

Polisi Coleg Penybont Bridgend College Policy

Enw'r Polisi/Policy Name: **Citizenship Code incorporating Student Disciplinary**
Côd dogfen/Document code (os yn berthnasol/if applicable)

Adran/Department: Student Services

Awdur y Ddogfen/Document Author: Joe Baldwin

Teitl Swydd/Job Title: Director of Student Services and ALN

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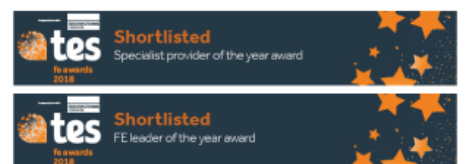
Coleg Penybont
yn swyddogol

Bridgend College
officially announced

Rhagorol

Excellent

Byddwch yn bopeth y gallwch fod.
Be all that you can be.



Polisi Coleg Penybont

Bridgend College Policy

Contents

1.0	Purpose and Objectives	3
2.0	Policy Details	3
3.0	Confidentiality	4
4.0	Radicalisation and Extremism	4
5.0	Bullying and Harassment	4
6.0	Citizenship Code	5
7.0	Recognition (Positive Notes and Student Awards)	6
8.0	Disciplinary Process	7
8.1	Issue Logs	7
8.2	Stage One: OnTrack	7
8.3	Stage Two: Action Plan	7
8.4	Stage Three: Learning Contract	8
8.5	Stage Four: Final	9
9.0	Recommendations for Exclusion	10
10.0	Exclusion	11
11.0	Appeal against Exclusion	11
12.0	Excluded Students wishing to re-apply to Bridgend College	11
13.0	Suspension Pending Interview	11
14.0	Suspended Students	12
15.0	Criminal Offences	12
16.0	Related Documents	13
17.0	Document Review	13
18.0	Appendix 1: Disciplinary Flow	14

Polisi Coleg Penybont Bridgend College Policy

19.0	Appendix 2: OnTrack Plan Exemplar	15
20.0	Welsh Language Impact Assessment	16

Polisi Coleg Penybont Bridgend College Policy

1. Pwrpas ac Amcanion/ Purpose and Objectives:

Bridgend College is fully committed to the wellbeing of students, staff, visitors and other stakeholders. The College actively promotes the positive welfare of all staff and students including vulnerable adults and those with additional learning needs (ALN) and expects all staff, volunteers and partners including associated employers and work placement providers to endorse and demonstrate this commitment at all times.

Bridgend College recognises its responsibility to develop students in ways which will foster security, confidence and independence, enabling students to be all that they can be. We recognise that a safe and secure College and work environment is central to the wellbeing of all students and the College's Citizenship code is central to enabling this, endorsing our three behaviour expectations:

- Be Ready
- Be Respectful
- Be Safe

These behaviour expectations support the organisational responsibilities we have under the Prevent Duty to actively promote five British Values:

1. Democracy
2. The rule of law
3. Individual Liberty
4. Mutual Respect
5. Tolerance

This Citizenship code, which incorporates our approach to student disciplinary, sets out our expectations of *all* students choosing to enrol at Bridgend College (full time, part time, higher education and community learning) or any of its associated subsidiaries or partner organisations.

Where academic misconduct of a higher education student is suspected, the relevant policy will be applied and upheld. Where disciplinary matters relate to a student enrolled on a pre-16 pathway (e.g. Junior Apprenticeships, Pupil Referral Unit and EOTAS) the relevant school or Local Authority policy may supersede this policy.

2. Manylion Polisi/ Policy Details:

This policy aims to ensure a proactive and positive approach to the Equality Act 2010 and the nine protected characteristics under the Act and our duties under other key legislation including 'All Wales Child Protection Procedures 2008', 'Adult Protection Procedures 2010', 'Keeping Learners Safe Guidance document number 158/2015' and 'Prevent Duty Guidance 2015'.

