

# Pecyn Dogfennau Cyhoeddus

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

Ty Penallta,  
Parc Tredomen,  
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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Charlotte Evans  
(Rhif Ffôn: 01443 864210 E-bost: [evansca1@caerphilly.gov.uk](mailto:evansca1@caerphilly.gov.uk))

**Dyddiad: Dydd Mercher, 5 Ebrill 2017**

Annwyl Syr/Fadam,

Bydd cyfarfod **Cabinet** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mercher, 12fed Ebrill, 2017** am **2.00 pm**. i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

**Chris Burns**  
PRIF WEITHREDWR DROS DRO

## AGENDA

Tudalennau

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

Atgoffi'r Cyngorwyr 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 Cyngorwyr a Swyddogion..

I gymeradwyo a llofnodi'r cofnodion canlynol:-

- 3 Cynhaliwyd y Cabinet ar 29ain Mawrth 2017.

1 - 4

A greener place Man gwyrddach



I dderbyn ac ystyried yr adroddiad(au) canlynol y mae angen penderfyniadau gweithredol arnynt:-

- |   |   |          |
|---|---|----------|
| 4 | Cau Canolfan Adnoddau Arbenigol Cyfnod Allweddol 3 ar gyfer Plant gydag Anawsterau Emosiynol, Ymddygiadol a Chymdeithasol yn Ysgol Trecelyn, Adroddiad Ymgynghori | 5 - 34   |
| 5 | Adroddiad Cydraddoldeb Blynnyddol 2015-2016.  | 35 - 104 |

**Cylchrediad:**

Cynghorwyr

D. Havard, Mrs C. Forehead, N. George, D.T. Hardacre, K. James, Mrs B. A. Jones, D.V. Poole, K.V. Reynolds, T.J. Williams a R. Woodyatt,

A Swyddogion Priodol.



## CABINET

### COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, TREDOMEN AR DDYDD MERCHER, 29AIN MAWRTH 2017 AM 2.00 P.M.

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#### YN BRESENNOL

Y Cyngorydd Mrs B. Jones – Cadeirydd (Llywyddu)

Cynghorwyr:

Mrs C. Forehead (Adnoddau Dynol a Llywodraethu/Rheoli Busnes), N. George (Gwasanaethau Hamdden a'r Gymuned), D.T. Hardacre (Perfformiad a Rheoli Asedau), D. Havard (Addysg a Dysgu Gydol Oes), K. James (Adnewyddu, Cynllunio a Datblygiad Cynaliadwy), D.V. Poole (Tai), a T.J. Williams (Priffyrdd, Cludiant a Pheirianeg).

Ar y cyd gyda:

C. Burns (Prif Weithredwr Dros Dro) a C. Harrhy (Cyfarwyddwraig Corfforaethol Cymunedau).

Hefyd yn Bresennol:

C. Evans Swyddog Gwasanaethau Pwyllgor

#### 1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau dros absenoldeb oddi wrth y Cynghorwyr K.V. Reynolds, R. Woodyatt, N. Scammell (Cyfarwyddwraig Dros Dro Gwasanaethau Corfforaethol a Swyddog Adran 151) a D. Street (Cyfarwyddwr Corfforaethol - Gwasanaethau Cymdeithasol).

#### 2. DATGANIADAU O DDIDDORDEB

Ni chafwyd datganiadau o ddiddordeb ar ddechrau nac yn ystod y cyfarfod.

#### 3. CABINET – 15FED MAWRTH 2017

PENDERFYNWYD cymeradwyo cofnodion y cyfarfod a gynhaliwyd ar 15fed Mawrth 2017 (rhifau cofnod. 1 -11) a'u llofnodi fel cofnod cywir.

#### 4. PANEL YMGYNGHOROL CENEDLAETHAU'R DYFODOL A GYNHALIWDYD AR 24AIN TACHWEDD 2016 .

PENDERFYNWYD cymeradwyo cofnodion Panel Ymgynghorol Cenedlaethau'r Dyfodol a gynhaliwyd ar 24ain Tachwedd 2016 (rhifau cofnod 1-6).

## **MATERION SYDD ANGEN PENDERFYNIADAU GWEITHREDOL**

### **5. POLISI GALWEDIGAETHOL RISG AR Y FFYRDD**

Roedd yr adroddiad, a gafodd ei ystyried gan y Pwyllgor Craffu Polisi ac Adnoddau ar 27ain Mawrth 2017, yn darparu manylion am y Polisi Galwedigaethol Risg ar y Ffyrdd ar gyfer y Cabinet a gofyn am ei fabwysiadu.

Mae'r Polisi yn amlinellu sut y bydd yr Awdurdod yn cyflawni ei ddyletswydd i gyflwyno a chynnwys systemau gwaith diogel ar gyfer y rhai sy'n gyrru ar gyfer eu gwaith ac mae'n amlinellu prosesau ar gyfer arolygu trwyddedau gyrru, asesiadau gyrru, cynnal a chadw cofrestr gyrrwyr, dosbarthu a diweddarau'r llawlyfr gyrrwyr, cynnal a chadw cerbydau, adrodd ar ddamweiniau a digwyddiadau, defnydd o wybodaeth rheoli cerbydau (VMI) a hyfforddi gyrrwyr.

Nodwyd bod cyfarfodydd ymgynghori yn cael eu cynnal gyda'r Undebau Llafur perthnasol ac roedd y pwynt trafod mwyaf arwyddocaol yn gysylltiedig â'r math o Systemau Gwybodaeth Rheoli Cerbydau a'r defnydd ohonynt. Mae cytundeb wedi ei gyrraedd gyda'r Undebau Llafur i gyfyngu ar y defnydd o Systemau Gwybodaeth Rheoli Cerbydau ar hyn o bryd er mwyn: -

- Tracio Cerbydau
- Systemau camera allanol 360 gradd
- Tacograffau digidol (gofyniad cyfreithiol presennol)
- Technolegau gwasanaeth penodol, ee: systemau monitro lledaenu halen, systemau monitro gwagio gwteri.

Cefnogir y defnydd o Systemau Gwybodaeth Rheoli Cerbydau gan Asesiad o'r Effaith ar Breifatrwydd sydd wedi cael ei ddatblygu gan Uned Lywodraethu Gwybodaeth Gorfforaethol yr Awdurdod ac mae'n nodi yn amlwg at ba ddiben y bydd y Systemau Gwybodaeth Rheoli Cerbydau yn cael eu defnyddio, yn trafod llifoedd gwybodaeth, mynediad i reolaethau data a chadw data. Yn ogystal, mae'r Asesiad o'r Effaith ar Breifatrwydd wedi bod yn destun ymgynghoriad â'r Undebau Llafur.

Nododd yr aelodau fod, er nad oes unrhyw effeithiau ariannol a nodwyd yn yr adroddiad, mae'r Rheolwr Risg yn awyddus i fabwysiadu'r Polisi fel y gellid gwneud arbedion ar Bolisiau Yswiriant.

Diolchodd yr Aelodau i'r Swyddog am yr adroddiad manwl a gofyn am wybodaeth bellach am Weithwyr Cymdeithasol yn gyrru plant / oedolion agored i niwed. Sicrhaodd y Swyddogion yr Aelodau y byddai trafodaethau yn cael eu cynnal gyda'r Cyfarwyddwr perthnasol i sicrhau bod y wybodaeth yn cael ei chyfathrebu.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD am y rhesymau a gynhwysir yn adroddiad y Swyddog i fabwysiadu'r Polisi Galwedigaethol Risg ar y Ffyrdd, fel y nodir ynddo.

### **EITEMAU EITHRIO**

Ystyriodd yr Aelodau brofion er budd y cyhoedd a daethant i'r casgliad bod y budd i'r cyhoedd o gynnal yr eithriad, ar y cyfan, yn bwysicach na'r budd i'r cyhoedd o ddatgelu'r wybodaeth ac fe: -

BENDERFYNWYD yn unol â Deddf Llywodraeth Leol 1972 y dylid eithrio'r cyhoedd o weddill y cyfarfod oherwydd y datgeliad tebygol o wybodaeth eithriedig fel y'i diffinnir ym mharagraff 14 o Atodlen 12A o Ddeddf Llywodraeth Leol 1972.

## 6. CANOLFANNAU CYMUNEDOL - ESTYNIAD I YMDDEOLIAD HYBLYG

Gofynnodd yr adroddiad i'r Cabinet ystyried ymestyn ymddeoliad hyblyg oherwydd amgylchiadau eithriadol o fewn y Maes Gwasanaeth Canolfannau Cymunedol.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD am y rhesymau a gynhwysir yn adroddiad y Swyddog, i gymeradwyo ymestyn ymddeoliad hyblyg oherwydd amgylchiadau eithriadol, o fewn maes gwasanaeth Canolfannau Cymunedol.

Terfynwyd y cyfarfod am 2.50 p.m.

Cymeradwywyd a llofnodwyd fel cofnod cywir yn amodol ar unrhyw gywiriadau a wnaed yn y cyfarfod a gynhaliwyd ar 12fed Ebrill, 2017.

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CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



## CABINET – 12TH APRIL 2017

**SUBJECT: CLOSURE OF THE KEY STAGE 3 SPECIALIST RESOURCE BASE FOR CHILDREN WITH EMOTIONAL, BEHAVIOURAL AND SOCIAL DIFFICULTIES AT NEWBRIDGE SCHOOL, CONSULTATION REPORT**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

1.1 To update Cabinet on the formal consultation process and to determine whether to proceed to Statutory Notice in respect of the above proposal.

### **2. SUMMARY**

2.1 A consultation on the above proposal took place between 23<sup>rd</sup> January 2017 and 15<sup>th</sup> March 2017. This report summarises the responses to the consultation and makes a recommendation that Members agree to proceed to issuing a Statutory Notice.

### **3. LINKS TO STRATEGY**

3.1 SEN Policy and Inclusion Strategy.

3.2 SEN Code of Practice for Wales (2002).

3.3 Draft Additional Learning Needs and Educational Tribunal (Wales) Bill.

3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:

- A prosperous Wales as this is about developing a skilled and well educated population;
- A healthier Wales as this is about maximising peoples physical and well-being;
- A more equal Wales, as this is about enabling people to fulfil their potential no matter what their background or circumstances are.

### **4. THE CONSULTATION REPORT**

4.1 Cabinet, at its meeting on 18<sup>th</sup> January 2017, agreed to proceed to a formal consultation process in relation to the above proposals. (See background papers)

4.2 A formal consultation process took place between 23<sup>rd</sup> January 2016 and 15<sup>th</sup> March 2017 (Appendix 1).

- 4.3 Three responses to the consultation were received. Responses were received from the Headteacher of Newbridge School and the Governing Body of Newbridge School which supported the proposal. Estyn also responded to the consultation. Estyn's response indicated that *'Most aspects of the proposal receive appropriate consideration and the proposer makes sound arguments to demonstrate how the closure would result in improved provision both for pupils attending the specialist resource base and those attending the mainstream school.'*
- 4.4 The consultation responses and the LA's response to any issues raised in these are included in Appendix 2.

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

- 5.1 The proposal in this report 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 and more specifically for the principles noted below:
- Long Term – The report recognises the importance of balancing short-term needs with the needs to safeguard meeting long-term needs
  - Prevention – We are acting to prevent problems occurring by running a consultation with a view to alternative provision
  - Involvement – The consultation recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 A community and equality impact assessment has been completed in relation to the proposal in accordance with the School Organisation Code. This is included in Appendix 3.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 Where the LA maintains a SRB additional funding is allocated to the school. In the case of Newbridge School £257,048.41 is allocated for the Inclusion Centre provision. The current cost per pupil attending the Inclusion Centre is approximately £16,000 per annum. This is based on full capacity of 16 pupils. Alternative provision identified for the current cohort of pupils would range from approximately £13,000 - £18,000 per annum, depending on the individual needs of the pupils. Therefore there are no savings associated with this proposal.

Closure of the Inclusion Centre will mean that the funding will be retained and redirected to enhance alternative BESD provisions within the local authority or where necessary utilised to fund placements with external providers. The proposal does not involve any transfer or disposal of land and capital funding is not required to implement the proposal.

The proposed closure of the class will not impact on overall capacity of Newbridge School to deliver an appropriate curriculum.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 In Caerphilly Local Authority schools hosting specialist resource bases are allocated a sum of money to run and manage the provision. Staff for the SRBs are appointed and employed by the school and paid for via this funding allocation. If a SRB provision is closed this results in the allocated SRB funding being withdrawn. Staff employed by the school within the SRB would then move onto the main school staffing structure. Should the proposal to close the Inclusion Centre progress this would be the case for the permanent members of staff currently working there. This includes one full time teacher and three teaching assistants.



If the school's budgetary position requires the governing body to consider staff losses in due course, staff of the Inclusion Centre would be considered alongside all other staff at Newbridge School in line with its adopted workforce flexibility

## **9. CONSULTATIONS**

9.1 All responses from consultations have been incorporated in the report.

## **10. RECOMMENDATIONS**

10.1 Cabinet are asked to consider the outcome of the consultation process and to determine whether to proceed to Statutory Notice.

## **11. REASONS FOR THE RECOMMENDATIONS**

11.1 The School Organisation Code (2013) indicates that procedure to Statutory Notice has to be considered following an initial consultation period.

## **12. STATUTORY POWER**

12.1 School Standards and Organisation (Wales) Act 2013, The School Organisation Code (section 1.13) 2013.

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Consultees: Mr C Burns, Interim Chief Executive  
Mrs Nicole Scammell, Acting Director of Corporate Services & S151  
Mr Dave Street, Corporate Director – Social Services  
Mrs Christina Harray, Corporate Director - Communities  
Cllr D Havard, Cabinet Member, Education  
Mrs K Cole, Chief Education Officer  
Mrs S Richards, Interim Head of service: Planning Strategy and Resources  
Mrs Lynne Donovan, Acting Head of Human Resources and Organisational Development  
Mrs Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Mrs Jane Southcombe, Financial Services Manager  
Mrs Lesley Perry, Head Teacher, Newbridge School.  
Mr Michael Gray, Chair of Governors, Newbridge School  
Mrs Kathryn Peters, Corporate Policy Manager  
Cllr L Ackerman, Newbridge Ward Member  
Cllr K R Baker, Newbridge Ward Member  
Cllr G Johnston, Newbridge Ward Member

### Background Papers:

- Report to Cabinet 18<sup>th</sup> January 2017
- Report to Scrutiny 14<sup>th</sup> March 2017

### Appendices:

- Appendix 1 Consultation on the proposal to close the specialist resource base for pupils with behavioural, emotional and social difficulties at Newbridge School
- Appendix 2 Responses to Consultation and LA response
- Appendix 3 A community and equality impact assessment

**Consultation on the proposal to  
close the specialist resource base  
for pupils with behavioural,  
emotional and social difficulties at  
Newbridge School**

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## Introduction

The Local Authority (LA) wishes to seek the views of a wide range of stakeholders on a proposal to close the key stage 3 (KS3) Specialist Resource Base (SRB), (known in Newbridge School as the 'Inclusion Centre') for children with behavioural, emotional and social difficulties (BESD)

Newbridge School is funded by the LA to accommodate two KS3 classes for pupils with BESD with a capacity of sixteen; there are currently nine pupils on roll although taking into account pupils who do not attend the Inclusion Centre on a fulltime basis the number of children attending the Inclusion Centre at any one time is eight.

It is proposed that these changes will come into effect from 31<sup>st</sup> August 2017.

**For clarity throughout this document the SRB will be referred to as the 'Inclusion Centre'.**

## Who will we consult with?

Before a decision can be made the council is required to undertake a statutory consultation with all interested parties. The consultation process represents an opportunity for people to learn about the proposal, ask questions and make comments that will be recorded and considered when the council decides on a way forward. Caerphilly County Borough Council will be seeking the views of a wide range of stakeholders, organisations and other interested parties. A list of all those being consulted can be found in Appendix 1.

## The consultation process

The consultation will start on 23<sup>rd</sup> January 2017 and be completed at 5pm on 7<sup>th</sup> March 2017. Feedback from the consultation will be collated and summarised and a report presented to the LA's Cabinet on 12<sup>th</sup> April 2017.

The LA's Cabinet will consider the report and decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed the proposal will not be progressed. If the Cabinet decides to proceed with the proposal a Statutory Notice will be published providing a 28 day notice period for objections. The statutory notices will be published on the 24<sup>th</sup> April 2017 for a 28 day statutory notice period until 22<sup>nd</sup> May 2017.

The Schools Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing or by email and sent to the council within 28 days of the date of the proposal.

If there are objections the LA's Chief Education Officer will publish an objection report providing a summary of the objections and her response to them before the end of seven days beginning with the day of the LA's decision as to whether to proceed with the proposal. The LA's Cabinet will consider the objection report at the next available cabinet to determine the outcome of the statutory notice.

If the LA's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal the implementation date is 31<sup>st</sup> August 2017.

## What do you now have to consider?

The remainder of the consultation document sets out the rationale for the closure of the Inclusion Centre at Newbridge School. It is proposed that the closure will take place on 31<sup>st</sup> August 2017.

## **How can you make your views known?**

A consultation questionnaire is attached and is also available on the Local Authority's internet site <http://www.caerphilly.gov.uk/My-Council/Consultations/School-consultations>

The questionnaire also enables consultees to register their wish to be notified of the publication of the consultation report to the LA's Cabinet. You are welcome to put your views in writing to:

**The Chief Education Officer, Penallta House, Tredomen Park, Ystrad Mynach, CF82 7PG**

**Email: [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk)**

All correspondence should be received no later than 5pm on 7<sup>th</sup> March 2017.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be lodged following publication of the statutory notice.

As Newbridge School is an English medium school all the consultation documents have been produced in English. If a Welsh language copy of the consultation document is required, please contact the address above.

## **Background to the proposal**

The number of children on roll at Newbridge School has increased in recent years. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed. In view of the increasing number of pupils and subsequent pressure on available teaching space around the school, the Headteacher and governing body of Newbridge School have made the request to the LA that the Inclusion Centre is closed. Additionally as part of the LA's ALN review, specialist resource base provision for children is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with complex additional learning needs. The fact that the Inclusion Centre provision at Newbridge School is limited to KS3 pupils is not considered entirely satisfactory by the LA as this means vulnerable pupils have to move to other provisions at the end of year 9.

## **Details of affected schools**

The only school directly affected by this proposal is Newbridge School. However as pupils who attend Newbridge Inclusion Centre remain on the roll of their catchment school, headteachers from all secondary schools in Caerphilly will be included in the consultation process.

Of the nine pupils attending the Inclusion Centre,

- three pupils are on the roll of Lewis School Pengam (one pupil attends alternative provision for two days a week);
- two pupils are on the roll of Blackwood Comprehensive School (one of these pupils already attends Blackwood School for four days a week);
- one pupil is on the roll of St Cenydd Community Comprehensive School;
- one pupil is on the roll of Rhymney Comprehensive School;
- one pupil is on the roll of Newbridge School;
- one pupil is on the roll of Risca Community Comprehensive School.

## **Information on Newbridge School**

Newbridge School is a mixed 11-16 community school serving the town of Newbridge and its surrounding area in the County Borough of Caerphilly. There are currently 1015 pupils on roll. Information from the previous five school censuses and the five year forecast of pupil rolls at Newbridge School is included in **Appendix 2**.

The intake number for Newbridge School is currently 203 although due to oversubscription several groups are now 215 learners each. Newbridge School has up to 260 pupils wishing to join them in September 2017, more than 50 over their intake numbers. Whilst the table in Appendix 2 projects a slight decline to the school population in future years, based on projected catchment school numbers, in reality Newbridge School will continue to take up to their maximum of 203 pupils and are likely to continue to do so through the projected years shown in Appendix 2. Therefore in real terms Newbridge School is highly unlikely to go down in number as is suggested by the inclusion only of the local catchment school projections. The Inclusion Centre is designated to support a total of 16 Key Stage 3 aged pupils with BESD. These pupils remain on the roll of their catchment school. The condition category of the school as identified by the 21<sup>st</sup> Century Schools Survey is B. Newbridge School was last inspected in March 2015. The school's performance was judged as good, the prospects for improvement were judged as adequate. Currently nine pupils attend the SRB/ Inclusion Centre. Pupils attending the Inclusion Centre are registered at their catchment school. At the end of KS3 pupils attending the Inclusion Centre move on to appropriate KS4 provision. Depending on the needs of the pupil and progress made, provision at KS4 could include the pupils returning to their mainstream catchment school or placement with an alternative education provider.

## **Quality and Standards in Education**

Pupils attending the Inclusion Centre remain registered on the roll of their catchment school. Only one pupil currently attending the Inclusion Centre is also on the roll of Newbridge School.

## **Outcomes**

Based upon the National Categorisation for standards Newbridge School is judged to be: 1 with an overall support category of yellow (2015-16)

- The CSI at KS3 has improved over time, significantly so since 2012-2013, placing the school consistently in the first quartile against FSM benchmarking group, and above Family, LA and national comparisons.
- Strong performance over time, in English and in mathematics at L5+ and L6+, places the school first within its family of schools and in the top 25% of similar schools based on free-school meal eligibility. Performance is also well above the national average.
- Performance against the L2+ indicator for pupils eligible to free school meals has been strong, over time, and well above the national floor targets.
- The school has had an upwards trajectory of improvement in recent years against nearly all indicators culminating in the above Step 1 judgement

## **Provision**

The most recent Estyn Inspection Report indicates that Newbridge School offers a broad and balanced curriculum that successfully meets the needs of the pupils and the community. The two year key stage 3 builds appropriately on pupils' experiences at key stage 2. The recently

introduced key stage 4, which starts at the beginning of Year 9, provides a comprehensive selection of general and vocational courses suitable for progression into further education or training. In addition to the taught curriculum, pupils have access to a wide range of extra-curricular activities, including well-attended sporting, drama and music clubs. The Inclusion Centre provides a safe environment, which supports the needs of the most vulnerable pupils very well and enables them to make significant progress, for example in their attendance, social development and basic skills.

## **Leadership and management**

The most recent Estyn Inspection Report indicates that the Headteacher and senior leaders have communicated their vision for school improvement consistently and effectively during a challenging period. They provide purposeful leadership and have a sound understanding of the school's strengths and areas for improvement. The school's aims are clear and understood by all. They focus well on meeting the needs of pupils, align well to school and national priorities, and have had an impact on raising standards. The Deputy Headteacher currently has oversight of the Inclusion Centre.

## **What is the basis for this proposal?**

At the request of the school's governing body it is proposed that the Inclusion Centre at Newbridge School is closed from 31<sup>st</sup> August 2017. The governing body and Headteacher report that the numbers on roll at the school has increased by 160 pupils since 2012, this is the equivalent of an additional five classes and the school is oversubscribed.

The Inclusion Centre occupies a suite of four rooms on the ground floor of Newbridge School. This includes three classrooms, an office and a break out area. This area was originally part of the main school space and not a separate centre. Increase on the numbers on roll over recent years has put significant pressure on the accommodation available in the school for mainstream teaching and administration. Closure of the Inclusion Centre will allow the Headteacher and governing body to improve teaching and administrative space, which will be more conducive to the learning and wellbeing of pupils and the wellbeing and capacity of staff for quality teaching and delivery. In addition it is considered that the Inclusion Centre space is not adequate for increasingly complex and vulnerable learners who present with significant behavioural difficulties.

Numbers attending the Inclusion Centre fluctuate throughout an academic year. For the academic years 2013 -14 and 2014-15 the Inclusion Centre was running at full capacity (16). In view of the notice given by Newbridge School's governing body that they no longer wished to host the provision the Local Authority has not used the provision to its full capacity since September 2016 in order to avoid unnecessary disruption to pupils. The setting currently has nine children on roll.

## **What is the educational case for closing the Inclusion Centre in Newbridge School**

The governing body has made the request to the LA to close the Inclusion Centre. The space the Inclusion Centre currently occupies is part of the main school space, not a discrete or purpose-built annexe. The Inclusion Centre was created at a time when the overall Newbridge School roll was smaller and it occupied space that the main school did not need at that time. Now that the situation is reversed the governing body is of the view that it cannot lose main school space to house a separate provision.

