delegated powers to carry out their duties.
- 3.2 That the Council's Constitution be amended by adding The Public Health (Minimum Price for Alcohol) (Wales) Act 2018.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 In order to comply with statutory requirements and to ensure proper and effective enforcement of the legislation.

### **5. THE REPORT**

- 5.1 Officers within Public Protection require authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018. The Public Health (Minimum Price for Alcohol) (Minimum Unit Price) (Wales) Regulations 2019 come into force on 2<sup>nd</sup> March 2020 and sets the minimum unit price (MUP) at 50p.

- 5.2 The new law supports the Welsh Government's comprehensive work to tackle harmful and hazardous drinking by tackling the availability and affordability of cheap, strong alcohol, which is part of wider efforts to improve and protect the health of the population of Wales.
- 5.3 The Act establishes a local authority led enforcement regime. The intention is that local authorities in Wales will enforce the new regime utilising existing arrangements (led by Trading Standards) to inspect and regulate premises selling alcohol.
- 5.4 A national communications campaign has been launched ahead of the introduction of a minimum price for alcohol to make the public, retailers and those affected by the change aware.
- 5.5 Licensed premises that sell alcohol will be required to ensure they comply with minimum unit pricing. It will be an offence to sell or supply, or authorise the sale or supply of alcohol below the applicable minimum price. A minimum price will set a floor price, meaning that alcohol cannot be sold or supplied below that price. It will not increase the price of every drink, only those that are currently sold or supplied at below the MUP of 50p.
- 5.6 The Act includes a formula for how the applicable minimum price must be calculated. This formula is made up of the MUP of 50p, the percentage strength of the alcohol and its volume. This formula has been deliberately chosen so strong, cheap alcohol can be targeted because these drinks tend to be drunk by people who are more at risk of harm due to their drinking.
- 5.7 If an alcohol retailer is found to be selling, or authorising the sale of, alcohol below the 50p MUP, they can be issued with a Fixed Penalty Notice (FPN). The FPN amount will be £200 if payment is made within 29 days or £150 if payment is made within 15 days. A person found guilty of the offence of supplying alcohol in Wales below the applicable minimum price will be liable to a fine of up to Level 3 (currently £1,000).

## 5.8. **Conclusion**

Authorisation under the Act and associated regulations is required in order for officers to carry out their duties.

## 6. **ASSUMPTIONS**

No assumptions have been made in relation to this report as it merely requires officer authorisations to be amended in order to carry out their duties under the legislation which is effective from 2nd March 2020.

## 7. **LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The Public Protection Enforcement Policy  
Licensing Act 2003 Statement of Licensing Policy

### 7.2 **Corporate Plan 2018-2023**

The Public Protection Division has a major role in protecting, promoting and improving the health, safety and economic well being of our communities. This role includes the enforcement of numerous statutes, many of which include criminal sanctions on those who infringe the law. Enforcing public protection legislation is a statutory duty and this activity contributes to the following objective within the corporate plan:

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

## **8. WELL-BEING OF FUTURE GENERATIONS**

8.1 Public protection is a statutory duty of the authority and contributes towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 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

8.2 The Well-being of Future Generations (Wales) Act 2015 sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. The principle is also known as the five ways of working and the following are relevant in relation to this report:

**PREVENTION** - Public Protection enforcement activity promotes compliance with legislation and promotes and protects public health and safety, thereby preventing harm from occurring. There is an emphasis on prevention as processes ensure that a number of checks and safeguards are in place before an activity is permitted or licenced.

**INTEGRATION** – Public Protection enforcement activity makes a contribution to a number of the Well-being Goals within the Well-being of Future Generation (Wales) Act 2015.

**COLLABORATION** – Public Protection services collaborate extensively with partner agencies including Gwent Police, Welsh Government, Aneurin Bevan Health Board, Natural Resources Wales, the Food Standards Agency, and the Health and Safety Executive.

## **9. EQUALITIES IMPLICATIONS**

9.1 Welsh Government carried out extensive research and consultation before introducing the legislation including a comprehensive Equalities Impact Assessment and programme for review of the set MUP and potential impacts on people with protected characteristics. The Authority is under a duty to enforce the legislation in line with relevant guidance and the Public Protection Enforcement Policy.