This policy applies on all College premises and to all College related activities, on or off site, such as College-arranged transport to and from College, visits, study tours and residentials (UK or overseas).

Polisi Coleg Penybont Bridgend College Policy

This Policy recognises that where the student's attendance, performance or behaviour appears to be indicative of a mental health issue, additional learning need, illness or injury it may be more appropriate to follow procedures as stated in the College's Fitness to Study Procedure.

This policy encompasses our expectations relating to student attendance, behaviour and conduct.

3. Confidentiality

The duty of confidentiality is not absolute and may be breached where it is in the best interest of the student or in wider public interest. If professionals judge that disclosure is necessary to protect a student or others from serious risk of harm, confidentiality may be breached.

Staff must not disclose information relating to a student, their welfare or personal information without express authorisation to do so from the Designated Senior Person (DSP) or Designated Safeguarding and Wellbeing Manager. This stipulation includes where a member of staff may receive an information request from a parent, guardian or the police. The police are required to provide the college with a Personal Data Request Form completed by a Detective Inspector.

Data retention schedules and data policies relating to the General Data Protection Regulation (GDPR) are available on the College website and can be requested in writing to the College Data Protection Officer (DPO).

4. Radicalisation and Extremism

The college seeks to protect its students against the messages of violent extremism including, but not restricted to, those linked to Islamic ideology, far right and extremist animal rights movements.

Behaviours and actions which are deemed to be of an extremist or radical nature will be dealt with in line with the College's safeguarding policy, available on the College website.

5. Bullying and Harassment

Bullying is defined as the deliberate misuse of power or influence and can take many forms. Where the intention may not be to deliberately cause hurt, it can still be considered as bullying if the victim perceives it as so. Bullying includes physical actions, verbal, emotional, sexual, homophobic, racist, online, hate crime or on the grounds of religion.

Polisi Coleg Penybont Bridgend College Policy

6. Citizenship Code

To Be All That You Can Be by being Ready, Respectful and Safe

Ready

- Be on time
- Take part in all timetabled and planned learning and enrichment activities
- Have the equipment and Personal Protect Equipment you need with you
- Report any absence to College by calling 01656 302 302 option 2

Respectful

- Respect other students, staff and visitors
- Respect your learning environments
- Respect others whatever their gender, sexuality, disability, age, religion or belief or race
- Only smoke or use e-Cigarettes in designated zones

Safe

- Wear your lanyard and ID badge whenever you are in College
- Follow health, safety and fire instructions when using equipment and moving around the College
- Report any concerns you have about your own safety or someone else's to a member of staff or the Wellbeing Team
- Follow the College's ICT Network Acceptable Use policy, including online safety, use of WiFi networks and use of social media (including misrepresenting the College or bullying)

Sometimes behaviours don't demonstrate our Citizenship Code of being Ready, Respectful and Safe.

Examples of such behaviours and activities include:

- Criminal activities and substance misuse (theft, fraud, criminal damage, assault, possession or supply of illicit drugs/legal highs, carrying offensive weapons)
- Extremism (either violent or non-violent), which might include terrorism or and act which endangers others (under the Terrorism Act 2000)

Zero Tolerance

Remember that you are an ambassador for the College, this includes whilst travelling to and from the campuses and when out on College trips or course activities.

Signing our Citizenship Code means that you understand and agree to demonstrate these behaviours at all times.

Polisi Coleg Penybont Bridgend College Policy

7. Recognition (Positive Notes and Student Awards)

We want students to flourish and fulfil their potential both in learning and life. We are committed to delivering excellent learning and enrichment opportunities which enhance our students' experience and provides a platform which enables them to excel and achieve. Positive Notes can be issues both as physical postcards and as entries on MiHub.

All staff are encouraged to issue positive notes where excellence in attitude, work outputs or learning achievements are demonstrated by students. Our annual Student Awards also provide a fantastic opportunity to recognise extraordinary achievements by students.

