

Learning, Skills and Economy Scrutiny Committee

Meeting Venue
**Council Chamber - County Hall,
Llandrindod Wells, Powys**

Meeting Date
Monday, 18 June 2018

Meeting Time
1.30 pm

For further information please contact
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County Hall
Llandrindod Wells
Powys
LD1 5LG

12.06.2018

The use of Welsh by participants is welcomed. If you wish to use Welsh please inform us by noon, two working days before the meeting

AGENDA

1.	ELECTION OF CHAIR FOR THE MEETING
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To elect a Chair for the meeting.

2.	APOLOGIES
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To receive apologies for absence.

3.	DECLARATIONS OF INTEREST
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To receive declarations of interest from Members.

4.	DECLARATIONS OF PARTY WHIPS
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To receive disclosures of prohibited party whips which a Member has been given in relation to the meeting in accordance with Section 78(3) of the Local Government Measure 2011.

(NB: Members are reminded that under Section 78 Members having been given a prohibited party whip cannot vote on a matter before the Committee.)

5.	REVIEW OF SCHOOLS FUNDING FORMULA
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To undertake pre-Cabinet Scrutiny of the Schools Funding Formula Review prior to consultation.

(Pages 3 - 10)

6.	SCHOOLS SAFEGUARDING COMPLIANCE
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To receive the Schools Safeguarding Compliance Audit 2018 and Schools Service Safeguarding and Child Protection Policy 2018.

(Pages 11 - 62)

7.	SCHOOLS SERVICE WORKFORCE STRATEGIC DEVELOPMENT PLAN 2018
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To receive the Schools Service Workforce Strategic Development Plan June 2018.

(Pages 63 - 78)

8.	TIMING OF MEETINGS
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To receive and consider the report of the Scrutiny Manager and Head of Democratic Services.

(Pages 79 - 80)

9.	WORK PROGRAMME
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The Scrutiny Work Programme is under review following the change of structure of the Scrutiny Committees.

Future meeting dates are:

- 25th June 2018
- 19th July 2018
- 22nd August 2018

Further dates will be circulated when they have been confirmed.

CYNGOR SIR POWYS COUNTY COUNCIL.**CABINET EXECUTIVE****10 July 2018**

REPORT AUTHOR: County Councillor M Alexander, Portfolio Holder for Learning and Welsh Language
County Councillor A Davies, Portfolio Holder for Finance

SUBJECT: School Funding Formula Review

REPORT FOR: Decision

1. Summary

- 1.1 The schools fair funding formula is the method used to allocate the schools delegated budget to individual schools and is required by regulation.
- 1.2 Cabinet requested a fundamental review of the School funding formula due to concerns about the level of deficit occurring in some schools and the need to ensure all schools are able to deliver a minimum curriculum.
- 1.3 A Formula Review Group has been established and has been meeting regularly since February, with support from officers in Education and Finance and an external expert, and an outline shape for a new formula has been developed. The group is very clear that two conditions should be met if this review is to be considered a success: that the overall budget is sufficient to resource agreed educational policy; that the method of distribution of funding between schools is fair and equitable.
- 1.4 This report provides details of the progress so far, the plans for the next phase, including the finalisation of full consultation proposals, about which a decision is sought.

2. Proposal

- 2.1 Cabinet is asked to approve the high level shape of the formula for mainstream schools, comprising four blocks, informed by a clear description of the Powys educational offer, built with efficiency in mind, simple and with integrity. The formula is intended to be dynamic, to be capable of reflecting future changes in curriculum, education policy, regulations, structures, resources or responsibilities.
- 2.2 Cabinet is asked to approve arrangements to delegate the decision to consult to the Portfolio Holders for Learning and Welsh Language and Finance in order for the review to adhere to the budget setting timetable and maximise opportunity for school input.

- 2.3 Cabinet is asked to note the interconnection with other elements of the transformation programme and the Council's medium term financial plan.

3. Options Considered / Available

- 3.1 In terms of the overall design of the formula, the 2010 School Funding (Wales) Regulations expect a formula to be simple, objective, measureable, predictable in effect and clearly expressed. The Regulations allow for the use of any of 37 factors (which must include weighted pupil numbers and a measure of social deprivation). The current formula has been amended and altered over a number of years, leaving many elements unclear, confused and/or over-complicated. The options for reform included the maintenance of a complex formula, however, in order to meet the objectives expressed in the Regulations, a simpler formula model has been explored with school representatives.

- 3.2 The overall design of the proposed new school funding formula is shown in the appendix to this report. It comprises four blocks of funding:

- Core educational delivery and basic running costs
- Additional educational need and social deprivation
- Costs relating to the site, facilities and property
- Other factors and adjustments

The fourth block of funding applies to a relatively small number of schools and covers circumstances that are not standard for all. Examples include the provision of Welsh in education, all-through schools and those with more than one site or location. This block will feature clear criteria and transparent allocation of additional funding.

- 3.3 The detailed design will involve many options and choices, as each factor and value is developed and discussed with the Formula Review Group. Where there is a clear consensus which is affordable and in line with policy, it is expected that the consultation with schools will include a clear recommendation. Where that is not the case, the consultation will seek views to inform the final decision by the Cabinet.
- 3.4 In respect of the consultation arrangements, the initial project timeline proposed consultation commencing mid-October and concluding in late November. This provides limited time to analyse the feedback from schools and make careful recommendations to Cabinet for the school's budget and the formula. It also provides limited time for schools to start to prepare for changes, resulting in the need for an extended transition period.
- 3.5 An earlier consultation window is recommended, running from 17th September to 26th October, to align with other consultation processes affecting schools. In order to avoid delay, particularly around the summer recess, Cabinet is asked to delegate authority to the Portfolio Holders for Learning and Welsh Language and Finance to approve the consultation proposals.

- 3.6 It is important to ensure that the funding formula adequately resources agreed educational strategy and that the strategy fulfils policy ambitions within an agreed budget.
- 3.7 The formula review is set in the context of a wider transformation programme, which has implications for the structure of the school system and the development of collaborative practice. The review has a direct connection with the ALN Review in terms of funding inclusive practice in mainstream schools, where the expectations about differentiation and targeted provision needs to be clear. The review is also likely to identify implications for funding special schools and PRUs, specifically in relation to premises costs but there could be wider opportunities for development.

4. Preferred Choice and Reasons

- 4.1 The Formula Review Group has expressed support for a simple funding formula, supported by a more sophisticated education model, particularly relating to the first block: core educational delivery. This approach would provide transparency in respect of integrated policy and financial decisions. It allows for decisions to be taken on the overall schools budget taking the potential impact on educational provision into account. It also allows for robust budget monitoring of delegated budgets.
- 4.2 A simple and predictable formula has a significant advantage in that schools are better able to forecast future funding and plan strategically, thus reducing the risk of a deficit budget.
- 4.3 The meeting of the Formula Review Group on 29th June 2018 will consider full proposals for the first and most significant block of the formula. Whilst the detail has not been able to be included in this report at this stage, a verbal report can be provided to the Cabinet at the meeting. Work on the other blocks of the formula has begun and this will be accelerated during July and August. The priority has been to seek stakeholder input into the development of the core model, deferring aspects of the formula requiring more officer input until the later stages.
- 4.4 The funding for sixth form provision is mainly through a specific grant, with scope for a local authority contribution towards the costs of post-16 provision. The formula model is being developed initially for compulsory school age provision, but as sixth form provision is an integrated part of secondary schools, the combined funding will be tested against the educational model as part of the formula review. A similar exercise will take place relating to nursery provision.
- 4.5 The funding arrangements for special schools have only recently changed. However, once the formula work has been completed, it will be possible to use the same approach to assess special school funding to ensure equity across the system.
- 4.6 Formal consultation is planned for 17 September to 26 October 2018. A summary of the consultation responses will inform recommendations for the formula for 2019/20, to come to Cabinet for a decision at the November meeting. Final decisions relating to school budgets for the forward year will be taken as part of the budget setting process.

- 4.7 There are two significant risks identified for this project. The first is a risk of poor engagement with schools and other stakeholders, which could weaken the design of the formula and/or its implementation and acceptance. The Formula Review Group includes representatives from all stakeholder groups and they are supported in communicating with their colleagues by a regular update briefing, which is also shared widely. The other key risk is that there is a mismatch between the cost of the education schools expect to offer and the funding that is available. This risk is being managed by taking time to clarify the core educational offer that underpins the formula.
- 4.8 An Issues Log is being maintained as part of the project. A number of issues relate to clarifying the scope and managing the interface with other projects and other funding streams in schools (such as those for early years or sixth form provision) and some relate to implementation arrangements or the extent to which the formula will be able to cope with future changes such as school re-organisation. The Issues Log also holds a record of important aspects of the formula detail that have not yet been fully discussed or researched, such as the date of pupil count to be used or the treatment of in-year growth in pupil numbers. The Issues Log is reviewed regularly by the project team and the Formula Review Group and ensures that there is a transparent process for resolving concerns and complications.

5. Impact Assessment

- 5.1 Is an impact assessment required? No
- 5.2 As part of the consultation with all schools, an assessment of the impact will be provided so that schools can judge how the proposed changes will affect their delegated budget. Following consultation, a report with final recommendations for formula change will come to the Cabinet and a full impact assessment will be provided.
- 5.3 Transitional arrangements are likely to be required, particularly for any school facing a reduction in funding, to allow for managed implementation of changes.

6. Corporate Improvement Plan

- 6.1 The Schools delegated budget accounts for a very significant proportion of the Council's budget and in order to manage funding cuts and budget pressures a programme of transformation and remodelling is already underway. By building a formula for delegated school budgets on a clear model of educational delivery, it is possible to encourage and embed collaborative and innovative provision.
- 6.2 In order to ensure that *a high quality of education is accessible to all, affordable and sustainable*, the education model that underpins the formula will be based on the cost-effective delivery of inclusive educational provision.

- 6.3 The educational model will also reflect the Welsh in Education Strategic Plan and the role schools play in meeting the needs of vulnerable children and young people.
- 6.4 As reported to the Cabinet on 19 June 2018, many schools are currently drawing on reserves to balance in-year budgets or deferring spending in non-urgent areas. It is likely that a formula designed to adequately resource the current pattern of provision would require funding at a level that would exceed the current funding envelope. Over and above the reorganisation of the educational infrastructure, schools will require support to transform their day to day delivery to embrace innovative and collaborative approaches and help in explaining any reduction in educational offer to parents and staff, at the same time as implementing the new national curriculum for Wales and meeting statutory requirements. The simplicity and transparency of the formula will facilitate strategic decisions about educational provision and overall budget.
- 6.5 The timetable for the formula review has been designed so that decisions about the budget and medium term financial plan can be taken in the knowledge of the impact on educational delivery, thus ensuring that a high quality education is accessible to all, affordable and sustainable.

7. Local Member(s)

- 7.1 The formula review applies to all local authority maintained primary, secondary and all-through schools in Powys and so all local Members are affected. The impact may be greater in some schools than others but this cannot be assessed at this stage.

8. Other Front Line Services

- 8.1 Does the recommendation impact on other services run by the Council or on behalf of the Council? No

9. Communications

- 9.1 Have Communications seen a copy of this report? No
A meeting has been arranged for 11 June with John Thomas, Communication Services.
- 9.2 Have they made a comment? If Yes insert here.
- 9.3 The full consultation period is planned for the period from 17 September to 26 October. The Formula Review Group has advised that arrangements should ideally include a clear consultation paper, with a response form that has been tested with a small stakeholder group in advance. The Group also suggested cluster (or area-based) for headteachers and chairs of governors, to provide an opportunity to hear a common message and clarify any misunderstandings about the proposals. In addition, or as an alternative, a short video could be prepared, which could be shown at a governing body meeting, allowing for a greater degree of informed engagement. The Group also advised that it would be helpful if the consultation period could be honoured even

if this means some elements of the formula are open questions rather than firm proposals. This will allow schools to organise appropriate meetings in a busy term.

10. Support Services (Legal, Finance, Corporate Property, HR, ICT, Business Services)

(Comments from Legal and Finance officers must be set out here along with comments from Corporate Property, HR and ICT if applicable)

10.1 Legal

10.2 Finance: The Finance Team is supporting the Formula Review Group in building the formula.

10.3 Corporate Property (if appropriate)

10.4 HR (if appropriate)

10.5 ICT (if appropriate)

11. Scrutiny

To be completed by the report author after Scrutiny Committee on 18th June 2018

11.1 Has this report been scrutinised? Yes / No?

11.2 If Yes, what version or date of report has been scrutinised?

11.3 Please insert the comments.

11.4 What changes have been made since the date of Scrutiny and explain why Scrutiny recommendations have been accepted or rejected?

12. Statutory Officers

(The views of the Monitoring Officer **must** be set out below)

12.1 The Head of Financial Services (Deputy Section 151 Officer) comments that the funding of schools represents a large proportion of the Council's budget, it is therefore essential that the model for delivering education in Powys is efficient and enables schools to operate effectively within the funding provided to them. The outcome of the review will establish the level of funding required to resource agreed educational policy. This will facilitate strategic decisions about educational provision and the allocation of financial resource.

12.2 Monitoring Officer

13. Members' Interests

(To be completed by the Monitoring Officer)

13.1 The Monitoring Officer advises that Members may have an interest in this item if

or

The Monitoring Officer is not aware of any specific interests that may arise in relation to this report. If Members have an interest they should declare it at the start of the meeting and complete the relevant notification form.