As the school has grown, its need for additional toilet facilities has increased. The Inclusion Centre houses toilets that were part of the toilet facilities originally of the main school. These

are not currently accessible to our pupils in the main school as they only service the Inclusion Centre which is run separately to the main school. The closing of the Inclusion Centre will mean these toilets become available to our main school learners, increasing our overall toilet capacity in the school.

The increase in numbers on roll at Newbridge School has led to a simultaneous growth in literacy, numeracy and ICT provision and staffing, in line with the LNF (literacy and numeracy framework 2013) and latterly the DCF (digital competence framework, 2016). The school has converted classrooms to ICT teaching bases to meet the needs of the DCF, whilst literacy and numeracy intervention provision currently takes place in converted storage rooms, not conducive to effective learning for these pupils and not spaces large enough for this purpose. Because of the pressure on space there are a number of staff who do not have designated teaching classrooms and there is an overall lack of administrative space. The SENCo currently does not have administrative or teaching facilities commensurate with her role. Newbridge School has a large team of teaching assistants who have no separate staff space available to them.

If the closure of the Inclusion Centre is agreed, the Inclusion Centre space will be used to accommodate a designated office for the SENCO and provide discrete teaching and management spaces for the school's SEN and ALN provision as well as its additional literacy and numeracy provision within the school. These designated learning spaces will lend themselves as a more conducive learning environment for this work and the many pupils who access it. The breakout space in the current Inclusion Centre will become a break and lunch space for the school's large team of teaching assistants. The closure of the Inclusion Centre will therefore have a significant, positive impact on the current school arrangements for SEN.

Whilst the lack of space for mainstream provision is an issue the accommodation in the Inclusion Centre for potentially sixteen young people is also a concern. Young people on the roll of the Inclusion Centre have significant behavioural difficulties and frequently find it difficult to mix with other pupils in the school. Whilst staff are very proactive in arranging external activities for Inclusion Centre pupils, Inclusion Centre learners usually remain housed in the centre for the majority of their learning time and during their free time. In making their decision to ask for the Inclusion Centre to be closed the governing body also took into consideration that the Inclusion Centre space was no longer fit for purpose and provided some of the LA's most vulnerable pupils a cramped and confined space.

LA specialist provision for children and young people with complex special educational needs including BESD is described in **Appendix 3**. Inclusion Centre provision at Newbridge School is limited to KS3 pupils. This has been identified through an ALN review as a cause for concern as vulnerable pupils have to move to other provisions at the end of year 9. This causes disruption to their education and, more importantly for pupils in this vulnerable group, means they are not able to continue working with teachers and support staff with whom they have developed a trusting, working relationship. Whilst every effort is made to involve pupils in their transition, for some pupils disruption at this stage of their education can have a negative impact on their ability to settle in other settings as they can struggle to adjust to a new environment and teaching and support staff.

As part of the LA's ALN review, provision for children with BESD is being evaluated with a view to developing more cohesive and streamlined opportunities for children and young people with BESD from the Foundation Phase to Key Stage 4. Proposals include extending provision at the Learning Centre (Pupil Referral Unit) to include KS4 pupils and identifying through a robust procurement process alternative education providers for young people with complex BESD. In addition the LA is working collaboratively with secondary school



headteachers to develop regional Learning Pathway Centres (LPCs), which will provide small, nurturing environments for young people with BESD whilst maintaining strong links with mainstream provision.

### **What will be the likely impact of the proposal on school pupils?**

There are nine pupils on roll at the Inclusion Centre at the current time. One pupil has a split placement between their mainstream school and the Inclusion Centre.

An Educational Psychologist and Behaviour Support Officer have been working with the Inclusion Centre staff and pupils to identify alternative provision for pupils currently on roll at the centre. The views of the pupils on their future educational placements were gathered at individual meetings with the pupils in November 2016. Pupil views have been taken into account with regard to the recommendations that have been made regarding a future placement. At meetings held in the autumn and spring terms agreement on the proposed placements for each pupil was discussed and agreed by their respective parents / carers. Travel arrangements for pupils were discussed as part of the consultation meetings. Transportation will be provided in line with the Council's Learner Travel policy.

Alternative EOTAS provision has been identified for seven out of the nine pupils attending the Inclusion Centre. These provisions will accommodate the pupils up to the age of sixteen. One year 9 pupil will transfer to his catchment mainstream school. The recommendation for one year 7 pupil is for a one day a week link with a mainstream secondary school with the aim that that by the end of the academic year he will be in a position to transfer to that mainstream school on a full time basis.

### **What is the likely impact of the proposal on the staff of the Inclusion Centre at Newbridge School?**

In Caerphilly Local Authority schools hosting specialist resource bases are allocated a sum of money to run and manage the provision. Staff for the SRBs are appointed and employed by the school and paid for via this funding allocation. If a SRB provision is closed this results in the allocated SRB funding being withdrawn. Staff employed by the school within the SRB would then move onto the main school staffing structure. Should the proposal to close the Inclusion Centre progress this would be the case for the permanent members of staff currently working there. This includes one full time teacher and three teaching assistants. If the school's budgetary position requires the governing body to consider staff losses in due course, staff of the Inclusion Centre would be considered alongside all other staff at Newbridge School in line with its adopted workforce flexibility procedure. The support opportunities that are included in the workforce flexibility procedure would be exhausted before progression of a redundancy consultation at the school in any capacity. Staff in the Inclusion Centre would be afforded the opportunity to transition into the mainstream school and receive training opportunities as appropriate.

### **What are the financial implications of the proposal?**

Where the LA maintains a SRB additional funding is allocated to the school. In the case of Newbridge School £257,048.41 is allocated for the Inclusion Centre provision. The current cost per pupil attending the Inclusion Centre is approximately £16,000 per annum. This is based on full capacity of 16 pupils. Alternative provision identified for the current cohort of pupils would range from approximately £13,000 - £18,000 per annum, depending on the individual needs of the pupils. Therefore there are no savings associated with this proposal.

Closure of the Inclusion Centre will mean that the funding will be retained and redirected to enhance alternative BESD provisions within the local authority or where necessary utilised to fund placements with external providers. The proposal does not involve any transfer or disposal of land and capital funding is not required to implement the proposal. The proposed closure of the class will not impact on overall capacity of Newbridge School to deliver an appropriate curriculum.

### **What will be the likely impact of the proposal on the local community?**

This proposal will not have any significant impact on the local community. Community impact assessment

The following points have been considered as part of the community impact assessment:

- As this proposal is related to the closure of the Inclusion Centre it will not have an impact on any activities provided by the mainstream school.
- The Inclusion Centre does not have any specific community activities linked to it.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area, pupils attending the Inclusion Centre are provided with transport from their home to Newbridge School. Transport arrangements will continue to be in place for pupils if they transfer to another educational setting. It is not anticipated that pupils will have to travel longer distances to school. However further analysis of this will take place when the pupils' next placements are confirmed.
- There would not be any wider community safety issues or any implications on public transport.
- The Inclusion Centre admits pupils from across the Caerphilly County Borough area; they will be encouraged to participate in all extra-curricular activities within their next placement.

The community impact assessment will be updated after the consultation has been completed to ensure that it includes pertinent issues that have arisen and need to be taken into account. The community impact assessment and equality impact assessment will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal. A copy of the community and equalities impact assessment is available on request

### **What are the disadvantages and risks associated with this proposal?**

Closure of the Inclusion Centre will mean that the local authority has 16 less places for young people requiring specialist BESD provision in the Local Authority. The disadvantages of this could be that

- Parents of children with significant BESD would not have the choice of a specialist setting;
- Parental demand for a specialist secondary BESD setting could lead to the LA having to find an out of county provision at additional cost.
- If children have to attend out of county provision they will be separated from their local community

The LA is mitigating the risk of closing the Inclusion Centre by enhancing additional BESD provision, such as extending the Learning Centre (PRU) to accommodate pupils in KS4 and developing Learning Pathway Centres (LPCs). Two Learning Pathway Centres (LPCs) are already operational in Heolddu Comprehensive School and Lewis School Pengam, adding

capacity to provision for young people with BESD. Plans for one further LPC are well advanced and it should be operational by the end of the academic year.

### **Description of any alternatives considered and the reasons why they have been discounted**

No alternatives to this proposal have been considered.

### **What is the statutory process to close the Inclusion Centre at Newbridge School?**

The Code on School Organisation ("The Code") is made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013. The Code came into force on 1 October 2013 and applies in respect of all school proposals published by way of a statutory notice after that date. Proposals to discontinue SEN provision have to follow the following process:

1. The Local Authority's Cabinet considers the Code and authorises a consultation on the changes to the schools;
2. At the start of the consultation period the Local Authority **must** provide consultees with a consultation document and give them at least 42 days in which to respond, with at least 20 of these days being school days.
3. Consultation comments are collated and summarised by the Local Authority. This summary together with the Local Authority's officers own responses is published in a consultation report within 13 weeks of the end of the consultation period and presented to the Local Authority's Cabinet for consideration;
4. The Local Authority's Cabinet decide whether to proceed with the changes within 26 weeks of the end of the consultation period. If the decision is to proceed, Step 5 is taken. If a new option emerges during the consultation which the Local Authority's Cabinet wish to consider, then Steps 1-3 are repeated;
5. Statutory notice is published providing a 28 day notice period for objections. The notice **must** be published on a school day and with 15 school days (not including the day of publication) in the notice period;
6. If objections are received, the Local Authority **must** publish an objection report providing a summary of the objections and their responses to them before the end of 7 days beginning with the day of the Local Authority's decision as to whether to proceed with the proposal;
7. The Local Authority's Cabinet must decide on whether to implement the proposal within 16 weeks of the end of the objection period;
8. If the proposals receive approval they should be implemented in accordance with the date given in the statutory notice, or any subsequent modified date.

## Timescales

<b>Key stages</b>	<b>Date</b>
Formal Consultation Process	23 <sup>rd</sup> January 2017 – 7 <sup>th</sup> March 2017
Cabinet Considers the results of the consultation	12 <sup>th</sup> April 2017
Publication of Statutory Notice	24 <sup>th</sup> April 2016 – 22 <sup>nd</sup> May 2016
Final decision of Cabinet	5 <sup>th</sup> July 2017

## Questionnaire

In order to help the Local Authority reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

**The Chief Education Officer, Learning, Education and Inclusion Services Penallta House, Ystrad Mynach, Caerphilly CF82 7PG**

**or by e-mail to: [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk) by no later than 5 pm on the 7<sup>th</sup> March 2017**

### The Proposal

The proposal is to close the Key Stage 3 Specialist Resource Base at Newbridge School

1. Do you agree with the proposal? (Please tick one of the options below)

Yes

No

Not sure

Please let us know the reasons for your choice

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

3. Please indicate who you are (e.g. parent of a pupil at named school, governor at named school etc.)

4. Name (optional)

5 Would you like to be notified of the publication of the consultation report to the Local Authority's Cabinet?

Yes

No

If you have answered 'yes' please provide either your email or home address

***Thank you for taking the time to complete this questionnaire***

## **Appendix 1**

### **List of Consultees**

- The Cabinet Member for Education, Caerphilly Borough Council
- All current serving Caerphilly County Borough Council Councillors
- Chief Education Officer, Newport City Council
- Director of Education Monmouthshire County Borough Council
- Chief Education Officer, Torfaen County Borough Council
- Chief Education Officer, Blaenau Gwent County Borough Council
- Church in Wales, Llandaff
- Roman Catholic Diocesan Authority, Cardiff
- The Governing Body of Newbridge School
- Parents and Carers of all pupils attending Newbridge School
- Staff at Newbridge School
- Headteachers of Secondary Schools in Caerphilly.
- Governing Bodies of all Secondary Schools in Caerphilly
- Education Achievement Service
- The Welsh Minister for Education and Skills
- The constituent Assembly Member for Caerphilly
- The regional Assembly Members
- The Member of Parliament for Caerphilly
- Estyn
- Teaching and Trades Unions
- The South East Wales Education Achievement Service
- Caerphilly Transport Department
- The Gwent Police and Crime Commissioner
- Aneurin Bevan University Health Board
- SNAP Cymru

## Appendix 2

### Five year forecast of pupil rolls Newbridge School Newbridge Pupil Forecast

Name of setting	Type of Provision	Number	Year 9	Year 10	Year 11	Total
<b>2016</b>	203	210	209	203	175	1000
<b>2017</b>	187	203	210	209	203	1012
<b>2018</b>	202	187	203	210	209	1011
<b>2019</b>	203	202	187	203	210	1005
<b>2020</b>	203	203	202	187	203	998
<b>2021</b>	199	203	203	202	187	994

### Previous five school censuses. Previous Pupil Census

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	
<b>2016</b>	203	210	209	203	175	1000	(Actual as at 9/11/16)
<b>2015</b>	198	197	181	203	203	982	(As Jan Pupil Count)
<b>2014</b>	194	178	199	202	180	953	(As Jan Pupil Count)
<b>2013</b>	175	193	204	182	171	925	(As Jan Pupil Count)
<b>2012</b>	180	177	180	174	140	851	(As Jan Pupil Count)
<b>2011</b>	177	177	169	140	178	841	(As Jan Pupil Count)



## Appendix 3

### Specialist Resource Base Provision in Caerphilly.

Name of setting	Type of Provision	Number
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (FP)	Complex Learning Difficulties	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary( KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	ASD / Social and Communication	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Pontllanfraith Comprehensive (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14
St Cenydd Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	

### Special School Provision /PRU

Name of setting	Type of Provision	Number
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	140
The Learning Centre	BESD Y5-8	16

## Appendix 2

### Summary of responses to the consultation relating to the closure of the SRB at Hendre Junior School

Response received	Method of response	Response to Proposal to Close SRB	Responder	LA Response
1. Questionnaire & letter	Email to Chief Education Officer	The responder supported the proposal	Headteacher of Newbridge School	Response acknowledged
Summary of responses & issues raised	In supporting the proposal the Headteacher reiterates the points made in the consultation document relating to the growing numbers of pupils in the school and need for additional space. Reference is also made to the Inclusion Centre being an inappropriate environment for young people with complex behavioural needs			
Response received	Method of response	Response to Proposal to Close SRB	Responder	LA Response
2. Questionnaire & letter	Email to Chief Education Officer	The responder supported the proposal	Governing Body of Newbridge School	Response acknowledged
Summary of responses & issues raised	In supporting the proposal the Governing Body reiterates the points made in the consultation document relating to the growing numbers of pupils in the school and need for additional space. Reference is also made to the Inclusion Centre being originally part of the school facilities and the need for the toilet facilities to be available to the whole school population			
Response received	Method of response	Response to Proposal to Close SRB	Responder	LA Response
3. Formal report	Email to WWW. School Consultation	The responder broadly supported the proposal	Estyn	Response acknowledged
Summary of responses & issues raised	<p>Estyn comment that the proposer has provided a clear rationale for its proposal to close the specialist resource base in Newbridge School. Most aspects of the proposal receive appropriate consideration and the proposer makes sound arguments to demonstrate how the closure would result in improved provision both for pupils attending the specialist resource base and those attending the mainstream school. The Estyn report makes the point that the Local Authority Consultation document</p> <ol style="list-style-type: none"> <li>1. does not provide an analysis of outcomes for pupils attending the specialist resource base or indicate how the proposals may affect outcomes for these pupils in the future;</li> <li>2. does not reflect fully the findings of its most recent Estyn inspection report, which indicated that leadership and the school's capacity to improve were both adequate;</li> <li>3. does not consider its impact on a range of groups including those with disabilities, those from various ethnic backgrounds or differing genders. Similarly, the proposer does not outline sufficiently how any disruption to pupils would be minimised should the proposal be successful.</li> </ol>			

<p>LA response to issues raised in Estyn report</p>	<ul style="list-style-type: none"> <li>• In response to point 1 above, the Local Authority has completed an analysis of outcomes of pupils attending the SRB, which shows whether the individual achieved CSI at KS1 and KS2. This showed two pupils attending the SRB achieved CSI at the end of KS1 and KS2. End of KS3 data was not able to be included due to the age / stage of the pupils attending the SRB. In relation to how the proposal may affect outcomes for these pupils in the future, pupils returning to mainstream education (two pupils) will have access to a full school curriculum and opportunities, as appropriate, to undertake a range of GCSE or vocational qualifications. Pupils transferring to alternative providers such as Military Prep., Innovate and ACT will have the opportunity to undertake GCSEs in a limited choice of subjects to include English and Maths and a range of accredited vocational qualifications. The view of the Local Authority is that pupils will not be disadvantaged by the proposal and for many pupils the opportunity to have increased access to vocational studies/ qualifications will have a positive impact on their self-esteem and be beneficial to their transition to adulthood.</li> <li>• The comment in point 2 is noted and is included in this consultation report as a matter of record.</li> <li>• In relation to point 3 the Local Authority consultation document included an extract from the community impact and equalities assessment, the full assessment included as an appendix to the consultation report addresses the issues raised.</li> </ul>
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**Full responses from the Headteacher of Newbridge School, the Governing Body of Newbridge School and Estyn can be found below.**



## The Closure of Newbridge Inclusion Centre Response of the Headteacher, Newbridge School



As the longstanding Headteacher of Newbridge School, I am and continue to be proud of my school and our work on behalf of the young people in our community. Over many years this has also included the work of the Inclusion Centre.

Newbridge School has faced significant change in recent years due to factors locally. This continues with the unprecedented events underway in our community with regard the closure of Cwmcarn High School.

I have worked tirelessly to respond to, work with and support the community and its young people in this local context, as has my staff. Indeed we have taken children into the school over the past five years and continue to do so. In this current school year my Governors and I have agreed to admit children up to our total capacity in order to support and manage the needs of parents and young people urgently seeking placement from Cwmcarn High School. We have endeavoured to meet all admission requests and work closely with the Local Authority in this regard.

I urge the cabinet of Caerphilly County Borough Council to note that in meeting and managing local needs, in becoming full to our maximum capacity, space has become stretched in terms of teaching, administrative and toilet space.

The school has also needed additional space to meet the requirements of the Literacy and Numeracy Framework, introduced in 2013 and to facilitate learning activities as a result of Welsh Government grant funding. We have been stretched to accommodate these needs.

I have been extremely creative in space creation over the past five years, for example creating offices out of a workshop, teaching space out of a cupboard and doubling up a small staffroom as a teaching space. We have halved our main staff room to create additional computer teaching facilities and are using a part of our library as an office. However there are only so many spaces we can convert for alternative uses and we have now run out of and exhausted our scope. Further space is required. We require the Inclusion Centre space to be returned to the main school. This concern was first presented to my Governing Body in late 2015.

The Inclusion Centre itself is no longer conducive to the needs of 16 young people with social, emotional and behavioural difficulties. For these young people, their space is confined within this centre and this creates its own challenges in terms of meeting and managing their needs. We have not in fact housed the necessary 16 young people for the past two years and could not envisage doing so again.

The Local Authority, in its review of overall provision for inclusion, is of the view that the centre no longer sits well with its broader aim of creating continuity of provision for these young people. I echo this from our experience of working with these young people. A separate Key Stage 3 centre is not appropriate. These young people must have scope for continuity of provision and corresponding continuity of personnel.

Through the proposed closure of the Centre, the school gains additional space to meet its needs. Its 3 small teaching classrooms will facilitate the small special needs teaching classes we have in the school. This is a much better facility for this purpose. The office in the Inclusion Centre will provide the school with much needed office space. The school will gain back additional toilet facilities for the current 1,009 young people in the main school.

Cabinet members are very welcome to visit the school prior to making its final decision, should a visual understanding of the issues support this. The Chair of Governors and I will be pleased to personally show any member of cabinet the facilities I have described and the associated issues.

**Mrs. L.J.Perry, Headteacher**  
**Newbridge School**  
**February 2017**

## Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

*The Chief Education Officer  
Learning, Education and Inclusion Services  
Penallta House,  
Tredomen,  
Ystrad Mynach,  
Caerphilly CF82 7PG  
or by e-mail to [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk)*

## The Proposal

The proposal is to close the Key Stage3 Specialist Resource Base at Newbridge School

1. Do you agree with the proposal? (Please tick one of the options below)

- Yes   
No   
Not sure

Please let us know the reasons for your choice

- **See response attached**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

- **See response attached**

3. Please indicate who you are (e.g. parent of a pupil at Newbridge School, governor at Newbridge School, member of staff etc.)

- **Headteacher**

4. Name (optional)

**Thank you for taking the time to complete this questionnaire**

*Please forward completed questionnaires to the above address no later than 5 pm on the 7<sup>th</sup> March 2017.*



## The Closure of Newbridge Inclusion Centre Governing Body Consultation Response



The Governing Body of Newbridge School has sought the closure of the Inclusion Centre for all the reasons specified in the consultation document. The views of the school and Governing Body are inherent in the document.

It should be noted the Governing Body first made this request to the Local Authority as long ago as December 2015. The needs associated with the request are therefore longstanding.

The school has an urgent and pressing need for additional classroom space, administrative space and pupil toilets.

We cannot continue to have any teachers who have to walk around the school using the occasional spare room in which to work, as we do now. This is not conducive to effective teaching or learning. Freeing up the Inclusion Centre space for the main school will create additional space for the smaller classes that work in the main school. This will in turn facilitate more teaching space in the main school for larger, examination classes once the smaller classes have been able to move into that space.

The school runs extensive small group work for literacy and numeracy. Two of these groups work in a space that doubles up as a staff room and one working space has been created out of a storage area off a classroom. These are unacceptable working conditions for both staff and pupils.

The school has a pressing lack of administrative and office space. Mr. Hopkins, recently retired Assistant Director has provided detailed information in this regard and in comparison to other local schools of similar size, such as Blackwood and Islwyn High School, Newbridge has a significant lack of administrative space. Most recently, a part of the school library has been taken over to create a temporary office. This is not an acceptable long term solution. The Inclusion Centre houses a much needed additional office that will support the work of the main school.

The school requires much needed, additional toilet facilities. The Inclusion Unit houses much needed toilet facilities that the main school cannot access until the Inclusion Centre is closed.

It must be noted that all the spaces taken up by the Inclusion Centre were originally part of the whole school's facilities. The housing of the Inclusion Centre was manageable when the school roll was less than it is now and will continue to be. The Inclusion Centre was first adopted by the school over twenty years ago, when its roll was around a much smaller 600 pupils in the main school.

The Inclusion Centre itself lacks the space conducive to the social, emotional and behavioural needs of the pupils who are based there and is significantly and seriously overstretched. As a result the Local Authority agreed a temporary reduction in its numbers in 2015.

The numbers have never returned to full capacity because it is clear the centre is no longer feasible either for the school or as the Local Authority's provision for these learners. The consultation clearly states the Local Authority is already developing a different sort of provision for these young people in order to meet their needs and to provide them with a better experience of educational continuity, conducive to their needs. Newbridge School Governing Body welcomes and fully supports this.

These factors are all central to the decision made by the Governing Body when it sought closure of the Inclusion Centre in December 2015.

In summary, the school is currently pressed for space on a daily basis across a broad spectrum of its operation and staff and pupils, in both main school and Inclusion Centre; operate in conditions that are not sufficient to be conducive to learning or wellbeing. Governors urge that the serious and pressing nature of teaching, administrative and toilet space for the main school is taken note of by the Caerphilly County Borough Cabinet in making its final decision, alongside recognising in its decision making the needs of young people in the Local Authority who have social, emotional and behaviour difficulties who also require appropriate facilities.

Members of the cabinet are welcome to meet with Governors and visit the school to understand first hand these issues, should this be helpful in finalising decisions.