8. Disciplinary Process

Any student has the right to request meetings and associated written and verbal communication in Welsh or English without delay.

We will always endeavour to use restorative approaches where appropriate to support reflection and learning.

8.1 Issue Logs

Issue logs are a method by which personal tutors/lecturers can record any on-going issues that arise with a student that they deem applicable to be recorded on MiHub.

A staff member can record up to three issue logs; the third issue log within a six week cycle will escalate to the Stage One OnTrack Plan with the students Personal Tutor.

There is no right of appeal against an Issue Log.

8.2 Stage One (OnTrack)

Process Owner: Personal Tutor

- 8.2.1 Where three Issue Logs have been raised and are recorded on MiHub, an OnTrack planning meeting will be held between the student and Personal Tutor.
- 8.2.2 An OnTrack plan will be co-produced with time bound outcomes agreed. This will be signed by the student and Personal Tutor and a copy will be uploaded to MiHub.
- 8.2.3 The action plan must be received two weeks from the date of the Stage One OnTrack meeting. An exemplar OnTrack plan can be found in appendix 2.
- 8.2.4 There is no formal route of appeal at this stage.

7.3 Stage Two (Action Plan)

Process Owner: Curriculum Area Leader (CAL) – Learner Journey

- 8.3.1 At Stage Two interview the CAL for Learner Journey will arrange an interview with the student to assess/identify/discuss any issues raised via the disciplinary process to date.
- 8.3.2 All aspects of the student's behaviours will be taken into account in order to compose a detailed action plan of support in order to bring the learner back on track to achieve their qualification. The learner action plan must contain constructive and positive targets in order to promote an active and achievable learning plan for the learner. Additional support

Polisi Coleg Penybont

Bridgend College Policy

services should be considered, including the Wellbeing Team, Additional Learning Support Team and Skills Coaches.

- 8.3.3 Meeting outcomes and action plan are to be recorded on MiHub and the teaching team linked to the student made aware of the action plan.
- 8.3.4 In cases where it may be deemed appropriate the CAL for Learner Journey can de-escalate or escalate the stage of the disciplinary interview according to the evidence provided. This will be documented on MiHub.
- 8.3.5 An action plan review meeting should be held between the student and CAL for Learner Journey, two weeks after the Stage Two meeting and this, along with any new actions should be recorded on MiHub. Personal Tutors and other curriculum delivery staff also have a responsibility to encourage a student to engage with their action plan.
- 8.3.6 Where actions have not been achieved or behaviours continue to fall below expectation, a second review date should be identified along with any additional interventions or support required.
- 8.3.7 Failure to achieve actions following the second review meeting will result in escalation to Stage Three of the disciplinary process.
- 8.3.8 Should the learner incur further more serious incidents following the implementation of this action plan that are considered misconduct/gross misconduct this should be escalated accordingly.
- 8.3.9 There is no formal route of appeal at this stage.

8.4 Stage Three (Learning Contract)

Process Owner: Curriculum Area Manager

- 8.4.1 Where the attendance, performance or behaviour of a learner is of a more serious nature or where the attendance, performance or behaviour has not improved despite Stage Two interventions, the student will be required to attend a Stage Three interview with a Curriculum Area Manager.
- 8.4.2 Curriculum Area Administrators will assist in the coordination of a meeting to include parents/carers.
- 8.4.3 A letter will be sent to the student outlining the concerns and highlighting the student's entitlement to be accompanied; confirmation of the time and location of the interview; and a statement explaining that, if the student fails to attend or an alternative date is not arranged, the Curriculum Area Manager reserves the right to rearrange the meeting, with little or no notice, at their own convenience.

