

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officer:-

Head of Service:-

Service Area and Department:-

Date:-

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristics.

2a Age *(people of all ages)*

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

- (ii) If there are negative impacts how will these be mitigated?**

- (iii) What evidence has been used to support this view?**

2b Disability *(people with disabilities/ long term conditions)*

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

- (ii) If there are negative impacts how will these be mitigated?**

- (iii) What evidence has been used to support this view?**

2c Gender Reassignment (*anybody who's gender identity or gender expression is different to the sex they were assigned at birth*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**
 - (ii) If there are negative impacts how will these be mitigated?**
 - (iii) What evidence has been used to support this view?**
-

3. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a Low Income / Income Poverty *(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?**
- (ii) If there are negative impacts how will these be mitigated?**
- (iii) What evidence has been used to support this view?**

3b Low and/or No Wealth *(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

3c Material Deprivation *(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

3d Area Deprivation *(where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

3e Socio-economic Background *(social class i.e. parents education, employment and income)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view?

3f Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
 - (ii) If there are negative impacts how will these be mitigated?
 - (iii) What evidence has been used to support this view?
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4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people’s well-being

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

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

4a. Links to any other relevant Council Policy *(How does your proposal deliver against any other relevant Council Policy)*

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Prevention

Integration

Collaboration

Involvement

6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

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

A Resilient Wales

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

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

A More Equal Wales

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

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [Policy Making Standards - Good Practice Advice Document](#)

7a. Links with Welsh Government's [Cymraeg 2050 Strategy](#) and CCBC's [Five Year Welsh Language Strategy 2017-2022 and the Language Profile](#)

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?**

- (ii) If there are negative impacts how will these be mitigated?**

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census***

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?**

- (ii) If there are negative impacts how will these be mitigated?**

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census***

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

7e. Treating the Welsh language no less favourably than the English language

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?
- (ii) If there are negative impacts how will these be mitigated?
- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

- 7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.
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8. Data and Information

(What data or other evidence has been used to inform the development of the proposal?

Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

Key relevant findings

How has the data/evidence informed this proposal?

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, The Gunning Principles must be adhered to. Consider the Consultation and Engagement Framework. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Who was consulted?

When they were consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

What were the key findings?

How have the consultation findings been taken into account?

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

What are the practical arrangements for monitoring?

How will the results of the monitoring be used to develop future proposals?

When is the proposal due to be reviewed?

Who is responsible for ensuring this happens?

11. Recommendation and Reasoning (delete as applicable)

- **Implement proposal with no amendments**
- **Implement proposal taking account of the mitigating actions outlined**
- **Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage**

Have you contacted relevant officers for advice and guidance? (delete as applicable)

- **Yes**
 - **No**
-

12.Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the “Summary of Integrated Impact Assessment” section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

13.Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ Version 1

Author:-

Brief description of the amendments/update:-

Revision Date:-

➤ Version 2

Author:-

Brief description of the amendments/update:-

Revision Date:-

Integrated Impact Assessment Author

Name:-

Job Title:-

Date:-

Head of Service Approval

Name:-

Job Title:-

Signature:-

Date:-

Annexe 2 - Buddy Survey Summary

150 responses out of approx. 590 buddies. 385 original volunteers have been supplemented by staff, either 'offered' by their managers, or formally redeployed into the Buddy role.

74% of respondents signed up as a volunteer

61% supporting with shopping weekly

58% supporting with prescription pick-up

92% supporting with a friendly phone call

68% have a greater sense of pride in the organisation and being a member of Team Caerphilly

50% would definitely like to volunteer in a similar capacity

45% would maybe like to volunteer in a similar capacity

Other support responses (examples):

- picking up hearing aid batteries
- paying bills at Post Office
- help with texting, topping up mobile phone
- weeding the garden
- help accessing e-Library resources
- helping with on-line banking
- walking the dog- putting bins out
- been able to help when he can't get an online shopping slot

How have you made a difference?(examples):