**Newbridge School Governing Body  
February 2017**

## Questionnaire

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

*The Chief Education Officer  
Learning, Education and Inclusion Services  
Penallta House,  
Tredomen,  
Ystrad Mynach,  
Caerphilly CF82 7PG  
or by e-mail to [schoolconsultation@caerphilly.gov.uk](mailto:schoolconsultation@caerphilly.gov.uk)*

## The Proposal

The proposal is to close the Key Stage3 Specialist Resource Base at Newbridge School

1. Do you agree with the proposal? (Please tick one of the options below)

- Yes   
No   
Not sure

Please let us know the reasons for your choice

- **See response attached**

2. Please state any additional views or points which you would like to be taken into account (attach additional sheets if necessary)

- **See response attached**

3. Please indicate who you are (e.g. parent of a pupil at Newbridge School, governor at Newbridge School, member of staff etc.)

- **Governing Body**

4. Name (optional)

**Thank you for taking the time to complete this questionnaire**

*Please forward completed questionnaires to the above address no later than 5 pm on the 7<sup>th</sup> March 2017.*

## **Estyn response to the proposal by Caerphilly County Borough Council to close the specialist resources base for pupils with behavioural, emotional and social difficulties at Newbridge School.**

This report has been prepared by Her Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

### **Introduction**

This is a consultation proposal from Caerphilly County Borough Council. The proposal is to:

- Close the key stage 3 specialist resource base for children with behavioural, emotional and social difficulties, in Newbridge School from 31st August 2017.

### **Summary/Conclusion**

The proposer has provided a clear rationale for its proposal to close the specialist resource base in Newbridge School.

Most aspects of the proposal receive appropriate consideration and the proposer makes sound arguments to demonstrate how the closure would result in improved provision both for pupils attending the specialist resource base and those attending the mainstream school. For example, it outlines clearly how the proposal would result in an improved learning environment for mainstream pupils. In addition, the proposer argues effectively that the current provision lacks continuity as pupils attending the base are required to move to other provision at the end of key stage 3 and that this is disruptive to their education. However, the proposer does not consider adequately the standards being achieved by pupils attending the base currently and the effect of the closure on these in the event of the proposal being successful.

Overall, as a result of the improvement to the learning environment for mainstream pupils and the potential improved continuity of provision for pupils with behavioural, emotional and social difficulties, it is Estyn's opinion that the proposal is likely to at least maintain the present standards of provision in this area.

### **Description and benefits**

The proposer has provided a clear rationale for the proposal. The proposer appears to centre its argument for the closure of the base on the view that the current provision is cramped, confined and no longer fit for purpose. Furthermore, the proposer asserts that the current key stage 3 based provision leads to a disruption to pupils' learning as they move to new provision at the start of Year 10. The proposer argues that pupils will have developed trusting, working



relationships with teachers and support staff and the cessation of these at the end of key stage 3 is detrimental to pupils' wellbeing and educational progress. The proposal aligns with the local authority's wider plans to develop more cohesive and streamlined provision for pupils with behavioural, emotional and social difficulties from Foundation Phase to key stage 4.

The proposer considers appropriately the rise in pupil numbers for the mainstream school over the last six years and the recent decline in the number on roll for the specialist resource base. It identifies that the mainstream school is currently oversubscribed and that the proposal will assist in addressing issues associated with this. It argues that the closure of the base will provide additional space for the mainstream school to improve its provision for pupils with additional learning needs, address the need for increased toilet facilities and provide additional staff room space for teaching assistants. The proposer identifies that the specialist resources base contains a significant number of surplus places.

The proposer acknowledges appropriately the disadvantages to its proposal when compared with the existing arrangements. It acknowledges the lack of choice for parents of pupils with significant behavioural, emotional and social difficulties. Furthermore, it identifies the potential for the separation of pupils from their communities if they are required to attend out of county provision and the additional cost for the local authority that this would entail.

The proposer outlines appropriate and sufficient measures to mitigate risks associated with the closure of the resource base. These include extending the provision at the Learning Centre Pupil Referral Unit at Glan y Nant to accommodate pupils in key stage 4 and the provision of an additional learning pathway centre by the end of the 2016-17 academic year. The proposer identifies clearly how funding previously allocated to the running of the base will be retained to fund enhanced provision at alternative centres within the local authority or, where necessary, fund placements with external providers. Overall, the identification of risks and counter measures seem fair and balanced.

The proposer considers appropriately the impact of the changes of travel arrangements for learners. It reasonably anticipates that pupils will not be required to travel further distances as a result of the proposals.

### **Educational aspects of the proposal**

The proposer provides a concise and clear outline of the current standards achieved by pupils attending the mainstream school in key stage 3. However, it does not provide an analysis of outcomes for pupils attending the specialist resource base or indicate how the proposals may affect outcomes for these pupils in the future.

The proposer makes useful reference to the school's most recent Estyn inspection report which indicates that the quality of provision within the specialist resource base is good. It has sufficiently considered the impact of the proposal on the support for pupils with behavioural, emotional and social difficulties and provides an appropriate rationale for how their needs will continue to be met. The proposer considers the current standard of leadership and management at the school and reflects its national categorisation as a yellow school. However, the proposer does not reflect fully the findings of its most recent Estyn inspection report, which indicated that leadership and the school's capacity to improve were both adequate.

The proposer has carried out a Community Impact Assessment that gauges the proposal's effect on issues such as community safety, public transport and the mainstream school's engagement in community activities. However, the proposal does not consider its impact on a range of groups including those with disabilities, those from various ethnic backgrounds or differing genders. Similarly, the proposer does not outline sufficiently how any disruption to pupils would be minimised should the proposal be successful.

## Appendix 3

### Newbridge School Community and Equality Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of our decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help us to consider the impact of Council decisions and policies within and between communities more generally. The Community Impact Assessment process will ensure that our decision making process is robust and impacts on all communities within Caerphilly ensuring that they are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community that we serve.

#### **1. Information on the proportion of pupils from the catchment area that attend the school**

The proportion of children from the catchment area that attend Newbridge School is 57.42%

#### **2. Information on the proportion of pupils from outside the catchment area that attend the school**

The proportion of children from outside the catchment area that attend Newbridge School is 19.51% (Children who live in Caerphilly but out of Newbridge School catchment), 23.07% (Children who live out of county)

#### **3. Current facilities and /or services offered by Newbridge School**

##### **The following after school clubs are provided all year round**

- A range of sporting activities take place after school on Newbridge School's sports pitches, AstroTurf and netball courts

#### **4. If accommodation, facilities or services are provided by a school where would they be provided in event of a school closure?**

Closure of the SRB at Newbridge School would have no impact on any facilities or services provided by the school

#### **5. Whether other facilities available in the immediate local or wider community will or could be enhanced in event of a school closure**

Closure of the SRB at Newbridge School would have no impact on any facilities or services provided by the school so it will not be necessary to enhance other facilities in the local or wider community.

#### **6. Information about the facilities and services provided at any alternative school**

Closure of the SRB at Newbridge School does not necessitate the use of facilities and services at any alternative school.

#### **7. Information about the distance and travelling times involved in attending an alternative school of the same language category.**

Of the nine pupils on roll at the Inclusion Centre, the distance and travelling times to the new alternative settings for five pupils are less than the distance or travelling times to Newbridge School. For one pupil the distance travelled is less (15.1 miles compared to 19.6 miles) but the time travelled is marginally greater (35 minutes compared to 31 minutes). For two pupils the distance and travelling times to the new alternative settings are more than the distance or travelling times to Newbridge School. For Pupil A the distance travelled increases from 9.3 miles to 14.8 miles and the time travelled increases from 20 minutes to 35 minutes. For Pupil B the distance travelled increases from 7.5 miles to 13.3 miles and the time travelled increases from 16 minutes to 28 minutes.

**8. How parents and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils, and particularly any less advantaged pupils will be helped to participate in after school activities.**

Closure of the SRB at Newbridge School would have no impact on pupil engagement as pupils in the school will continue to benefit from facilities offered there.

**9. Information about any wider implications the changes would have on public transport provisions**

The proposal is not expected to have any significant implications for public transport provision in the area.

**10. Information on wider community safety issues.**

No significant safety issues are anticipated

***Equality Impact Assessment is also undertaken in conjunction with and as part of the Community Impact Assessment and examines the potential equality implications of Council proposals.***

***The following are known as the "protected characteristics" in the Equality Act 2010 and are the groups that need to be considered: age; disability; gender; Marriage and Civil partnership; Pregnancy and maternity; race; religion and belief; and sexual orientation.***

Given the nature of this proposal, many of the above groups will not be impacted and this can be demonstrated by responding to the following questions.

**1) Is the proposal likely to damage, or improve, relations between any particular groups or between the Council and those groups?**

The proposal to close the SRB at Newbridge School will not have a negative impact on relations between any particular groups or between the Council and these groups. Children with disabilities who live in the catchment for Newbridge School or who attend the school through parental choice will continue to be treated equally and with respect.

**2) Are there any other community concerns or risks to communities that potentially arise, or are addressed, from the proposal?**

There are no concerns or risks associated with this proposal.

**3) Is the proposal likely to diminish, or improve positive attitudes towards different groups or restrict broader participation in public life?**

Pupils attending the SRB have relatively limited inclusion into the mainstream environment at Newbridge School. The proposal provides pupils with the opportunity to access provision more suited to their needs, which will promote their broader participation in public life

**4) Will the understanding of issues of race, disability, gender, social inclusion/community, Welsh language, ethnicity, age, religion or sexual orientation be promoted or damaged?**

The closure of the SRB will mean that a group of young people with behavioural, emotional and social difficulties no longer attend Newbridge School. However Newbridge School has 16 pupils with statements of special educational needs on roll with a range of special

educational needs plus 87 pupils at School Action plus and 30 at School Action . The understanding of issues around disability and social inclusion will continue to be promoted in Newbridge School through their SEN and Inclusion Policies.

**5) Is the proposal likely to have a negative or positive impact upon groups with 'protected characteristics'?**

The proposal is likely to neither a positive or negative impact on groups of children protected characteristics. .

**6) Is consultation required with any of the groups listed?**

No consultation is required with the group listed other than the opportunity all groups will have to respond the formal consultation process. An Educational Psychologist and Behaviour Support Officer have facilitated individual meetings with the young people attending the SRB and their parents/ carers.



## CABINET – 12TH APRIL 2017

**SUBJECT: ANNUAL EQUALITIES REPORT 2015-2016**

**REPORT BY: CORPORATE DIRECTOR, SOCIAL SERVICES**

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### 1. PURPOSE OF REPORT

- 1.1 To inform Cabinet of the progress made during the financial year 2015/2016 against targets in the Council's current Strategic Equality Plan, and for Cabinet to approve for submission to the Equalities and Human Rights Commission and publication online.

### 2. SUMMARY

- 2.1 The Council has a statutory duty to produce an annual monitoring report on Equalities issues under current legislation. The requirements are very detailed as to what relevant information must be included in the annual monitoring and improvement report (attached in full as an appendix).
- 2.2 The amount of information presented is therefore in order to ensure that the regulatory body involved (the Equalities and Human Rights Commission) are provided with full evidence of the Council's compliance and commitment to those statutory duties.

### 3. LINKS TO STRATEGY

- 3.1 Equalities issues are crosscutting themes of the Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 and impact on every council policy, function and procedure, covering those aimed at the public and internal policies covering the Council's staff members. The report contributes to the following Well-being Goals:
- A more equal Wales
  - A Wales of cohesive communities
  - A Wales of vibrant culture and thriving Welsh language
- 3.2 There are also a number of national Welsh Government strategies or regulations that the Council's Equalities work links to; "**Getting On Together**" (the All Wales Community Cohesion Strategy); "**Travelling to a Better Future**" - the Welsh Government's Gypsy and Traveller Framework for Action and Delivery Plan; and various aspects of Planning, Licensing and Building regulations.

### 4. THE REPORT

- 4.1 Under the Public Sector Equality Duty in Wales, an annual report on the Strategic Equality Plan must be published anytime during the 12 months after the end of the financial year that is covered by that report.

- 4.2 Appended to this report is the Annual Equalities Report for 2015-16.
- 4.3 In summary however, the following performance information should be noted covering the financial year in question:
- **89** reports, policies and proposals were impact assessed or had consultation comments provided for them.
  - **£200,000** of funding was used to upgrade properties across the county borough, which included -
    - 2 Caerphilly CBC corporate buildings
    - 2 Countryside locations
    - 3 community centres
    - 1 community education centre
    - 8 libraries
    - 3 leisure centres
    - 12 schools
    - 1 tourism site
  - The Winding House became Wales' first dementia friendly reminiscence centre, with all the staff being 'Dementia Friends' working with the Alzheimer's Society and Caerphilly 50+ Forum to tailor exhibitions and create new displays.
  - **2,268** course places were taken up and 95 courses were arranged across a range of Equalities and Welsh Language awareness courses, including staff from Blaenau Gwent CBC and Newport City Council under Service Level Agreements.

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

- 5.1 This report contributes to the Well-being Goals as set out in the Links to Strategy above in particular the responsibility placed on public bodies to contribute to a more equal Wales, a Wales of cohesive communities and a Wales of vibrant culture and thriving Welsh language. The report reflects that the authority has involved people with an interest in the well-being of the area, including groups representing residents with protected characteristics. We have collaborated through the Disability Access Group with the aim to ensure that we recognise the issues facing certain groups and to prevent them being unable to access our services in an equal way. Through our annual business planning processes and self-evaluation, service areas have considered equalities implications and the ability of our residents to have their needs met.

## **6. EQUALITIES IMPLICATIONS**

- 6.1 A full Equalities assessment and consultation was undertaken on the Strategic Equality Plan when being developed, therefore no full assessment has been made on this annual report. The report itself is an assessment of achievements made by the Council under the plan.

## **7. FINANCIAL IMPLICATIONS**

- 7.1 There are no direct financial implications to this report as the annual report covers work already undertaken in the previous financial year.

## **8. PERSONNEL IMPLICATIONS**

- 8.1 There are no personnel implications to this report, although this continues to be reviewed as the work specified in the Strategic Equality Plan progresses.

## 9. CONSULTATIONS

- 9.1 The report is based on data gathered across the service areas on implementing the Strategic Equality Plan during 2015/2016. A number of the officers shown at the end of this report were consultees, therefore contributed specific reporting information for different sections in the full annual report.
- 9.2 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

## 10. RECOMMENDATIONS

- 10.1 It is recommended that Cabinet note the content of this annual report and endorse the submission of this information to the Equality and Human Rights Commission and for publication in the internet.

## 11. REASONS FOR THE RECOMMENDATIONS

- 11.1 By gathering all the required information together into this report from the Council's service areas and from partnership working, and then publishing them, the Council is ensuring that it complies with its statutory duties under current Equalities legislation.
- 11.2 More importantly, the report also evidences the amount of positive work and good practice the Council is achieving to benefit those individuals and groups who fall under one or more of the protected characteristics and wider Equalities issues.

## 12. STATUTORY POWER

- 12.1 Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011  
Well-being of Future Generations Act (Wales) 2015  
Human Rights Act 1998  
Local Government (Wales) Measure 2011

Author: Anwen Rees, Senior Policy Officer (Equalities and Welsh Language)  
Ext.: 4404 [reesma@caerphilly.gov.uk](mailto:reesma@caerphilly.gov.uk)

Consultees: Cllr Barbara Jones (Deputy Leader and Cabinet Member for Corporate Services)  
Cllr James Pritchard (Members Equalities Champion)  
David Street (Corporate Director Social Services)  
Robert Hartshorn (Head of Public Protection)  
Gail Williams (Interim Head of Legal Service / Monitoring Officer)  
Kathryn Peters (Corporate Policy Manager)  
Ros Roberts (Performance Manager)  
Lynne Donovan (Acing Head of Human Resources and Organisational Development)  
Shaun Watkins and Susan Christopher (Human Resources)  
David Roberts (Principal Group Accountant)  
Simon Dixon (Disability Access Officer, Corporate Property)  
Lyndon Samuel (Regional School Liaison Coordinator – Gwent Police)

**General consultation also undertaken with Equalities Officers from:-**  
Merthyr CBC, Torfaen CBC, Blaenau Gwent CBC, Rhondda Cynon Taf CBC,  
Newport CC, Monmouthshire CC.

Background Papers:

Strategic Equality Plan 2012-2016

Equalities and Welsh Language Objectives and Action Plan 2012-2016

Various Guidance Documents

(These are available electronically for information on the relevant pages at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities))

Appendices:

Appendix 1      Annual Equalities Report 2015-2016



# Caerphilly County Borough Council Strategic Equality Plan

## Annual Monitoring and Improvement Report 2015 - 2016

This Council recognises that people have different needs, requirements and goals and we will work 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.

We will also work to create equal access for everyone to our services, regardless of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh, BSL or other language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Published 13<sup>th</sup> April 2017

A greener place  
Man gwyrdach



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## Introduction

Mainstreaming of Equalities work continued during 2015-2016 and this latest annual report not only contains the usual statistical data on staffing issues and complaints, but has an increased focus on case study examples where this mainstreaming and integration work can be seen to be put into practice.

The Council has also continued to work in partnership with organisations from the public, health, voluntary and private sectors and continues to be creative and innovative in delivering against its statutory duties. Caerphilly CBC undertook Equalities and Welsh language training, and Welsh language translation services, for 4 partner organisations under formal service level agreements.

A great deal of the Council's Equalities related information is already published in greater detail on the Equalities pages of the Council's website, available at:- [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).

The Council remains committed to ensuring that everyone within the county borough of Caerphilly is treated with equal respect and that their individual circumstances are not a barrier to them receiving the services they need from the Council or its partners.

In order for this Equalities Annual Report to be properly considered, it was taken through an internal endorsement process via the Corporate Management Team and then Cabinet on the 12<sup>th</sup> April 2017.

The annual report will then be submitted to the Equality and Human Rights Commission's Office by 30<sup>th</sup> April 2017.

The reports are also available to download in pdf format on the Council's website at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).

**Keith Reynolds**  
**Council Leader**  
**Caerphilly County Borough Council**

**Chris Burns**  
**Interim Chief Executive**  
**Caerphilly County Borough Council**

**This report is available in Welsh, and in other languages or formats on request.**  
**Mae'r adroddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd neu fformatau eraill ar gais.**

# 1. Equality Impact Assessments

## Overview of the increased effectiveness of the EIA process within the Council during 2015-2016

Equality Impact Assessments (EIAs) covering Equalities and Welsh Language issues are undertaken on corporate policies and this progress began full implementation in February 2012, from when all council reports were required to contain an Equalities Implications heading.

As EIAs were a requirement of the **Strategic Equality Plan 2012** and the **Welsh Language Scheme 2012**, the Council has an integrated assessment form to ensure a consistent approach.

General guidance for staff is available on the Equalities and Welsh Language intranet Portal, in the following document:



### 2015-2016 Data

In 2015-2016 a total of **89** reports, policies and savings proposals were impact assessed or had consultation comments provided for them during the financial year, though many did not have any significant or direct implications due to the subject matter and so did not require a full impact assessment.

The Guidance document was re-circulated during 2014 to raise awareness of the help available but in December 2014, the EIA form was updated to include an introductory page covering the basics and a new question added, based on work undertaken by Rhondda Cynon Taf CBC - around mitigating factors that

would help explain the context of some decisions and offset any potential negative impacts.

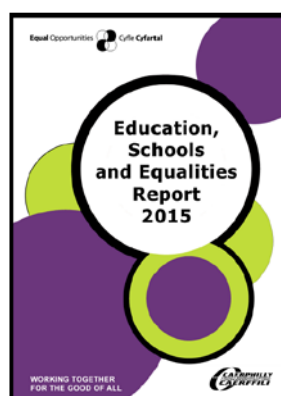
Impact assessments are part of a sequence of events that have to happen in order to fully embed Equalities and Welsh Language issues and so the Equalities Consultation and Monitoring Guidance document was also updated in order to reinforce the practice that proper and full consultation with groups and individuals representing the various protected characteristics helps make the EIA process that much more robust and straightforward.

The guidance document will be updated further in the new Strategic Equality Plan 2016-2020 and the Equalities and Welsh Language Objectives and Action Plan 2016-2020. Both the Plan and the Action Plan will be available on the Council's website and made available to staff on the Equalities and Welsh Language Portal with the Equalities Implications in Committee Reports Guidance as a supporting document.

## 2. Discriminatory Bullying in Schools

We reported last year that since 2012, Caerphilly county borough council has worked with schools to develop better monitoring and better support for pupils and teachers in dealing with homophobic bullying. The most recent report on this work around all forms of discriminatory bullying was published in January 2015 and can be found online at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).

Update reports on discriminatory bullying are also presented to elected members through the Education for Life Scrutiny Committee, and to the Community Cohesion Forum as part of the reporting on all hate crime and incidents in the county borough.



Developing discriminatory bullying monitoring to cover 10 areas of pupil identity including homophobic bullying has meant that the Council now has recorded data on homophobic incidents in schools.

Since the pilot term in 2012, there are now four full academic years' worth of data to be able to identify patterns, trends and target support at any schools where there seems to be ongoing problems. From the current academic year onwards, the categories will be expanded to include biphobic bullying.

A target in the Strategic Equality Plan 2012 is to reflect better monitoring and identification of the incidents, therefore when the number of incidents being recorded increases doesn't necessarily mean the situation is getting worse but could simply be that there is better understanding of what discriminatory bullying is and when is appropriate to record.

For any data collected and reports published, anonymised totals are always used, with only examples of good practice by individual schools, or those that have had bespoke training being specifically named at any time.

Data is collected and reported in various ways to help identify trends, to target support and show that the Council and schools are complying with legal duties around these issues.

Discriminatory bullying is a matter of concern for every local authority, however this report helps demonstrate that Caerphilly county borough council and its partners are actively monitoring the situation and tackling the issues by working with partners to make positive progress each year.

There are 97 education establishments that provide monitoring data to the Directorate of Education and the summary of the reported homophobic data across the 13 school terms is shown in the following table;

Academic Year	No. of Incidents Recorded per Term		
	Autumn Term	Spring Term	Summer (pilot) Term
2011-2012			7
2012-2013	2	1	2
2013-2014	3	5	1
2014-2015	7	12	8
2015-2016	12	5	10

The positive work undertaken by Caerphilly CBC received publicity with an article appearing in Fyne Times. Fyne Times is a national publication covering LGBT issues and the article highlighted the work the Council had done around homophobic bullying in Education, see [Appendix A](#).

During the academic year, 1000 students from Pontllanfraith Comprehensive School attended specific training when the school dedicated a day to focus on equalities issues for the second year in succession. With the assistance from the Council's Equalities and Welsh Language Team and local training providers, the courses listed below were delivered by organisations such as, Victim Support, Disability CanDo and Race Equality First.

In addition, 28 members of staff from Risca Primary School attended Equalities Awareness Training to ensure staff had the knowledge and understanding of equalities issues within a school setting. This training was delivered by the Council's Equalities and Welsh Language Team.

The training figures are illustrated in the following table;

<b>Course Title</b>	<b>No. of Staff</b>	<b>No. of Students</b>
Cultural Awareness	0	344
Disability Awareness	0	320
Equalities Awareness	28	0
Hate Crime Awareness	0	336
<b>Totals</b>	<b>28</b>	<b>1000</b>

This academic year also saw Gwent Police, through the All Wales School Liaison Programme deliver a large number of lessons in respect, bullying and diversity issues across primary and secondary schools in the county borough:-

#### **Primary school deliveries**

<b>Lesson Title</b>	<b>Number of Deliveries</b>	<b>Pupil Contacts</b>
Respect - Right and Wrong	47	1107
Bullying - Sticks and Stones	76	1800
Cyberbullying – Be Cyber Safe	59	1431
Bullying – Picture This	30	714
<b>Total(s)</b>	<b>212</b>	<b>5052</b>

#### **Secondary School deliveries**

<b>Lesson Title</b>	<b>Number of Deliveries</b>	<b>Pupil Contacts</b>
Bullying – Breaking the Cycle	14	346
Bullying / domestic abuse – Hidden Hurt	65	1339
Diversity – Cultural Diversity and Save Me	51	1128
Respect / Bullying / Sexual Consent – No Means No	58	1297
<b>Total(s)</b>	<b>188</b>	<b>4110</b>

Support materials for all these lessons for both teachers and pupils can be found on [www.schoolbeat.org](http://www.schoolbeat.org).