Polisi Coleg Penybont

Bridgend College Policy

- 8.4.4 The student will be entitled to be accompanied by a peer, student representative, family member, or other appropriate person in the case of a vulnerable adult (but not by a legal or other professional advisor unless the College otherwise agrees). A legal or other professional adviser will be allowed if the College intends to have an external adviser present.
- 8.4.5 At the interview the student will be entitled to state his or her case including any mitigating factors before any decision is taken and/or action plan is formulated.
- 8.4.6 If the student disputes the evidence, the Curriculum Area Manager, may suspend the interview in order to investigate what is disputed and seek appropriate further evidence. The interview will be reconvened within 10 working days.
- 8.4.7 Where the student's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the College's Fitness to Study procedure. In addition, the interview can be adjourned in order that future action can be determined.
- 8.4.8 The Curriculum Area Manager will formulate an action plan which must contain constructive and positive targets in order to promote an active and achievable learning plan for the student. A copy of the action plan must be signed by both the student and Curriculum Area Manager and uploaded to MiHub.
- 8.4.9 Should the learner have met the required standards/targets and has shown improvement they can be removed from the disciplinary process.
- 8.4.10 Should the learner incur further more serious incidents following the implementation of this action plan that are considered misconduct/gross misconduct this should be escalated accordingly.
- 8.4.11 There is no formal route of appeal at this stage.

8.5 Stage Four (Final)

Process Owner: Director of Further Education

- 8.5.1 Where the attendance, performance or behaviour complained of is of a more serious nature/gross misconduct or where the attendance, performance or behaviour has not improved in spite of a Stage Three interventions, the student will be required to attend a Stage Four disciplinary interview with the Director of Further Education and the Curriculum Area Manager.
- 8.5.2 Curriculum Area Administrators will coordinate correspondence.
- 8.5.3 An outline of the gross misconduct will be included in the content of the letter along with the student's entitlement to accompaniment; confirmation of the time and location of the

Polisi Coleg Penybont

Bridgend College Policy

interview; and a statement explaining that, if the student fails to attend or an alternative date is not arranged, the Director of Further Education reserves the right to rearrange the meeting, with little or no notice, at their own convenience.

- 8.5.4 In some cases it may be deemed appropriate by the Director of Further Education to de-escalate or escalate according to the evidence and individual nature of each case. This will be documented on MiHub.
- 8.5.5 In some cases where no disciplinary action is necessary the case will be considered closed by the College.
- 8.5.6 In the case of a final written warning being issued, the warning will state that any repeated or further poor attendance, performance or behaviour by the student may result in the student's exclusion from the College.
- 8.5.7 In serious cases of poor attendance, performance or behaviour, including repeated misconduct or gross misconduct, the Director of Further Education may issue a Final Warning with a written action plan.
- 8.5.8 In the case of a Final Warning being given or when an action plan has been set (with or without suspension), the student will be given a date and time for when their progress will be reviewed. Any actions taken following the review will be appropriate to Stage Two of the disciplinary process.
- 8.5.9 The student has the right to appeal against the decision by writing within 7 working days of the date of the outcome letter to the Director of Further Education.
- 8.5.10 Should the behaviours be deemed to be unacceptable by the College a recommendation by the Director of Further Education can be made to the Deputy Principal for exclusion.
- 8.5.11 This meeting and consequent outcomes should be recorded on MiHub.

9 Recommendation for Exclusion

The Deputy Principal will consider the documentation presented by the Director of Further Education and the reasons for the recommendation.

The Deputy Principal may decide not to uphold the Recommendation for Exclusion and that no further disciplinary action is necessary.

The Deputy Principal may recommend that other more appropriate sanctions should be applied.

The Deputy Principal may decide to uphold the Recommendation for Exclusion. The student will be informed of the decision within 10 days of the outcome letter recommending exclusion. The student has the right to appeal against the decision by writing, within 21 days of the date of the exclusion letter, to the Principal.

10 Exclusion

The period of exclusion, decided by the Deputy Principal, may be for up to 3 months or for a period of between 3 months and 5 years. Except in exceptional circumstances, no exclusion shall be longer than 5 years.