- definitely no ability to shop on-line
- able to buy at supermarket prices rather than corner shop
- my gentleman is blind and would have been unable to social distance easily if out and about
- been able to help with anxiety about their situation
- helped with queries about the Welsh government food parcel
- have a good old chinwag in the garden
- lady has cancer, without a supermarket shop her diet would have been limited
- just being on the other end of phone
- helped with the loneliness- seeing my children once a week has given him a smile
- formed a new friendship
- my lady has no family or friends under 70 who would have been able to help her
- she is 87 and I can't imagine how she would have queued for 50 mins outside a pharmacy
- taken a weight off their shoulders
- helped her keep up her gardening by picking up items she wanted
- has family help with shopping but was embarrassed to ask her grandson to buy personal item
- been able to stay in touch with her son who lives away
- he moved to Wales during COVID due to an emergency relocation and has no family nearby, been able to help with household items and cleaning products for his flat
- she is happy to ask her neighbours for small shops but would be embarrassed to ask for a big weekly shop
- he lives in a very rural area and would find it very hard to get essential supplies, I am happy to help

One positive experience (examples):

- a smile says it all really
- I don't have any close family and know I would need this type of support if older
- a listening ear when they are really low
- it give me a sense of purpose in lockdown
- helping people who would have struggled gives me a great sense of gratification
- it's been a pleasure and a privilege
- community cohesion is greater
- every time I go she is waiting in the window smiling
- feeling like I am helping in a dreadful crisis
- finding out facts about the area I would never have known and my children seeing how positive volunteering can be
- meeting people in my community I would never have met otherwise
- we always have a laugh and it's nice to see them smile
- I work full time and have a little one but this few hours a week helping someone else has been so positive for me
- it is helping me cope with the situation we are all in
- it has taught me that helping people gives you great satisfaction
- their faces lighting up when I arrive with their shopping
- knowing that simply posting a birthday card can mean so much for someone
- picking out birthday cards for her daughters who live away
- seeing their joy when I turned up with flour
- I suffer from lack of confidence and anxiety, being a buddy has really helped my communication and I have benefited so much mentally from helping other people, so much so that I want to look at a career in social care.

Can you tell us why you answered as you did when asked whether you would like to be involved in future (examples):

- it has been difficult balancing work and family and buddy commitments
- I would be only too glad to continue
- I don't think I will be able to continue when I am back in full time work
- as long as I have the time I am happy to help
- always been interested in volunteering but have never done it in the past
- at the start I was a little nervous but am now proud of what I have done
- it depends on my change on workload and returning to family commitments, kids clubs etc
- it just depends on my time
- I am happy to help whenever I can
- I couldn't commit because of children's hectic after school schedule
- as long as I could do it around my work- I would like to stay in touch with them
- I have enjoyed meeting new people
- as we get back to normality it will depend on how much spare time I have
- it's important to give back to the local community, the only thing that stops me is lack of time
- I hope that more good within CCBC will come from this pandemic and stay for future years even when this is all over. Community used to mean lots to people in previous years let's make this a new team and community
- Simply put, if it is needed by the community then it is a valuable thing to be involved in

Annexe 3 - Vulnerable Persons Data Assessment

Calls to every vulnerable person (1500+). 971 responses. Categorised as:

Red: definitely in need of continued support (many on the NHS shielding list**)

Green: no longer needs support

Amber: somewhere in between support and no support

Total figures:

Red: 342 (35%)

Amber: 349 (36%)

Green: 280 (29%)

500 people were not contactable but it would be reasonable to assume that there would be another 150 that could be categorised as Green.

Greens

Subsequent calls to the Buddies to double-check their opinion of whether support can be withdrawn. At the same time, asking the Buddies if they have capacity to take on a replacement vulnerable person, to help with flex in the system as some teams go back to normal roles.