14. Future Status of the Report

(This section must be completed if the report is a confidential/exempt report)

14.1 Members are invited to consider the future status of this report and whether it can be made available to the press and public either immediately following the meeting or at some specified point in the future. The view of the Monitoring Officer is that:

Recommendation:	Reason for Recommendation:
That Cabinet approves the overall design of a revised funding formula for schools	To inform the next stage of detailed formula development
That Cabinet delegates the decision to proceed with full consultation with all schools to the Portfolio Holders for Learning and Welsh Language and for Finance	To ensure the project timeline provides for adequate consultation and a clear recommendation for budget setting

Relevant Policy (ies):			
Within Policy:	Y / N	Within Budget:	Y / N

Relevant Local Member(s):	All
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Person(s) To Implement Decision:	Schools Service and Finance
Date By When Decision To Be Implemented:	17/9/18

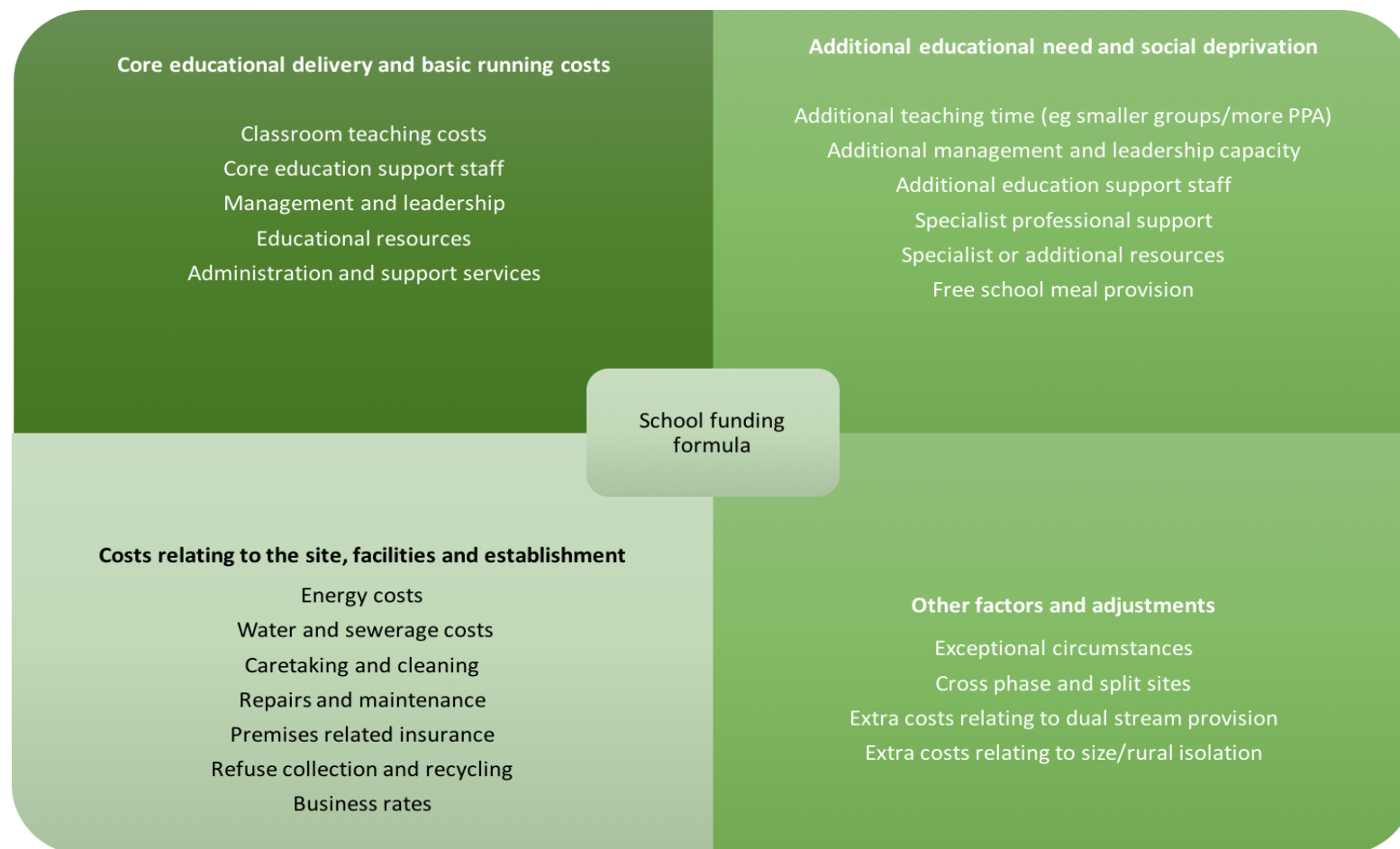
Is a review of the impact of the decision required?	Y / N
If yes, date of review	
Person responsible for the review	
Date review to be presented to Portfolio Holder/ Cabinet for information or further action	

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Background Papers used to prepare Report:

Full details of the formula review can be found in the papers for the Formula Review Working Group, available from Richard Waggett.

Appendix: Proposed formula design for mainstream school provision (reception to year 11)



CYNGOR SIR POWYS COUNTY COUNCIL

GWASANAETH YSGOLION/SCHOOLS SERVICE

 UWCH-DÎM RHEOLI GWASANAETH YSGOLION/SCHOOLS SERVICE SENIOR MANAGEMENT TEAM

REPORT AUTHOR: Michael Gedrim Rheolwr Anghenion Dysgu Ychwanegol/
 Additional Learning Needs Manager
 Arweinydd Diogelu Dynodedig mewn Addysg/
 Designated Safeguarding Lead in Education

SUBJECT: Archwiliad Amddifyn Plant - Safeguarding Audit

REPORT FOR: Discussion

1. Summary

As laid down in legislation and statutory guidance, schools have statutory duties in regards to safeguarding the children in their care. The Welsh Government guidance, *Keeping Learners Safe*, outlines the roles and responsibilities of schools and governing bodies, and the Local Authority, in regards to safeguarding and child protection. Many local authorities and non-local authority-controlled maintained schools (i.e. academies and free schools in England) undertake a yearly audit of safeguarding and child protection to evidence their compliance with the duties placed upon them and to allow them to determine what they need to improve and how.

Powys has not carried out such audits on an annual basis, but has resolved to do so. The 2017 inspection of Children's Services provided an additional impetus. The Welsh Government's decision to commission the production of an audit tool that aligned completely with the requirements of *Keeping Learners Safe* was therefore timely. It should also be noted that the Welsh Government intend the requirement for an annual audit to be included in the revised version of *Keeping Learners Safe*.

The principal aims were to:

- Establish an understanding of the state of safeguarding practice in Powys schools;
- Support schools to understand the full range of duties they have in regards to safeguarding and child protection (Estyn's self-evaluation report does not cover all requirements as laid out in *Keeping Learners Safe*);
- Enable schools to evidence, to the Local Authority, Estyn and other stakeholders, their good practice;
- Allow schools to identify where they need to make improvements;
- Enable the Local Authority to understand what support may need to go into schools – this could be in the form of financing, updated policies and procedures, providing additional guidance, identifying and providing for common identified training needs, etc.

2. Methodology

All schools were asked to complete a Safeguarding Audit Tool and to return this to the Designated Safeguarding Lead in Education. The tool used was the tool commissioned by the Welsh Government and developed by Pobl & Gwaith/People & Work. This tool – the Draft Safeguarding Audit Tool and

Guidance – was distributed to all schools in February 2018 and was available in English and Welsh. Schools were asked to return this after the Easter holiday.

The tool deals with safeguarding in five distinct areas:

1. How safe does the setting feel?
2. How effectively do you communicate safeguarding issues and policies?
3. How effective is your approach to safeguarding?
4. How robust are your safeguarding practices?
5. How effectively are you working with others to safeguard children/learners?

Each section contains a series of questions under the broad heading, and schools are asked to give a RAG rating (red, amber, green) for each question, indicating whether, respectively, action is needed, some action is needed or no action is needed. When completing these RAG ratings, the school should provide evidence and not just 'tick a box'. Once this is complete, the school completes a summary, showing what RAG rating applies to each section as an overall measure, and also what are the (up to) three priorities for each section.

3. Audit returns

In total, 94 schools were asked to complete the safeguarding audit. Completed audits were returned by 91 schools, which is a return rate of 97%.

- 76 of 79 primary (including infant and junior) schools returned the audit (96%).
- 11 of 11 high schools returned the audit (100%)
- 1 of 1 all-through schools returned the audit (100%)
- 3 of 3 special schools returned the audit (100%)

The three schools which did not return the audit were Churchstoke CP School, Cradoc CP School and Saint Mary's Catholic School.

- Saint Mary's: the head teacher was absent during the period when the audit was conducted, and so they were unable to complete the audit.
- Cradoc: the audit has been completed but not submitted.
- Churchstoke: despite numerous attempts by different officers and administrative staff, no contact was ever made with the head teacher at Churchstoke, so it is unclear whether the school have even undertaken the audit.

In completing the audit, not all schools adhered to the guidance provided, in that they may have:

- Simply ticked responses without providing supporting evidence;
- Not provided responses to every question;
- Not indicated what their planned actions are, either in some or all sections;
- Did not necessarily identify 3 actions for each section;
- Not completed the RAG ratings fully, or at all.

4. Analysis

The main function of the audit is for schools to self-evaluate their own practice and formulate their own action plan for how to improve safeguarding in the school. A secondary function, however, is to allow the Local Authority to have an overview of safeguarding in all schools, including identifying common themes for which the LA can plan and provide support.

When analysing the responses, all RAG ratings were collated, both at the level of the overall summary for each of the five sections and at the level of the individual questions within each section. This collation including recording how many responses were left blank.

The actions were also then analysed to indicate themes, with actions being grouped into broader categories. For example, one category was “site security and access, including sign-in procedures”: any action which related to this theme was logged against that heading. The actions were analysed within each of the five sections. Where themes appeared in more than one section, the tally from each section was also aggregated.

Although schools had the option to identify 3 actions in each section, this did not necessarily result in 3 themes. More than one of the actions may have related to the same theme, or the action related to more than one theme.

5. Findings

Section 1 – How safe does the setting feel?

Question	Number of responses	No action needed	Some action needed	Action needed	Modal response
Do learners feel safe in this setting?	91	74 (81%)	15 (17%)	2 (2%)	No action needed
Are you effective in listening to and acting upon learners' safety concerns?	89	69 (78%)	19 (21%)	1 (1%)	No action needed
Do parents/carers have confidence about safety in this setting?	90	65 (72%)	24 (27%)	1 (1%)	No action needed
Are there site security measures, including secure entry and exit points that help you feel safe?	91	62 (68%)	18 (20%)	11 (12%)	No action needed
Are there good measures in place to ensure effective safeguarding for extracurricular activities or off site provision?	91	82 (90%)	9 (10%)	0 (0%)	No action needed
Are the identities of all visitors checked, and do they sign in and out?	91	83 (91%)	8 (9%)	0 (0%)	No action needed
Are visitors made aware of your commitment to safeguarding?	91	62 (68%)	25 (28%)	4 (4%)	No action needed

Summary self-rating for Section 1:

Phase	No action needed	Some action needed	Action needed	Blank
Primary	31	39	2	3
Secondary	4	4	1	1
All-through	-	1	-	-
Special	-	-	2	1
TOTAL	35	44	5	5

Actions

Theme	Primary	Secondary	All-through	Special	Total
Site access/security (inc. signing in)	40	10	0	3	53
Listening to pupils	21	1	1	0	23
Safeguarding displays/information	15	3	0	0	18
Listening to parents	11	1	1	0	13
Specific approaches/programs	6	0	0	1	7
School council involvement	5	0	0	0	5
Improved communications (with parents)	3	1	0	0	4
Off-site procedures	4	0	0	0	4
Training for all staff	1	1	0	1	3
Improved internal procedures	1	1	0	0	2

Staffing levels	2	0	0	0	2
Before-/after-school activities	1	0	0	0	1
Record-keeping	1	0	0	0	1
Safeguarding audit/evaluation	1	0	0	0	1
Staff – annual update, verification of	1	0	0	0	1

Section 2 – How effectively do you communicate safeguarding issues and policies?

Question	Number of responses	No action needed	Some action needed	Action needed	Modal response
Are your safeguarding and child protection policies updated annually?	91	91 (100%)	0 (0%)	0 (0%)	No action needed
Do you review annually how well your safeguarding and child protection policies and procedures work?	91	71 (78%)	15 (16%)	5 (6%)	No action needed
Has everyone (learners, parents, agency staff, support staff, governors) been given information on what is in the policy?	91	59 (65%)	29 (32%)	3 (3%)	No action needed
Do the policies set out how, through teaching and pastoral support, staff can help to strengthen safeguarding and prevent abuse and neglect?	90	79 (88%)	11 (12%)	0 (0%)	No action needed
Is safeguarding treated as a priority issue in the senior management team?	91	85 (93%)	5 (6%)	1 (1%)	No action needed
Is safeguarding a regular item in staff meetings?	91	62 (68%)	25 (27%)	4 (7%)	No action needed
Is safeguarding a regular item in student council meetings?	91	18 (20%)	45 (49%)	28 (31%)	Some action needed
Is safeguarding covered regularly in your newsletter?	90	39 (43%)	36 (40%)	15 (17%)	No action needed
Are you confident that everyone recognises the child protection and safeguarding responsibilities placed upon them by <i>Keeping learners safe</i> ?	90	74 (82%)	14 (16%)	2 (2%)	No action needed
Are safeguarding policies and practices easily accessible and explained on your website in a user friendly way?	91	50 (55%)	26 (29%)	15 (16%)	No action needed

Summary self-rating for Section 2:

Phase	No action needed	Some action needed	Action needed	Blank
Primary	17	54	2	2
Secondary	5	5	-	1
All-through	-	1	-	-
Special	1	-	1	1
TOTAL	23	60	3	4

Actions

Theme	Primary	Secondary	All-through	Special	Total
School council involvement	45	6	1	0	52

Website	36	1	2	0	39
Improved communications (with parents)	30	3	1	0	34
Safeguarding – staff agendas	18	4	1	2	25
Policy review/adoption	11	1	0	1	13
Training for all staff	10	2	0	0	12
Safeguarding – governor agendas	3	2	0	3	8
Safeguarding displays/information	3	2	0	1	6
Knowledge (<i>Keeping Learners Safe</i> /procedures)	5	0	0	0	5
Learner involvement	4	0	0	1	5
Staff – annual update, verification of	4	0	0	0	4
Listening to pupils	3	1	0	0	4
Child-friendly policy	1	1	0	1	3
Curriculum audit/review	2	0	0	1	3
Safeguarding audit/evaluation	0	2	0	1	3
Improve governors’ role	2	0	0	0	2
Peripatetic/supply/volunteers	2	0	0	0	2
Before-/after-school activities	1	0	0	0	1
Record-keeping	0	0	0	1	1
UN Rights of the Child	1	0	0	0	1

Section 3 – How effective is your approach to safeguarding?