### 3. Physical Access

#### **The Disability Access Work Programme**

The Council's Corporate Property Services Division continues to deliver improvements to make public buildings accessible for all via the Disability Access Work Programme. Each year a programme of work is arranged to update and improve the physical access capacity of a range of Council-owned buildings.

During 2015-2016, £50,000 of capital funding and £150,000 of revenue funding was used to upgrade properties across the county borough.

These included:

- 2 Caerphilly CBC corporate buildings
- 2 countryside locations
- 3 community centres
- 1 community education centres
- 8 libraries
- 3 leisure centres
- 12 schools
- 1 tourism site

The Council's Disability Access Group continues to meet regularly to discuss the wide range of issues faced by people with disabilities, including housing, highways, access issues and any complaints that have been made.

Chaired by the Head of Service for Performance and Property, it includes representatives from a number of Council service areas, partner organisations and the voluntary sector to ensure that there is a cross-sector forum to take forwards the issues faced by so many residents of Caerphilly county borough.

## 4. Tailoring the Services

The following examples show how Council service areas have tailored their day-to-day work to suit the requirements and needs of individual service users - all are excellent examples of putting Equalities related principles to practical use for the benefit of people in the county borough.

### a) **The Winding House – Dementia Friendly Reminiscence Centre**

The Winding House in New Tredegar is set to become Wales' first dementia friendly 'reminiscence centre', offering a variety of activities throughout the museum.

All staff at the Winding House are now also 'Dementia Friends' and are working with the Alzheimer's Society and Caerphilly 50+ Positive Action to tailor their exhibitions and create new displays that encourage reminiscence – so that carers, relatives and those living with dementia are all able to enjoy the museum.

A regular feature will be a reminiscence pop up 'room', evoking key places and periods of the past, such as the local pub or a 1950s living room with lots of hands-on activities for people to engage with. The Winding House will also add to these rooms a display of local items from the museum's collection to give the pod a local twist.

For more information, please visit [www.windinghouse.co.uk](http://www.windinghouse.co.uk) or call 01443 822 666.



## b) Welsh Language Standards

From the end of March, new legislation covering Welsh language service provision to members of the public will come into force.

This legislation will see 176 different standards in place, which detail how organisations are expected to use the Welsh language in different situations, how the Welsh language should not be treated any less favourably than English, and to promote and facilitate the use of the Welsh language.

The Council has worked with the Welsh Language Commissioner's Office to ensure that the standards imposed in this area are reasonable, proportionate and fit-for-purpose. From April, more information will be available at [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk).

## c) Pride Cymru 2015 – Proud Councils

Caerphilly Council along with 5 other local authorities namely Rhondda Cynon Taf, Blaenau Gwent, Swansea, Carmarthenshire and Torfaen joined forces to consult with Pride goers, so they could have their say on what the six local authorities need to consider when delivering services, to help improve lives of local LGBT residents across South and West Wales.



**d) Llancaiach Fawr Manor – Accessibility Improved**

The impressive works to develop the interior of Llancaiach Fawr Manor to provide a more accurate representation of life in the mid-17th Century are nearing completion. The works, which have been carried out with funding from the Heritage Lottery Fund, CADW and Caerphilly County Borough Council, have been carried out to the highest standard to create a high quality conservation project of national importance.

Wrought iron handrails have been installed, and a platform lift to the upper two floors has been built. The improvement works now mean that the vast majority of the house is now accessible to wheelchair users. The final element of the works will be the furnishing of the attics, and this will be completed in the coming weeks. The Friends of Llancaiach Fawr have fundraised to provide all the servants beds, bedding and basic furniture with generous support from the Ystrad Mynach Quilters, The Ashley Family Foundation and their own events and donations.

Wheelchair users – please contact Llancaiach Fawr for the latest information on access prior to visiting. For more information on Llancaiach Fawr, please visit [www.llancaiachfawr.co.uk](http://www.llancaiachfawr.co.uk).

**e) Caerphilly 50+ Forum Launch New Website**

The Caerphilly 50+ Forum have recently launched a brand new website, aimed at providing advice and information to older community members about community groups and support available across Caerphilly county borough.

The brand new website [www.caerphillyover50.co.uk](http://www.caerphillyover50.co.uk) provides a diverse range of information, including details on finance and benefits, transport and mobility, health and wellbeing and fitness and leisure – as well as information on how residents can get involved in activities taking place across the county borough.

Information on how to do this can be found at [www.caerphillyover50.co.uk](http://www.caerphillyover50.co.uk) or by calling 01443 864277. The Caerphilly 50+ Forum is also on Facebook & Twitter. Follow them on Twitter [@50plus\\_AgeWell](https://twitter.com/50plus_AgeWell) or on Facebook by searching 'Caerphilly over 50'.

## 5. The Training Programme

### Overview of the academic year 2015-2016 and the partnership working through Service Level Agreements.

Providing Equalities and Welsh Language courses are statutory duties under relevant legislation and the Council publishes a full Equalities and Welsh Language Training Report annually (based on academic year information) to demonstrate our commitment and progress.

The 2014-2015 report is the most recent and is online on the dedicated Training page at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).



In total, **2,268** course places were taken up across the range of Equalities and Welsh Language awareness courses provided. Courses included Dementia Awareness, Cultural Awareness, Welsh Language Awareness and Human Trafficking Awareness to name only a few.

May 2015 the Urdd National Eisteddfod came to Llancaiach Fawr, Nelson, Caerphilly. The Eisteddfod was there for a whole week attracting tens of thousands of visitors and competitors to the county borough of Caerphilly. A key area of work therefore was to ensure staff had basic knowledge of the Welsh language at visitor attractions namely Llancaiach Fawr and Blackwood Miners Institute. A training programme was put in place for staff working at these venues. See **Appendix B** for relevant news article.

Since April 2013, Caerphilly CBC has provided Blaenau Gwent county borough council with Equalities and Welsh language training. This was set-up under a Service Level Agreement and in February 2015, Newport city council also joined the partnership agreement.

## 6. Diversity in the Workplace

### Improvements to the CCBC Payroll Data

As shown in greater detail in [Appendix C](#), further efforts were made to increase the numbers of those recorded on the *iTrent* payroll system and this has again delivered improved results for 2015-2016. Below are examples in two categories where clear improvements in the data recorded have been made over the last three years.

#### i) Religion and Belief

Religion or Belief (Corporate Totals)	31/03/14	31/03/15	31/03/16
Buddhist	2	2	2
Christian (All Denominations)	470	736	881
Hindu	2	3	1
Jewish	1	2	2
Muslim	1	2	1
Humanist	0	1	2
Sikh	1	1	1
No Religion	454	742	933
Undisclosed / Not Specified	8,603	7,705	7,010
Unwilling to Declare	N/A	96	85
Other	9	15	21
<b>Authority Total</b>	<b>9,543</b>	<b>9,305</b>	<b>8,939</b>

#### ii) Sexual Orientation

Sexual Orientation (Corporate Totals)	31/03/14	31/03/15	31/03/16
Bisexual	5	8	8
Gay	10	19	26
Heterosexual	961	1,523	1,829
Lesbian	8	10	14
Other	2	12	19
Undisclosed	8,411	7,587	6,909
Unwilling to Declare	142	146	134
<b>Authority Total</b>	<b>9,539</b>	<b>9,305</b>	<b>8,939</b>

## 7. Staff Guidance

### Creating new CCBC Guidance Documents in line with legislation

#### a) Procurement and Commissioning Guidance 2016



This guidance document was produced to provide initial information and guidance to staff on where Equalities and Welsh Language matters must be considered when preparing Council contracts or commissioning documents for third parties, in order for them to tender and deliver goods or services on our behalf.

It explains how the Council can corporately, or at a service area level, comply with the requirements of the Public Sector Equality Duty and Welsh Language Standards at different stages of the procurement and commissioning cycle.

The guidance document outlines the background and legislation, in particular the new Welsh Language Standards which have 6 standards (Standards 75, 76, 77, 77A, 79 and 80), which relate specifically to the tendering process of a body that awards contracts. It also includes a table of practical examples of where some or all aspects of Equalities or Welsh Language duties are currently considered. The table is intended to provide staff members with a guide to show where the connections are, if any, between the legislation covered by this guidance and third party work currently being undertaken on the Council's behalf.

The updated guidance can be found on the Council's website at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities) and on the intranet Portal for Council staff members and elected members.

## b) Equalities and Welsh Language Complaints Guidance 2016



The Equalities and Welsh Language Complaints Guidance 2016 has been produced to provide additional support for staff members who, when dealing with a complaint, find that it involves allegations of discrimination, or possibly brings wider aspects of Equalities and Welsh Language legislation and duties in to the complaint resolution.

The guidance is used in conjunction with Caerphilly CBC's Corporate Complaints Policy, Education and Social Services Complaints Procedures and all Human Resources guidance around the code of conduct of staff.

Included in the guidance is the Equalities and Welsh Language legislation, namely the Equality Act 2010 – Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Welsh Language (Wales) Measure 2011 – Welsh Language Standards (No. 1) Regulations 2015.

The guidance covers what Caerphilly CBC's practices are in relation to dealing with complaints which allege discrimination, complaints around Welsh language service provision and complaints submitted in Welsh. The guidance also includes the complaints process along with suggested standard paragraphs and wording that can be used when responding to Stage 1 or Stage 2 Complaints, but also how to deal with a complainant who remains dissatisfied.

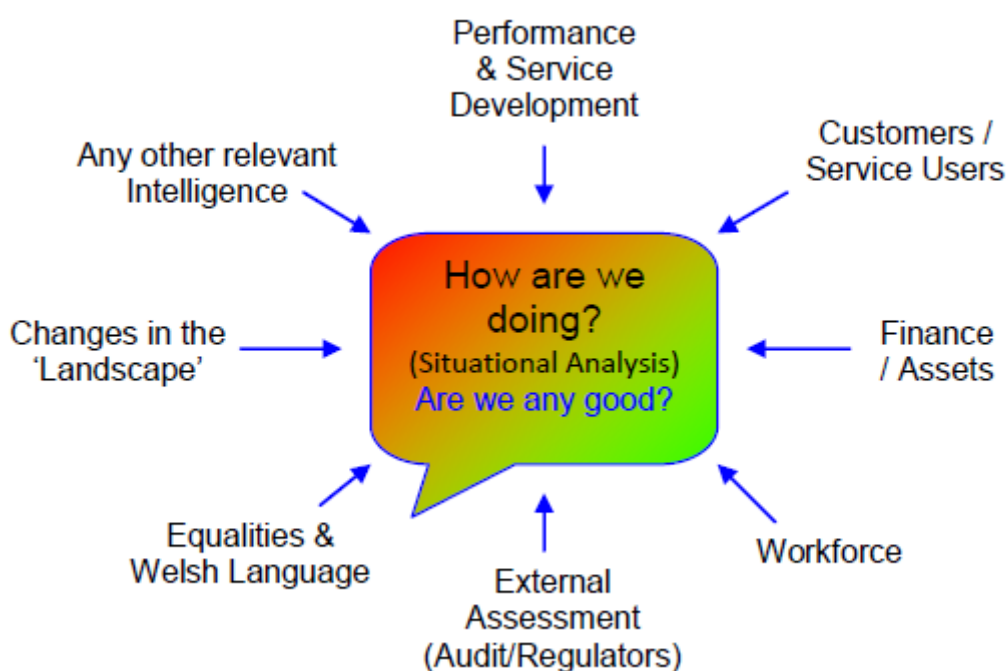
This guidance document can be found on the Council's website at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities) and on the intranet Portal for Council staff members and elected members.



## 8. Service Area Self-Evaluation

### An update on changes in how the Council's service areas look at their own performance in terms of Equalities and Welsh Language

Since 2014, the Service Planning processes within the Council have been continuously reviewed to enhance its focus, emphasis and importance of periodically assessing levels of service delivery, response times and quality of service (Service Self-Evaluation), to include a range of data and intelligence to evaluate a service area's work and to draw a conclusion as to how effective that service is. For example, our current self-evaluation model includes, as a minimum, the following categories:



The Local Government (Wales) Measure 2009, part 1-advises that each authority must 'assess' itself and then publish to the public how it has performed, with general duties to:

- Make arrangements to secure continuous improvements, having regard to; strategic effectiveness, service quality, service availability, fairness, sustainability, efficiency and innovation.

Whilst current legislation and guidance is clear in what should be considered, it is not restricted or prescriptive as to how the Council should undertake its self-evaluation.

The Auditor General for Wales has stated that;

“He wishes to see public services developing their own abilities to constructively evaluate their services, placing less reliance on the Regulatory bodies”.

This can only be successful within an environment where, self-evaluation is timely, honest, reliable, factual, consistent, shared and available for challenge.

Service self-evaluation should be as objective as possible, with some subjective analysis to support and determine the intelligence and knowledge gained from the exercise, enabling all findings to be put into meaningful context.

Self-evaluation should be based on evidence that should be readily available in the event of challenges.

A sample of Self-evaluation responses received from departments regarding Equalities and Welsh Language Assessment are shown in **Appendix D** of this report.

## 9. Complaints Data

### **An analysis of the complaints received during 2015 - 2016 and an overview of the improved reporting and recording systems**

Section 4 of the **Strategic Equality Plan 2012** defines what is considered a complaint in terms of Equalities and Welsh language issues.

This is in order to maintain consistency of approach when dealing with any complaint of this nature as the Council operates an integrated Equalities and Welsh Language service.

#### ***v) Complaints***

- 4.9 A complaint can be defined as a situation where a member of the public, or a group, is not satisfied with the standard of a service, or the action or lack of action by the Council or a member of staff.
- 4.10 All complaints will be dealt with in accordance with the corporate Complaints policy, but with the added need for translation of all incoming and outgoing correspondence on the matter, in line with the **Welsh Language Translation Guidance** and any other relevant translation, design or format issue.
- 4.11 Complaints will be fully monitored by Equalities category and in which language or format they were initially made.
- 4.12 Complaints can be made in writing, by telephone or via email to the Council's dedicated email address [complaints@caerphilly.gov.uk](mailto:complaints@caerphilly.gov.uk).
- 4.13 Further guidance can be found in the **Equalities and Welsh Language Complaints Guidance** document.

Equalities and Welsh language complaints data forms part of the quarterly reporting to the Audit Committee as part of the Corporate Complaints process where appropriate, and the Senior Policy Officer (Equalities and Welsh Language) is also now part of the corporate Learning From Complaints Group that meets quarterly to discuss specific and cross-cutting complaints.

Corporate complaints are those that are due to failure of process or failure to operate Council policy correctly. These are complaints that could ultimately be forwarded to the Public Services Ombudsman or Welsh Language Commissioner for example. Code of conduct issues around staff behaviour or attitude are dealt with via internal HR processes.

Equalities and Welsh Language complaints are however something of a hybrid, in that a failure of process may be as a result of the attitudes or opinions of a staff member towards a particular group for example.

During 2015-2016, there were **43** instances recorded with 35 of these being classed corporately as service requests. However, **8** of those were categorised as complaints - **1** Welsh Language complaint and **7** Equalities related complaints.

The following table provides a summary of the service requests and the complaints received, though the full detail of each has been removed for this report to maintain the anonymity of those making the complaint.


**Table 9.1 - Complaints by Equalities Strand  
(following the categories listed in the CCBC Strategic Equality Plan)**

<b>STRAND</b>	<b>NUMBER OF COMPLAINTS</b>	<b>NUMBER OF SERVICE REQUESTS</b>
General / Unspecified	0	0
Age	0	0
Disability	5	7
Gypsy and Traveller	0	0
Human Rights	0	0
Linguistic Skills	1	0
Marital Status	0	0
Nationality	0	0
Pregnancy and Maternity	0	0
Race	1	1
Religion or Belief	0	1
Sex (Gender)	0	0
Sexual Orientation	0	0
Gender Reassignment / Transgender	0	1
Welsh Language	1	25
<b>TOTALS</b>	<b>8</b>	<b>35</b>

# APPENDIX A

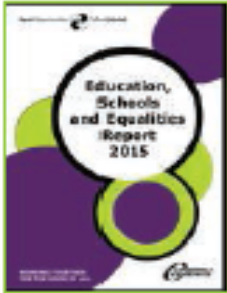
## FYNE TIMES ARTICLE ON CAERPHILLY COUNTY BOROUGH COUNCIL'S DISCRIMINATORY BULLYING WORK

A greener place  
Man gwyrddach



### Tackling Homophobic Bullying in Schools

As we reported last year, since 2012, Caerphilly county borough council has worked with schools to develop better monitoring and better support for pupils and teachers in dealing with homophobic bullying. The most recent report on this work around all forms of discriminatory bullying was published in January 2015 and can be found online at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).



Update reports on discriminatory bullying are also presented to elected members through the Education for Life Scrutiny Committee, and to the Community Cohesion Forum as part of the reporting on all hate crime and incidents in the county borough.

Developing discriminatory bullying monitoring to cover 10 areas of pupil identity including

homophobic bullying has meant that the Council now has recorded data on homophobic incidents in schools.

Since the trial term in 2012, there are now three full academic years' worth of data to be able to identify patterns, trends and target support at any schools where there seems to be ongoing problems. From the current academic year onwards,

the categories will be expanded to include biphobic bullying.

There are 97 education establishments that provide monitoring data to the Directorate of Education and the summary of the reported homophobic data across the 10 school terms is shown in the following table; the latest academic year is highlighted.

Summer Term 2012 (pilot term)	Autumn Term 2012	Spring Term 2013	Summer Term 2013	Autumn Term 2013	Spring Term 2014	Summer Term 2014	Autumn Term 2014	Spring Term 2015	Summer Term 2015
7	2	1	2	3	5	1	7	12	8

Since the report in 2013, the Council began providing training sessions in schools using the "Homophobia: Let's Tackle It" educational resource, delivered by Show Racism the Red Card. The last academic year's data shows a rise in the number of reported incidents to

27 across the 3 terms, the highest number recorded so far in one school year.

It would be heartening to believe that the increase in numbers is due to better recording and better awareness in schools and that this jump in reports has come about due to the training

the partners provided the year before, rather than there being more incidents occurring.

There is always more work to do of course, but the Council is pleased that our ongoing efforts to tackle homophobic bullying and raise awareness of the issues continues to show progress.

[www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities) or [www.caerphilly.gov.uk/cydraddoldeb](http://www.caerphilly.gov.uk/cydraddoldeb)

# Staff learning Welsh ready for Eisteddfod

STAFF at Llancaiach Fawr have been learning Welsh, in preparation for the Caerphilly and District Urdd National Eisteddfod which will be held at the site later this year.

The majority of staff at the historical site are non-Welsh speakers but in September some of the staff started a Welsh evening course at the Welsh for Adults Gwent Centre, inspired to learn by the Eisteddfod visit.

Diane Walker, manager at Llancaiach Fawr, said: "There are three of us from Llancaiach Fawr that started on our six-year journey to become fluent Welsh speakers in September - even though I was brought up in England, my mother is a Welsh speaker from Abergele and I always wanted to learn the language. Twenty more of the staff will be starting a taster course at the end of February so that they will know basic Welsh to welcome the Urdd visitors to our historical site."

**By Rob Owen**

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Twitter @ArgusROwen

Built in the early sixteenth century, Llancaiach Fawr was named as one of the top ten most haunted buildings in Britain in a recent poll.

Ms Walker added: "We very much look forward to welcoming the Eisteddfod to Llancaiach Fawr at the end of May and to seeing our grounds transformed. The manor house will be a part of the Maes and to enable us to be fully prepared I've been discussing with staff at Llanerchaeron, the 18th century estate that housed the Eisteddfod in 2010, how it will work practically."

Anwen Rees, Caerphilly council's equalities training and promotion officer, said: "We have offered an additional

entry level course this September following a rise in demand for Welsh lessons in the area.

"It's great that the staff at Llancaiach Fawr are eager to learn Welsh and I'm also aware that members of Blackwood Miners' Institute are keen to learn Welsh ready for the Eisteddfod.

"The Eisteddfod visit is a great opportunity for us to promote and encourage local people to learn Welsh and the will and enthusiasm to learn is evident. We will start the taster course with Llancaiach Fawr staff in February, teaching them simple sentences but also the history of the Welsh language. Our hope is that the staff on the entry level 1 course this year will move on to entry level 2 in September."

If you would like details of Welsh lessons in the Caerphilly area, visit [www.welshforadults.org](http://www.welshforadults.org). For details of the Urdd eisteddfod, visit [urdd.cymru/eisteddfod](http://urdd.cymru/eisteddfod).

## APPENDIX C - CCBC Payroll Data Summary

The following information is high-level data of what the *iTrent* payroll system holds as at 31<sup>st</sup> March 2016 regarding the Caerphilly CBC workforce profile, in terms of protected characteristics and language ability of staff.

Both the Strategic Equality Plan and Welsh Language Scheme require recording of this information and by comparing those figures available at 31<sup>st</sup> March 2014 and 2015 with those at 31<sup>st</sup> March 2016 (and bearing in mind that relatively little external recruitment is being done) the increase in the numbers recorded has to be due to improved data-recording and data cleansing of existing staff records.

The **Unwilling to Declare** option was added to the payroll data across each category as an option during this financial year, as it had not been an option for every protected characteristic previously.

- Gender, Ethnicity and Disability data is shown by Directorate.
- Religion or Belief and Sexual Orientation data is currently shown by Corporate totals only. Data has again improved during the last financial year.
- Nationality has been included for the first time, by Corporate totals.
- Language Ability is available by Service Area but the data is provided here as Corporate totals for information.
- The numbers in all categories now also show Undisclosed and Unwilling To Declare, reducing the number of empty fields in the system and providing a more accurate staff overview.
- Other information categories within *iTrent* (i.e. certain ethnicities, languages, religions etc.) have not been presented as they are currently showing zero records.

Gender by Directorate	Male	Female	Undisclosed
Corporate Services and Chief Executive	224	345	0
Communities Directorate	1,215	1,051	0
Education & Lifelong Learning Directorate	808	3,702	0
Social Services Directorate	256	1,911	0
<b>Authority Total</b>	<b>2,503</b>	<b>7,009</b>	<b>0</b>

Disability by Directorate	Disability Recorded	Undisclosed	Unwilling to declare
Corporate Services and Chief Executive	17	111	4
Communities Directorate	61	9	2
Education & Lifelong Learning Directorate	60	387	3
Social Services Directorate	57	123	0
<b>Authority Total</b>	<b>195</b>	<b>588</b>	<b>9</b>

<b>Ethnicity by Directorate</b>	<b>White</b>	<b>BME</b>	<b>Undisclosed</b>	<b>Unwilling to declare</b>
Corporate Services and Chief Executive	555	7	6	1
Communities Directorate	2,135	12	117	2
Education & Lifelong Learning Directorate	4,113	31	364	2
Social Services Directorate	2,075	29	63	0
<b>Authority Total</b>	<b>8,878</b>	<b>79</b>	<b>550</b>	<b>5</b>

<b>Religion or Belief (Corporate Totals)</b>	<b>Numbers</b>
Buddhist	2
Christian (All Denominations)	881
Hindu	1
Jewish	2
Muslim	1
Humanist	2
Sikh	1
No Religion	933
Undisclosed	7,010
Unwilling to Declare	85
Other	21
<b>Authority Total</b>	<b>8,939</b>

<b>Sexual Orientation (Corporate Totals)</b>	<b>Numbers</b>
Bisexual	8
Gay	26
Heterosexual	1,829
Lesbian	14
Other	19
Undisclosed	6,909
Unwilling to Declare	134
<b>Authority Total</b>	<b>8,939</b>



<b>Nationality (Corporate Totals)</b>	<b>Numbers</b>
British (Not Channel Islands or IOM)	631
English	52
Northern Irish	4
Welsh	1,522
Scottish	5
Cornish	1
Other	25
Undisclosed	6,694
Unwilling to Declare	5
<b>Total</b>	<b>8,939</b>

<b>Language Ability (Other than English) (Corporate Totals)</b>	<b>Numbers</b>
Arabic	1
Braille	14
Breton	1
BSL (British Sign Language)	67
Croatian	1
Dutch	1
French	58
German	26
Greek	1
Hebrew	1
Hindi	2
Hungarian	1
Italian	8
Kurdish	1
Makaton Sign Language	1
Malayalam	2
Nepali	1
Romanian	3
Russian	1
Serbian	1
Spanish	19
Tamil	1
Turkish	2
Welsh	453
<b>(No staff total is recorded as some staff speak more than two languages)</b>	

# APPENDIX D - EXTRACT FROM CAERPHILLY COUNTY BOROUGH COUNCIL'S SERVICE AREA SELF-EVALUATION RESPONSES 2015-2016

## CORPORATE FINANCE - SELF-EVALUATION 2015-16

### 6. Equalities and Welsh Language Assessment

This aim of this section is to provide an assessment of how Equalities and Welsh Language considerations impact on your service area's plans, or how your work impacts on different groups in the community.