Many of the people who originally called us for help at the start of the lockdown were in need of support because their usual methods of getting food delivered were unavailable - no online delivery slots, or friends and family were themselves self-isolating after displaying Covid-19

symptoms. Many of the Greens have now been able to get online delivery slots, or someone they know is helping them with their shopping. This means our community response has done exactly what we hoped it would do – identified people who were in danger, alone, and within our reach, and supported them to get all the way through the lockdown, until they were either self-sufficient or able to be supported by friends/family.

Reds

Many other people registered will need support for some time. Around half of the people classified as Red are also on the “shielded” list, having medical conditions that make them ‘clinically extremely vulnerable**’ to Covid-19. These are people with organ transplants, severe heart and lung conditions, certain types of cancer, and similar ailments that mean they should stay at home to avoid the virus. It is unlikely it will be safe for these people to return to normality any time soon, perhaps until a working vaccine is widely available, and they are likely to need support of some kind for months. Other people on the Red list fall into two broad sub-categories: those with multiple serious ailments that are not on the shielding list, but on the next lower list of ‘clinically vulnerable*’ ailments (milder heart and lung conditions, diabetes, Parkinson’s, and many others); or people with physical disabilities that prevent them from doing their own shopping.

Ambers

The Amber category includes a wide range of people, mainly those with illnesses in the 'clinically vulnerable' category, people over 70 but otherwise physically well, people displaying symptoms of Covid-19 and needing short-term support while self-isolating, and those with physical or mental health issues that make shopping for themselves difficult. A significant number of people in this category have managed to arrange delivery of shopping but have asked to continue with their Buddy either for prescription collection only, or in case online delivery slots are unavailable – these people may be able to be managed out of the system with the right support.

Next steps

Many vulnerable people are now able to access food through on-line shops or local delivery or are asking their Buddies to top up fresh food items only. A relatively high number now only need help collecting prescriptions either weekly or monthly. Handing over to a model where community volunteers, or engaged community support networks, should help with building personal resilience. Many of the people our call handlers spoke to highlighted the value they placed on the social interaction from their Buddy – this means they may be reluctant for support to be withdrawn even if it is no longer needed, and handing over to phone-based befriending support may play an important part in our step-down. Age Cymru are providing a telephone befriending service.

Feedback

Call handlers routinely reported praise for the Community Response, both for the individual Buddies and the way the system had been organised:

- “Mr S praised and thanked Rhian to the highest saying she’s a genuine diamond.”
- “Gwyneth advised she has been in awe of how CCBC has managed during the pandemic with the buddy system and free school meals.”
- “Stacy doing a wonderful job gathering Gail's shopping and she has asked could we give her five stars.”
- “So grateful to Ann the Buddy and said that CCBC has really come up trumps through this tough time.”
- “Both Mr and Mrs M advised me that they cannot put into words how grateful they are of the support that Tara has given them both. Mrs. M informed me that she loved Tara to bits as she was a kind and considerate young lady”
- “Karla advised that Colin her buddy has been professional, discreet, friendly and appropriate. With so much negativity in the media it has been reassuring to have something positive going on and this service has put her at ease. Really grateful for the service provided.”
- “First class service (member of a myeloma support group and we are one of the only councils delivering this service - Marlene said that her support group members are very envious). Service has been brilliant. Cardiff, RCT etc don't have this.”



**LLAWLYFR SAFONAU'R
GYMRAEG AR GYFER
ARWYDDION GWAITH CBSC**

Mae'r llawlyfr hwn at ddibenion cyfieithu a
chydymffurfiaeth â Safonau'r Gymraeg yn unig.

**WELSH LANGUAGE
STANDARDS MANUAL FOR
CCBC WORKS SIGNAGE**

This manual is for the purposes of translation and
Welsh Language Standards compliance only.



Cyflwyniad

Mae'r llawlyfr yma wedi cael ei lunio i greu a chefnogi staff y Cyngor a Chontractwyr i gydymffurfio â Safonau'r Gymraeg perthnasol.