During any period of exclusion, no excluded student may return to College without prior approval from the Deputy Principal or who will arrange for relevant supervision.

Any student who is under a notice of exclusion may request the College to consider lifting the exclusion by writing to the Deputy Principal. The facts surrounding the original hearing will not be open to re-examination and the request will be dealt with through the College Admission Procedures and decided by the Principal

11 Appeal against Exclusion

Any appeal against the exclusion of a student will be made to the Principal who will be provided with the complete documentation that has led up to the recommendation.

The Principal will consider the documentation and whether the procedures in the Student Disciplinary Policy have been followed.

The Principal will reach a decision about whether to uphold the Exclusion and inform the student of the decision within 21 days of the exclusion letter.

The decision of the Principal is final and the student has no right of appeal.

12 Excluded students wishing to re-apply to Bridgend College

Previously excluded students wishing to return to the College must make an application to the Principal and Chief Executive. The Principal and Chief Executive's decision shall be final. Relevant records will be continually updated in cases of excluded students.

13 Suspension Pending Interview

- 13.1 A student may be suspended from the College immediately by a member of the college Senior Management Team, pending a disciplinary interview, where that member of staff has reason to believe that the student has committed an act of gross misconduct or gross negligence that may result in disruption to the delivery of the College's operational objectives.

Polisi Coleg Penybont

Bridgend College Policy

- 13.2 Suspension due to an act of gross misconduct or gross negligence may lead to a Fourth Stage interview which could result in either, no further action, a recommendation for an alternative sanction or a recommendation for exclusion.
- 13.3 Suspension due to an act of gross misconduct or gross negligence will supersede any other disciplinary action a student may be involved in.
- 13.4 Any such suspension will be confirmed in writing by the independent Director (within 7 working days of its occurrence).
- 13.5 Suspension should not last more than 10 working days without the suspension being lifted or a date for an interview being set.
- 13.6 If suspension lasts more than 10 working days the student shall have the right to appeal against the suspension by writing to the Deputy Principal
- 13.7 Within 7 working days, the Deputy Principal will arrange for the appeal to be heard by a member of the College Senior Management Team who has not previously been involved in the matter.
- 13.8 The student will be entitled to be accompanied to the appeal by a peer, student representative or family member, or other appropriate person in the case of a vulnerable adult, (but not by a legal or other professional adviser unless the College otherwise agrees).
- 13.9 The outcome of the appeal will be notified to the student as soon as possible and in any case within 5 working days. There is no further appeal against this decision.

14 Suspended Students

Due consideration will be given to suspended or excluded students who need to take external examinations or internal assessments as to whether to allow them to attend. In this instance, any suspended students will be accompanied by a member of support staff and will normally take the exam or assessment separately to other students.

15 Criminal Offences

Where any member of staff has reason to believe that a student may have committed a criminal offence, the College may refer the matter to the police and may continue disciplinary proceedings under this procedure or suspend the student pending the outcome of police enquiries and any charges which may be brought against the student. Where the student has been suspended under this provision, when the results of those enquiries and any criminal proceedings are known, the College reserves the right to recommence proceedings under this procedure in relation to the matter. A certificate of conviction from a court of competent jurisdiction will be conclusive proof of that conviction.

Polisi Coleg Penybont Bridgend College Policy

Any disciplinary action relating to alleged criminal offences will be based on the genuine belief of the member of staff taking the action after a thorough internal investigation and will not require a criminal conviction. It is emphasised that in relation to the application of this procedure the College is not bound by the results of any criminal proceedings against students.

Where the College has reason to believe that a student has made a successful application to the College and failed to disclose an unspent criminal conviction, it reserves the right to take disciplinary action, including withdrawal of a course offer where deemed appropriate for the safety and wellbeing of the individual, wider student population and College staff.