Question	Number of responses	No action needed	Some action needed	Action needed	Modal response
Are you confident that you are effectively identifying, recording and acting on safeguarding concerns?	91	78 (86%)	11 (12%)	2 (2%)	No action needed
Are you satisfied with the level of pastoral and additional support available to children/learners, including any who are at particular risk or vulnerable?	90	68 (76%)	18 (20%)	4 (4%)	No action needed
Are you confident that enough support is provided in setting to children/learners who have experienced abuse and neglect?	86	61 (71%)	21 (24%)	4 (5%)	No action needed
Do all staff know about the procedures for reporting absence or exclusions of a child/learner who is looked after; on the child protection register or where there may be a risk?	91	69 (76%)	19 (21%)	3 (3%)	No action needed
Are you satisfied that the curriculum provides children/learners with sufficient information about safeguarding? [please refer to the guidance for topics that should be covered]	91	63 (69%)	28 (31%)	0 (0%)	No action needed
Do you have an anti-bullying policy which complies with the Human Rights Act 1998 and Equalities Act 2010?	91	79 (87%)	12 (13%)	0 (0%)	No action needed
Do you have policies that address how to deal with the range of issues learners may be faced with?	85	68 (80%)	16 (19%)	1 (1%)	No action needed
Do you have a policy on the use of photography and video recording, are permissions collected from parents and adhered to, and are images used and stored in accordance with safeguarding advice?	91	68 (75%)	23 (25%)	0 (0%)	No action needed
Are safeguarding issues embedded into policies and practices that support attendance and behaviour (especially for those on the child protection or at risk register)?	91	72 (79%)	16 (18%)	3 (3%)	No action needed
Are you confident about your processes for addressing abuse, discrimination and harassment	90	70 (78%)	16 (18%)	4 (4%)	No action needed
Are you confident that your approach to physical intervention and restraint is appropriate? (evidence – a behaviour policy)	91	47 (52%)	36 (40%)	8 (8%)	No action needed

Summary self-rating for Section 3:

Phase	No action needed	Some action needed	Action needed	Blank
Primary	22	46	4	3
Secondary	6	4	-	1
All-through	-	1	-	-
Special	2	-	-	1
TOTAL	30	51	4	5

Actions

Theme	Primary	Secondary	All-through	Special	Total
Physical intervention	30	5	0	1	36
Policy review/adoption	25	2	0	1	28
Data protection inc. audio-visual issues	20	2	0	1	22
Curriculum review/audit	14	2	1	0	17
Record-keeping	12	0	0	0	12
Training on vulnerable groups	7	3	0	0	10
Safeguarding audit/evaluation	5	1	1	0	7
Training for all staff	7	0	0	0	7
Using outside agencies	6	1	0	0	7
Online safety	2	0	0	0	2
Training for specific staff/governors	1	1	0	0	2
Learner involvement	1	0	0	0	1
Resources/information bank for staff	1	0	0	0	1
Safeguarding – staff agendas	1	0	0	0	1

Section 4 – How robust are your safeguarding practices?

Question	Number of responses	No action needed	Some action needed	Action needed	Modal response
Is there a designated senior person (DSP), and a deputy, responsible for child protection?	91	90 (99%)	1 (1%)	0 (0%)	No action needed
Do staff/children/learners/parents/carers and outside agencies know who these people are? (e.g. are they named on the website?)	91	68 (75%)	21 (23%)	2 (2%)	No action needed
Are you confident that all children's/learner's voices are heard? (evidence re quiet ones etc.)	88	68 (77%)	16 (18%)	4 (5%)	No action needed
Are all staff clear about what to do if a child protection disclosure is made and how it must be reported, recorded and monitored?	91	87 (96%)	4 (4%)	0 (0%)	No action needed
Would all staff know what to do if a concern was raised about a colleague, including about the head teacher/principal?	91	77 (85%)	11 (12%)	3 (3%)	No action needed
Have all staff and volunteers had child protection training that helps them to identify signs of abuse and know how to report concerns whether about abuse in the learning setting, in the home, or in other settings? Is this regularly refreshed with suitable training, in line with your policy?	91	75 (83%)	14 (15%)	2 (2%)	No action needed
Has the DSP and relevant Governor/s had safeguarding training in the last 36 months?	91	74 (81%)	16 (18%)	1 (1%)	No action needed
Are sufficient arrangements made for staff and volunteers absent during training?	90	81 (90%)	7 (8%)	2 (2%)	No action needed
Are temporary staff, peripatetic staff and agency staff made aware of safeguarding/child protection procedures?	90	66 (73%)	19 (21%)	5 (6%)	No action needed
Is there a central register that records the safeguarding training that all staff have undertaken, including an assessment of effectiveness and impact with appropriate updates?	91	52 (57%)	33 (36%)	6 (7%)	No action needed
Are safeguarding concerns shared securely with the designated senior person?	91	91 (100%)	0 (0%)	0 (0%)	No action needed
Are records stored securely with controlled access that protects confidentiality?	91	87 (96%)	4 (4%)	0 (0%)	No action needed

How well do staff understand their roles and responsibilities in keeping referrals confidential?	91	89 (98%)	2 (2%)	0 (0%)	No action needed
Are all staff clear about how to discuss a safeguarding concern or issue with a child/young person?	91	82 (90%)	8 (9%)	1 (1%)	No action needed
Do all staff (including temp staff and unsupervised volunteer) have DBS checks with barred list? And are these updated as required by your policy?	91	90 (99%)	1 (1%)	0 (0%)	No action needed
Is there a record that all staff appointed after 2002 have a CRB/DBS check and at the appropriate level?	91	91 (100%)	0 (0%)	0 (0%)	No action needed
Are you confident that Governors have sufficient knowledge to question and challenge safeguarding provision in the school?	91	69 (76%)	22 (24%)	0 (0%)	No action needed

Summary self-rating for Section 4:

Phase	No action needed	Some action needed	Action needed	Blank
Primary	25	44	2	4
Secondary	7	3	-	1
All-through	-	1	-	-
Special	1	-	1	1
TOTALS	33	48	3	6

Actions

Theme	Primary	Secondary	All-through	Special	Total
Peripatetic/supply/volunteers	23	2	0	0	25
Evidence effectiveness of training	17	3	1	1	22
Log of training	16	1	1	0	18
Training for all staff	14	2	0	1	17
Training for specific staff/governors	10	2	1	0	13
Listening to pupils	10	0	0	0	10
Safeguarding displays/information	10	0	0	0	10
Improve governors' role	6	1	1	1	9
Improved internal procedures	7	1	0	1	9
Website	8	1	0	0	9
School council involvement	5	0	0	0	5
Record-keeping	3	0	0	1	4
Safeguarding – governors' agendas	3	0	0	0	3
Learner involvement	2	0	0	0	2
Policy review/adoption	2	0	0	0	2
Safeguarding – staff agendas	2	0	0	0	2

Online safety	1	0	0	0	1
Supervision for designated staff	0	1	0	0	1

Section 5 – How effectively are you working with others to safeguard

Question	Number of responses	No action needed	Some action needed	Action needed	Modal response
Do you inform parents/carers and learners of support available within your setting and via other services or community links?	91	73 (80%)	14 (15%)	4 (5%)	No action needed
Have parents/carers and learners been informed of the setting's need to share information with other agencies if necessary?	91	62 (68%)	24 (26%)	5 (6%)	No action needed
Do you work with outside agencies to develop children/learners awareness of safeguarding issues?	91	88 (97%)	3 (3%)	0 (0%)	No action needed
Have relevant staff had training on working with other agencies in line with your policy?	90	53 (59%)	30 (33%)	7 (8%)	No action needed
Are you confident that your setting works effectively with other agencies in regard to child protection concerns?	91	81 (89%)	10 (11%)	0 (0%)	No action needed

Summary self-rating for Section 5:

Phase	No action needed	Some action needed	Action needed	Blank
Primary	37	26	2	10
Secondary	7	3	-	1
All-through	1	-	-	-
Special	2	-	-	1
TOTALS	47	29	2	12

Actions

Theme	Primary	Secondary	All-through	Special	Total
Improved working with outside agencies	19	2	0	1	22
Training for all staff	14	2	0	0	16
Data protection inc. audio-visual issues	11	1	0	1	13
Training for specific staff/governors	9	1	0	1	11
Record-keeping	7	1	0	0	8
Improved communications (with parents)	6	1	0	0	7
Learner involvement	5	0	0	0	5
Website	4	0	0	1	5
Cluster-working/sharing good practice	3	0	0	0	3
Curriculum review/audit	2	1	0	0	3
Physical intervention	2	0	0	0	2
Safeguarding audit/evaluation	0	0	1	0	1

Site access/security (inc. signing in)	1	0	0	0	1
Transition and transfer	1	0	0	0	1
Welsh language	1	0	0	0	1

Aggregated actions across Sections

Topic	Total
School council involvement	62
Training for all staff	55
Site access/security (inc. signing in)	54
Website	53
Improved communications (with parents)	45
Policy review/adoption	43
Physical intervention	38
Listening to pupils	37
Data protection inc. audio-visual issues	35
Safeguarding displays/information	34
Safeguarding – staff agendas	28
Peripatetic/supply/volunteers	27
Record-keeping	26
Training for specific staff/governors	26
Curriculum audit/review	23
Evidence effectiveness of training	22
Improved working with outside agencies	22
Log of training	18
Learner involvement	13
Listening to parents	13
Safeguarding audit/evaluation	12
Improve governors' role	11
Improved internal procedures	11
Safeguarding – governor agendas	11
Training on vulnerable groups	10
Specific approaches/programs	7
Using outside agencies	7
Knowledge (Keeping Learners Safe/procedures)	5
Staff – annual update, verification of	5
Off-site procedures	4
Child-friendly policy	3
Cluster-working/sharing good practice	3
Online safety	3
Before-/after-school activities	2
Staffing levels	2
Resources/information bank for staff	1
Supervision for designated staff	1
Transition and transfer	1
UN Rights of the Child	1
Welsh language	1

6. Conclusions and recommendations

Approach to the audit

The audit tool was distributed with comprehensive guidance notes. However, many schools did not follow these notes when completing the audit. The lack of familiarity with the tool and the timescale for completion may have contributed to schools not being able to take as much care and attention over the audit as might be desired. This seems to have carried through to the RAG-ratings as well. In all sections – with the exception of Section 5 – the responses to individual questions in each section were more positive than the overall RAG rating for the section. For example, the modal response for every question in Section 1 was green – no action needed. However, the modal response for the section summary was amber – some action needed. Some schools took this to the extent of rating their responses to individual questions and to the section summaries as green in all cases, but then still went on to set actions for improvement. The audit tool, therefore, has not necessarily been used rigorously or in a coherent fashion by some schools. Nevertheless, it is still possible to draw conclusions from the individual responses and the aggregated data.

The intention expressed in the covering letter – namely, to conduct the audit with a number of schools each year – should therefore be adhered to, in order to drive an improvement in the approach to and use of the audit.

Section 1

Site access and security is an area of concern for many schools. In a large number of cases, this is an issue regarding the physical structure of the school and its environs, with a number of schools identifying issues with:

- Fencing;
- Gates;
- Entrance doors;
- Reception areas;
- Co-location with community facilities.

In other cases, the issues were to do with signing-in and visitor procedures and protocols, and improving staff knowledge and skills around this.

Schools also clearly feel that they need to be listening to the voice of the learner more in regards to the school being a safe place, whether through pupil voice across the student body, or via the forum of the school council.

There is also a need for schools to improve their safeguarding displays and visible information so that all stakeholders (staff, pupils, parents and visitors) know and understand:

- Who has a designated role;
- What the school's approach to safeguarding is.

Section 2

Communication with learners again was a priority issue. Many schools identified that they need to work collaboratively with learners, mostly through the school council.

Communicating with parents regarding safeguarding is also a priority area, both via newsletter and through the website. A general impression was gained that keeping websites updated and up to date is a particular issue for a number of schools.

Section 3

By far the most important issue in Section 3 is physical intervention, with a number of schools identifying that a lack of provision of training by the Local Authority is a key problem.

Schools have also been able to identify, thanks to the audit, where they may not currently have, or need to review and update, certain policies relevant to safeguarding.

Unsurprisingly, data protection, including permissions for the use of photography and videoing, was also an area of concern, which is to be expected given the recent advent of GDPR.

Section 4

Although the top theme in this section was ensuring that supply staff, volunteers and peripatetic staff are aware of safeguarding policy in school, training was identified as the biggest priority, whether for all staff or just for designated and key staff in relation to certain topics.

A number of schools noted that they need to improve their internal monitoring of training undertaken, both by maintaining a log but also by analysing the effectiveness of any training.

Section 5

Although a majority of schools felt they work effectively with others, there is a need to improve joint working with outside agencies.

Overall

There are a number of areas which schools will need to take forward individually. However, from the aggregated list at the end of part 5 of this report, it can be seen that the Schools Service should consider how it can support schools in Powys in relation to:

- Improving site security and access;
- Contributing to a menu of training and facilitating training opportunities for school staff and governors;
- Supporting schools with the management of their websites;
- Providing updated model policies and creating new policies that do not currently exist;
- Supporting schools with the issue of physical intervention.