Bydd y fersiwn diweddaraf ar gael ar-lein yma: www.caerffili.gov.uk/arwyddion-gwaith

Mae'n ofynnol i'r Cyngor, a'n hisgontractwyr, sicrhau bod pob arwydd sy'n cael ei godi gan, ac ar ran, Cyngor Caerffili yn ddwyieithog. Rhaid i'r Gymraeg gael ei rhoi i'r chwith neu uwchben y Saesneg. Mae Cyngor Caerffili yn cynhyrchu pob arwydd yn ddwyieithog, ac mae'n ofynnol i'n contractwyr ddilyn yr un egwyddor.

Os na fydd arwydd yn cydymffurfio â'r weithdrefn/safonau isod, mi fydd hi'n ofynnol gan Gyngor Caerffili, yn unol â'r deddfwriaeth berthnasol, i'r rhai sy'n gweithio ar ein rhan ailgyhoeddi arwyddion er mwyn sicrhau cydymffurfiaid y Cyngor.

Wrth osod arwydd ar ran y Cyngor, neu wrth wneud hyn yn rhan o wasanaeth rydych chi'n ei ddarparu ar ran Cyngor Caerffili, rhaid dilyn y camau canlynol.

Mae'r lluniau sydd wedi'u cynnwys yma'n enghreifftiau'n unig, ac efallai fyddan nhw ddim yn adlewyrchu gofynion yr offer statudol perthnasol a/neu ddeddfwriaeth sy'n gofyn am ffontiau, meintiau neu liw penodol. Adolygwch y ddeddfwriaeth berthnasol i gael gwybodaeth ychwanegol mewn perthynas â'r meysydd cydymffurfio yma.

Os oes gyda chi unrhyw ymholiadau o ran y ddogfen yma, neu os ydych chi eisiau ychwanegu rhagor o enghreifftiau at y ddogfen, cysylltwch â'ch rheolwr contractau neu'r Tîm Cyfieithu trwy e-bostio cymraeg@caerffili.gov.uk

Introduction

This manual has been created to help and support council staff and contractors to comply with the relevant Welsh Language Standards requiring bilingual signage.

The most up-to-date version is available via: www.caerphilly.gov.uk/works-signage

The council, and our subcontractors, are required to ensure all signage erected by, and on behalf of Caerphilly Council, is done so bilingually, with the Welsh version of the text appearing above or to the left of the English version. Caerphilly Council produce all their signage bilingually and require our contractors to follow the same principle.

Where signage does not comply with the below procedure/standards, Caerphilly Council, in line with the relevant legislation, will require those who work on our behalf to re-issue signage to ensure the Council's compliance.

When asked to erect a sign on behalf of the Council, or when this forms part of a service that you provide on behalf of Caerphilly Council, please follow the following steps.

The images herein are for illustration purposes only and may not necessarily reflect the requirements of the relevant statutory instruments and/or legislation requiring certain fonts, sizes and colour. Please review the respective legislation for additional information with regards to these areas of compliance.

If you should have any queries regarding this document, or wish to add further examples to the document, please do not hesitate to contact your contract manager or the Translation Team via e-mail on cymraeg@caerphilly.gov.uk

Ydy'r arwydd sydd angen wedi'i gynnwys yn y llawlyfr hwn?

YDY



Defnyddiwch y testun sydd yn y llawlyfr i greu fersiwn newydd, neu ddefnyddio hen fersiwn yr arwydd cymeradwy.



Cofiwch fod rhaid i'r Gymraeg gael ei darllen yn gyntaf. Os yw'r Saesneg i'w gweld yn gyntaf ar hen arwydd, does dim modd ei ddefnyddio ar ran Cyngor Caerffili.



Gosodwch yr arwydd.

NAC YDY



Anfonwch fersiwn Saesneg at y Rheolwr Contractau/Tîm Cyfeithu i gael cyfieithiad swyddogol (rhaid i'r Cyngor ddarparu cyfieithiad).



Ar ôl derbyn cyfieithiad a'i roi ar broflen yr arwydd, sicrhewch fod y Gymraeg i'w darllen yn gyntaf.