16 Dogfennau Cysylltiedig (os yn berthnasol)/ Related Documents

- Safeguarding Children and Vulnerable Adults Policy
- Admissions Policy

17 Adolygiad dogfen/Document review

This policy and associated procedures will be reviewed annual, although updated in line with the publication of any statutory guidance or legislation.

Appendix 1: Disciplinary Flow

Students will ordinarily move through stages incrementally, both up and down the disciplinary stages, although where it is deemed that behaviour or actions require a higher degree of intervention (e.g. gross misconduct), students may enter the disciplinary process at a given level.

Issue Log 1		Issue Log 2		Issue Log 3	
▼▼▼ 3 Issue Logs within a six week cycle > progress to Stage One ▼▼▼					
People	Actions	Communication	Follow-up	Examples	
▼ Stage One: OnTrack Plan ▼					
Lead: Personal Tutor Student	OnTrack plan created based on issue logs and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed via phone or email by Personal Tutor OnTrack Plan communicated to curriculum team by Personal Tutor	Review of OnTrack plan 2 weeks after stage one meeting. If issues persist, escalate to stage 2. If no further issues, deescalated from stage 1 at the end of the preceding term.		
▼ ▼ Stage Two: Action Plan ▼ ▼					
Lead: CAL Learner Journey Student Personal Tutor Parent/Carer	Action plan created based on previous OnTrack Plan or on rationale for Stage Two meeting and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed via phone or email by CAL Learner Journey Action plan communicated with curriculum team by CAL for Learner Journey	Review of action plan 2 weeks after stage two meeting and a second review meeting 2 weeks after the first review meeting. If issues persist, escalate to stage 3.	Stage 1 action plan not achieved 85% attendance Vandalism of college property Physical / emotional misconduct Plagiarism Further occurrences of stage 1 issues	
▼ ▼ ▼ Stage Three: Learning Contract ▼ ▼ ▼					
Lead: Curriculum Area Manager CAL Learner Journey Student Parent/Carer	Learning Contract issued to address area(s) of concern, with clear expectations linked to behaviour which needs to be modified and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed and invited to attend meeting Learning Contract communicated with curriculum team by Curriculum Area Manager	Weekly review meeting with Personal Tutor with a 6 week review meeting with Curriculum Area Manager.	Physical confrontation. Any means of bullying or harassment (including social media and online). Excessive disruptive behaviour. Suspected actions which pose significant risk to self or others.	
▼ ▼ ▼ ▼ Stage Four: Final ▼ ▼ ▼ ▼					
Lead: Director of Further Education Curriculum Area Manager Student Parent/Carer	Final written warning issued outlining how behaviour has compromised our behaviour expectations (Ready / Respectful / Safe). We may be duty bound to involve Police or other authorities at this stage.	Recorded on MiHub Parent/Carer informed and invited to attend meeting Written warning sent to student and a copy uploaded to MiHub		Theft. Targeting groups of individuals contrary to the Equalities Act (2010). This includes use of sexist, racist, homophobic, anti-religious language or behaviour. Actions which pose significant risk to self or others. Possession of a weapon.	

Appendix 2: OnTrack Plan Exemplar

Student Name	Jasmine French	Student ID	86429
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OnTrack Meeting Date	18.11.17	Facilitator	James Godfrey
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Discussion Summary (including identification of how behaviours link to our expectations: Ready / Respectful / Safe)
<p>Key Issues: You are not demonstrating that you are ready to learn as your attendance currently 89% and we are concerned about your lateness. You are not showing respect for others when you use inappropriate language.</p> <p>We discussed Jasmine's reason for non-attendance, which has been due to personal circumstances and challenges within her home life. This has had an impact on Jasmine receiving EMA, which has meant she has struggled to get bus fare, meaning there have been mornings that she has walked to College, causing lateness to first session. Jasmine is feeling overwhelmed with some of the work, which is being compounded by missing parts of lessons either through lateness or non-attendance. This is when Jasmine recognises that her language is unacceptable and inappropriate.</p>