Schools Service
Safeguarding & Child Protection Policy
May 2018

DRAFT

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1st May 2018

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Brecon and Ystradgynlais Locality Team Manager – Carol Buck

Children with Disabilities Team Manager – Jenny Metcalfe

Powys People Direct Team Manager – Lesley Hill

With regard to Safeguarding across the Council as a whole The Local Authority Designated Officer (LADO) is Sharon Powell who is the Safeguarding Lead for Children in Social Services. Michael Gedrim is the Designated Lead Officer for Safeguarding in Education and covers the responsibilities relating to the LADO laid out in WG circular no 009/2014, "Safeguarding children in Education:- Handling allegations of abuse against teachers and other staff". Michael Gedrim is the in-service point of contact with schools and education directorate staff in relation to advice regarding safeguarding and child protection issues arising in schools and pre-school settings."

Document version	Author	Date of issue	Changes made

DRAFT

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Powys County Council Schools Service Safeguarding Policy

1. Introduction

This policy sets out Powys County Council Schools Service's responsibilities under the Education Act 2002 and the Children Act 2004 to ensure children and young people are kept safe from harm. This policy must be read in conjunction with relevant supplementary guidance (in particular, Keeping Learners Safe 158/2015) and documents on the CYSUR (Mid and West Wales Safeguarding Children Board) and other relevant Powys policies.

Powys is committed to devising and implementing policies that allow all employees and volunteers to embrace their responsibilities to safeguard children and young people from harm and abuse. This means all employees within education settings and the Schools Service:

- promote the welfare of children in the work they do;
- follow procedures to protect children and young people at risk of serious harm and report any concerns about in that regard to appropriate authorities.

The aim of the policy is to promote good practice, providing children and young people with appropriate safety/protection and to allow staff and volunteers to make informed and confident responses to specific safeguarding issues.

2. Purpose

The purpose of this policy is to promote and protect the welfare of the children and young people using or receiving services provided or commissioned by Powys Schools Service and to support the Council, its staff and volunteers in fulfilling their statutory responsibilities. All employees, volunteers, contracted services, providers and adults who have contact with children and young people have a clear responsibility to promote the welfare of children and young people and to take action when they suspect or recognise that a child or young person may be a victim of significant harm or abuse.

"The welfare of the child is paramount"

This policy demonstrates how Powys Schools Service will meet its legal obligations and reassures members of the public, service users, employees, volunteers and those working on behalf of the Council within Education.

3. Legislative Framework

The Welsh Government has adopted the UN Convention on the Rights of the Child as the basis of all work for children and young people in Wales. Seven core aims have been identified, which should inform all activities for children and young people. These stipulate that all children and young people should:

- have a positive start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing; and

- are not disadvantaged by poverty.

Powys can make a significant contribution to the achievement of these outcomes for children in their care. Organisations that provide services for children (defined in the Children Act 1989 as anyone under the age of 18 years) have a duty to safeguard and promote their welfare. For clarity, all children and young people in maintained educational provision in Powys are treated as children for the purposes of policy and Schools Service procedures up to the end of the academic year in which they turn 18. Other partners such as Social Services and the Police will deal with sixth-formers aged 18 and over as adults. The concept of safeguarding and promoting the welfare of children is defined within Safeguarding Children: Working Together under the Children Act 2004, (Welsh Assembly Government, 2006) as:

- protecting children from abuse and neglect;
- preventing impairment of their health or development; and
- ensuring that they receive safe and effective care so as to enable them to have optimum life.

Working Together under the Children Act 2004 sets out how all agencies and professionals should work in partnership to safeguard and promote children's welfare and protect them from harm. The guidance acknowledges that although providers of school and leisure services designed for children have varying degrees of contact with children and young people, they should all have in place procedures which are linked with Regional Safeguarding Children Board procedures.

The following are the key pieces of legislation and government guidance that are most relevant to this policy and procedures contained therein:

- Children Act 1989
- Human Rights Act 1998
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Safeguarding Children: Working Together under the Children Act 2004
- All Wales Child Protection Procedures 2008
- Social Services and Well-being (Wales) Act 2014
- Safeguarding in Education: handling allegations of abuse against teachers and other staff 2014.

(Circular 009/2014)

- Keeping Learners Safe: The Role of Local Authorities, Governing Bodies and proprietors of

Independent schools under the Education Act 2002. (Circular 158/2015)

Scope

This policy covers all employees and volunteers in Powys's Schools Service and educational settings, including volunteers and contracted service providers. All those who work with, or have contact with

children or young people are likely to have varied levels of contact as part of their duties and responsibilities. Everyone should be aware of the potential indicators of abuse and neglect and be clear about what to do if they have concerns.

4. Powys Child Protection Policy for Education

Schools, pre-school settings and centrally managed support services must have child protection policies and procedures, which are in keeping with local and national procedures and guidance, and refer to that practice which Powys County Council (PCCC) considers to be safe and professional within the child protection domain

Role of the Local Authority (Education)

Sections 27 and 47 of the Children Act 1989 places duties on Local Education Authorities (LEAs) to assist local Social Services acting on behalf of children and young people in need or who are suffering or likely to suffer significant harm.

Section 175 of the Education Act 2002 requires local authorities and governing bodies of maintained schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

In addition to this statutory duty, there exists a corporate and pastoral responsibility, which recognises that all children and young people who need to or use the services provided by Powys County Council have a fundamental right to be protected from harm.

This policy is designed to

- reaffirm those responsibilities
- ensure that all staff when working with or on behalf of children and young people in Powys are aware of the need to act in a consistent manner to enhance the welfare and safety of children.

In meeting this, the Local Authority (LA) will ensure that the Designated Safeguarding Lead for Education reports to the Corporate Safeguarding Board and the Powys Local Operating Group of the Mid and West Wales Safeguarding Board on behalf of the Schools Service on a regular basis on matters relating to child protection within Powys. The LA also takes seriously its responsibilities to address practice, policy and training issues as they occur and relate to all educational establishments and services provided by Powys. The Corporate Safeguarding Board will actively support and promote the work of the Mid and West Wales Safeguarding Board.

5. Policy in action

Powys employees will protect and safeguard children and young people. This framework for policies and practices within Powys County Council requires consistency within stated values for all work with children and young people. As such, this document provides a context for establishing good practice in all matters relating to the protection and care of children.

This document also endeavours to make clear to all Powys County Council staff their professional responsibilities to ensure that statutory and other duties are met in accordance with all local and national requirements and procedures.

Essential features in support of this are:

- being able to safely voice any concerns through an established procedure;

- all services having a Child Protection Policy and procedures that meet all guidance and legislation to protect users and support employees;
- all reports of harm/abuse or potential harm/abuse being dealt with in a serious and effective manner;
- all services ensuring an efficient recording and monitoring system in place;
- employees, volunteers and contractors receiving appropriate induction/training, including basic Child Protection training, which is updated as required;
- that robust safer recruitment procedures are in place that reflect the Local Authority and Mid and West Wales Safeguarding Board guidance.

Values in action:

- Children have a right to be treated with respect and dignity, as do the adults who work with them.
- It is the responsibility of all adults to protect children.
- All adults working on a paid or voluntary basis within Education and link organisations have a responsibility to protect children from harm.
- All children should have the opportunity to raise concerns, express their views and contribute and comment on decisions taken about their lives, when and where possible and appropriate.
- All work with children and young people will be informed by equal opportunities and antidiscriminatory practice, and will reflect the diversity of needs of the communities that we serve.
- All those working with or on behalf of children and young people must reflect and promote the value of 'Working Together' with parents, colleagues and other agencies in order to create safe environments and protect children from harm.

6. Policies, Procedures and Practice

Each establishment, organisation or service falling within the Schools Service's responsibilities in contact with children and young people, will ensure that there are designated staff who are competent to respond to child protection situations and concerns. It is a recommendation of the Council that a named deputy Designated Senior Person (DSP) for child protection is nominated within all establishments to be able to provide cover in times of absence of the Designated Senior Person (DSP) for child protection.

Within these establishments, organisations and services, there will be a written Child Protection Procedure which will specify procedures, specific codes of conduct and practice, and any other information which relates to the protection of children. This document will reflect the guidance and advice received from National and Local sources, in particular, the All Wales Child Protection Procedures (April 2008), Keeping Learners Safe (January 2015), Care Inspectorate Wales (for pre-school settings) and associated policy and procedures that have been agreed by the Mid and West Wales Safeguarding Board. (See summary of safeguarding procedures, page 13, and example Child Protection & Safeguarding Policy, page ??).

Within this policy should be procedures for handling allegations against any adult working in any capacity within that establishment, organisation or service which reflects Safeguarding in Education:

handling allegations of abuse against teachers and other staff (May 2014). Pre-school settings must have a policy that outlines the duty to report concerns to the Care Inspectorate Wales.

There is a 'Whistle Blowing' procedure in place in Powys that staff can utilise when raising concerns regarding practice and other work related matters. The specific guidance for schools and this can be found in circular 36/2007 contained under Appendix B.

Pre-school settings (with the exception of Local Authority specialist centres) must report any safeguarding issues within the setting to the Care Inspectorate Wales. This is the responsibility of the Responsible Individual for the setting, and not for any other professional

Records and Record Keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at the risk of harm or likely to be at the risk of harm.

All establishments, organisations and services will be required to maintain accurate and relevant child protection records. These records will be kept in a secure place, separate from all other records pertaining to the child. These 'Child Protection Records' will be accessed and maintained by the DSP.

The establishment, organisation or service should have a named deputy DSP for child protection who will have access to records in times of need.

In addition to the records kept by individual educational establishments, the Schools Service will maintain records of child protection allegations which are brought to their attention. This will include all allegations made against teachers and other staff. These records will comprise emails, handwritten notes, documents and any other documents or correspondence. These will be maintained as an electronic record, password protected, and secured on a Powys County Council server.

Recording Concerns

If an employee, volunteer, contracted service provider, or any other person has concerns about the welfare or safety of a child or young person, or has concerns about the behaviour of an employee, volunteer, contracted service providers, or any other person, it is vitally important to record all relevant details regardless of whether or not the concerns are shared with other agencies. A monitoring record must be kept (even if no referral is subsequently made) of:

- Date and time of incident or disclosure;
- Parties involved, including any witnesses to an event;
- What was said and done, and by whom;
- Any action taken by adults to look into the matter;
- Where relevant, the reasons why a decision was taken not to refer those concerns to social services;
- Name of person reporting the concern, name and designation of the person to whom the concern was reported, date, time and their contact details.

Any interpretation or inference drawn from what was observed, said, or alleged should be clearly recorded as such

The record should be signed

Child Protection Records are subject to the arrangements for maintaining confidentiality and storage within that establishment. The records will be kept for a period of not less than 7 years after the 18th

birthday of the child. More details on records can be found in circular 18/2006 which can be found under Appendix B.

Each establishment, organisation or service in Powys will need to include in their Child Protection Policy specific procedures for the information sharing and the transfer of sensitive records as and when required. (See appendix E).

Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any member of staff working for them, whether in a paid or voluntary capacity, whatever the outcome. There are clear requirements of when this information is to be shared with legal or statutory organisations such as DBS, the Education Workforce Council (EWC), and Care Inspectorate Wales. Advice and guidance for the sharing of this specific information must be sought from Human Resources.

Supervision

Safeguarding supervision for staff who have a specific safeguarding role is recommended best practice, and, furthermore, was a recommended action from the 2017 Extended Child Practice Review in Powys. Each educational setting is responsible for ensuring that the Designated Senior Person for Safeguarding in the school is able to provide supervision to the other staff in the school. The Designated Lead Officer for Safeguarding in Education can provide supervision to Designated Senior Persons and to Schools Service staff as required, in response to specific incidents. In addition, the Designated Officer will organise and coordinate group supervision for Designated Senior Persons twice each academic year.

7. Code of Conduct

All adults working in Powys in either a paid or voluntary capacity will adhere to specific codes of conduct that are clearly stated within each establishment's policy. This expectation in regard to the code of conduct will be emphasised at the beginning of employment or period of voluntary support to each individual.

Such codes of behaviour are intended to safeguard the well-being of children and offer protection to adults whose vulnerability in some situations is recognised.

8. Recruitment, Selection and Management of Staff

Those responsible for employing and selecting staff must take every precaution to ensure thorough vetting procedures are conducted. Care must be taken to ensure that all details are checked and that references are taken up, obtained and checked. Further guidance and support can be obtained by contact the Powys Employment Services.

Powys County Council Schools Service and all educational settings will implement safe recruitment procedures in accordance with Safeguarding Children Board regional guidance and as set out in the *Powys County Council Safer Recruitment Guidance (June 2017)*.

Managers are required to ensure that staff and volunteers working with children and young people hold up-to-date DBS checks which are updated every three years and maintain a record of DBS checks.

All establishments, organisations or services must also ensure that all staff that work with children have access to appropriate induction, training, supervision and support.

9. Training

Head Teachers/Teachers in Charge, Managers and Responsible Individuals (in pre-school settings) will need to ensure that all staff have access to training that is relevant and appropriate to their role. All staff must receive basic child protection training on induction to an educational setting. The Designated Senior Person for Safeguarding in the educational setting must also provide a basic safeguarding refresher each year to all staff within that institution. All staff working in schools must also receive mandatory comprehensive safeguarding training, at a period deemed necessary by Head Teachers and Managers, but within a maximum period of three years of receiving the last such training.

Designated teachers and Senior Members of staff responsible for Child Protection should attend Designated Senior Persons' Child Protection Training and this should be updated on a regular basis. These persons should be updated within three years of their last training input. In addition, Powys County Council and Powys Teaching Health Board organise multi-agency Child Protection Fora on an annual basis, and it is recommended that Designated Senior Persons also attend these.

In addition to these requirements, an educational setting may, where a need is identified, also source advanced training or additional training on a specific issue, either for particular staff or for all staff.

Members of school governing bodies (or the equivalent bodies in pre-school settings and Pupil Referral Units) should receive safeguarding and child protection training. It is recommended that this is renewed every three years. Schools may decide to train governors and school staff together, but it is recommended that governors attend specific governor training, which follows the framework agreed through the Welsh Government's Safeguarding in Education Group.