Anfonwch y broflen/llun o'r arwydd yn ôl i'r Tîm Cyfeithu i'w wirio.



Gosodwch yr arwydd ar ôl derbyn cadarnhad bod yr arwydd wedi'i wirio.

Does this signage manual include the required sign?

YES



Use the text provided from the manual to create a new version, or use old version of the approved sign from storage.



Remember the Welsh must be positioned to be read first. If an existing sign in stock has the English first, this is not to be used on behalf of Caerphilly Council.



Erect Signage.

NO



Send English version to Contract Manager/ Translation Team for official translation (Council must provide translation).



Receive Translation and set into sign/ design proof, ensuring the Welsh Language is positioned to be read first.



Send design proof/ image of sign for sign-off to the Translation Team.



Erect Signage after sign-off.

Tudalen / Page 6

Diverted Traffic
Diversion
Follow diversion
No access to HGV's - Follow diversion
One way
Essential work being undertaken - Expect long delays

Tudalen / Page 7

Priority over oncoming vehicles
Single file traffic
No parking beyond this point
No queuing beyond this point
No parking
Temporary road surface

Tudalen / Page 8

Street Name - Closed - Follow diversion
Road closed XX/XX/XX - XX/XX/XX
This road is closed on XX/XX/XX for 2 days
High street closed
Road ahead closed
Road closed

Tudalen / Page 9

Road closed except cyclists
Footpath closed
Road ahead closed - residents access only
Ramp ahead
Caution grass cutting
Slow - wet tar

Tudalen / Page 10

Adverse camber
3-way control - wait here until green light shows
When red light shows - wait here
When stop sign shows - wait here
Traffic under signal control
Joining traffic not signal controlled

Tudalen / Page 11

Sign under test
Signal under test
Sign not in use
Signals not in use
Traffic sign maintenance
Traffic signal maintenance

Tudalen / Page 12

Traffic control ahead
Works traffic
Works traffic merging 200 yards
Works traffic only
No works traffic
works exit

Tudalen / Page 13

Setting out road works ahead
New road layout ahead
Caution site entrance
Caution site traffic
Work in centre of road
Workforce in road - slow

Tudalen / Page 14

Pedestrians - directional arrow
Pedestrians
No pedestrians
Pedestrians look both ways
Pedestrians look left
Pedestrians look right

Tudalen / Page 15

Pedestrians please use other footway
Pedestrians crossing - when red light shows wait here
Crossing not in use
Temporary footway closure
Cyclists dismount and use footway
Footway closed

Tudalen / Page 16

No give way markings
No road markings at junction
No road markings at level crossing
No road markings for 400 yards
No road markings
No road studs

Tudalen / Page 17

CCTV in constant operation
Danger construction site
Caution site entrance
Caution lorries turning
Caution sudden drop
Danger high voltage

Tudalen / Page 18

No stop markings
No road markings for 2 miles

Welsh language mutation

**Platiau atodol i'w defnyddio ag arwyddion eraill
Supplementary plates for use with other signs**

Tudalen / Page 19

Grass cutting
Tree cutting
Hedge cutting
End
Lighting maintenance
Mobile road works
On hard shoulder
Road sweeping

Tudalen / Page 20

On slip road
Overhead works
Sign maintenance
Sign erection
Gritting
Ice
Salting
Snow ploughing

Tudalen / Page 21

Flood
Surveying
Ditching
Blasting
At level crossing
Weed spraying
Ramp
Reduce speed now

**Arwyddion Iechyd a Diogelwch
Health and Safety Signage**

Tudalen / Page 22

Ear protection must be worn
Eye protection must be worn
Gloves must be worn
High visibility jackets must be worn

Tudalen / Page 23

Safety helmets must be worn
Keep out
Protective footwear must be worn
All visitors to report to site office