## **10. FINANCIAL IMPLICATIONS**

10.1 Welsh Government is providing funding to Local Authorities to inspect all “off licence” premises selling alcohol in the three month period after implementation on the 2<sup>nd</sup> March 2020. In future it is intended that the cost of enforcing the new legislation will be covered by the issue of Fixed Penalty notices and costs awarded after prosecution.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 Initially there will be additional workload due to the number of inspections required in the first three months and the need for advice and guidance on compliance to the trade. In the long term it is hoped that compliance levels will be high and that monitoring will take place during normal programmed inspections or in relation to complaints received.

## **12. CONSULTATIONS**

- 12.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

## **13. STATUTORY POWER**

- 13.1 The Public Health (Minimum Price for Alcohol) (Wales) Act 2018, is a Cabinet function with the powers delegated to officers.

## **14. URGENCY**

- 14.1 This decision is not urgent and therefore may be subject to the “call-in” procedure.

Author: Jacqui Morgan, Trading Standards, Licensing & Registrars Manager

Consultees: Cllr Nigel George, Cabinet Member for Environment and Neighbourhood Services  
Cllr. D.T. Davies – Chair of Environment & Sustainability Scrutiny Committee  
Cllr. A. Hussey - Vice Chair of Environment & Sustainability Scrutiny  
Mark S. Williams – Interim Corporate Director, Communities  
Rob Hartshorn, Head of Public Protection, Community and Leisure Services  
Rob Tranter, Head of Legal Services/Monitoring Officer  
Steve Harris, Interim Head of Business Improvement Services & S.151 Officer  
Lynne Donovan, Head of People Services  
Lee Morgan, Licensing Manager  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)





## CABINET – 11TH MARCH 2020

**SUBJECT: STORM DENNIS**

**REPORT BY: CORPORATE DIRECTOR OF EDUCATION & CORPORATE SERVICES**

---

### 1. PURPOSE OF REPORT

- 1.1 To seek Cabinet approval for the funding of the financial assistance package announced at Council on the 20<sup>th</sup> February 2020.

### 2. SUMMARY

- 2.1 The recent flooding events in the county borough as a consequence of Storm Dennis affected many properties and residents and businesses were left facing the devastating clean-up operation.
- 2.2. At the meeting of Council on the 20<sup>th</sup> February 2020 the Leader announced details of a financial assistance package for residents and businesses impacted by the floods. This consists of a one-off payment of £500 for qualifying households and £1,000 for businesses. Council was also informed that an initial sum of £250k would be set aside.
- 2.3 This report seeks Cabinet approval of a proposal to fund the £250k financial assistance package.

### 3. RECOMMENDATIONS

- 3.1 It is recommended that the £250k set aside for the financial assistance package is funded from a projected underspend in 2019/20 Capital Financing budgets.

### 4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that sufficient funding is identified and approved by Cabinet.

### 5. THE REPORT

- 5.1 In response to the devastating flooding caused by Storm Dennis, the Leader announced to Council at its meeting on the 20<sup>th</sup> February 2020 that £250k would be set aside for a financial assistance package for residents and businesses impacted by the floods. This consists of a one-off payment of £500 for qualifying households and £1,000 for businesses.

- 5.2 The table below provides details of the latest position in respect of the properties that have been affected by the flooding: -

	<b>Residential Properties</b>	<b>Commercial Properties</b>	<b>Total</b>
Total properties affected	189	38	<b>227</b>
Number inspected to date	110	28	<b>138</b>
Financial assistance agreed	100	28	<b>128</b>
Financial assistance declined	10	0	<b>10</b>

- 5.3 The Welsh Government is also providing financial support to those affected by the recent floods through its Discretionary Assistance Fund (DAF). Where Caerphilly CBC has granted financial support under its scheme, the Council will also submit an application to the Welsh Government on behalf of householders where consent has been given to do so. This funding consists of £500 for households that are insured and £1,000 where no insurance cover is in place. At this stage residents are not able to apply directly to the Welsh Government as the Council needs to confirm eligibility.
- 5.4 The Council is also assisting households with the disposal of carpets and furniture damaged by the flood water and charges have been waived for the provision of this service.
- 5.5 In circumstances where properties are uninhabitable and vacant (i.e. unoccupied and substantially unfurnished), and everyone living in the property has moved out and is living elsewhere while repairs are carried out, claims for council tax exemption will be considered on a case-by-case basis.
- 5.6 The purpose of this report is to propose to Cabinet that the £250k set aside for the financial assistance package is funded from a projected underspend in 2019/20 Capital Financing budgets.

## 5.7 **Conclusion**

This report provides details of the financial support package available to qualifying households and businesses affected by flooding due to Storm Dennis along with a proposal to fund the £250k that has been set aside.