#### 6a) What does the Equalities and Welsh Language evidence say about our service?

##### Council Tax & NNDR

All Council Tax and business rate demands, adjustment and exemption notices are fully bilingual. Other documentation clearly states that it is available in other languages or formats

Some staff have attended Welsh speaking classes and have some understanding of Welsh. Furthermore, some staff have attended equalities training, such as British Sign Language and Hate Crime.

Equality Impact Assessments are undertaken prior to any major changes in service delivery, e.g. the 2016/17 agreed saving arising from the increase in court fees for non-payment of Council Tax and business rates.

##### Housing Benefits

Key documentation is available in English and Welsh. Any ad-hoc requests for correspondence in Welsh are sent to the Translation Team.

##### Income Section

- Bilingual Sundry Debtor invoices are issued.
- Car Parking Excess Notice tickets are bilingual.
- Social Services debts are handled separately to other debt, as they can be of a sensitive nature, so officers meet on a regular basis to discuss individual cases and appropriate action to be taken.
- The automated payment line is available in Welsh, as is the online payment service.
- No complaints have been received in relation to Equalities or the Welsh Language.

## **Internal Audit**

The Internal Audit Team complies with all corporate policies but Equalities and Welsh Language issues have limited relevance to the work of the team on a day-to-day basis. However, if a service area such as a school was to request an audit report in Welsh arrangements would be made to meet this request via the corporate translation service. Despite delaying the report it this would not directly affect the content or quality of the audit product. The service would not currently be able to attend a governors meeting to discuss such a report as there are no Welsh speakers in the Team. However, a member of staff is currently being supported to learn Welsh.

## **Environment Finance**

As an internal support service there are limited direct implications in relation to Equalities & Welsh Language in the day-to-day services provided by the team. However, the Finance Team does have a trained Welsh speaker as who is available to support and assist with any Welsh Language issues that may need addressing.

## **Education Finance**

Opportunities are provided to staff by the Authority to attend Welsh Language, Basic Sign Language and Hearing Impaired Courses.

## **Social Services Finance**

A number of staff in the Social Services Finance Team have received specific training in respect of equalities issues.

There is only one staff member in the team that has identified themselves as a Welsh speaker but there is no evidence to suggest that this limited capacity should be a cause for concern.

The team has developed a number of guidelines/codes of practice and information gathering forms in recent years that have yet to be produced in the Welsh Language.

## **Corporate Accountancy**

Opportunities are provided to staff by the Authority to attend Welsh Language, Basic Sign Language and Hearing Impaired Courses.

## **General**

Corporate Finance undertakes the lead role in co-ordinating Equality Impact Assessments for MTFP savings proposals across all Directorates that may have an impact on service users and/or the public.

## 6b) What can be concluded about performance of Equalities and Welsh Language Assessment at this point in time?

Corporate Finance aims to meet Equalities and Welsh Language requirements relevant to the service area. However, many of the services provided in Corporate Finance are in-house support services and are therefore inward looking in their nature. However, where services are provided to the public arrangements are in place to ensure that key documentation is available in both English and Welsh, and alternative formats.

Staff have been encouraged to undertake Welsh Language, Basic Sign Language & Hearing Impaired Courses etc. Attendance on such courses will continue to be encouraged in the future.

All reports prepared by Corporate Finance reflect equalities implications and advice is sought from the Authority's Senior Policy Officer (Equalities & Welsh Language) when required. As we move forward further savings proposals will be developed and it will be important to ensure that Equality Impact Assessments are completed where proposals impact on service users and/or the public. Corporate Finance will continue to take a lead co-ordinating role in this area.

From 2016/17 the Council will have a statutory duty to comply with the new Welsh Language Standards under the Welsh Language (Wales) Measure 2011. Corporate Finance will need to fully understand how these Standards will impact on the day-to-day activities undertaken across all Teams.

The conclusion for the 'Equalities & Welsh Language Assessment' for Corporate Finance is **Adequate** – Strengths outweigh areas for improvement.

The following service priority will be incorporated into the 2016/17 Corporate Finance Service Plan: -

Identify and address any outstanding actions for Corporate Finance in relation to the Welsh Language Standards compliance notice.

### **6. Equalities and Welsh Language Assessment**

This aim of this section is to provide an assessment of how Equalities and Welsh Language considerations impact on your service area's plans, or how your work impacts on different groups in the community.

#### **6a) What does the Equalities and Welsh Language evidence say about our service?**

Across the service public information is available in Welsh as well as English and other languages/ mediums generally are available on request. Food Standards advice for takeaways translated into Hindi, Urdu, Bengali, Kurdish, Turkish, Polish, Italian, Informal Mandarin and Welsh. New Food Information Regulation guidance has been produced by Trading Standards for the Wales Heads of Trading Standards (WHOTS) and is currently being translated in a similar range of languages for dissemination to business across Wales.

The Registration service have Welsh speakers available for all aspects of the service; a BSL support officer for hearing or speech impaired people and hire foreign language interpreters where necessary. Citizenship ceremonies welcome new citizens. The service provides for all religious and cultural requirements, for example: Gender recognition register allows registration of "acquired" sex giving transgendered people new legal status and gender.

Birth registration for children of same sex partnerships and the Marriage (Same Sex Couples) Act enabled same-sex couples to get married in both civil and religious ceremonies and couples who had previously entered into civil partnerships to convert their relationship into a marriage. Religious or humanist blessings, urgent cultural death registration.

Emergency Planning team have a "Faith Communities in Care Centres" document covering faith and culture issues to consider by the emergency services during incidents.

Equalities impacts are considered when devising new policies or amending existing ones. Examples for 15/16 include Licensing Act and Gambling Policies, Scrap Metal Dealers Suitability Policy and a wide range of policies affecting the "taxi" trade. All reports to Cabinet, Scrutiny and Council are assessed for equalities implications. Equality Impact Assessments were completed for the various elements of savings proposals in the Medium Term Financial Plan.

The Public Protection Enforcement Policy was updated in 2015 in line with the Regulators Code and BRDO toolkit. A variety of external organisations, local businesses, stakeholders, trade bodies and enforcement agencies were consulted on its content. Translators utilised where required in investigation interviews and on inspections

Some officers have been trained to conduct social surveys with Travelling communities.

As part of the IIP process in Catering Services we developed Core Values for the organisation that specifically include equalities as one main attributes of a typical member of the workforce are depicted in the anagram HEART which stands for

Honesty  
Equalities  
Approachable  
Respect  
Teamwork

The service is a member of the Community Cohesion Forum which is chaired by the Community Safety Manager. The work of the CCF is primarily concerned with the National Delivery Framework for Community Cohesion the strands of which cover Hate Crime, Modern Slavery, Gypsy and Traveller Communities, Immigration, Communities First, Policy Development. The CCF also has oversight of PREVENT/CHANNEL and the legal duties placed on members to prevent vulnerable people being drawn into terrorism.

The Victims Problem Solving Group reviews all hate crime cases that have been reported to Gwent Police in the preceding month. It draws heavily in membership from the Victim Support as third party reporting specialists, Umbrella Gwent (LGBT support) and Race Equality First.

Direct support is provided to members of the community subject to hate crime via the Community Safety Wardens Service who have, for example provided increased patrols and reassurance visits. The Partnership Team also support the ASB multi agency processes which consider hate crime in assessing the action to be taken against perpetrators coming into the final stages of the processes.

The Community Safety Unit runs the PREVENT/CHANNEL activities on behalf of the authority including facilitating training on WRAP (Workshop to raise awareness of PREVENT the government's anti-extremist programme).

The Partnership Team administer the Community Trigger process under the Anti-social Behaviour, Crime and Policing Act 2014. With a trigger level for hate crime set at one incident where the victim feels that agencies did not deal with the case appropriately.

#### **6b) What can be concluded about performance of Equalities and Welsh Language Assessment at this point in time?**

The evidence supports that the service is: **Good** - Many strengths and no important areas requiring significant improvement.

We have identified a need to review our approach to monitoring service users and will need to consider the resources available to strengthening this as appropriate.

Within Catering Services we struggle to attract male employees to our service. We are promoting catering vacancies on the authority's social media sites such as Facebook.

## ENGINEERING SERVICES - SELF-EVALUATION 2015–16

### **6. Equalities and Welsh Language Assessment**

This aim of this section is to provide an assessment of how Equalities and Welsh Language considerations impact on your service area's plans, or how your work impacts on different groups in the community.

#### **6a) What does the Equalities and Welsh Language evidence say about our service?**

##### **ENGINEERING PROJECTS GROUP**

- There is awareness across the group of Equality and Welsh language issues and officers are familiar with the Council's policies, protocols and procedures in this respect. The group is not public facing and has little input into the development of plans, strategies or other operational policies.
- The only interface with the public is through contract work and in this respect all designs are DDA compliant, all documentation satisfies the requirement for contractors employed by the Council with regards to Equalities and the Welsh language.

##### **HIGHWAY OPERATIONS GROUP**

This section draws in processes and resources from varied background, which can be summarised as follows:

EIA exercise for all MTFP proposals that have undergone scrutiny

Passport Scheme – giving the unemployed a chance to work within a dynamic work environment – with the possibility of extended work-placements and permanent positions

DDA – allows for access to Council Offices and opens up vacancies to the disabled

Council website is in Welsh and English

SR/ Complaints systems are accessible via an number of direct (phone/ help-desk, e-mail, internet) and indirect (Councillors/ Politicians) channels

##### **TRANSPORATION ENGINEERING GROUP**

There is greater awareness across the group of equality and Welsh language issues. Some staff have undergone specific areas of training. All public facing services have been reviewed to ensure the requirements of the Welsh Language Act are being adhered to and that public information/events comply with the Council's policies, protocol and procedures.

All plans, strategies, operational policies and MTFP proposals undergo an EIA screening and, where appropriate, complete a full Equality Impact Assessment.

Recent examples are input to the LDP review and MTFP proposals.

## **6b) What can be concluded about performance of Equalities and Welsh Language Assessment at this point in time?**

### **ENGINEERING PROJECTS GROUP**

- 1) **Main challenges facing the service and its delivery in regards to Equalities and Welsh language?**
    - Being aware of current legislative requirements and changes in this respect.
  - 2) **Key service improvements that are needed? Or reductions to services?**
    - Ensure effective and easy access to support services specialising in these areas.
  - 3) **Actions to address the above.**
    - Consult on all aspects of project design and delivery which have both equalities and Welsh language impacts.
  - 4) **The service's main risks or main risks in securing changes?**
    - Documenting reasons for non-compliance. No requirements to escalate to Directorate level at present.
- Do any of the identified risks require to be escalated to a Directorate or whole authority level?**
- No requirements to escalate to Directorate level at present.

Overall performance good - many strengths and no important areas requiring significant improvement.

### **HIGHWAY OPERATIONS GROUP**

- 1) Are the main challenges facing the service and its delivery?
  - The cost of resource commitment for Welsh translation services
  - The cost of resources required to monitor and update equalities legislation
  - The formulation and facilitation of schemes that will allow for opportunities within the Council for the disabled and disadvantaged
  - Sourcing funding for schemes to allow for the increased access into the Council, both physically and via the employment route – so as not to discourage applications from the disadvantaged.
- 2) Are the key service contractions/improvements/enhancements that are needed?
  - To regularly review and enhance accessibility into Council Service sites
  - To dedicate an equalities review stage to all procedures (both actual and proposed)
  - To collectively bid for grants and allowances for equalities services



- 3) Actions will deliver those key service contractions/improvements/enhancements?
- To review current processes and assess their compatibility with equalities and Welsh language policies – HOG Manager and Team Leaders review existing processes on an annual basis with Equalities
  - To source grants and allowances for equalities and Welsh language and assess their relevance to services provided by Engineering policies – HOG Manager and Team seek funding from Equalities
  - To review and assess the current scheme designs to ensure that they are compliant with equalities policies and legislation –Team Leaders include a equalities compliance review within each design stage in coordination with EPG and Equalities
  - To ensure there is an equalities review stage incorporated into policies and potential policies – HOG Manager and Team Leaders review existing processes on an annual basis with Equalities
- 4) Are the main risks and challenges to the organisation and services in securing those changes? Do any of the identified risks require to be escalated to a Directorate or whole authority level? If yes, please ensure these are discussed with your Director and transferred to the Corporate and Directorate Risk Register via the Corporate Performance Management Unit.
- The non-compliance with current and emerging legislation and regulations
  - The potential for legal claims to be made if non-adherence to equalities legislation and regulations proven
  - Isolating part of the community from the services provided by Engineering
  - Seeing equalities as a non-essential stage of the processes and procedures – and then being overlooked/ ignored

Can be concluded about the performance of the service?

The council have made a good start with accessibility to Highways Services; enquiries can be made via phone, Councillor, e-mail, help-desk etc. Also there is an intrinsic equalities stage to the processing of procedures and policies, with a design stage that considers accessibility issues before they are finalised. This is an on-going and improving picture, which will be assisted by regular reviews of current policy

### **TRANSPORTATION ENGINEERING GROUP**

Main challenges facing the service and its delivery in regards to Equalities and Welsh language? None.

- Key service improvements that are needed? Or reductions to service? None.
- Actions to address the above. N/A
- The services Main risks or main risks in securing changes? None
- Do any of the identified risks require to be escalated to a Directorate or whole authority level? N/A

All requirements are being adequately met and there are no concerns at this time.

# Cynllun Strategol Cydraddoldeb Cyngor Bwrdeistref Sirol Caerffili

## Adroddiad Monitro a Gwelliant Blynyddol 2015 - 2016

Mae'r Cyngor hwn yn cydnabod bod gan bobl anghenion, gofynion ac amcanion gwahanol a byddwn yn gweithio'n weithredol yn erbyn pob math o wahaniaethu drwy hybu cysylltiadau da, a pharch at ein gilydd yn ein holl gymunedau, trigolion, aelodau etholedig, ymgeiswyr am swyddi a'n gweithlu, a rhyngddynt.

Byddwn hefyd yn gweithio i greu mynediad cyfartal i bawb i'n gwasanaethau, beth bynnag fo'u tarddiad ethnig, rhyw, oed, statws priodasol, cyfeiriadedd rhywiol, anabledd, ailbennu rhywedd, crefydd a chred neu ddi-gred, defnydd o'r Gymraeg, iaith Arwyddion Prydain neu unrhyw iaith arall, cenedl, cyfrifoldeb am bobl ddibynnol neu unrhyw reswm arall na all gael ei gyfiawnhau.

Cyhoeddwyd 13<sup>eg</sup> Ebrill 2017

A greener place  
Man gwyrddach



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## Cyflwyniad

Parhaodd y gwaith o briff-ffrydio gwaith Cydraddoldeb yn ystod 2015-2016 ac mae'r adroddiad blynyddol diweddaraf yma, nid yn unig yn cynnwys y data ystadegol arferol ar faterion staffio a chwynion, ond mae mwy o ffocws ar enghreifftiau o astudiaethau achos lle gall prif ffrydio ac integreiddio'r gwaith hwn gael ei weld yn cael ei roi ar waith.

Mae'r Cyngor hefyd wedi parhau i weithio mewn partneriaeth â sefydliadau o'r sectorau cyhoeddus, iechyd, gwirfoddol a phreifat, ac mae'n parhau i fod yn greadigol ac yn arloesol wrth gyflawni yn erbyn ei ddyletswyddau statudol. Mae Cyngor Bwrdeistref Sirol Caerffili wedi ymgymryd â hyfforddiant Cydraddoldeb a'r Gymraeg, a gwasanaethau cyfieithu Cymraeg, am 4 o sefydliad partner dan gytundebau lefel gwasanaeth ffurfiol.

Mae llawer iawn o wybodaeth y Cyngor yn ymwneud â Chydraddoldeb eisoes yn cael ei gyhoeddi yn fwy manwl ar dudalennau Cydraddoldeb gwefan y Cyngor, ar gael drwy:- [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb).

Mae'r Cyngor yn parhau i fod yn ymrwymedig i sicrhau bod pawb o fewn bwrdeistref sirol Caerffili yn cael ei drin gyda pharch cyfartal ac nid yw eu hamgylchiadau unigol yn rhwystr iddynt hwy rhag derbyn y gwasanaethau sydd eu hangen gan y Cyngor neu ei bartneriaid.

Er mwyn i'r Adroddiad Cydraddoldeb Blynyddol hwn gael ei ystyried yn iawn, cafodd ei gymryd drwy'r broses gymeradwyo mewnol drwy'r Tîm Rheoli Corfforaethol ac yna i'r Cabinet ar 12<sup>fed</sup> Ebrill 2017.

Yna caiff yr adroddiad blynyddol ei gyflwyno i Swyddfa'r Comisiwn Cydraddoldeb a Hawliau Dynol erbyn 30<sup>ain</sup> Ebrill 2017.

Mae'r adroddiad ar gael i'w lawr lwytho ar ffurf pdf ar wefan y Cyngor drwy [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb) hefyd.

**Keith Reynolds**  
**Arweinydd y Cyngor**  
**Cyngor Bwrdeistref Sirol Caerffili**

**Chris Burns**  
**Prif Weithredwr Dros Dro**  
**Cyngor Bwrdeistref Sirol Caerffili**

**Mae'r adroddiad hwn ar gael yn Saesneg, ac mewn ieithoedd neu fformatau eraill ar gais.**  
**This report is available in English, and in other languages or formats on request.**

# 1. Aseidiadau Effaith Cydraddoldeb

## Trosolwg o effeithiolrwydd cynyddol y broses AEC o fewn y Cyngor yn ystod 2015-2016

Mae Aseidiadau Effaith Cydraddoldeb (AEC) sy'n ymdrin â materion Cydraddoldeb a'r Gymraeg yn cael eu cynnal ar bolisiau corfforaethol a dechreuodd y cynnydd hwn weithredu'n llawn ym mis Chwefror 2012, o'r adeg pan oedd angen i bob adroddiad y cyngor gynnwys pennawd Goblygiadau Cydraddoldeb.

Gan fod AEC yn un o ofynion y **Cynllun Cydraddoldeb Strategol 2012** a'r **Cynllun Iaith Gymraeg 2012**, mae gan y Cyngor ffurflen asesu integredig er mwyn sicrhau dull cyson.

Mae arweiniad cyffredinol ar Gydraddoldeb ar Gymraeg ar gael ar y porthol ar y fewnwyd ar gyfer staff, yn y ddogfen ganlynol:



### Data 2015 – 2016

Yn 2015-2016 cafodd cyfanswm o **89** o adroddiadau, polisiau a chynigion arbedion eu hasesu ar gyfer eu heffaith neu roedd sylwadau'r ymgynghoriad wedi eu darparu ar eu cyfer yn ystod y flwyddyn ariannol, er nad oedd gan lawer ohonynt unrhyw oblygiadau sylweddol neu uniongyrchol oherwydd y pwnc ac felly nid oedd angen asesiad effaith llawn.

Cafodd y canllaw ei ail-gylchredeg yn ystod 2014 i godi ymwybyddiaeth o'r cymorth sydd ar gael, ond ym mis Rhagfyr 2014, cafodd y ffurflen AEC ei ddiweddarau i gynnwys tudalen rhagarweiniol yn cynnwys y pethau sylfaenol a

chwestiwn newydd wedi'i selio ar waith a wnaed gan Gyngor Bwrdeistref Sirol Rhondda Cynon Taf - o gwmpas ffactorau lliniarol byddai'n helpu i egluro cyddestun rhai penderfyniadau a gwrthbwysu unrhyw effeithiau negyddol posib.

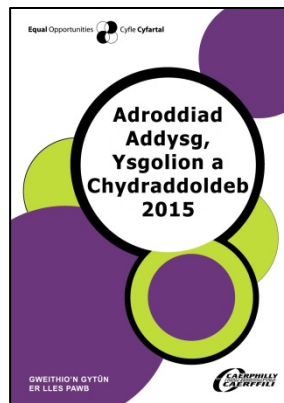
Mae asesiadau effaith yn rhan o gyfres o ddigwyddiadau y mae'n rhaid i ddigwydd er mwyn ymgorffori materion Cydraddoldeb a'r Gymraeg yn llawn ac roedd felly angen diweddarau Canllawiau Ymgynghori a Monitro Cydraddoldeb 2016 hefyd er mwyn atgyfnerthu'r arfer bod ymgynghori priodol a llawn gyda grwpiau ac unigolion sy'n cynrychioli gwahanol nodweddion gwarchoddedig yn helpu i wneud y broses AEC bod llawer mwy cadarn a syml.

Bydd y ddogfen gyfarwyddyd yn cael ei ddiweddarau ymhellach yn y Cynllun Cydraddoldeb Strategol 2016-2020 newydd a'r Cynllun Gweithredu ac Amcanion Cydraddoldeb a'r Gymraeg 2016-2020. Bydd y Cynllun a'r Cynllun Gweithredu i'w gael ar wefan y Cyngor ac ar gael i staff ar borthol Cydraddoldeb a'r Gymraeg gyda'r canllaw Goblygiadau Cydraddoldeb mewn Adroddiadau Pwyllgor fel dogfen ategol.

## 2. Bwlio Gwahaniaethol mewn Ysgolion

Adroddon y llynedd bod ers 2012, mae Cyngor Bwrdeistref Sirol Caerffili wedi gweithio gydag ysgolion i ddatblygu gwell monitro a gwell cefnogaeth i ddisgyblion ac athrawon wrth ymdrin â bwlio homoffobig. Cyhoeddwyd yr adroddiad diweddaraf ar y gwaith hwn am bob math o fwlio gwahaniaethol ym mis Ionawr 2015 a gellir dod o hyd iddo ar-lein drwy: [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb)

Mae adroddiadau sydd wedi eu diweddarau ar fwlio gwahaniaethol hefyd yn cael eu cyflwyno i aelodau etholedig drwy'r Pwyllgor Craffu Addysg am Oes, ac i'r Fforwm Cyd-lyniant Cymunedol fel rhan o'r adroddiad ar holl droseddau a digwyddiadau casineb yn y fwrdeistref sirol.



Mae datblygu monitro bwlio gwahaniaethol i gwmpasu 10 o feysydd o hunaniaeth disgyblion gan gynnwys bwlio homoffobig wedi golygu bod y Cyngor bellach â chofnod data am ddigwyddiadau homoffobig mewn ysgolion.

Ers tymor y peilot yn 2012, mae gwerth pedair blynedd academaidd lawn o ddata i allu adnabod patrymau, tueddiadau a chefnogaeth wedi'i dargedu mewn unrhyw ysgolion lle mae'n ymddangos bod problemau parhaus. O'r flwyddyn academaidd gyfredol ymlaen, bydd y categorïau yn cael eu hehangu i gynnwys bwlio deuffobig hefyd.