TRAFFIG Y
GWYRIAD
DIVERTED
TRAFFIC

GWYRIAD
DIVERSION

DILYNWCH
Y GWYRIAD
FOLLOW
DIVERSION

DIM MYNEDIAD I HGV'S
DILYNWCH Y GWYRIAD
NO ACCESS TO HGV'S
FOLLOW DIVERSION

UNFFORDD
ONE WAY

GWAITH HANFODOL YN
MYND RHAGDDO -
OEDI HIR I'W DDISGWYL

ESSENTIAL WORK BEING
UNDERTAKEN -
EXPECT LONG DELAYS

BLAENORIAETH DROS
GERBYDAU SY'N
DOD ATOCH

PRIORITY OVER
ONCOMING VEHICLES

UN RHES
O DRAFFIG
SINGLE FILE
TRAFFIC

DIM PARCIO TU
HWNT I'R MAN HWN

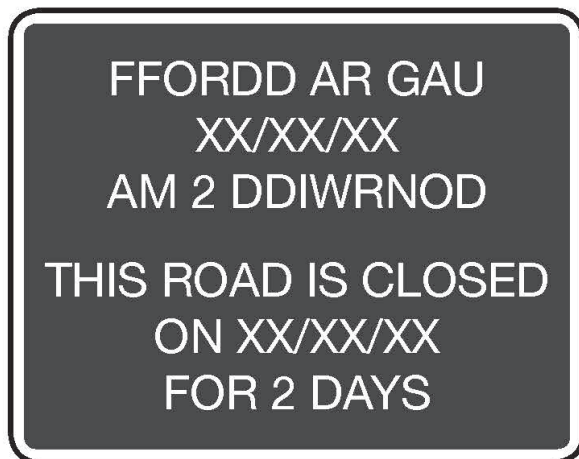
NO PARKING
BEYOND THIS POINT

DIM CIWIO TU HWNT
I'R MAN HWN

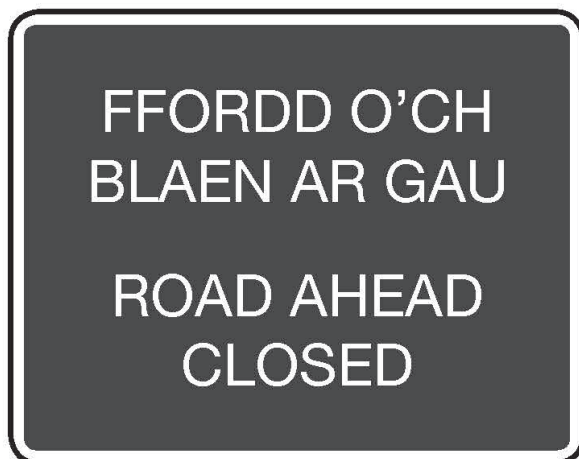
NO QUEUING
BEYOND THIS POINT

DIM PARCIO
NO PARKING

WYNEB
DROS DRO
TEMPORARY
ROAD SURFACE



Manylion treiglo ar dudalen 17 / See page 17 for mutation



FFORDD AR GAU
AC EITHRIO
BEICWYR

ROAD CLOSED
EXCEPT CYCLISTS

LLWYBR
TROED AR GAU

FOOTPATH
CLOSED

FFORDD O'CH BLAEN
AR GAU - MYNEDIAD I
BRESWYLLWYR YN UNIG

ROAD AHEAD CLOSED
- RESIDENTS ACCESS
ONLY

RAMP
O'CH BLAEN

RAMP AHEAD

GOFAL
TORRI GWAIR

CAUTION
GRASS CUTTING

ARAF
TAR GWLYB

SLOW
WET TAR

CAMBR
CROES

ADVERSE
CAMBER

RHEOLAETH 3-FFORDD
- ARHOSWCH YMA NES
BOD Y GOLAU'N WYRDD

3-WAY CONTROL -
WAIT HERE UNTIL
GREEN LIGHT SHOWS

PAN FO'R
GOLAU'N GOCH
ARHOSWCH YMA

WHEN RED LIGHT
SHOWS
WAIT HERE

PAN WELWCH
ARWYDD STOP
ARHOSWCH YMA

WHEN STOP SIGN
SHOWS
WAIT HERE

TRAFFIG DAN
REOLAETH
GOLEUADAU

TRAFFIC UNDER
SIGNAL CONTROL

TRAFFIG YN YMUNO
NAD YW DAN
REOLAETH GOLEUADAU

JOINING TRAFFIC
NOT SIGNAL
CONTROLLED

ARWYDD YN
CAEL EI BROFI

SIGN
UNDER TEST

GOLAU YN
CAEL EI BROFI

SIGNAL
UNDER TEST

ARWYDD
SEGUR

SIGN
NOT IN USE

GOLAU
SEGUR

SIGNALS
NOT IN USE

CYNNAL
ARWYDDION
TRAFFIG

TRAFFIC SIGN
MAINTENANCE

CYNNAL
GOLEUADAU
TRAFFIG

TRAFFIC SIGNAL
MAINTENANCE

RHEOLAETH
TRAFFIG O'CH
BLAEN