I need to...	People I will need support from...	Review notes
Link in with weekly Wellbeing drop-in so that I can discuss how I am feeling and so that the Wellbeing Team can monitor things at home.	Wellbeing Team	
James will speak to Student Services to arrange an EMA approval so that I have money to pay for my bus fare, which will enable me to be on time.	Student Services / James	
I will attend additional Skills Coach sessions so that I can catch up with the work I am struggling with and can access the support I need.	Skills Coach	

Student Sign	J. French	Facilitator Sign	J. Gofrey
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1st Review Date	03.12.17	Review Time	11:00
Student Sign		Facilitator Sign	

2nd Review Date		Review Time	
Student Sign		Facilitator Sign	

Additional Notes / Conclusion

Scanned copy to be uploaded to MiHub

Polisi Coleg Penybont Bridgend College Policy

Asesiad Effaith Iaith Gymraeg / Welsh Language Impact Assessment

Enw Polisi / Gweithdrefn Name of Policy / Procedure	Citizenship Code incorporating student disciplinary					
Perchennog Polisi Policy Owner (to complete this EIA)	Joe Baldwin					
Nod(au'r) a Pwrpas y Polisi Aim(s) and Purpose of Policy	Behaviour Expectations and Conduct					
I bwy mae'r polisi hwn yn effeithio? Who does the policy affect?	Dysgwyr Learners	✓	Staff	✓	Y Cyhoedd Gyffredinol / General Public	

Safonau Iaith Gymraeg / Welsh Language Standards

Rhif/ No.	Math/ Type	Safon / Standard	Cadarnhaol (gallai fod o fudd) Positive (could benefit)	Negyddol (gallai effeithio) Negative (could impact)	Dim Effaith No Impact
94	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid i chi ystyried pa effeithiau, os o gwbl (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi yn eu cael ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

95	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel y byddai'r penderfyniad polisi'n cael effeithiau positif, neu effeithiau mwy positif, ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would have 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.</p>		✓	
96	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel na fyddai'r penderfyniad polisi'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would not have adverse effects, or so that it would have decreased adverse effects, on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

97	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch yr effeithiau (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you publish a consultation document which relates to a policy decision, the document must consider, and seek views on, the effects (whether positive or adverse) that the policy decision under consideration would have on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
98	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would have positive effects, or increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	✓		

99	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>	✓		
101	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid ichi sicrhau bod yr ymchwil yn ystyried pa effeithiau, os o gwbl (a pha un ai ydynt yn rhai positif neu'n rhai andwyol), y byddai'r penderfyniad polisi sydd o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers what effects, if any (and whether positive or adverse), the policy decision under consideration would have on—</p> <p>(a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

102	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellid gwneud y penderfyniad polisi sydd o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would have a positive effects, or so that it would have increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
103	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellir gwneud y penderfyniad polisi sydd o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

Cynllun Gweithredu / Action Plan

Dylai camau gweithredu ddangos camau i'w cymryd i leihau neu, lle bo modd, ddileu unrhyw effaith negyddol ar yr Iaith Gymraeg.

Actions should demonstrate steps to be taken to reduce or where possible, eliminate any negative impact on the Welsh Language

Gweithredu/ Action	Pwy/ Who	Erbyn Pryd/ By When	Mesur Llwyddiant/ (sut y byddwn ni'n gwybod ein bod wedi cyflawni'r camau gweithredu) Success Measure (how will we know we have achieved the action)
Standard 96	Sam Gunnarsson	Publication Date	Ensure that disclosure document is available in Welsh
Standard 98 and 99	Joe Baldwin	30 day consultation	All staff will have a 30 day period to offer insight and advice on any amendments to the policy to support Welsh language users.

Dyddiad Cwblhau Aesu / Assessment Completion Date: 26th June 2018