Targed yn y Cynllun Cydraddoldeb Strategol 2012 yw adlewyrchu gwell monitro ac adnabod y digwyddiadau, felly pan fydd y nifer o ddigwyddiadau a gofnodwyd yn cynyddu nid yw hyn yn golygu o reidrwydd bod y sefyllfa'n gwaethygu, ond gallai fod, yn syml, bod gwell dealltwriaeth o fwlio gwahaniaethol a phryd mae'n briodol i'w gofnodi.

Bydd unrhyw ddata a gasglwyd ac adroddiadau a gyhoeddwyd, yn defnyddio cyfansymiau di-enw bob amser, gyda dim ond enghreifftiau o arfer da gan ysgolion unigol, neu'r rhai sydd wedi cael hyfforddiant pwrpasol yn cael eu henwi yn benodol ar unrhyw adeg.

Caiff data ei gasglu a'i adrodd mewn ffyrdd amrywiol er mwyn helpu i nodi tueddiadau, i dargedu cymorth a dangos bod y Cyngor a'r ysgolion yn cydymffurfio â'r dyletswyddau cyfreithiol ynglŷn â'r materion hyn.

Mae bwlio gwahaniaethol yn fater o bryder i bob awdurdod lleol, fodd bynnag mae'r adroddiad hwn yn helpu i ddangos bod Cyngor Bwrdeistref Sirol Caerffili a'i bartneriaid yn mynd ati i fonitro'r sefyllfa ac yn mynd i'r afael â'r materion drwy weithio gyda phartneriaid i wneud cynnydd cadarnhaol bob blwyddyn.

Mae 97 o sefydliadau addysg sy'n darparu data monitro i'r Gyfadran Addysg ac mae crynodeb o'r data homoffobig a adroddwyd ar draws yr 13 ysgol yn cael ei ddangos yn y tabl canlynol;

Blwyddyn Academaidd	Nifer o ddigwyddiadau wedi eu recordio bob tymor		
	Tymor yr Hydref	Tymor y Gwanwyn	Tymor yr Haf (peilot)
2011-2012			7
2012-2013	2	1	2
2013-2014	3	5	1
2014-2015	7	12	8
2015-2016	12	5	10

Derbyniodd y gwaith cadarnhaol a wnaed gan Gyngor Bwrdeistref Siro Caerffili gyhoeddusrwydd gydag erthygl a ymddangosodd yn Fyne Times. Mae Fyne Times yn gyhoeddiad cenedlaethol sy'n ymdrin â materion LHDT ac amlygodd yr erthygl y gwaith roedd y Cyngor wedi ei wneud o gwmpas bwlio homoffobig mewn Addysg, gweler [Atodiad A](#).

Yn ystod y flwyddyn academaidd, mynychodd 1000 o fyfyrwyr o Ysgol Gyfun Pontllan-fraith hyfforddiant penodol pan ymroddodd yr ysgol ddiwrnod i ganolbwyntio ar faterion cydraddoldeb am yr ail flwyddyn yn olynol. Gyda chymorth Tîm Cydraddoldeb a'r Gymraeg y Cyngor a darparwyd hyfforddiant lleol, mae'r cyrsiau a restrir trosodd yn cael eu darparu gan sefydliadau megis, Cymorth i Ddiodefwyr, Disability CanDo a Race Equality First.

Yn ychwanegol mynychodd 28 o aelod staff o Ysgol Gynradd Rhisga Hyfforddiant Ymwybyddiaeth Cydraddoldeb i sicrhau bod staff wedi cael y wybodaeth a'r ddealltwriaeth o faterion cydraddoldeb mewn lleoliad ysgol. Cyflwynwyd yr hyfforddiant gan Dîm Cydraddoldeb a'r Gymraeg y Cyngor.



Mae'r ffigyrau hyfforddiant wedi eu dynodi yn y tabl canlynol;

Teitl Cwrs	Nifer o Staff	Nifer o Fyfyrrwyr
Ymwybyddiaeth Ddiwylliannol	0	344
Ymwybyddiaeth Anabledd	0	320
Ymwybyddiaeth Cydraddoldeb	28	0
Ymwybyddiaeth Trosedd Casineb	0	336
<b>Cyfanswm</b>	<b>28</b>	<b>1000</b>

Yn y flwyddyn academiaidd hon hefyd gwelwyd Heddlu Gwent, drwy Raglen Gyswllt Ysgolion Cymru Gyfan yn cyflwyno nifer uchel iawn o wersi mewn materion parch, bwlio ac amrywiaeth ar draws ysgolion cynradd ac uwchradd y fwrdeistref sirol: -

#### Cyflwyniadau ysgolion cynradd

Teitl y Wers	Nifer o Gyflwyniadau	Cysylltiadau Disgyblion
Parch – Right and Wrong	47	1107
Bwlio - Sticks and Stones	76	1800
Seiberfwlio – Be Cyber Safe	59	1431
Bwlio - Picture This	30	714
<b>Cyfanswm</b>	<b>212</b>	<b>5052</b>

#### Cyflwyniadau Ysgolion Uwchradd

Teitl y Wers	Nifer o Gyflwyniadau	Cysylltiadau Disgyblion
Bwlio – Breaking the Cycle	14	346
Bwlio - cam-drin domestig – Hidden Hurt	65	1339
Amrywiaeth – Cultural Diversity Save Me	51	1128
Parch / Bwlio / Caniatâd Rhywiol – No Means No	58	1297
<b>Cyfanswm</b>	<b>188</b>	<b>4110</b>

Mae deunyddiau cymorth ar gyfer yr holl wersi hyn ar gyfer athrawon a disgyblion i'w cael ar [www.schoolbeat.org](http://www.schoolbeat.org).

### 3. Mynediad Corfforol

#### Rhaglen Waith Hygyrchedd Anabledd

Mae Adran Gwasanaethau Eiddo Corfforaethol y Cyngor yn parhau i ddarparu gwelliannau i wneud adeiladau cyhoeddus yn hygyrch i bawb drwy'r Rhaglen Waith Hygyrchedd Anabledd. Bob blwyddyn mae rhaglen o waith yn cael ei drefnu i ddiweddarau a gwella mynediad corfforol i ystod o adeiladau sy'n eiddo i'r Cyngor.

Yn ystod 2015-2016, cafodd £50,000 o gyllid cyfalaf a £150,000 o gyllid referniw ei ddefnyddio i uwchraddio eiddo ar draws y fwrdeistref sirol.

Mae'r rhain yn cynnwys:

- 2 o adeiladau corfforaethol Cyngor Bwrdeistref Sirol Caerffili
- 2 leoliad cefn gwlad
- 3 canolfan gymunedol
- 1 canolfan addysg gymunedol
- 8 llyfrgell
- 3 canolfan hamdden
- 12 ysgol
- 1 safle twristiaeth

Mae grŵp Hygyrchedd Anabledd y Cyngor yn parhau i gyfarfod yn rheolaidd i drafod ystod eang o faterion sy'n wynebu pobl ag anableddau, gan gynnwys tai, priffyrdd, materion mynediad ac unrhyw gwynion a wnaed.

Wedi ei gadeirio gan Bennaeth Gwasanaeth Perfformiad ac Eiddo, mae'n cynnwys cynrychiolwyr o nifer o feysydd gwasanaeth y Cyngor, sefydliadau partner a'r sector wirfoddol er mwyn sicrhau bod yna fforwm traws-sector i fynd ymlaen â'r materion a wynebir gan gymaint o drigolion bwrdeistref sirol Caerffili.

## 4. Teilwra Gwasanaethau

Mae'r enghreifftiau canlynol yn dangos sut mae meysydd gwasanaeth y Cyngor wedi teilwra'u gwaith dydd i ddydd i weddu i ofynion ac anghenion y defnyddwyr gwasanaeth unigol - y ddau yn enghreifftiau rhagorol o roi egwyddorion Cydraddoldeb i ddefnydd ymarferol ar gyfer budd pobl yn y fwrdeistref sirol.

### a) Y Tŷ Weindio - Canolfan Hel Atgofion Dementia Cyfeillgar

Mae'r Tŷ Weindio yn Nhredegar Newydd ar fin dod yn 'ganolfan hel atgofion' dementia gyntaf Cymru ac mae'n cynnwys ystod o weithgareddau drwy gydol yr amgueddfa.

Mae'r holl staff yn y Tŷ Weindio nawr yn 'Gyfeillion Dementia' ac maent yn gweithio gyda Chymdeithas Alzheimer a Gweithred Bositif 50+ Caerffili i deilwra eu harddangosfeydd gwreiddiol a chreu arddangosfeydd newydd sy'n annog hel atgofion - fel bod gofalwyr, perthnasau a'r rhai sy'n byw gyda dementia i gyd yn gallu mwynhau'r amgueddfa.

Nodwedd reolaidd fydd ystafell 'dros dro' a fydd yn ysgogi hel atgofion allweddol o lefydd ac adegau o'r gorffennol, fel y dafarn leol neu ystafell fyw o'r 1950au gyda llawer o weithgareddau ymarferol i bobl gael ymgysylltu gyda hwy. Bydd y Tŷ Weindio hefyd yn ychwanegu at yr ystafelloedd hyn gyda chasgliad o eitemau lleol o'r amgueddfa i roi naws leol iddynt.

Am wybodaeth bellach, ewch i [www.windinghouse.co.uk](http://www.windinghouse.co.uk) neu ffoniwch 01443 822 666.



## b) Safonau'r Iaith Gymraeg

O ddiwedd mis Mawrth, bydd deddfwriaeth newydd ynghylch darpariaeth gwasanaethau drwy'r Gymraeg ar gyfer aelodau'r cyhoedd yn dod i rym.

Bydd y ddeddfwriaeth yn gweld 176 o Safonau gwahanol yn eu lle, sy'n manylu ar sut ddisgwylir i sefydliadau i ddefnyddio'r Gymraeg mewn gwahanol sefyllfaoedd, sut na ddylai'r Gymraeg gael ei thrin yn llai ffafriol na'r Saesneg, ac i hyrwyddo a hwyluso defnydd y Gymraeg.

Mae'r Cyngor wedi gweithio gyda Swyddfa Comisiynydd y Gymraeg er mwyn sicrhau bod y safonau a osodir yn yr ardal hon yn rhesymol, yn gymesur ac yn addas i'r pwrpas. O fis Ebrill, bydd mwy o wybodaeth ar gael ar [www.caerffili.gov.uk](http://www.caerffili.gov.uk).

## c) Pride Cymru 2015 - Cyngorau Balch

Mae CBS Caerffili ynghyd â 5 awdurdod lleol arall, sef Rhondda Cynon Taf, Blaenau Gwent, Abertawe, Sir Gaerfyrddin a Thorfaen wedi ymuno i ymgynghori â mynychwyr Pride, fel y gallent gael dweud eu dweud am yr hyn mae angen i'r chwe awdurdod lleol eu hystyried wrth gyflwyno gwasanaethau, i helpu gwella bywydau trigolion LHDT lleol ar draws De a Gorllewin Cymru.



## ch) Maenordy Llancaiach Fawr - Gwella Hygyrchedd

Mae'r gwaith trawiadol i ddatblygu y tu mewn i Faenordy Llancaiach Fawr i ddarparu cynrychiolaeth fwy cywir o fywyd yng nghanol y 17eg Ganrif bron wedi'i gwblhau. Mae'r gwaith, sydd wedi cael ei wneud gydag arian gan Gronfa Treftadaeth y Loteri, CADW a Chyngor Bwrdeistref Sirol Caerffili, wedi ei gynnal i'r safon uchaf i greu prosiect cadwraeth o ansawdd uchel o bwysigrwydd cenedlaethol.

Mae rheiliau llaw haearn wedi cael eu gosod, a lifft platfform i'r ddau lawr uchaf wedi cael eu hadeiladu. Mae'r gwaith gwella yn awr yn golygu bod y mwyafrif helaeth o'r tŷ yn hygyrch i ddefnyddwyr cadair olwyn. Elfen derfynol y gwaith fydd i ddodrefnu'r atig, a bydd hyn yn cael ei gwblhau yn yr wythnosau nesaf. Mae Cyfeillion Llancaiach Fawr wedi codi arian i ddarparu'r holl welyau'r gweision, dillad gwely a dodrefn sylfaenol gyda chefnogaeth hael gan Gwiltwyr Ystrad Mynach, 'The Ashley Family Foundation' a'u digwyddiadau a'u rhoddion eu hunain.

Rhaid i ddefnyddwyr cadeiriau olwyn – cysylltu â Llancaiach Fawr am wybodaeth ddiweddaraf ar hygyrchedd cyn eu hymweliad. Am fwy o wybodaeth am Lancaiach Fawr, ewch i [www.llancaiachfawr.co.uk](http://www.llancaiachfawr.co.uk).

## d) Fforwm Caerffili 50+ yn lansio gwefan newydd

Yn ddiweddar, mae Fforwm 50+ Caerffili wedi lansio gwefan newydd sbon, gyda'r nod o ddarparu cyngor a gwybodaeth i aelodau'r gymuned hŷn am grwpiau a chefnogaeth gymunedol sydd ar gael ar draws bwrdeistref sirol Caerffili.

Mae'r wefan newydd sbon [www.caerphillyover50.co.uk](http://www.caerphillyover50.co.uk) yn darparu ystod amrywiol o wybodaeth, gan gynnwys gwybodaeth ar gyllid a budd-daliadau, trafndiaeth a symudedd, iechyd a llesiant a ffitrwydd a hamdden - yn ogystal â gwybodaeth ar sut gall drigolion gymryd rhan mewn gweithgareddau sy'n digwydd ar draws y fwrdeistref.

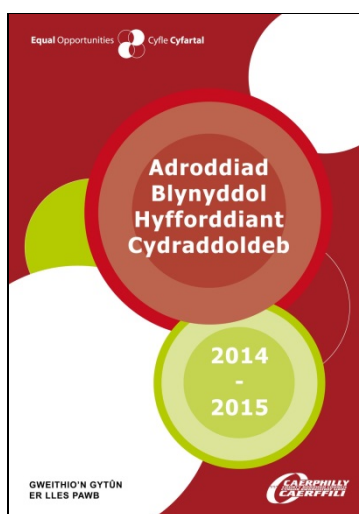
Gellir dod o hyd i wybodaeth ar sut i wneud hyn ar [www.caerphillyover50.co.uk](http://www.caerphillyover50.co.uk) neu drwy ffonio 01443 864277. Mae Fforwm 50+ Caerffili hefyd ar Facebook a Twitter! Dilynwch nhw ar Twitter [@50plus\\_AgeWell](https://twitter.com/50plus_AgeWell) ar Facebook neu drwy chwilio am '[Caerphilly over 50](#)'.

## 5. Y Rhaglen Hyfforddi

### Trosolwg o'r flwyddyn academaidd 2015-2016 a'r gwaith partneriaeth drwy Gytundebau Lefel Gwasanaeth.

Mae darparu cyrsiau Cymraeg a Chydraddoldeb yn ddyletswydd statudol o dan ddeddfwriaeth berthnasol ac mae'r Cyngor yn cyhoeddi Adroddiad Hyfforddiant Iaith Gymraeg a Chydraddoldeb llawn yn flynyddol (ar sail gwybodaeth blwyddyn academaidd) i ddangos ein hymrwymiad a'n cynnydd.

Adroddiad 2014-2015 yw'r fersiwn mwyaf diweddar ac mae ar gael ar-lein ar y dudalen Hyfforddiant pwrpasol drwy [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb).



Yn gyfan gwbl, llanwyd **2,268** o lefydd ar gyrsiau ar draws ystod o gyrsiau ymwybyddiaeth Cydraddoldeb a'r Gymraeg a ddarparwyd. Roedd y cyrsiau yn cynnwys Ymwybyddiaeth Dementia, Ymwybyddiaeth yr Iaith Gymraeg Ymwybyddiaeth Ddiwylliannol, ac Ymwybyddiaeth Masnachu Pobl i enwi ond rhai.

Ym mis Mai 2015 daeth Eisteddfod Genedlaethol yr Urdd i Lancaiach Fawr, Nelson, Caerffili. Roedd yr Eisteddfod yno am wythnos gyfan yn denu degau o filoedd o ymwelwyr a chystadleuwyr i fwrdeistref sirol Caerffili. Un o'r prif feysydd gwaith felly oedd sicrhau bod gan y staff wybodaeth sylfaenol o'r iaith Gymraeg mewn atyniadau ymwelwyr, sef Llancaiach Fawr a Sefydliad y Glowyr Coed Duon. Mae rhaglen hyfforddi wedi ei roi ar waith ar gyfer staff sy'n gweithio yn y lleoliadau hyn. Gweler **Atodiad B** am erthygl newyddion perthnasol.

Ers Ebrill 2013, mae Cyngor Bwrdeistref Sirol Caerffili wedi bod yn darparu hyfforddiant Cydraddoldeb a'r Gymraeg i Gyngor Bwrdeistref Sirol Blaenau Gwent. Cafodd hyn ei sefydlu dan Gytundeb Lefel Gwasanaeth ac ym mis Chwefror 2015, ymunodd Cyngor Dinas Casnewydd â'r cytundeb partneriaeth hefyd.

## 6. Amrywiaeth yn y Gweithle

### Gwelliannau i'r Data Cyflogres CBSC

Fel y dangosir yn fanylach yn **Atodiad C**, roedd ymdrechion pellach wedi'u gwneud i gynyddu niferoedd y rhai a gofnodwyd ar y system gyflogres **iTrent** ac mae hyn eto wedi darparu gwell canlyniadau ar gyfer 2015-2016. Isod mae enghreifftiau mewn dau gategori lle mae gwelliannau clir yn y data a gofnodwyd wedi cael eu gwneud yn ystod y tair blynedd diwethaf.

#### i) Crefydd a Chred

Crefydd a Chred (Cyfanswm Corfforaethol)	31/03/14	31/03/15	31/03/16
Bwdhaidd	2	2	2
Cristion (Pob Enwad)	470	736	881
Hindŵaidd	2	3	1
Iddewig	1	2	2
Mwslim	1	2	1
Dyneiddiwr	0	1	2
Sic	1	1	1
Dim Crefydd	454	742	933
Heb Ddatgan / Heb ei bennu	8,603	7,705	7,010
Anfodlon Datgan	Dd/B	96	85
Arall	9	15	21
<b>Cyfanswm yr Awdurdod</b>	<b>9,543</b>	<b>9,305</b>	<b>8,939</b>

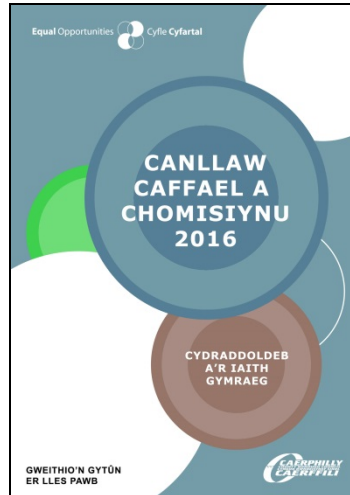
#### ii) Cyfeiriadedd Rhywiol

Cyfeiriadedd Rhywiol (Cyfansymiau Corfforaethol)	31/03/14	31/03/15	31/03/16
Deurywiol	5	8	8
Hoyw	10	19	26
Heterorywiol	961	1,523	1,829
Lesbiaidd	8	10	14
Arall	2	12	19
Heb Ddatgan	8,411	7,587	6,909
Anfodlon Datgan	142	146	134
<b>Cyfanswm yr Awdurdod</b>	<b>9,539</b>	<b>9,305</b>	<b>8,939</b>

## 7. Canllawiau Staff

### Creu Dogfennau Canllaw CBSC newydd yn unol â deddfwriaeth

#### a) Canllaw Caffael a Chomisiynu 2016



Cynhyrchwyd y ddogfen ganllaw hon i roi gwybodaeth gychwynnol ac arweiniad i staff ar ble mae'n rhaid i faterion Cydraddoldeb a'r Gymraeg gael eu hystyried wrth baratoi cytundebau Cyngor neu'n comisiynu dogfennau i drydydd parti, er mwyn iddynt dendro a darparu nwyddau neu wasanaethau ar ein rhan.

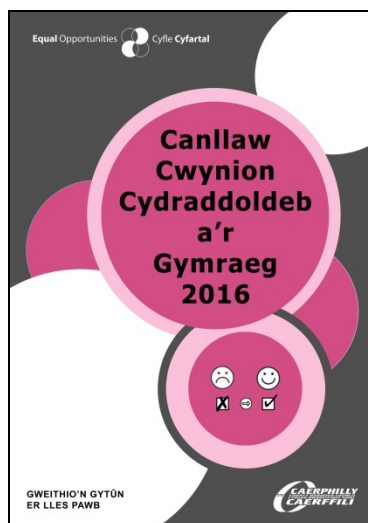
Mae'n esbonio sut y gall y Cyngor yn gorfforaethol, neu ar lefel maes gwasanaeth, gydymffurfio â gofynion y Safonau Iaith Gymraeg a Chydraddoldeb y Sector Cyhoeddus ar wahanol gamau o'r broses gaffael a chomisiynu.

Mae'r ddogfen gyfarwyddyd yn amlinellu'r cefndir a'r ddeddfwriaeth, yn enwedig y Safonau Iaith Gymraeg newydd sydd gyda 6 safon (Safonau 75, 76, 77, 77A, 79 a 80), sy'n ymwneud yn benodol â phroses dendro corff sy'n dyfarnu contractau. Mae hefyd yn cynnwys tabl o enghreifftiau ymarferol o le mae rhai neu bob agwedd o ddyletswyddau Cydraddoldeb neu'r Iaith Gymraeg yn cael eu hystyried ar hyn o bryd. Bwriad y tabl yw rhoi canllaw i aelodau o staff i ddangos lle y mae'r cysylltiadau yn cael eu gwneud, os o gwbl, rhwng y ddeddfwriaeth a gwmpesir gan y canllawiau hyn a gwaith gan drydydd parti sydd ar hyn o bryd yn cael ei wneud ar ran y Cyngor.

Mae'r canllaw wedi'i ddiweddarau ac ar gael ar wefan y Cyngor drwy [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb) ac ar y Porthol ar y fewnwyd ar gyfer aelodau staff y Cyngor ac aelodau etholedig.



## b) Canllaw Cwynion Cydraddoldeb a'r Gymraeg 2016



Mae Canllaw Cwynion Cydraddoldeb a'r Gymraeg 2016 wedi cael ei gynhyrchu i ddarparu cefnogaeth ychwanegol ar gyfer aelodau staff sydd, wrth ymdrin â chwyn, wedi darganfod ei fod yn cynnwys honiadau o wahaniaethu, neu o bosibl yn dod ag agweddau ehangach o ddeddfwriaeth Cydraddoldeb a'r Gymraeg i'r broses o ddatrys y cwyn.

Mae'r canllaw yn cael ei ddefnyddio ar y cyd â chanllawiau Cwynion Corfforaethol CBS Caerffili, Canllawiau Cwynion y Gwasanaethau Addysg a Gwasanaethau Cymdeithasol a'r holl ganllawiau Adnoddau Dynol o gwmpas côd ymddygiad y staff.

Yn gynwysedig yn y canllaw mae'r ddeddfwriaeth Cydraddoldeb a'r Gymraeg, sef Rheoliadau Deddf Cydraddoldeb 2010 (Dyletswyddau Statudol) (Cymru) 2011 a Mesur y Gymraeg (Cymru) 2011- Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015.