TRAFFIC CONTROL
AHEAD

TRAFFIG Y
GWAITH
WORKS
TRAFFIC

TRAFFIG Y GWAITH
YN YMUNO
200 LLATH
WORKS TRAFFIC
MERGING
200 YARDS

TRAFFIG Y
GWAITH
YN UNIG
WORKS TRAFFIC
ONLY

DIM TRAFFIG
Y GWAITH
NO WORKS
TRAFFIC

ALLANFA
WAITH
WORKS EXIT

GOSOD GWAITH
FFORDD O'CH
BLAEN

SETTING OUT ROAD
WORKS AHEAD

TREFN FFYRDD
NEWYDD O'CH
BLAEN

NEW ROAD
LAYOUT AHEAD

GOFAL
MYNEDFA SAFLE

CAUTION
SITE ENTRANCE

GOFAL
TRAFFIG Y SAFLE

CAUTION
SITE TRAFFIC

GWAITH AR
GANOL Y Ffordd
WORK IN CENTRE
OF ROAD

GWEITHLU AR Y
FFORDD
ARAF
WORKFORCE IN ROAD
SLOW

CERDDWYR
PEDESTRIANS



CERDDWYR
PEDESTRIANS

DIM
CERDDWYR
NO
PEDESTRIANS

CERDDWYR
EDRYCHWCH I'R
DDAU GYFEIRIAD
PEDESTRIANS
LOOK BOTH WAYS

CERDDWYR
EDRYCHWCH
I'R CHWITH
PEDESTRIANS
LOOK LEFT

CERDDWYR
EDRYCHWCH
I'R DDE
PEDESTRIANS
LOOK RIGHT

CERDDWYR
DEFNYDDIWCH Y
DROEDFFORDD ARALL

PEDESTRIANS
PLEASE USE OTHER
FOOTWAY

CROESFAN I GERDDWYR -
PAN FO'R GOLAU'N GOCH
ARHOSWCH YMA

PEDESTRIAN CROSSING -
WHEN RED LIGHT SHOWS
WAIT HERE

CROESFAN
SEGUR

CROSSING
NOT IN USE

TROEDFFORDD
AR GAU DROS DRO

TEMPORARY
FOOTWAY CLOSURE

BEICWYR DEWCH
ODDI AR EICH BEIC A
DEFNYDDIO'R
DROEDFFORDD

CYCLISTS DISMOUNT
AND USE FOOTWAY

TROEDFFORDD
AR GAU

FOOTWAY
CLOSED

DIM MARCIAU
ILDIO

NO GIVE WAY
MARKINGS

DIM MARCIAU
FFORDD WRTH Y
GYFFORDD

NO ROAD MARKINGS
AT JUNCTION

DIM MARCIAU Ffordd
WRTH Y GROESFAN
REILFFORDD

NO ROAD MARKINGS
AT LEVEL CROSSING

DIM MARCIAU
FFORDD
AM 400 LLATH

NO ROAD MARKINGS
FOR 400 YARDS

DIM MARCIAU
FFORDD

NO ROAD
MARKINGS

DIM STYDIAU
FFORDD

NO ROAD
STUDS

TELEDU CYLCH
CYFYNG AR WAITH

CCTV IN CONSTANT
OPERATION

PERYGL
SAFLE ADEILADU

DANGER
CONSTRUCTION SITE

GOFAL
MYNEDFA SAFLE

CAUTION
SITE ENTRANCE

GOFAL
LORïAU YN TROI

CAUTION
LORRIES TURNING

GOFAL
DIBYN SERTH

CAUTION