For Schools Service staff, safeguarding and child protection training is a requirement of induction. Where Schools Service staff work directly with children in schools, they should receive appropriate safeguarding training at a level commensurate with the mandatory safeguarding training delivered in educational settings. This should be renewed at a period deemed necessary by managers, but within a maximum period of three years of receiving the last such training. Senior officers within the Schools Service should undertake safeguarding training appropriate to their role and duties, at a level to be determined on an individual basis. This training should be renewed within a maximum period of three years.

The Designated Lead Officer for Safeguarding in Education within the Schools Service must receive training to enable the officer to carry out the role effectively.

All educational settings and partners working with children in Powys should keep records of training and carry out regular audits to ensure that all staff training for safeguarding/child protection is kept up to date. Educational establishments and partner agencies will be required to provide information on staff training to the Local Authority and the Safeguarding Children Board upon request.

10. Education Otherwise Than At School

The Schools Service has responsibility towards pupils who are Educated Otherwise Than At School (commonly referred to as EOTAS). Children who are Electively Home Educated are not part of the EOTAS cohort: EOTAS pupils are registered to attend mainstream provision and access EOTAS by dint of this registration in maintained provision.

Children and young people may be EOTAS because – as part of their school curriculum – they attend an off-site, approved educational provision. This will have been arranged by the school, with the permission of the parents or guardians of the child or young person. The school has a safeguarding responsibility towards the child or young person, and, in organising the provision, should ensure that

the off-site provision has appropriate child protection and safeguarding policies, procedures and practices. They should also ensure that those procedures include reporting any concerns back to the school. The school should also realise that they have an ongoing responsibility to monitor the child or young person while attending that off-site provision, including proactively checking for attendance on the days when the child attends the provision.

Other children or young people will attend EOTAS through the Pupil Referral Unit (PRU), whether by:

- Full-time attendance at the PRU;
- Part-time attendance at the PRU;
- Attendance at an off-site provision (as for maintained schools);
- Provision of Medical Home Tuition.

If attending the PRU, full- or part-time, this safeguarding policy applies as it would in a school, both at the school or the PRU.

Where an off-site provision is used as part of a PRU package, the safeguarding responsibilities as outlined above in this section apply.

Where a child is provided with Medical Home Tuition, this is commissioned/provided by the PRU. The PRU Leadership Team will undertake a risk assessment when planning any Medical Home Tuition to ensure that the child or young person, and the member of staff providing tuition (where online tuition is not the provision made) are appropriately safeguarded. All staff providing Medical Home Tuition will be recruited in line with safe recruitment practices.

11. Co-located Community Facilities

A number of schools are co-located with community facilities, such as:

- Sport and leisure facilities;
- Libraries;
- Community halls.

Where there is co-location, the school should ensure that its safeguarding policy, procedures and practices have satisfactorily taken account of this situation and the additional safeguarding issues that the situation may present.

12. Allegations against adults who work with children and young people

It is essential that allegations of abuse are dealt with fairly, quickly and consistently, providing effective protection for the child while supporting the person who is the subject of the allegation. Welsh Government guidance circular 009/2014, 'Safeguarding in Education: handling allegations of abuse against teachers and other staff' sets out specific advice to be followed where a child protection allegation is made against a member of staff in a school. Child Protection enquiries will take priority over disciplinary investigations.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children/young people, this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children/young people i.e. those who transport children/young person to and from school, school crossing patrol etc, s/he must:

Report the matter immediately to the Head teacher (unless the allegation is against the Head teacher, in which case the Chair of Governors must be informed), who must:

- obtain details of the allegation in writing, signed and dated;
- keep a record of dates, times, location and names of potential witnesses;
- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but should consider whether the allegation requires further investigation;
- inform the Chair of Governors;
- Contact the Designated Lead Officer for Safeguarding in Education who, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation. The outcome at this stage will either be:
 - i. that the allegation is without foundation
 - ii. internal disciplinary procedures
 - iii. a referral under the Child Protection procedures

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in “Working Together” and the All Wales Child Protection Procedures, which recommend that there should be a strategy meeting to plan the investigation and any subsequent action.

Advice should also be taken from the Designated Lead Officer for Safeguarding in Education and – for schools – the Human Resources Business Partner in regard to next steps, including consideration around work restrictions. The decision to impose work restrictions, up to and including suspension, is the sole responsibility of the Head teacher (or the Chair of Governors in respect of allegations against the Head teacher). They should consider any advice given in this regard, but must make their own decision independently. A decision to impose restrictions, up to and including suspension, must not be a ‘knee-jerk reaction’ to an allegation, and any restrictions imposed must be at the minimum level necessary to safeguard children and respect the employment and other rights of the individual against whom the allegation has been made. In cases where suspension is being considered it is recommended that the Suspension Checklist provided by the Local Authority is used.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to safeguard children.

Information about the child or family must not be shared with the individual against whom the allegation was made or anyone representing them.

Governing Bodies are responsible for staff disciplinary matters in all maintained schools. Welsh Government guidance circular 002/2013 ‘Disciplinary and Dismissal Procedures for School Staff’ sets out specific advice to be followed where a child protection allegation is made against a member of staff.

In respect of pre-school settings, Powys County Council currently funds, and therefore has responsibilities towards, four types of pre-school settings:

- A. Pre-school settings on primary school sites which are linked to the school;
- B. Pre-school settings on primary school sites which are separate to the school;

- C. Pre-school settings situated away from and not linked to a primary school;
- D. Local Authority pre-school specialist centres on primary school sites.

In respect of A, B and C, these settings must report any safeguarding concerns about a member of staff to the Care Inspectorate Wales.

It is recommended that the procedures outlined above are followed by all pre-school settings, in addition to the requirement to report to Care Inspectorate Wales.

In respect of A, the procedures as applied to schools must be followed, as the staff come under the remit of the school. Pre-school setting staff in this context are likely to have additional roles within the school.

In respect of B, the procedures as applied to schools must be followed, as the co-location of the pre-school setting and the school is likely to mean that the adult in question poses at least a theoretical risk to the children in the school.

In respect of C, the procedures as applied to schools are recommended to be followed as an example of best practice.

In respect of D, the procedures as applied to schools must be followed. The staff are directly employed by the Local Authority, but come under the operational management of the Head teacher of the school on a day-to-day basis. Decisions about the allegations must therefore be taken, in conjunction, by the Head teacher and the Additional Learning Needs Manager: Statutory Processes (or another Schools Service officer who line manages the Additional Learning Needs Manager: Statutory processes).

In respect of A, B and D, advice will be sought from the Human Resources Business Partner linked to the school, assuming the school has a Service Level Agreement. If the member of staff is only linked to the pre-school setting and does not appear within the workforce of the school, then the Human Resources Business Partner will not be able to offer advice. Where no Service Level Agreement is in place, or in respect of C, appropriate advice will be sought by the Designated Safeguarding Lead for Education. In respect of all pre-school settings, advice will also be needed from the human resources provider for the pre-school setting.

Links with other Policies, Legislation and Guidance

This policy must be read and considered within the context of other policies that pertain to work with children and young people. Staff will need to be aware of and consider how other issues such as drug and alcohol misuse, bullying, domestic abuse and mental health issues can and do have a bearing on child protection situations

13. Procedures Related to Unexpected Deaths in Childhood (PRUDiC)

There is a nationally agreed protocol for PRUDiC cases, which should be read in conjunction with this policy.

The PRUDiC framework outlines a multi-agency response to incidents of unexpected childhood death. This includes an initial multi-agency meeting within 48 hours of notification of the event, at which education must be represented. In order to respond appropriately and effectively whilst also being sensitive to the situation, only the Designated Lead Officer for Safeguarding in Education (or, in case of absence, a direct line manager) will attend all such meetings and staff from school settings will not be required to attend. The Designated Lead Officer for Safeguarding in Education will liaise with

colleagues from the educational setting and from within the Schools Service to gather the necessary background information prior to the meeting.

The educational setting should then participate directly in all subsequent stages of the PRUDiC process.

14. Summary of Safeguarding Procedures for all staff

Summary of Safeguarding Requirements

Everybody who works with, or has contact with children should:

- be mindful always of the welfare and safety of children and young people;
- be able to recognise, and know how to act upon, concerns that a child or young person's health or development is or maybe being impaired and especially when they are suffering or at risk of suffering significant harm;
- be alert to the signs of abuse and neglect, and know the agreed procedure for reporting concerns or suspicions;
- when aware of, or having, concerns about the welfare or safety of a child or young person, know who to share those concerns with so they can be referred as necessary;
- share identified concern with the Designated Senior Person/Deputy Designated Senior Person for Child Protection without delay. If the key person is not available do not wait until you next see them, contact Powys People Direct within Social Services and share your concerns.

All education services should:

- have a Designated Senior Person for child protection, with appropriate training, who is appointed as the person with responsibility for co-ordinating action where safeguarding/child protection concerns arise and providing advice; (It is also recommended that a deputy Designated Senior Person is named to act in the absence of the lead);
- have in place Child Protection policies and procedures in accordance with this guidance and in liaison with the Mid and West Wales Safeguarding Board; and
- operate safe recruitment procedures and management, induction and training for staff and volunteers to ensure that the welfare of children and young people is always of paramount concern.

All employees, volunteers, contracted service providers, or any other person should be vigilant where there are signs of physical, sexual and emotional abuse or neglect. They should be similarly aware of their statutory requirements in respect of reporting the disclosure or discovery of abuse or neglect and the procedure for doing so (see Appendix C for definitions of child abuse and neglect). Any relevant information should be passed on to the Designated Senior Person. The Designated Senior Person will assist in providing advice and in coordinating the referral of cases of suspected abuse or allegations without delay. The Designated Senior Person will coordinate the response. The referrer will remain involved in the processes that will follow, and any employee, volunteer, contracted service provider, or any other person can make a referral to Powys People Direct if they believe a child or young person is 'at risk'.

IT IS NOT THE RESPONSIBILITY OF ANY POWYS COUNTY COUNCIL SCHOOLS SERVICE EMPLOYEE, VOLUNTEER, CONTRACTED SERVICE PROVIDER OR OTHER ADULT TO DETERMINE WHETHER ABUSE

HAS OR IS ACTUALLY TAKING PLACE. (The only services that can investigate are Police and Social Services)

HOWEVER:

IT IS THE RESPONSIBILITY OF THE EMPLOYEE, VOLUNTEER, CONTRACTED SERVICE PROVIDER OR OTHER ADULT TO TAKE THE ACTIONS SET OUT IN THE CHILD PROTECTION POLICY AND PROCEDURES OF THEIR ORGANISATION/SCHOOL IF THEY ARE CONCERNED ABUSE IS TAKING PLACE OR LIKELY TO TAKE PLACE.

Referral of cases of suspected abuse or allegations should be made to:

Powys People Direct

Tel: 01597 827666

Referrals can be made over the telephone. Where a referrer wishes to send an e-mail referral, telephone contact must be made to notify Powys People Direct to expect the email.

E-mail referrals can be made via people.direct@powys.gov.uk

Support and Guidance regarding the above can be gained by contacting the Designated Lead Officer for Safeguarding in Education: Michael Gedrim Tel: 01597 827666 07990 793843

If an adult sees signs that give cause for concern, but initial interaction does not supply sufficient or clear information then the adult may sensitively obtain explanatory information from the child or young person using tact, sympathy and understanding. Be careful not to ask leading questions and keep these open by using words like, 'Tell me, explain to me, describe to me' etc. Detailed investigations of suspicions must not be undertaken by any member of staff/volunteer. A detailed investigation will be carried out by other agencies (normally, the social services department or the police).

No promise of confidentiality to the Child or Young Person will be given. The child might tell you that they have a secret to tell you but after you explain the issue around confidentiality might 'clam up' and not continue. In this situation it is important to share this matter with the Designated Senior Person.

If the opportunity to obtain information does not arise, or if the information given does not allay concern, the Designated Senior Person must be informed immediately. If relevant information is volunteered by a child, young person, parent, guardian or some other person, it should be recorded using the person's words as accurately as possible.

It is good practice to share information with families. An understanding of what information is shared with the family should be reached in consultation with the social services department via Powys People Direct, which will depend on the individual circumstances of the case. Where there are allegations involving the family, the suspicions should not be discussed with any family member and information known to professionals that might compromise a criminal investigation may have to be treated confidentially.

When informed of a possible concern for a child or young person, the Designated Senior Person will consider the full circumstances of the case and decide what action should be taken. They must do this with reference to the Mid and West Wales Safeguarding Board document '*The Right Help at the Right Time (2017)*' (also referred to as *the threshold document*). The Designated Senior Person may not be able to reach a determination by themselves: advice and guidance can be sought from Powys People

Direct to assist in deciding on the appropriate course of action. Depending on the individual circumstances, the decision might be:

- 1) that no further action appears to be justified, except that the report should be logged;
- 2) that the child or young person should be discreetly monitored and further information about the issues sought from other appropriate sources. Where a child or young person is being monitored for possible child protection concerns, care should be taken to ensure that the monitoring is carried out in a natural, unobtrusive manner;
- 3) that the child or young person and/or their family is in need of additional support where the safeguarding issues are not at the level of child protection. In such cases the concerns should be discussed with the family and permission sought for a referral on to other services at the appropriate level (see the threshold document for detail), which may be:
 - i. Enhanced Support (e.g. a single-agency referral);
 - ii. Targeted Support (e.g. a referral to Team Around the Family to coordinate support);
 - iii. Assessment for Care and Support (a referral to Powys People Direct with parental permission).
- 4) that the case is a child protection case at the level of Protective Support and must be referred immediately to Powys People Direct in Childrens Services. If concerns arise and it is known that the name of the child or young person has already been entered on the Child Protection Register, the Childrens Services department should be immediately informed. This is particularly important if a child on the Child Protection Register and is absent from school. In all cases of monitoring, information should be kept about the child or young person's welfare.