## 6. **ASSUMPTIONS**

- 6.1 It is assumed that the £250k that has been set aside will be sufficient to meet the total cost of the financial assistance package. In the event of this sum being exceeded a further report will be prepared for Cabinet consideration.

## 7. **LINKS TO RELEVANT COUNCIL POLICIES**

### 7.1 **Financial Regulations**

The financial support package has been announced in accordance with paragraph 6.04.2 of the Council's Financial Regulations: -

*Nothing in these Financial Regulations shall prevent the incurring of expenditure which is essential to meet any immediate needs created by a sudden emergency within the meaning of Section 138 of the Local Government Act 1972 which may be authorised by*

*the Head of Corporate Finance subject to the spending being reported to the Cabinet as soon as is practicable.*

## **8. WELL-BEING OF FUTURE GENERATIONS**

8.1 The financial support package has been set aside to help alleviate the pressures faced by households who have been affected by flooding. The effects are likely to be financial and health related. The allocation of Council budget to directly support affected households will assist people to recover more quickly. In releasing budget the outcome will be to support the following well-being goals: -

- Prosperous Wales
- Resilient Wales
- Healthier Wales
- A more equal Wales
- A Wales of cohesive communities

## **9. EQUALITIES IMPLICATIONS**

9.1 This report is for a decision on the allocation of funds to assist flood relief. An equalities screening has shown a low impact on protected characteristic groups, with no disproportionate impact, the funding is allocated to affected households and businesses only. A full Equality Impact Assessment has not been applied.

9.2 Additional support is being provided by Social Services for people who are more vulnerable and require additional support in the recovery phases. This additional support does include older people and those with disabilities.

## **10. FINANCIAL IMPLICATIONS**

10.1 It is proposed that the financial assistance package will be funded from a projected underspend in 2019/20 Capital Financing budgets.

10.2 An initial sum of £250k has been set aside. In the event of this sum being exceeded a further report will be prepared for Cabinet consideration.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no personnel implications arising from this report.

## **12. CONSULTATIONS**

12.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

## **13. STATUTORY POWER**

13.1 Section 138 of the Local Government Act 1972.

Author: Stephen Harris, Interim Head of Business Improvement Services and Acting S151 Officer.

E-mail: [harrisr@caerphilly.gov.uk](mailto:harrisr@caerphilly.gov.uk)

Tel: 01443 863022

Consultees: Corporate Management Team  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Cllr Philippa Marsden, Leader  
Cllr Eluned Stenner, Cabinet Member for Finance, Performance and Planning



## CABINET – 11TH MARCH 2020

### PUBLIC INTEREST TEST – EXEMPTION FROM DISCLOSURE OF DOCUMENTS PARAGRAPH 14 SCHEDULE 12A LOCAL GOVERNMENT ACT 1972

**SUBJECT:** SALE OF LAND ADJACENT TY DYFFRYN, YSTRAD MYNACH

**REPORT BY:** HEAD OF LEGAL SERVICES & MONITORING OFFICER

---

I have considered grounds for exemption of information contained in the report referred to above and make the following recommendations to the Proper Officer:-

#### EXEMPTIONS APPLYING TO THE REPORT:

Information relating to the financial or business affairs of any particular person (including the Authority holding that information) (paragraph 14).

#### FACTORS IN FAVOUR OF DISCLOSURE:

There is a public interest in the way in which the Council enters into contractual arrangements and manages its financial affairs.

#### PREJUDICE WHICH WOULD RESULT IF THE INFORMATION WERE DISCLOSED:

The report contains details of commercial offers submitted by private sector companies which may be of commercial benefit to their competitors if made public.

#### MY VIEW ON THE PUBLIC INTEREST TEST IS AS FOLLOWS:

That paragraph 14 should apply. I am mindful of the need to ensure the transparency and accountability of public authorities for decisions taken. However disclosure of the information contained in the report could prejudice the Council's longer term proposals should this information be made public.

On that basis I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider these factors when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

#### RECOMMENDED DECISION ON EXEMPTION FROM DISCLOSURE:

On the basis set out above I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, and that the report should be exempt.

**Signed:**

**Dated:**

3/3/20

**Post:**

HEAD OF LEGAL SERVICES & MONITORING OFFICER

---

I accept/do not the recommendation made above.

**Signed:**

  
Proper Officer

**Date:**

3/3/20

Gadewir y dudalen hon yn wag yn fwriadol

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

Gadewir y dudalen hon yn wag yn fwriadol