SUDDEN DROP

PERYGL
FOLTEDD UCHEL

DANGER
HIGH VOLTAGE

DIM MARCIAU
STOP

NO STOP
MARKINGS

FFORDD AR GAU
XX/XX/XX
AM 2 DDIWRNOD

THIS ROAD IS CLOSED
ON XX/XX/XX
FOR 2 DAYS

Mutation

Mutation only applies for the number 2.
For all other numbers use DIWRNOD

DIM MARCIAU
FFORDD
AM 2 FILLTIR

NO ROAD
MARKINGS
FOR 2 MILES

Mutation

MILLTIR CHANGES TO FILLTIR -
WHEN THE MILAGE CONTAINS A '1' OR A '2'

1 MILE = 1 FILLTIR
1½ MILES = 1½ FILLTIR

FOR DISTANCES 3 MILES AND OVER OR
UNDER 1 MILE THERE IS NO MUTATION

½ MILE = ½ MILLTIR
3 MILES = 3 MILLTIR



TORRI GWAIR
GRASS CUTTING



TORRI COED
TREE CUTTING



TORRI PERTHI
HEDGE CUTTING

DIWEDD
END

CYNNAL GOLEUADAU
LIGHTING
MAINTENANCE

GWAITH FFORDD
SYMUDOL
MOBILE ROAD WORKS

AR Y LLAIN GALED
ON HARD SHOULDER

YSGUBO'R FFORDD
ROAD SWEEPING



**AR Y SLIPFFORDD
ON SLIP ROAD**

**GWAITH UWCH
EICH PEN
OVERHEAD WORKS**

**CYNNAL ARWYDDION
SIGN MAINTENANCE**

**CODI ARWYDDION
SIGN ERECTION**

**GRAEANU
GRITTING**

**IÂ
ICE**

**TAENU HALEN
SALTING**

**SWCH EIRA
SNOW PLOUGHING**



**LLIF
FLOOD**

**MESUR TIR
SURVEYING**

**GWAITH FFOSYDD
DITCHING**

**FFRWYDRO
BLASTING**

**AR Y GROESFAN
REILFFORDD
AT LEVEL CROSSING**

**CHWISTRELLU
CHWYN
WEED SPRAYING**

RAMP

**ARAFWCH NAWR
REDUCE SPEED NOW**



**RHAID GWISGO OFFER
DIOGELU CLUSTIAU
EAR PROTECTION
MUST BE WORN**



**RHAID GWISGO OFFER
DIOGELU'R LLYGAID
EYE PROTECTION
MUST BE WORN**



**RHAID GWISGO
MENIG
GLOVES
MUST BE WORN**



**RHAID GWISGO
SIACEDI LLACHAR
HIGH VISIBILITY JACKETS
MUST BE WORN**



**RHAID GWISGO
HELMED DDIOGELWCH
SAFETY HELMETS
MUST BE WORN**



**CADWCH ALLAN
KEEP OUT**



**RHAID GWISGO
ESGIDIAU DIOGELU
PROTECTIVE FOOTWEAR
MUST BE WORN**



**POB YMWELYDD I FYND
I'R SWYDDFA
ALL VISITORS TO
REPORT TO SITE OFFICE**