WHERE THE CONCERN IS THAT A FAMILY MEMBER MAY BE CAUSING HARM TO A CHILD OR YOUNG PERSON, THOSE CONCERNS SHOULD NEVER BE DISCUSSED WITH THE FAMILY AND NO PERMISSION FOR REFERRALS SHOULD BE SOUGHT. SUCH CASES MUST BE REPORTED DIRECTLY TO POWYS PEOPLE DIRECT IN LINE WITH SCENARIO 4, ABOVE.

All adults who have contact with children and young people have a role in assisting social services and/or the police by providing information for safeguarding/child protection enquiries.

Sharing information for the purposes of safeguarding is essential. In some cases it is only when information from a range of sources is put together that a vulnerable child or young person can be seen to be in need or at risk of harm. In terms of the legal and ethical restrictions on sharing information, safeguarding the individual overrides the need to keep information confidential.

When cases are referred to Powys People Direct, this should be done without delay. This can be done by telephone, with the referral confirmed as soon as practically possible in writing (using the Mid and West Wales Safeguarding Board Multi-Agency Referral Form), but within 24 hours. Powys People Direct will inform the referrer of the course of action to be taken or if no further action is warranted and why.

When a referral is made to Powys People Direct, the person taking the referral will record details of the concern. This will be discussed and various actions in line with the All Wales Child Protection Procedures 2008 will ensue.

Parent/Carer Involvement

All parents and carers need to understand that schools and service providers have a duty to safeguard and promote the welfare of children and young people, that this responsibility necessitates a safeguarding policy and procedure, and that all staff and volunteers may need to share information and work in partnership with other agencies when there are concerns about a child or young person's welfare. It may be helpful to include a reference to this in the service prospectus or other information provided to parents/carers and children/young people. When concerns are referred, these can be shared with the family but preferably after guidance has been sought from the relevant agency, usually Children's Services or Police. However, concerns should not be shared or discussed with the family if this is likely to compromise the safety of the child or young person.

Action to be taken where there are allegations of abuse against employees, volunteers or contracted service providers, or any other person:

If an allegation of abuse is made against an employee, volunteer or contracted service provider, or any other person by either a child or an adult, it should be treated as a serious matter. The Designated Lead Officer for Safeguarding in Education is the first point of contact with schools and Schools Service staff in relation to advice regarding these safeguarding and child protection issues.

In the absence of the Designated Lead Officer for Safeguarding in Education, contact Powys People Direct. Interim safeguarding arrangements should be put in place pending the outcome of this process. This may require a risk assessment to be completed and or discussions with appropriate senior person/s. This should ensure that there is no contact between the child or young person who is the subject of the allegation and the person who has been accused of the allegation. Interim safeguarding measures should also be put in place regarding the contact that takes place between any other child or young person and the person against whom the allegation has been made.

When a child or young person makes an allegation, you should:

- Stay calm and reassure the child or young person.
- If you believe the child or young person is 'at risk' of immediate significant harm, which includes situations which require the emergency services, then you must contact the relevant emergency service and notify Children's Services.
- Listen carefully to what is said and allow the person to talk at their own pace, being careful not to compromise potential evidence.
- Find an appropriate opportunity to explain it is likely that information will need to be shared with other responsible people and do not promise to keep information confidential
- Only ask questions for clarification and do not ask leading questions (that suggest certain answers as this could compromise evidence).
- Reassure the child or young person that they have done the right thing in telling you.
- Tell them what you will do next and who you will inform.
- Immediately report to and inform Designated Senior Person for Safeguarding who will make the referral to Social Services and inform the Designated Lead Officer for Safeguarding in Education as appropriate.
- Record all details as soon as possible using any school or organisation format.

Remember: You may be the first person that a child or young person has trusted and it has probably taken a great deal of courage to tell you that something is wrong.

15. Guidance on Child Protection Policy for Schools and Education Settings.

It is recommended that the policy format recorded in Keeping Learners Safe (Welsh Government circular 158/2015) is used as the basis for all establishments, organisations and services linked to Education. This format can be adapted to meet the needs and requirements of those linked to Education and can be used as the starting point for specifically constructed policies to suit their roles and responsibilities in working with and supporting children.

The construction of any policy should follow the four main areas:-

- Introduction
- Prevention
- Procedures
- Supporting the Pupil/Young Person at risk

These four areas can be adapted by changing some of the wording to suit the requirements of individual schools and organisations.

Added to the above, reference to other related school or organisation policies can be added, as in the examples given for 'Bullying' and 'Physical Intervention'. Other associated additions could include:-

- E Safety and the use of the Internet
- Dealing with Allegations against Staff
- Children with Special Needs and or Disabilities.
- Child Protection Procedures Process: From Referral to Action and Support
- Abuse of Trust as noted in the Sexual Offences (Amendment) Act 2000
- PREVENT duty as noted in the Counter-Terrorism and Security Act 2015

Other information for children, parents, staff and governors could be added as appendices to the main policy. This could include methods of internal recording of concerns and guidance and advice to children, staff and parents in raising concerns.

The policy should be dated and also notification when the next formal review is intended. Child Protection policies must be reviewed annually. The date of approval by the Governing Body or Management Committee must be recorded on the policy.

Basic items from the policy could be included in school and or organisation's publications for parents and children. A full copy of the policy must be made available to parents on request, but a nominal cost may be incurred.

Model Child Protection & Safeguarding Policy for Education Settings

This model policy is written in language applicable to schools, but is easily adaptable for pre-school settings and Pupil Referral Units, by amending relevant terms and, for pre-schools, including information in square brackets.

1. Introduction

The school fully recognizes the contribution it makes to child protection.

There are three main elements to our policy:-

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- Support to those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

2. Prevention

This school recognises that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:-

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3. Procedures

At this school we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board. [We will also follow guidance and protocols laid down by the Care Inspectorate Wales.]

The school will:-

- A. Ensure it has a designated senior person (DSP) and deputy for child protection, who have undertaken the appropriate training.
- B. Recognise the role of the designated senior person and arrange support and training.

The school will look to the Mid and West Wales Safeguarding Board and the Council's Designated Lead Officer for Safeguarding in Education for guidance and support in assisting the school's designated senior person.

C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor know:-

- the name, contact details and role of the designated senior person (DSP), the deputy DSP and designated governor responsible for child protection;
- that it is the lead person and/or their deputy who have the responsibility for making child protection referrals within Mid and West Wales Safeguarding Board timescales, by completing the agreed multi-agency referral form.
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Safeguarding Board.

[• that the Responsible Individual must ensure that safeguarding incidents are reported to the Care Inspectorate Wales]

- how to take forward those concerns where the DSP is unavailable
- that the DSP and deputy will seek advice from the Powys People Direct and/or the Designated Lead Officer for Safeguarding in Education if necessary when a referral is being considered; if in doubt a referral must be sent.

D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.

E. Ensure that all members of staff will attend appropriate training and updates as arranged by the school.

F. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.

G. Provide training for all staff so that they know:-

- their personal responsibility;
- the agreed local procedures (Mid and West Wales Safeguarding Board and Powys local procedures) [and the agreed Care Inspectorate Wales procedures];
- the need to be vigilant in identifying suspected cases of abuse; and
- how to support a child who discloses abuse, particularly the do's and don'ts

H. Notify Children's Services if:-

- a pupil on the child protection register is excluded either for a fixed term or permanently; and
- if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).

I. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.

J. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.

K. Ensure that all records and files are kept secure and in locked locations. The Designated Senior Person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the Designated Senior Person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the transfer of sensitive information.

L. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'. **[Adhere to procedures outlined by Care Inspectorate Wales in regards to disciplinary and dismissal]**.

M. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learners Safe' and local guidance. The school will seek advice and guidance from the Authority's Employment Services Department on recruitment and selection.

N. Designate a governor for child protection who will oversee the school's child protection policy and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities.

O. Ensure that the Designated Senior Person and nominated governor complete an annual safeguarding audit which will be reported back to the Local Authority via the Designated Lead Officer for Safeguarding in Education.

4. Supporting the pupil at Risk

At this school we recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school, their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:-

- The content of the curriculum to encourage self esteem and self motivation (see section 2 of this policy on Prevention);
- The school ethos which:-
 - o promotes a positive, supportive and secure environment; and
 - o gives pupils a sense of being valued (see section 2 on Prevention);
- The school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable (shared with parents/carers via school

brochures and other points of communication), but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's behaviour policy in conjunction with this and other named policies noted in this policy.

- Liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Children's Services if there is a recurrence of a concern with the individual.

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the procedure outlined in appendix E, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Children's Services of the move.

5. Behaviour

This school has a behaviour policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located [State where].

6. Bullying

The school's policy on Bullying has been set out in [a separate document/ the school's behaviour policy etc] [It would be useful to note any guidance from the Authority within any documentation]. This policy/information is reviewed annually by Governors and can be located [State where].

7. Physical Intervention

The school's policy on physical intervention has been set out in [a separate document/ the school's behaviour policy etc] [It would be useful to note any guidance from the Authority within any documentation]. It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on *Safe and Effective Intervention – use of reasonable force and searching for weapons 097/2013*. This policy/information can be located [State where].

8. E Safety

The school's policy on E Safety has been set out in [a separate document/ the school's IT policy etc] [It would be useful to note any guidance from the Authority within any documentation]. This policy/information can be located [State where].

9. Children with Additional Learning Needs (ALN)

This school recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in [A separate document] and this policy/information can be located [State where].

10. Children who enter the care system

This school recognises that children who enter the care system (commonly referred to as Looked After Children) are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Manager.

11. Community Cohesion – Preventing Extremism

This school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school. Our policy for community cohesion is attached as appendix F: Community Cohesion – Preventing Extremism.

12. Transfer of records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma. (See appendix E).

13. Training

The school will be cognisant of national and local training requirements and guidance, which will include Mid and West Wales Safeguarding Board guidance, advice and training opportunities.

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the Designated Senior Person's development. The deputy will be initially supported by the Designated Senior Person and consideration for joint opportunities for training with the Designated Senior Person will be considered.

All staff will be regularly updated during the year as appropriate from the Designated Senior Person, but will receive specific awareness raising training within a 3 year period.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

14. Guidance for Staff

What to do if a child tells you they have been abused by a member of staff (including volunteers):

Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Government's guidance circular *002/2013 Disciplinary and Dismissal Procedures for School Staff* and Welsh Government guidance circular *009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff*. (A summary of procedures is included in the appendix D: Professional Allegations/Concerns).

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Designated Lead Officer for Safeguarding in Education and Powys People Direct for guidance and advice.

If there is an allegation against a Local Authority Officer then this must be communicated to the Director for Education, Ian Budd Tel: 01597 826192 or Interim Head of Learning, Joanna Cassey Tel: 01597 826472, or Safeguarding Lead for Children, Sharon Powell Tel: 01874 612302 who is the Lead Officer for the Authority.

If the concern is about the lead officer then the Director for Education is to be contacted. If there is a concern about the Director for Education, then this should be referred to the Chief Executive.

What to do if a child tells you they have been abused by someone other than a member of staff:

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's Designated Senior Person for child protection immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's Designated Senior Person. The note, which should be clear in its use of terminology, must record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the Designated Senior Person. Often what is initially shared is the tip of an iceberg;
- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Confidentiality

The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Remember the pastoral responsibility of Education. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times,

they should be kept securely locked and separate from the child's main file or Additional Learning Needs file.

Key contacts

The Designated Senior Person for child protection at this school is:-

.....

The Deputy Designated Senior Person for child protection at this school is:-

.....

The designated governor for child protection at this school is:-

.....

The Council's Designated Lead Officer for Safeguarding in Education is:-

Michael Gedrim

and can be contacted by:-

Telephone – 01597 826431; 07990 793 843

Email – michael.gedrim@powys.gov.uk

Children's Services can be contacted via Powys People Direct:-

Telephone – 01597 826431

Out of hours – 0845 054 4847

This policy was updated on _____ by _____

This policy was presented and accepted by the Governing Body on _____

This staff were made aware of this policy and or updates on _____

This policy will be reviewed on _____

Associated Policies, Guidance and Advice

www.wales.gov.uk/educationandskills

- All Wales Child Protection Procedures- April 2008
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)
- Education Records, School Reports and the Common Transfer System-circular 18/2006
- Safeguarding Children: Working Together Under the Children Act 2004-circular 12/2007
- Teaching Drama: guidance on Safeguarding Children and Child protection for managers and drama teachers- circular 23/2006
- Procedures for Whistle blowing in Schools and Model policy- circular 36/2007
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service- circular 018/2009
- Disciplinary and dismissal procedures for school staff- circular 002/2013
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People 2010
- Children Missing from Education 2010
- Safe and effective intervention-use of reasonable force and searching for weapons, October 2010

Insert Care Inspectorate Wales guidance links

Other documents from other sources

- Sexual Offences (Amendment) Act 2000: Chapter 44- Sections 1-7, Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.
- Safeguarding Children and Safer Recruitment in Education (Came in to force 1st January 2007 in England) Every Child Matters: Change for Children.
- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection
(This is not an exhaustive list)

- www.wales.gov.uk
- www.homeoffice.gov.uk (Use this for Disclosure and Barring Service)
- www.ewc.wales
- www.ico.gov.uk
- www.governorswales.org.uk
- www.thinkuknow.co.uk
- www.everychildmatters.co.uk
- www.wales.gov.uk/domesticabuse
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Mid and West Wales Safeguarding Board documents can be found on their website: www.cysur.wales

Powys County Council have a policies and procedures related to Whistleblowing and Disciplinary Procedures. These are available on page 7602 of the Powys County Council intranet.

Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Identifying significant harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under the Children Act 1989 section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the

cause of significant harm to a child. However, more frequently significant harm occurs as a result of a longstanding compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

Follow advice of Children's Services in consultation with the Designated Lead Officer for Safeguarding in Education during and following the investigative process.