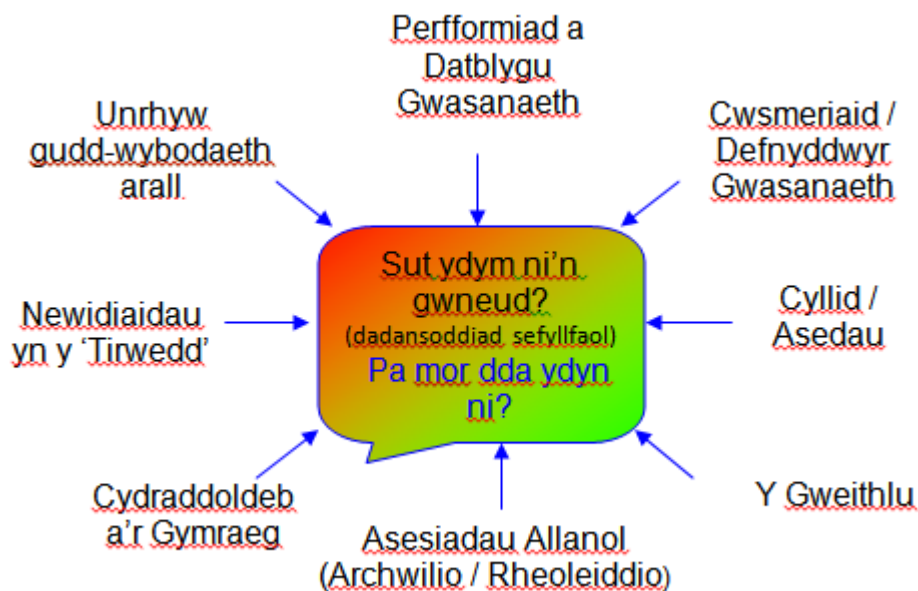
Mae'r canllaw yn cwmpasu arferion CBS Caerffili mewn perthynas ag ymdrin â chwynion sy'n honni gwahaniaethu, cwynion yn ymwneud â darpariaeth gwasanaethau Cymraeg a chwynion a gyflwynir yn y Gymraeg. Mae'r canllaw hefyd yn cynnwys y broses gwynion, ynghyd â pharagraffau awgrymiadol safonol a geiriad y gellir eu defnyddio wrth ymateb i Gwynion Cam 1 neu Gam 2, ond hefyd sut i ddelio ag achwynydd sy'n parhau i fod yn anfodlon.

Mae'r ddogfen canllaw hon ar gael ar wefan y Cyngor drwy [www.caerffili.gov.uk/cydraddoldeb](http://www.caerffili.gov.uk/cydraddoldeb) ac ar y Porthol ar y fewnwyd ar gyfer aelodau staff y Cyngor ac aelodau etholedig.

## 8. Hunanwerthuso Meysydd Gwasanaeth

Diweddariad ar newidiadau yn y modd y mae meysydd gwasanaeth y Cyngor yn edrych ar eu perfformiad eu hunain o ran Cydraddoldeb a'r Gymraeg

Ers 2014, mae'r prosesau Cynllunio Gwasanaeth yn y Cyngor wedi cael eu hadolygu'n barhaus i wella ei ffocws, ei bwyslais a phwysigrwydd asesu lefelau darpariaeth gwasanaethau yn gyfnodol, amseroedd ymateb ac ansawdd y gwasanaeth (Hunanwerthuso Gwasanaeth), i gynnwys amrywiaeth o ddata a chudd-wybodaeth i werthuso gwaith maes gwasanaeth ac i ddod i gasgliad ynghylch pa mor effeithiol yw'r gwasanaeth hwnnw. Er enghraifft, mae ein model Hunan-Werthuso presennol yn cynnwys, o leiaf, y categorïau canlynol:



Mae rhan 1 Mesur Llywodraeth Leol (Cymru) 2009, yn cynghori y dylai pob awdurdod 'asesu' ei hunain ac wedyn cyhoeddi i'r cyhoedd sut mae wedi perfformio, gyda dyletswyddau cyffredinol i:

- Wneud trefniadau i sicrhau gwelliannau parhaus, gan ystyried; effeithiolrwydd strategol, ansawdd gwasanaethau, argaeledd gwasanaethau, tegwch, cynaliadwyedd, effeithlonrwydd ac arloesi.

Er bod y ddeddfwriaeth a'r canllaw cyfredol yn glir yn yr hyn y dylid ei ystyried, nid yw'n cael ei gyfyngu neu'n rhagnodol ynghylch sut y dylai'r Cyngor gynnal ei broses Hunanwerthuso.

Mae Archwilydd Cyffredinol Cymru wedi datgan;

"Ei fod yn dymuno gweld gwasanaethau cyhoeddus yn datblygu eu galluoedd eu hunain i werthuso eu gwasanaethau yn adeiladol, gan osod llai o ddibyniaeth ar y cyrff rheoleiddio".

Gall hyn ond fod yn llwyddiannus o fewn amgylchedd lle mae Hunan-Werthuso yn amserol, yn onest, yn ddibynadwy, yn ffeithiol, yn gyson, yn cael ei rannu ac ar gael i'w herio.

**Dylai hunanwerthusiad y Gwasanaeth fod mor wrthrychol â phosibl, gyda rhywfaint o ddadansoddi goddrychol i gefnogi a phenderfynu ar y gudd-wybodaeth a gwybodaeth a gafwyd o'r ymarfer, gan alluogi'r holl ganfyddiad gael eu rhoi mewn cyd-destun ystyrlon.**

**Dylai hunanwerthuso fod yn seiliedig ar dystiolaeth a ddylai fod ar gael yn rhwydd os ceir heriau.**

Mae dyfyniad o ymatebion Hunan-Werthuso a dderbyniwyd gan feysydd gwasanaeth ynghylch Aseiad Cydraddoldeb a'r Gymraeg yn cael eu dangos yn **Atodiad D** yr adroddiad hwn.

## 9. Data Cwynion

### Dadansoddiad o'r cwynion a dderbyniwyd yn ystod 2015-2016 a throsolwg o systemau o adrodd a chofnodi gwell

Mae Adran 4 o'r **Cynllun Cydraddoldeb Strategol 2012** yn diffinio'r hyn a ystyrir yn gŵyn yn nhermau materion Cydraddoldeb a'r Gymraeg.

Mae hyn er mwyn cynnal cysondeb ymagwedd wrth ymdrin ag unrhyw gŵyn o'r natur hon gan fod y Cyngor yn gweithredu gwasanaeth Cydraddoldeb a'r Gymraeg integredig.

#### v) Cwynion

- 4.9 Gall cwyn gael ei ddiffinio fel sefyllfa lle nad yw aelod o'r cyhoedd, neu grŵp, yn fodlon â safon y gwasanaeth, neu'r camau neu ddiffyg gweithredu gan y Cyngor neu aelod o staff.
- 4.10 Byddwn yn ymdrin â phob cwyn yn unol â pholisi Cwynion corfforaethol, ond gyda'r angen ychwanegol i gyfieithu'r holl ohebiaeth sy'n dod i mewn ac yn mynd allan ar y mater, yn unol â **Chanllawiau Cyfieithu Cymraeg 2016** ac unrhyw fater cyfieithu, dylunio neu fformat.
- 4.11 Bydd cwynion yn cael eu monitro'n llawn fesul categori Cydraddoldeb ac ym mha iaith neu fformat cawsant eu gwneud yn y lle cyntaf.
- 4.12 Gellir cwyno yn ysgrifenedig, dros y ffôn neu drwy e-bost i gyfeiriad e-bost penodol y Cyngor [cwynion@caerffili.gov.uk](mailto:cwynion@caerffili.gov.uk).
- 4.13 Mae canllaw pellach i'w cael yn y ddogfen **Canllaw Cwynion Cydraddoldeb a'r Gymraeg 2016**.

Mae data cwynion am Gydraddoldeb a'r Gymraeg yn ffurfio rhan o'r adroddiadau chwarterol i'r Pwyllgor Archwilio fel rhan o'r broses Cwynion Corfforaethol lle bo hynny'n briodol, ac mae'r Uwch Swyddog Polisi (Cydraddoldeb a'r Gymraeg) hefyd nawr yn rhan o'r Grŵp Dysgu o Gwynion Corfforaethol sy'n cwrdd yn chwarterol i drafod cwynion penodol a thrawsbynciol.

Cwynion corfforaethol yw'r rhai sy'n ganlyniad i fethiant o broses neu fethiant i weithredu polisi'r Cyngor yn gywir. Mae'r rhain yn gwynion a allai yn y pen draw gael eu danfon at Ombwdsmon Gwasanaethau Cyhoeddus neu Gomisiynydd y Gymraeg er enghraifft. Mae materion côd ymddygiad o ran ymddygiad staff neu agwedd yn cael eu trin drwy brosesau Adnoddau Dynol mewnol.

Mae cwynion Cydraddoldeb a'r Gymraeg fodd bynnag yn dipyn o gymysgryw, yn y ffaith y gall methiant y broses fod o ganlyniad i agweddau neu farn aelod staff tuag at grŵp penodol er enghraifft.

Yn ystod 2015-2016, cofnodwyd **43** o achosion gyda 35 o'r rhain yn cael eu dosbarthu yn gorfforaethol fel ceisiadau am wasanaeth. Fodd bynnag, categoriwyd **8** o'r rheini fel cwynion - **1** gwyn Iaith Gymraeg a **7** yn gwynion Cydraddoldeb.

Mae'r tabl canlynol yn rhoi crynodeb o'r ceisiadau a'r cwynion a dderbyniwyd gan y gwasanaeth, er bod y manylion llawn wedi cael eu dileu ar gyfer yr adroddiad hwn er mwyn cynnal anhysbysrwydd y rhai sy'n gwneud y gwyn.

**Tabl 9.1 - Cwynion fesul pwnc Cydraddoldeb  
(yn dilyn y categorïau a restrir yng Nghynllun Cydraddoldeb Strategol  
Cyngor Bwrdeistref Sirol Caerffili)**

<b>PWNC</b>	<b>NIFER O GWYNIION</b>	<b>NIFER O GEISIADAU GWASANAETH</b>
Cyffredinol / Amhenodol	0	0
Ailbennu Rhywedd/ Trawsrywedd	0	1
Beichiogrwydd a Mamolaeth	0	0
Cenedligrwydd	0	0
Crefydd neu Gred	0	1
Cyfeiriadedd Rhywiol	0	0
Hawliau Dynol	0	0
Hil	1	1
Oedran	0	0
Rhyw (Rhywedd)	0	0
Sgiliau Ieithyddol	1	0
Sipsiwn a Theithwyr	0	0
Statws Priodasol	0	0
Y Gymraeg	1	25
<b>Cyfanswm</b>	<b>8</b>	<b>35</b>

# ATODIAD A

## ERTHYGL FYNE TIMES AR WAITH BWLIO GWAHANIAETHOL CYNGOR BWRDEISTREF SIROL CAERFFILI

A greener place  
Man gwyrddach



### Tackling Homophobic Bullying in Schools

As we reported last year, since 2012, Caerphilly county borough council has worked with schools to develop better monitoring and better support for pupils and teachers in dealing with homophobic bullying. The most recent report on this work around all forms of discriminatory bullying was published in January 2015 and can be found online at [www.caerphilly.gov.uk/equalities](http://www.caerphilly.gov.uk/equalities).



Update reports on discriminatory bullying are also presented to elected members through the Education for Life Scrutiny Committee, and to the Community Cohesion Forum as part of the reporting on all hate crime and incidents in the county borough.

Developing discriminatory bullying monitoring to cover 10 areas of pupil identity including

homophobic bullying has meant that the Council now has recorded data on homophobic incidents in schools.

Since the trial term in 2012, there are now three full academic years' worth of data to be able to identify patterns, trends and target support at any schools where there seems to be ongoing problems. From the current academic year onwards,

the categories will be expanded to include biphobic bullying.

There are 97 education establishments that provide monitoring data to the Directorate of Education and the summary of the reported homophobic data across the 10 school terms is shown in the following table; the latest academic year is highlighted.

Summer Term 2012 (pilot term)	Autumn Term 2012	Spring Term 2013	Summer Term 2013	Autumn Term 2013	Spring Term 2014	Summer Term 2014	Autumn Term 2014	Spring Term 2015	Summer Term 2015
7	2	1	2	3	5	1	7	12	8

Since the report in 2013, the Council began providing training sessions in schools using the "Homophobia: Let's Tackle It" educational resource, delivered by Show Racism the Red Card. The last academic year's data shows a rise in the number of reported incidents to

27 across the 3 terms, the highest number recorded so far in one school year.

It would be heartening to believe that the increase in numbers is due to better recording and better awareness in schools and that this jump in reports has come about due to the training

the partners provided the year before, rather than there being more incidents occurring. There is always more work to do of course, but the Council is pleased that our ongoing efforts to tackle homophobic bullying and raise awareness of the issues continues to show progress.

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

# Staff learning Welsh ready for Eisteddfod

STAFF at Llancaiach Fawr have been learning Welsh, in preparation for the Caerphilly and District Urdd National Eisteddfod which will be held at the site later this year.

The majority of staff at the historical site are non-Welsh speakers but in September some of the staff started a Welsh evening course at the Welsh for Adults Gwent Centre, inspired to learn by the Eisteddfod visit.

Diane Walker, manager at Llancaiach Fawr, said: "There are three of us from Llancaiach Fawr that started on our six-year journey to become fluent Welsh speakers in September - even though I was brought up in England, my mother is a Welsh speaker from Abergele and I always wanted to learn the language. Twenty more of the staff will be starting a taster course at the end of February so that they will know basic Welsh to welcome the Urdd visitors to our historical site."

**By Rob Owen**

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Built in the early sixteenth century, Llancaiach Fawr was named as one of the top ten most haunted buildings in Britain in a recent poll.

Ms Walker added: "We very much look forward to welcoming the Eisteddfod to Llancaiach Fawr at the end of May and to seeing our grounds transformed. The manor house will be a part of the Maes and to enable us to be fully prepared I've been discussing with staff at Llanerchaeron, the 18th century estate that housed the Eisteddfod in 2010, how it will work practically."

Anwen Rees, Caerphilly council's equalities training and promotion officer, said: "We have offered an additional

entry level course this September following a rise in demand for Welsh lessons in the area.

"It's great that the staff at Llancaiach Fawr are eager to learn Welsh and I'm also aware that members of Blackwood Miners' Institute are keen to learn Welsh ready for the Eisteddfod.

"The Eisteddfod visit is a great opportunity for us to promote and encourage local people to learn Welsh and the will and enthusiasm to learn is evident. We will start the taster course with Llancaiach Fawr staff in February, teaching them simple sentences but also the history of the Welsh language. Our hope is that the staff on the entry level 1 course this year will move on to entry level 2 in September."

If you would like details of Welsh lessons in the Caerphilly area, visit [www.welshforadults.org](http://www.welshforadults.org). For details of the Urdd eisteddfod, visit [urdd.cymru/eisteddfod](http://urdd.cymru/eisteddfod).

## ATODIAD C – Crynodeb o Ddata Cyflogres CBSC

Mae'r wybodaeth ganlynol yn ddata lefel uchel o'r hyn y mae'r system *iTrent* yn dal ar 31<sup>ain</sup> Mawrth 2016 ynglŷn â phroffil gweithlu Cyngor Bwrdeistref Sirol Caerffili, o ran nodweddion gwarchoddedig a gallu ieithyddol y staff.

Mae'r Cynllun Cydraddoldeb Strategol a'r Cynllun Iaith Gymraeg yn gofyn am gofnodi'r wybodaeth hyn a thrwy gymharu'r ffigurau hynny ar gael ar 31<sup>ain</sup> Mawrth 2014 a 2015 gyda'r rhai ar 31<sup>ain</sup> Mawrth 2016 (a chan gofio bod cymharol ychydig o recriwtio allanol yn cael ei wneud) mae'n rhaid bod y cynnydd yn y niferoedd a gofnodwyd oherwydd bod gwell gofnodi - data a glanhau data o gofnodion staff presennol.

Mae'r opsiwn **Anfodlon Datgan** yn ychwanegu at y data cyflogres ar draws pob categori fel opsiwn yn ystod y flwyddyn ariannol hon, gan nad oedd wedi bod yn opsiwn ar gyfer pob nodwedd warchoddedig yn flaenorol.

- Mae Rhyw, Ethnigrwydd a data Anabledd yn cael ei ddangos yn ôl y Gyfadran.
- Mae data Crefydd neu Gred a data Cyfeiriadedd Rhywiol yn cael ei ddangos ar hyn o bryd gan gyfansymiau Corfforaethol yn unig. Mae'r data wedi gwella eto yn ystod y flwyddyn ariannol ddiwethaf.
- Mae cenedligrwydd wedi cael ei gynnwys am y tro cyntaf, gan gyfansymiau Corfforaethol.
- Mae Gallu Ieithyddol ar gael yn ôl Maes Gwasanaeth ond mae'r data yn cael ei ddarparu yma fel cyfansymiau Corfforaethol er gwybodaeth.
- Mae'r niferoedd ym mhob categori nawr hefyd yn dangos Heb Ddatgan ac Anfodlon Datgan, gan leihau'r nifer o feysydd gwag yn y system a darparu orolwg staff yn fwy cywir.
- Nid yw categorïau gwybodaeth eraill o fewn *iTrent* (h.y. rhai ethnigrwydd, ieithoedd, crefyddau ac ati) wedi cael eu cyflwyno fel y maent ar hyn o bryd gan eu bod yn dangos sero cofnodion.

Rhyw yn ôl Cyfadran	Gwryw	Benyw	Heb Ddatgan
Gwasanaethau Corfforaethol a'r Prif Weithredwr	224	345	0
Cyfadran Cymunedau	1,215	1,051	0
Cyfadran Addysg a Dysgu Gydol Oes	808	3,702	0
Cyfadran Gwasanaethau Cymdeithasol	256	1,911	0
<b>Cyfanswm yr Awdurdod</b>	<b>2,503</b>	<b>7,009</b>	<b>0</b>

Anabledd yn ôl Cyfadran	Wedi cofnodi'n anabl	Heb Ddatgan	Anfodlon Datgan
Gwasanaethau Corfforaethol a'r Prif Weithredwr	17	111	4
Cyfadran Cymunedau	61	9	2
Cyfadran Addysg a Dysgu Gydol Oes	60	387	3
Cyfadran Gwasanaethau Cymdeithasol	57	123	0
<b>Cyfanswm yr Awdurdod</b>	<b>195</b>	<b>588</b>	<b>9</b>



Ethnigrwydd yn ôl Cyfadran	Gwyn	Du/LIE	Heb Ddatgan	Anfodlon Datgan
Gwasanaethau Corfforaethol a'r Prif Weithredwr	555	7	6	1
Cyfadran Cymunedau	2,135	12	117	2
Cyfadran Addysg a Dysgu Gydol Oes	4,113	31	364	2
Cyfadran Gwasanaethau Cymdeithasol	2,075	29	63	0
<b>Cyfanswm yr Awdurdod</b>	<b>8,878</b>	<b>79</b>	<b>550</b>	<b>5</b>

Crefydd neu Gred (Cyfanswm Corfforaethol)	Niferoedd
Bwdhaidd	2
Cristion (Pob Enwad)	881
Hindŵaidd	1
Iddew	2
Mwslim	1
Dyneiddiwr	2
Sîc	1
Dim Crefydd	933
Heb Ddatgan	7,010
Anfodlon Datgan	85
Arall	21
<b>Cyfanswm yr Awdurdod</b>	<b>8,939</b>

Cyfeiriadedd Rhywiol (Cyfansymiau Corfforaethol)	Niferoedd
Deurywiol	8
Hoyw	26
Heterorywiol	1,829
Lesbiaidd	14
Arall	19
Heb Ddatgan	6,909
Anfodlon Datgan	134
<b>Cyfanswm yr Awdurdod</b>	<b>8,939</b>

<b>Cenedligrwydd (Cyfansymiau Corfforaethol)</b>	<b>Niferoedd</b>
Prydeinig (Ddim yn Ynysoedd y Sianel nag Ynys Manaw)	631
Seisnig	52
Gwyddelig	4
Gogledd Iwerddon	1,522
Albanaidd	5
Cymreig	1
Arall	25
Heb Ddatgan	6,694
Anfodlon Datgan	5
<b>Cyfanswm</b>	<b>8,939</b>

<b>Gallu Ieithyddol (ar wahân i Saesneg) (Cyfansymiau Corfforaethol)</b>	<b>Niferoedd</b>
Arabeg	1
Braille	14
Llydaweg	1
Iaith Arwyddion Prydain	67
Croasiaidd	1
Iseldireg	1
Ffrangeg	58
Almaeneg	26
Groeg	1
Hebraeg	1
Hindŵaidd	2
Hwngareg	1
Eidaleg	8
Cwrdeg	1
Iaith Arwyddion Makaton	1
Malayalameg	2
Nepaleg	1
Rwmaneg	3
Rwsieg	1
Serbeg	1
Sbaeneg	19
Tamil	1
Twrceg	2
Cymraeg	453
<b>(Nid oes cyfanswm staff yn cael ei gofnodi gan fod rhai staff yn siarad mwy na dwy iaith)</b>	

# ATODIAD D - DYFYNIAD O YMATEBION HUNANWERTHUSIAD MEYSYDD GWASANAETH CYNGOR BWRDEISTREF SIROL CAERFFILI 2015-2016

## HUNAN WERTHUSIAD 2015-16 - CYLLID CORFFORAETHOL

### **6. Aseiad Cydraddoldeb a'r Gymraeg**

Nod yr adran hon yw rhoi aseiad ar sut mae ystyriaethau Cydraddoldeb a'r Gymraeg yn effeithio ar gynlluniau eich maes gwasanaeth, neu sut mae eich gwaith yn effeithio ar wahanol grwpiau yn y gymuned.

#### **6a) Beth mae tystiolaeth Cydraddoldeb a'r Gymraeg yn ei ddweud am ein gwasanaeth?**

##### **Band Treth y Cyngor/NNDR**

Mae holl ofynion Treth y Cyngor a hysbysiadau cyfradd busnes, ag eithriadau yn gwbl ddwyieithog. Mae dogfennau eraill yn datgan yn glir ei fod ar gael mewn ieithoedd neu fformatau eraill

Mae rhai staff wedi mynychu dosbarthiadau siarad Cymraeg ac mae ganddynt beth dealltwriaeth o'r Gymraeg. Ar ben hynny, mae rhai aelodau o staff wedi mynychu hyfforddiant cydraddoldeb, megis Arwyddion Iaith Brydeinig a Throseddau Casineb.

Mae aseuadau o Effaith Cydraddoldeb yn cael eu cynnal cyn gwneud unrhyw newidiadau mawr o ran darparu gwasanaethau, e.e. y cyllid a godwyd yn 2016/17 mewn ffioedd llys am beidio â thalu Treth y Cyngor a threthi busnes.

##### **Budd-daliadau Tai**

Mae dogfennaeth allweddol ar gael yn Saesneg ac yn Gymraeg. Bydd unrhyw geisiadau ad-hoc ar gyfer gohebiaeth yn y Gymraeg yn cael eu hanfon at y Tîm Cyfieithu.

##### **Adran Incwm**

- Mae anfonebau Dwyieithog Mân Ddyledwyr yn cael eu cyhoeddi.
- Mae Hysbysiad tocynnau gormodol ceir yn ddwyieithog.
- Mae dyledion y Gwasanaethau Cymdeithasol yn cael eu trin ar wahân i ddyledion eraill, gan y gallant fod o natur sensitif, felly mae swyddogion yn cyfarfod yn rheolaidd i drafod achosion unigol a chamau gweithredu priodol i'w cymryd.
- Mae'r llinell dalu awtomataidd ar gael yn Gymraeg, yn ogystal â'r gwasanaeth talu ar-lein.
- Dim cwynion wedi eu derbyn mewn perthynas â Chydraddoldeb na'r Iaith Gymraeg.

## **Archwilio Mewnol**

Mae'r Tîm Archwilio mewnol yn cydymffurfio â'r holl bolisiâu corfforaethol ond mae materion Cydraddoldeb a'r Gymraeg yn gyfyng yn eu perthnasedd i waith y tîm o ddydd i ddydd. Fodd bynnag, os yw maes gwasanaeth megis ysgol yn gofyn am adroddiad archwilio Cymraeg byddai trefniadau yn cael eu gwneud i ddiwallu'r cais hwn drwy wasanaeth cyfieithu corfforaethol. Er gwaethaf oedi'r adroddiad ni fyddai'n hyn yn effeithio yn uniongyrchol ar gynnwys neu ansawdd y cynnyrch. Ni fyddai'r gwasanaeth ar hyn o bryd yn gallu mynychu cyfarfod llywodraethwyr i drafod adroddiad o'r fath gan nad oes unrhyw siaradwyr Cymraeg yn y Tîm. Fodd bynnag, mae aelod o'r staff yn cael cymorth i siarad Cymraeg ar hyn o bryd.