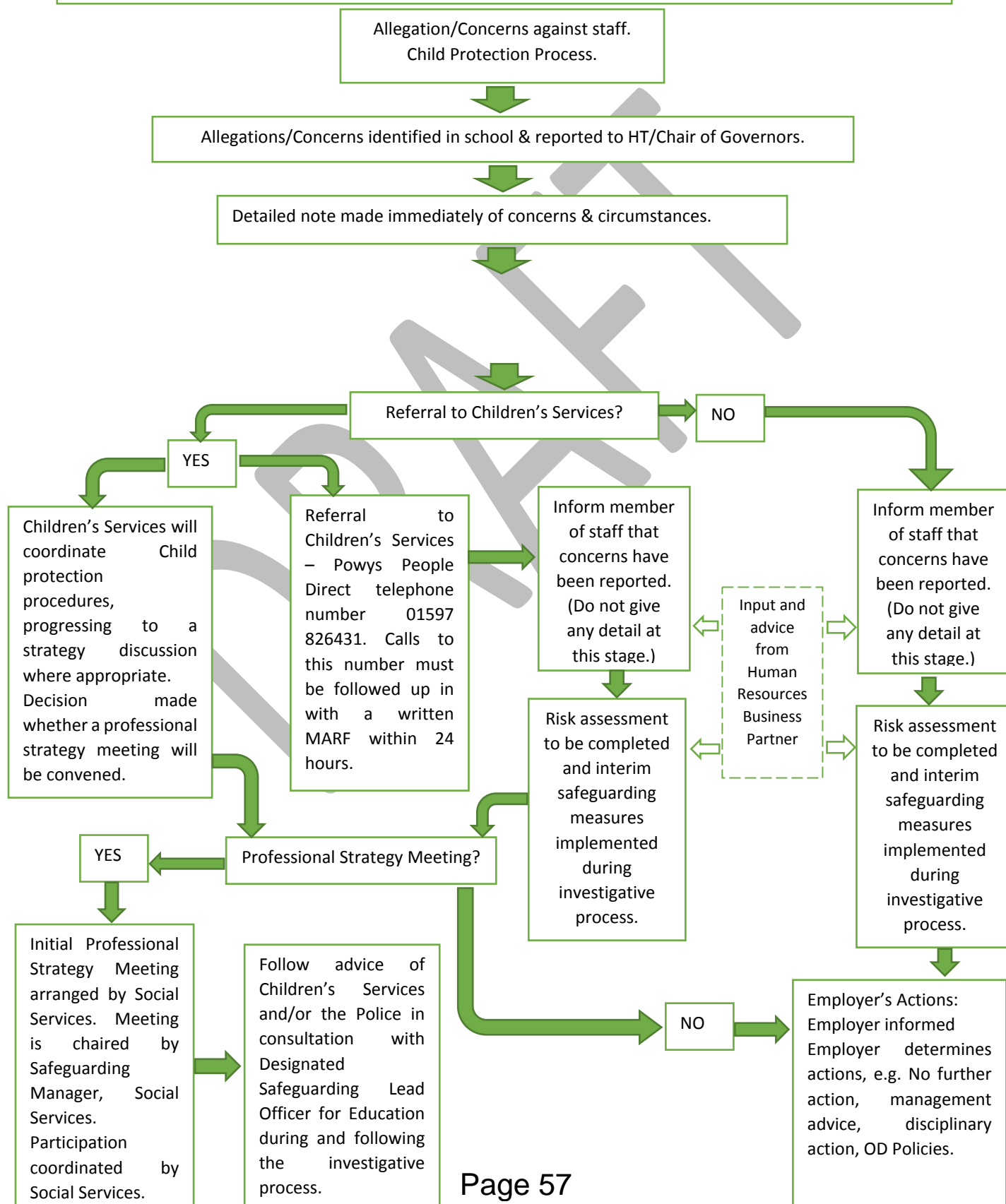
DRAFT

PROFESSIONAL ALLEGATIONS/CONCERNS

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school.

Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.

Also refer to Safeguarding Children In Education: Handling Allegations of abuse against teachers and other staff 009/2014



Safeguarding File - Transfer of Records

A receiving school must be made aware of the existence of a Child's Safeguarding file prior to the child transferring from their original school.

The confidential Safeguarding File must be securely transferred to the new school either in Person, or via secure mail that requires a signature of receipt. This Transfer of Records form should be completed and forwarded with the file to the new school. Either the Head teacher or the Designated Senior Person for Safeguarding should sign receipt for the file.

Sending Schools should retain a copy of the signed Transfer of Records forms as evidence of the transfer, and ensure appropriate signatures are obtained.

Child Name:	
DOB:	

Name of school moving from:		
Date record ended at this school (pupil end date):		
School moving to:		
Date of contact with new school:		
Has sensitive and urgent information been shared with new school?:	Yes / No	If No, why not?:

Name of school and DSP sending records:	
Date file sent:	

This section to be completed by the receiving school if file delivered by hand.

Receiving School:	
Signed:	
Print name and position:	
Date:	

This section to be completed by the sending school with the postage receipt reference if file sent via secure post as proof of sending.

Reference number of postage receipt:	
Name and address of recipient:	
Date of postage:	

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors.

There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur. Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on school staffs 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from a nearly age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way.

This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Training

We are committed to ensuring that all staff in our school will receive the Workshop to Raise Awareness of Prevent (WRAP) and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact

..... School's Safeguarding Lead:

Michael Gedrim

Prevent Lead for the Schools Service, Powys County Council

Email: michael.gedrim@powys.gov.uk Tel: 01597 826431

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Website: <http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

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**Workforce Strategic Development Plan
June 2018**

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Vision and Mission

Powys County Council have launched their 'Corporate Improvement Plan: Vision 2025' with their mission to deliver an open, pro-active and engaging council. To deliver this vision, four priority areas have been outlined:

- Economy: developing a vibrant economy
- Health and care: leading the way in effective, integrated rural health and care
- Learning and skills: strengthening learning and skills
- Residents and Communities: supporting our residents and communities

Learning and skills are fundamental to all in the Education Service. We will provide high quality educational opportunities for all learners, embrace the challenges of being a large rural authority and use technology to improve access for all.

We are committed towards providing effective learning interventions that support schools to improve and produce well-qualified individuals, more able to contribute to the prosperity of the county. Good education is a key driver in removing the negative impact of poverty on young people's life chances.

Through implementation of the new education curriculum, we will support improvement of good quality, targeted education which will allow individuals to make more informed healthy life choices throughout their lives. We are committed to ensuring our learners have equitable access to education provision regardless of their background or where they live.

We are committed to modernising our schools to provide sustainable, low-carbon buildings with high quality educational environments fit for the 21st Century.

A wide range of partners including schools, pupils and their families, have an important role to play in ensuring that all children and young people are supported to achieve their full potential. Significant partners include ERW, the Children and Young People's Partnership, Children's Services and Youth Services

In order to succeed in their learning, we expect each child and young person to have experienced and benefitted from the following:

- Quality pre-school provision
- A breadth of educational experiences and enrichment opportunities which prepare them for the world of work
- Consistently high quality teaching
- Consistently high quality and resilient school leadership
- An inclusive ethos which is easily understood by all, encompassing an entitlement to high quality education for every child and young person, taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents and wider society
- A learning environment which is fit for purpose, safe and secure, in order to support and motivate the children and young people to engage in their learning and develop their talents.
- Value for money through appropriate use of resources and robust financial management

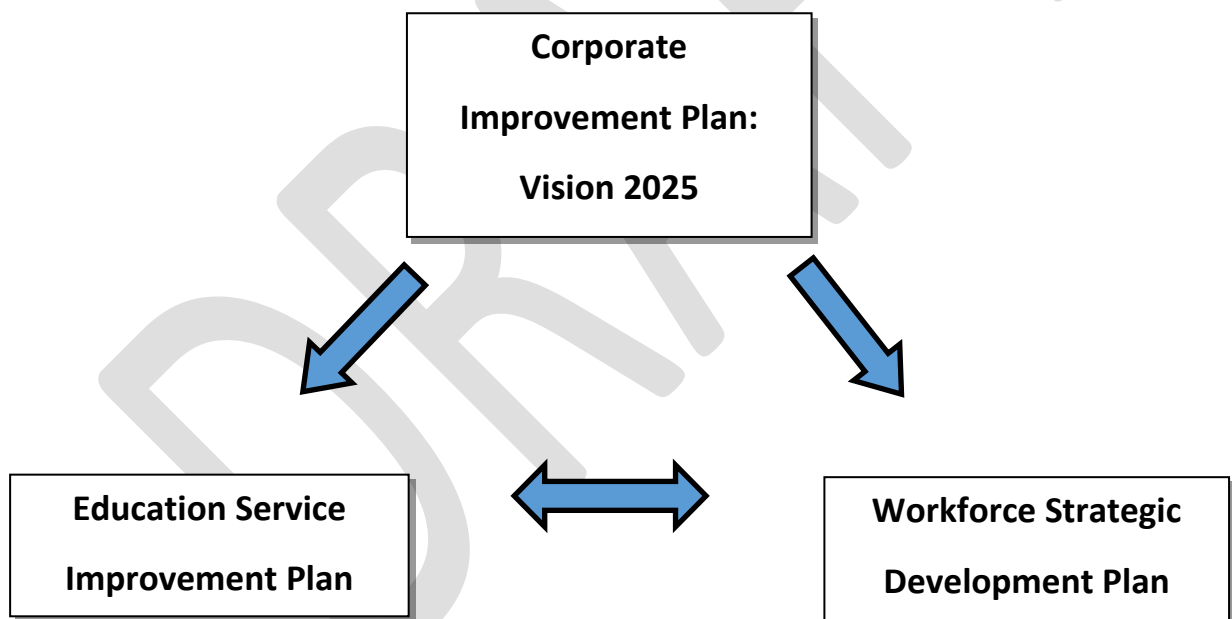
In line with the definition outlined in the [Independent Review of Curriculum and Assessment Arrangements in Wales, Successful Futures](#) (Donaldson 2015) develop as we expect our children and young people to become:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising , creative contributors, ready to play a full part in life and work
- Ethical informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives and valued members of society

This in turn aligns with the ERW mission, which asks LAs to:

Build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners” through ensuring effective performance in all schools across the region. ([ERW Business Plan 2017 – 20](#))

The Corporate Improvement Plan, Education Service Plan and Workforce Development Plan are interlinked. The Education Service Plan shows how the Education Service will address the Corporate Improvement Plan priorities while the Workforce Development Plan will address how to develop our staff to address these priorities.



Staff Roles and Responsibilities

Every member of staff in the Education Service and our professional services partners play an important role in delivering our service:

Heads of Services together with their team leaders are responsible for securing and managing appropriate staff to enable them to provide the services required by their service area so that business objectives are met. They are assisted in this by:-

HR Business Partners who are aligned to Service Teams and provide ongoing support and advice regarding current workforce issues and help them to plan ahead.

The Recruitment Team whose members work with services to advise and assist with the recruitment processes from the placing of advertisements to the management of selection panels and also liaise with other teams such as Employment Services and Payroll.

The Learning & Development Team which manages specific schemes such as Apprenticeships, In-Service Apprenticeships and Graduate Traineeships.

The Culture and Leadership Team members within Workforce and Organisational Development who manage the annual workforce assessment exercise and communicate corporate findings to Management Team together with potential responses. The team also develops approved responses and makes them available to service teams.

Line managers provide clear and consistent communication to staff and senior leaders, they manage staff appropriately, ensuring accountability of service standards through timely completion of performance management (IPR) and agree goals and expectations of staff in-line with Service Improvement Plans. Line managers will also monitor and support the implementation of staff personal and professional development plans.

Employees work together to understand their contribution to and achievement of the overall organisational objectives and take personal responsibility to their personal and professional development, acting with honesty and integrity in the work that they do.

The Workforce Strategic Development Plan focuses on the development of Education Service staff, however, there is a need to appreciate the need to develop all school based staff in order for our learners to benefit. Professional Development pathways have been developed by ERW in order to improve the recruitment, retention and quality of leadership, at all levels, across our schools. The Education Service will be implementing these as part of the Education Service Improvement Plan.

Education Service Staff

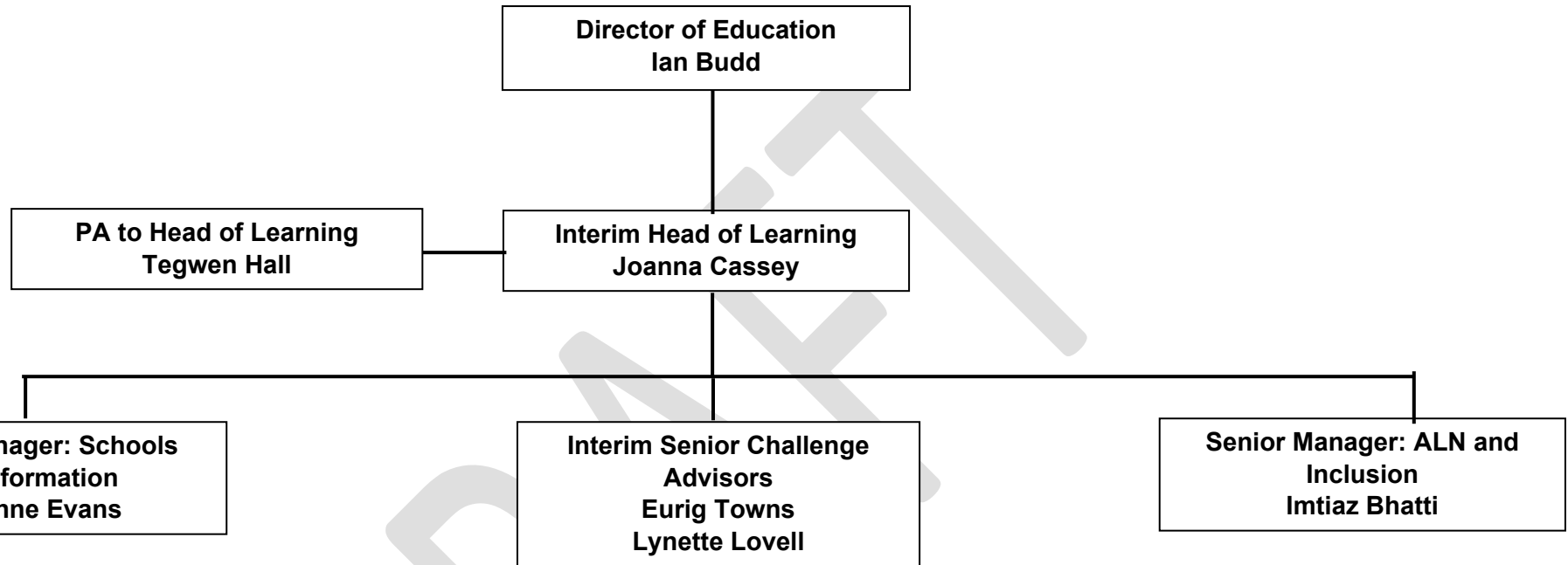
The Education Service is led by Joanna Cassey, Head of Learning (Interim). Joanna reports directly to Ian Budd who holds the statutory title of Director of Education.