## **Cyllid amgylchedd**

Fel gwasanaeth cymorth mewnol mae goblygiadau uniongyrchol cyfyngedig mewn perthynas â Chydraddoldeb a'r Gymraeg yn y gwasanaethau o ddydd i ddydd a ddarperir gan y tîm. Fodd bynnag, mae gan y Tîm Cyllid siaradwr Cymraeg wedi ei hyfforddi sydd ar gael i gefnogi a chynorthwyo gydag unrhyw faterion iaith Gymraeg y gallai fod angen mynd i'r afael â hwy.

## **Cyllid Addysg**

Darperir cyfleoedd i staff gan yr Awdurdod i fynychu Cyrsiau Sylfaenol yn yr Iaith Gymraeg, Iaith Arwyddion Sylfaenol a Nam ar y Clyw.

## **Cyllid y Gwasanaethau Cymdeithasol**

Mae nifer o staff yn y Tîm Cyllid Gwasanaethau Cymdeithasol wedi derbyn hyfforddiant penodol mewn perthynas â materion cydraddoldeb.

Dim ond un aelod o staff yn y tîm sydd wedi nodi eu bod yn siarad Cymraeg, ond nid oes unrhyw dystiolaeth i awgrymu y dylai'r gallu cyfyngedig hwn fod yn achos pryder.

Mae'r tîm wedi datblygu nifer o ganllawiau/codau ymarfer a ffurflenni casglu gwybodaeth yn y blynyddoedd diwethaf nad ydynt eto wedi eu cynhyrchu yn y Gymraeg.

## **Cyfrifeg Gorfforaethol**

Darperir cyfleoedd i staff gan yr Awdurdod i fynychu Cyrsiau Sylfaenol yn yr Iaith Gymraeg, Iaith Arwyddion a Nam ar y Clyw.

## **Cyffredinol**

Mae Cyllid Corfforaethol yn ymgymryd â rôl arweiniol mewn cydlynu Asesiadau Effaith Cydraddoldeb ar gyfer cynigion arbedion Cynllun Ariannol Tymor Canolig ar draws pob Cyfadran a allai gael effaith ar ddefnyddwyr gwasanaeth a/neu'r cyhoedd.

## 6b) Beth ellir ei gasglu am berfformiad Asesiad Cydraddoldeb a'r Gymraeg ar hyn o bryd?

Mae Cyllid Corfforaethol yn anelu at fodloni gofynion Cydraddoldeb a'r Gymraeg sy'n berthnasol i'r maes gwasanaeth. Fodd bynnag, mae llawer o'r gwasanaethau a ddarperir ym maes Cyllid Corfforaethol yn wasanaethau cymorth ac felly maent yn naturiol yn edrych yn fewnol. Fodd bynnag, lle caiff gwasanaethau eu darparu i'r cyhoedd, mae darpariaeth yn ei lle i sicrhau bod dogfennaeth allweddol ar gael yn Gymraeg ac yn Saesneg, a fformatau eraill.

Mae'r staff wedi cael eu hannog i ymgymryd â chyrsgiau sylfaenol yr Iaith Gymraeg, Iaith Arwyddion a Nam ar y Clyw. Bydd presenoldeb ar gyrsiau o'r fath yn parhau i gael eu hannog yn y dyfodol.

Mae'r holl adroddiadau a baratowyd gan Gyllid Corfforaethol yn adlewyrchu goblygiadau cydraddoldeb a gofynnir am gyngor gan yr Uwch Swyddog Polisi (Cydraddoldeb a'r Gymraeg) yr awdurdod pan fo angen. Wrth i ni symud ymlaen ymhellach bydd cynigion arbedion pellach yn cael eu datblygu a bydd yn bwysig sicrhau bod Asesiadau Effaith Cydraddoldeb yn cael eu cwblhau pan gaiff cynigion effaith ar ddefnyddwyr gwasanaeth a/neu'r cyhoedd. Bydd Cyllid Corfforaethol yn parhau i gymryd rôl cydlynedd arweiniol yn y maes hwn.

Mae'r Cyngor o dan ddyletswydd statudol i gydymffurfio â Safonau'r Iaith Gymraeg newydd o dan Fesur y Gymraeg (Cymru) 2011 o 2016/17. Bydd angen i Gyllid Corfforaethol i ddeall yn llawn sut y bydd y Safonau hyn yn effeithio ar y gweithgareddau o ddydd i ddydd a wneir ar draws holl Dimau.

Y casgliad ar gyfer yr 'Asesiad Cydraddoldeb a'r Gymraeg' ar gyfer Cyllid Corfforaethol yw **Digonol** - Cryfderau yn gorbwyso meysydd i'w gwella.

Bydd y flaenoriaeth gwasanaeth sy'n dilyn yn cael ei hymgorffori yn y Cynllun Gwasanaeth Cyllid Corfforaethol 2016/17: -

Nodi a mynd i'r afael ag unrhyw gamau gweithredu sy'n weddill ar gyfer Cyllid Corfforaethol mewn perthynas â'r hysbysiad cydymffurfio Safonau'r Iaith Gymraeg.

## HUNAN WERTHUSIAD 2015-16 - DIOGELWCH Y CYHOEDD

### 6. Asesiad Cydraddoldeb a'r Gymraeg

Nod yr adran hon yw rhoi asesiad ar sut mae ystyriaethau Cydraddoldeb a'r Gymraeg yn effeithio ar gynlluniau eich maes gwasanaeth, neu sut mae eich gwaith yn effeithio ar wahanol grwpiau yn y gymuned.

#### 6a) Beth mae tystiolaeth Cydraddoldeb a'r Gymraeg yn ei ddweud am ein gwasanaeth?

Ar draws y gwasanaeth mae gwybodaeth i'r cyhoedd ar gael yn Gymraeg yn ogystal â Saesneg ac ieithoedd/cyfryngau eraill yn gyffredinol ar gael ar gais. Mae cyngor Safonau Bwyd ar gyfer siopau cludfwyd wedi ei gyfieithu i Hindi, Wrddw, Bengaleg, Cwrdeg, Twrceg, Pwyleg, Eidaleg, Mandarin anffurfiol a Chymraeg. Mae canllawiau Rheoliad Gwybodaeth am Fwyd newydd gael eu cynhyrchu gan Safonau Masnach ar gyfer Penaethiaid Safonau Masnach Cymru (WHOTS) ac yn cael ei gyfieithu ar hyn o bryd mewn ystod o ieithoedd i'w dosbarthu i fusnesau ledled Cymru.

Mae gan y Gwasanaeth Cofrestru siaradwyr Cymraeg ar gael ar gyfer pob agwedd o'r gwasanaeth; swyddog cymorth IAP ar gyfer pobl nam ar eu clyw neu leferydd ac yn llogi dehonglwyd ieithoedd tramor lle bo angen. Mae seremonïau dinasyddiaeth yn croesawu dinasyddion newydd. Mae'r gwasanaeth yn darparu ar gyfer yr holl ofynion crefyddol a diwylliannol, er enghraifft: Cofrestr cydnabyddiaeth Rhyw sy'n caniatáu cofrestru o "caffael" rhyw sy'n rhoi statws cyfreithiol newydd ar gyfer pobl drawsrywiol.

Cofrestru genedigaeth i blant partneriaethau o'r un rhyw a'r Ddeddf Priodas (cyplau o'r un rhyw) yn galluogi cyplau o'r un rhyw i briodi yn y ddwy seremoni a chyplau sifil a chrefyddol a oedd wedi mynd yn flaenorol i mewn i bartneriaethau sifil yn flaenorol i drosi eu perthynas i briodas. Bendithion crefyddol neu ddyneiddiol, cofrestru marwolaeth ddiwylliannol brys.

Mae gan y Tîm Cynllunio at Argyfwng ddogfen "Cymunedau Ffydd mewn Canolfannau Gofal" yn ymwneud â materion ffydd a diwylliant i'w hystyried gan y gwasanaethau brys yn ystod digwyddiadau.

Mae effaith cydraddoldeb yn cael eu hystyried wrth lunio polisiau newydd neu ddiwygio rhai sy'n bodoli eisoes. Mae enghreifftiau ar gyfer 15/16 yn cynnwys Polisiau Deddf Trwyddedu a Hapchwarae, Polisi Addasrwydd Delwyr Metel Sgrap ac ystod eang o bolisiau sy'n effeithio ar y fasnach "taksi". Mae'r holl adroddiadau i'r Cabinet, Pwyllgor Craffu a'r Cyngor yn cael eu hasesu ar gyfer goblygiadau cydraddoldeb. Cwblhawyd Asesiadau Effaith Cydraddoldeb ar amryw o elfennau ar gyfer cynigion tuag at y Cynllun Ariannol Tymor Canolig.

Diweddarwyd Polisi Gorfodaeth Diogelwch y Cyhoedd yn 2015, yn unol â'r Cod Rheoleiddiadau a phhecyn cymorth BRDO. Mae amrywiaeth o sefydliadau allanol, busnesau lleol, rhanddeiliaid, cyrff masnach ac asiantaethau gorfodi wedi eu hymgyngori ar ei gynnwys. Defnyddiwyd cyfieithwyr lle bo angen mewn cyfweiliadau ymchwiliad ac ar arolygiadau.

Mae rhai swyddogion wedi cael eu hyfforddi i gynnal arolygon cymdeithasol gyda chymunedau Teithio.

Fel rhan o'r broses Buddsoddwyr mewn Pobl yn y Gwasanaethau Arlwyio rydym wedi datblygu Gwerthoedd Craidd ar gyfer y sefydliad sy'n cynnwys yn benodol cydraddoldeb fel un o brif briodoleddau aelod nodweddiadol o'r gweithlu yn cael eu darlunio yn anagram HEART sy'n sefyll am:

Onestrwydd (Honesty)  
Cydraddoldeb (Equalities)  
Hawdd mynd atynt (Approachable)  
Parch (Respect)  
Gwaith Tîm (Teamwork)

Mae'r gwasanaeth yn aelod o Fforwm Cyd-lyniant Cymunedol sy'n cael ei gadeirio gan y Rheolwr Diogelwch Cymunedol. Mae gwaith y Fforwm Cydlyniant Cymunedol yn ymwneud yn bennaf â'r Fframwaith Cyflawni Cenedlaethol ar gyfer llinynnau Cydlyniant Cymunedol sy'n cynnwys Trosedd Casineb, Caethwasiaeth Fodern, Cymunedau Sipsiwn a Theithwyr, Mewnfudo, Cymunedau yn Gyntaf, Datblygu Polisi. Mae gan y Fforwm Cydlyniant Cymunedol oruchwyliaeth PREVENT/CHANNEL a dyletswyddau cyfreithiol a osodir ar aelodau i atal pobl sy'n agored i niwed gael eu tynnu i mewn i derfysgaeth.

Mae Grŵp Datrys Problemau Dioddefwyr yn adolygu'r holl achosion Trosedd Casineb sydd wedi cael eu hadrodd i Heddlu Gwent yn y misoedd blaenorol. Mae'n tynnu'n drwm ar aelodaeth o Gymorth i Ddioddefwyr fel arbenigwyr adrodd trydydd parti, Umbrella Gwent (cefnogaeth LHDT) a Race Equality First.

Mae cymorth uniongyrchol yn cael ei ddarparu i aelodau o'r grŵp cymunedol sy'n dioddef trosedd casineb drwy'r Gwasanaeth Wardeiniaid Diogelwch Cymunedol sydd, er enghraifft, yn darparu patrolau cynyddol ac ymweliadau sicrwydd. Mae Tîm y Bartneriaeth hefyd yn cefnogi prosesau aml-asiantaeth Ymddygiad Gwrth-gymdeithasol (ASB) sy'n ystyried trosedd casineb wrth asesu'r camau i'w cymryd yn erbyn troseddwr sy'n dod i gamau terfynol y prosesau.

Mae Uned Diogelwch Cymunedol yn rhedeg gweithgareddau PREVENT/CHANNEL ar ran yr awdurdod gan gynnwys hwyluso hyfforddiant ar WRAP (Gweithdy i godi ymwybyddiaeth o PREVENT, sef rhaglen gwrth-eithafol y llywodraeth).

Mae Tîm y Bartneriaeth yn gweinyddu'r broses Sbardun Cymunedol o dan Ddeddf Ymddygiad Gwrthgymdeithasol, Troseddu a Phlisma 2014. Gyda lefel sbardun ar gyfer trosedd casineb wedi ei osod ar un digwyddiad lle mae'r dioddefwr yn teimlo nad yw asiantaethau wedi ymdrin â'r achos yn briodol.

## **6b) Beth ellir ei gasglu am berfformiad Asesiad Cydraddoldeb a'r Gymraeg ar hyn o bryd?**

Mae'r dystiolaeth yn dangos bod y gwasanaeth yn: **Dda** Llawer o gryfderau a dim meysydd pwysig sydd angen eu gwella'n sylweddol

Rydym wedi nodi angen i adolygu ein hymagwedd at fonitro defnyddwyr gwasanaeth a bydd angen iddynt ystyried yr adnoddau sydd ar gael i gryfhau hyn fel y bo'n briodol.

O fewn y Gwasanaeth Arlwyio rydym yn cael trafferth i gyflogi dynion i'n gwasanaeth. Rydym yn hyrwyddo swyddi gwag arlwyio ar safleoedd cyfryngau cymdeithasol yr awdurdod fel Facebook.

## HUNAN WERTHUSIAD 2015-16 - GWASANAETHAU PEIRIANNEG

### **6. Asesiad Cydraddoldeb a'r Gymraeg**

Nod yr adran hon yw rhoi asesiad ar sut mae ystyriaethau Cydraddoldeb a'r Gymraeg yn effeithio ar gynlluniau eich maes gwasanaeth, neu sut mae eich gwaith yn effeithio ar wahanol grwpiau yn y gymuned.

#### **6a) Beth mae tystiolaeth Cydraddoldeb a'r Gymraeg yn ei ddweud am ein gwasanaeth?**

##### GRŴP PROSIECTAU PEIRIANNEG

- Mae ymwybyddiaeth ar draws y grŵp o faterion iaith Gymraeg a Chydraddoldeb ac mae swyddogion yn gyfarwydd â pholisïau, protocolau a gweithdrefnau'r Cyngor yn hyn o beth. Nid yw'r grŵp yma yn wynebu'r cyhoedd ac yn cael dim ond ychydig o fewnbwn i ddatblygu cynlluniau, strategaethau neu bolisïau gweithredol eraill.
- Yr unig ryngwyneb â'r cyhoedd yw drwy waith contract ac yn hyn o beth mae pob dyluniadau yn cydymffurfio â'r DDA, mae'r holl ddogfennau yn bodloni'r gofyniad ar gyfer contractwyr a gyflogir gan y Cyngor o ran Cydraddoldeb a'r Gymraeg.

##### GRŴP GWEITHREDU'R PRIFFYRDD

Mae'r adran hon yn tynnu mewn prosesau ac adnoddau o gefndir amrywiol, a gellir eu crynhoi fel a ganlyn:

Ymarfer AEC ar gyfer pob cynnig Cynllun Ariannol Tymor Canolig sydd wedi cael ei graffu

Cynllun Pasbort - yn rhoi cyfle i'r di-waith weithio mewn amgylchedd gwaith deinamig - gyda'r posibilrwydd o ymestyn lleoliadau gwaith a swyddi parhaol

DDA - yn caniatáu ar gyfer mynediad i Swyddfeydd y Cyngor ac yn agor swyddi gwag i fyny ar gyfer pobl anabl

Gwefan y Cyngor yn y Gymraeg a'r Saesneg

Systemau SR / Cwynion yn hygyrch drwy nifer o sianeli uniongyrchol (ffôn/desg gymorth, e-bost, y rhyngrwyd) ac anuniongyrchol (Cynghorwyr/Gwleidyddion)

##### GRŴP TRAFNIDIAETH PEIRIANNEG

Ceir mwy o ymwybyddiaeth ar draws y grŵp o faterion Cydraddoldeb a'r Gymraeg. Mae rhai aelodau staff wedi cael hyfforddiant ar feysydd penodol. Mae'r holl wasanaethau cyhoeddus wedi eu hadolygu i sicrhau bod gofynion Deddf yr Iaith Gymraeg yn cael eu dilyn a bod gwybodaeth gyhoeddus/digwyddiadau yn cydymffurfio â pholisïau, protocol a gweithdrefnau'r Cyngor.

Mae'r holl gynlluniau, strategaethau, polisïau gweithredol a chynigion Cynllun Ariannol Tymor Canolig yn ymgymryd â sgrinio AEC a, lle bo'n briodol, yn cwblhau Asesiad Effaith Cydraddoldeb llawn. Mae enghreifftiau diweddar wedi eu mewnbwnnu i'r adolygiad CDLI a chynigion Cynllun Ariannol Tymor Canolig.

#### **6b) Beth ellir ei gasglu am berfformiad Asesiad Effaith Cydraddoldeb a'r Gymraeg ar hyn o bryd?**



## GRŴP PROSIECTAU PEIRIANNEG

- 1) **Prif heriau sy'n wynebu'r gwasanaeth a'i gyflwyniad o ran Cydraddoldeb a'r Gymraeg?**
  - Bod yn ymwybodol o ofynion a newidiadau deddfwriaethol presennol yn hyn o beth.
- 2) **Gwelliannau allweddol i wasanaethau y mae eu hangen? Neu ostyngiadau i wasanaethau?**
  - Sicrhau mynediad effeithiol a hawdd at wasanaethau cymorth sy'n arbenigo yn y meysydd hyn.
- 3) **Camau i fynd i'r afael â'r uchod.**
  - Ymgynghori ar bob agwedd ar ddylunio a darparu prosiectau sydd yn cael effeithiau, Cydraddoldeb a'r Gymraeg.
- 4) **Prif risgiau'r gwasanaeth neu brif risgiau o ran sicrhau newidiadau?**
  - Dogfennu rhesymau dros beidio â chydymffurfio. Nid oes unrhyw ofynion i gynyddu i lefel Cyfadran ar hyn o bryd.
- 5) **A yw'n ofynnol i drosglwyddo unrhyw un o'r risgiau a nodwyd i lefel Cyfadran neu awdurdod cyfan?**
  - Nid oes unrhyw ofynion i drosglwyddo i lefel Cyfadran ar hyn o bryd.

Yn gyffredinol mae'r perfformiad yn dda - Llawer o gryfderau a dim meysydd pwysig sydd angen eu gwella'n sylweddol

## GRŴP GWEITHREDU'R PRIFFYRDD

- 1) Beth yw'r prif heriau yn wynebu'r gwasanaeth a'i chyflwyno?
  - Y gost o ymrwymiad adnoddau ar gyfer gwasanaethau cyfieithu Cymraeg
  - Y gost o adnoddau sydd eu hangen i fonitro a diweddarau deddfwriaeth cydraddoldeb
  - Y llunio a hwyluso cynlluniau a fydd yn caniatáu ar gyfer cyfleoedd o fewn y Cyngor ar gyfer yr anabl a difreintiedig
  - Cyrchu cyllid ar gyfer cynlluniau i ganiatáu ar gyfer mwy o fynediad i mewn i'r Cyngor, yn gorfforol a thrwy'r llwybr cyflogaeth - er annog ceisiadau gan y rhai dan anfantais.
- 2) A yw'r gwasanaeth cyfngiadau/gwelliannau/ychwanegiadau allweddol sydd eu hangen?
  - I adolygu a gwella hygyrchedd i safleoedd y Gwasanaeth Cyngor yn rheolaidd
  - I neilltuo cyfnod adolygu cydraddoldeb i holl weithdrefnau (gwirioneddol ac arfaethedig)
  - I wneud cais ar y cyd am grantiau a lwfansau ar gyfer gwasanaethau cydraddoldeb
- 3) Bydd camau gweithredu yn cyflwyno'r cyfngiadau gwasanaeth/gwelliannau/ychwanegiadau allweddol hynny?

- Adolygu prosesau cyfredol ac asesu eu cysondeb gyda pholisïau Cydraddoldeb a'r Gymraeg - Rheolwr HOG ac Arweinyddion Tîm yn adolygu prosesau presennol yn flynyddol gyda Cydraddoldeb
- Cyrchu grantiau a lwfansau ar gyfer Cydraddoldeb a'r Gymraeg ac i asesu eu perthnasedd i wasanaethau a ddarperir gan bolisïau Peirianeg - Rheolwr HOG a Thîm ceisio cyllid gan Gydraddoldeb
- Er mwyn sicrhau bod cyfnod adolygu cydraddoldeb wedi'i hymgorffori mewn polisïau a pholisïau posibl - Rheolwr HOG ac Arweinyddion Tîm yn adolygu prosesau presennol yn flynyddol gyda Chydraddoldeb
- Sicrhau bod cyfnod adolygu cydraddoldeb yn cael ei ymgorffori mewn polisïau a pholisïau posibl - Rheolwr HOG ac Arweinyddion Tîm yn adolygu prosesau presennol yn flynyddol gyda Chydraddoldeb

4) A yw'r prif risgiau a heriau i'r sefydliad a'r gwasanaethau o ran sicrhau'r newidiadau hynny? A oes unrhyw un o'r risgiau a nodwyd i gael eu trosglwyddo i Risgiau Corfforaethol a Cyfadran neu lefel awdurdod cyfan? Os oes, sicrhewch fod y rhain yn cael eu trafod gyda'ch Cyfarwyddwr a'u trosglwyddo i'r Gofrestr Gorfforaethol a Risgiau Gyfadran drwy'r Uned Rheoli Perfformiad Corfforaethol.

- Y diffyg cydymffurfio â deddfwriaeth a rheoliadau cyfredol ac sy'n dod i'r amlwg
- Y potensial ar gyfer hawliadau cyfreithiol i gael eu gwneud os profi'r nad ydynt yn cadw at ddeddfwriaeth a rheoliadau cydraddoldeb
- Ynysu rhan o'r gymuned sy'n ffurfio gwasanaethau a ddarperir gan Beirianeg
- Gweld cydraddoldeb fel cam anfaddeuol o brosesau a gweithdrefnau - ac wedyn yn cael ei esgeuluso/hanwybyddu

Gellir dod i'r casgliad am berfformiad y gwasanaeth?

Mae'r cyngor wedi gwneud dechrau da gyda hygyrchedd Gwasanaethau Priffyrdd; gellir gwneud ymholiadau dros y ffôn, y Cynghorydd, e-bost, desg gymorth ac ati. Hefyd, mae camau cydraddoldeb cynhenid i brosesau gweithdrefnau a pholisïau, gyda cham dylunio sy'n ystyried materion hygyrchedd cyn iddynt gael eu cwblhau. Mae'r darlun hwn yn gwella'n barhaus, a bydd hyn yn cael ei gynorthwyo gan adolygiadau rheolaidd o bolisïau cyfredol

### **GRŴP TRAFNIDIAETH PEIRIANEG**

Prif heriau sy'n wynebu'r gwasanaeth a'i gyflwyno o ran Cydraddoldeb a'r Gymraeg? Dim un

- Gwelliannau allweddol i wasanaethau y mae eu hangen? Neu ostyngiadau i wasanaeth? Dim un
- Mae camau i fynd i'r afael â'r uchod. Dd/B
- Gwasanaethau Prif risgiau neu brif risgiau o ran sicrhau newidiadau? Dim un
- A oes unrhyw un o'r risgiau a nodwyd yn ofynnol i gael eu trosglwyddo i Gyfadran neu lefel awdurdod cyfan? Dd/B

Mae'r holl ofynion yn cael eu diwallu'n ddigonol ac nad oes unrhyw bryderon ar hyn o bryd.