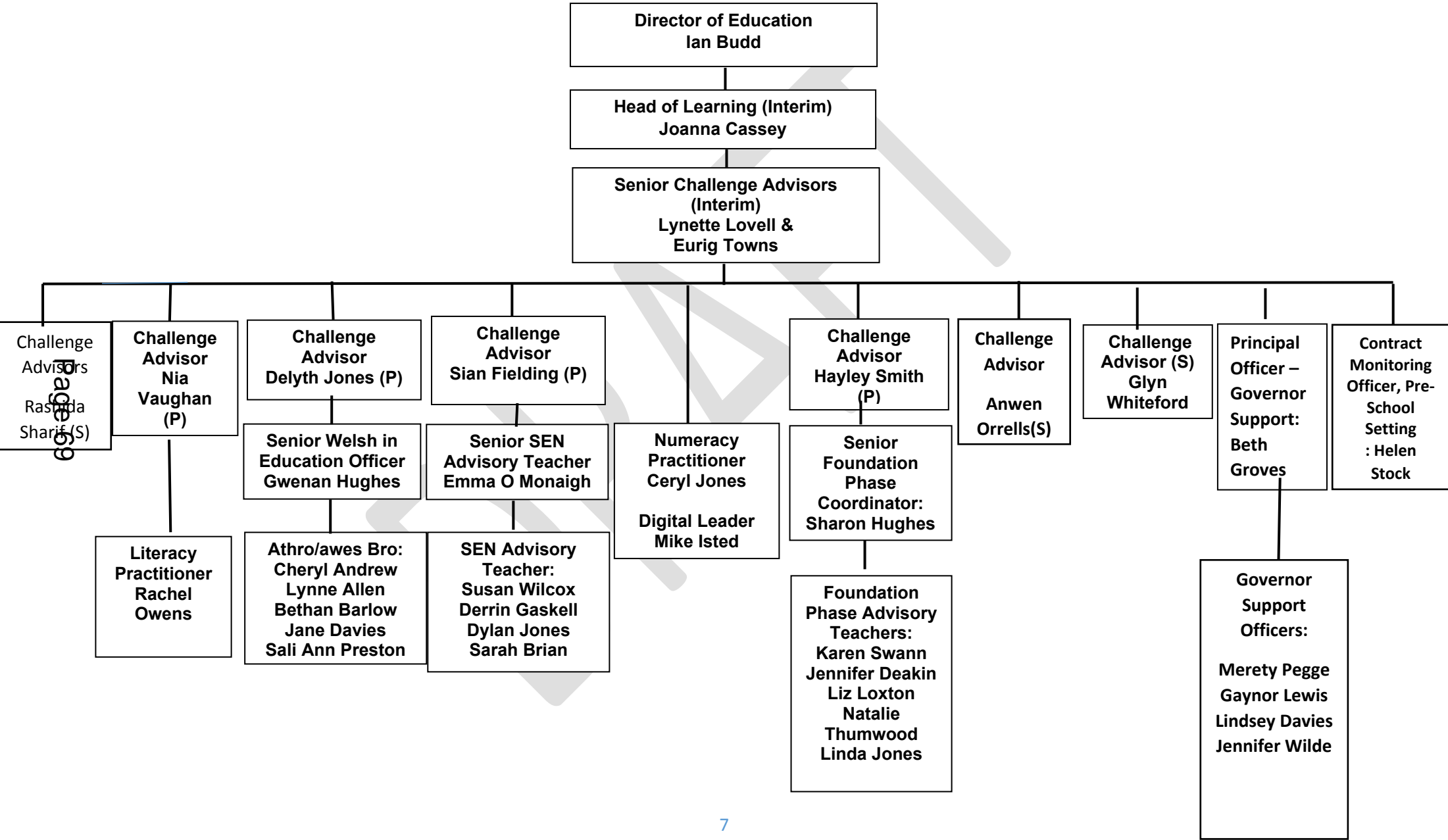
The service is organised into three operational teams. Each team is led by a Senior Manager.

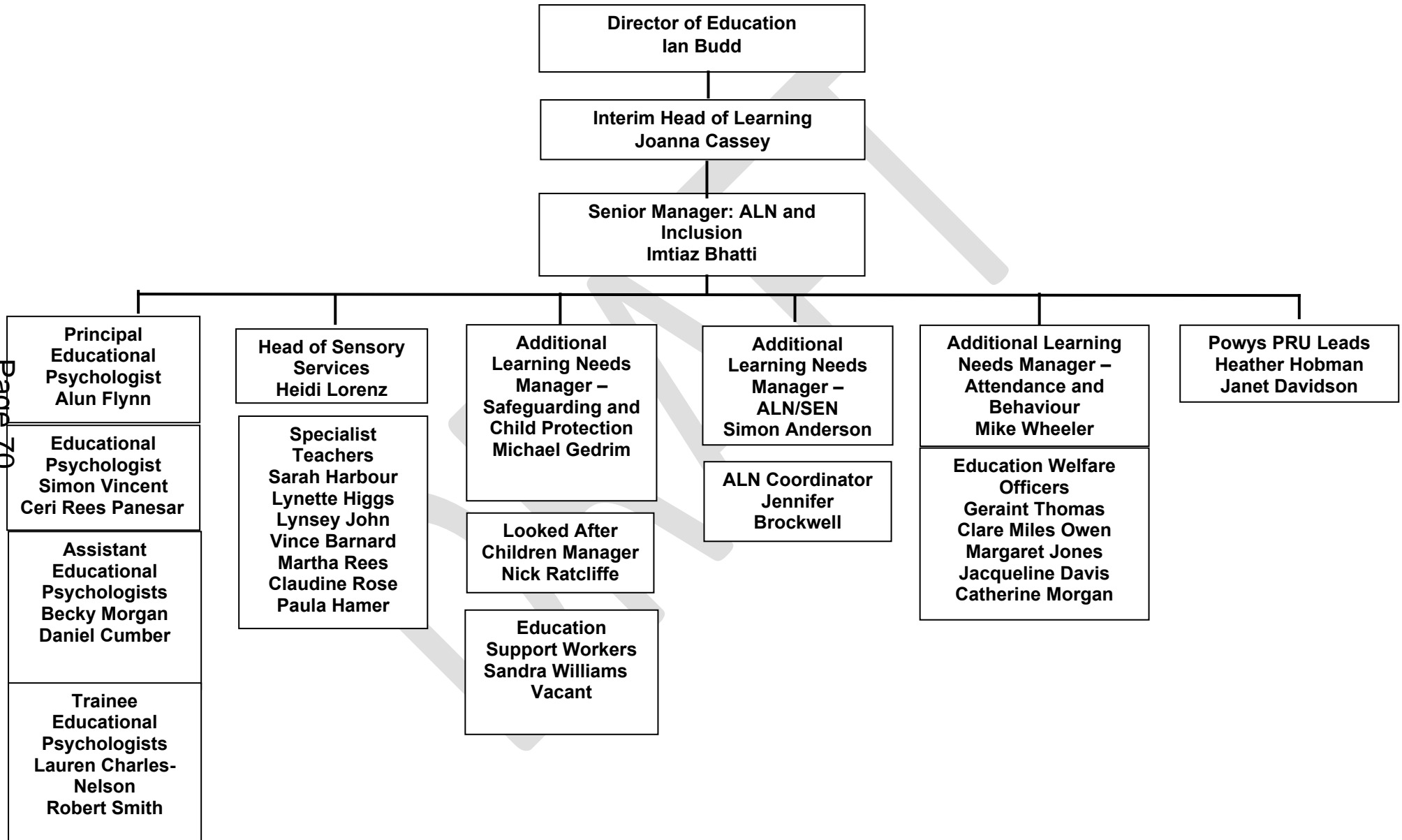
The School Improvement Team works as a collaborative team within ERW to deliver the National Model for School Improvement. The Challenge Advisors work to a common set of national standards which clearly identify the required knowledge, skills and behaviours. In addition to a team of challenge advisors, the team also includes Governor training and support, Foundation Phase practitioners, Athrawon Bro and practitioners for literacy, numeracy and digital competency.

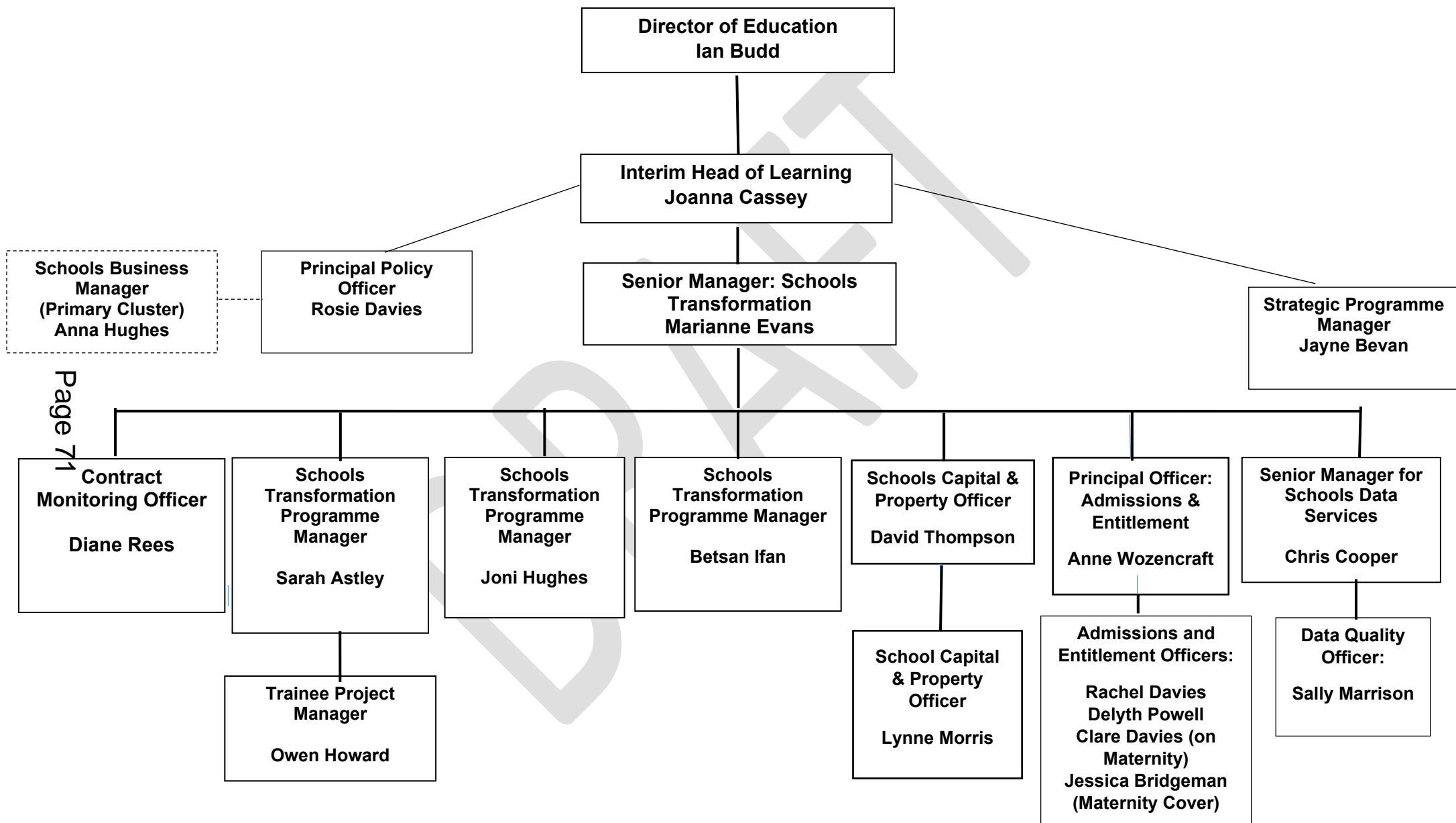
The ALN and Inclusion Team is led by the Senior Manager: ALN and Inclusion. Functions of the team include compliance with statutory requirements and support for additional learning needs including vulnerable groups such as Looked After Children, Gypsy and traveller pupils, pupils with English as an additional language, educational psychology, educational welfare, sensory impairment, safeguarding and behaviour. There is considerable joint working between the ALN & Inclusion team and the school improvement team

The School Transformation, Resources and Infrastructure Team is led by the Senior Manager: Schools Transformation. The team is responsible for the re-organization of school infrastructure and implementation of the School Transformation Policy and Welsh in Education Strategic plan together with post 16 commissioning and Adult Education; Admissions and entitlement including home to school transport; catering and cleaning; data; capital programs; major and minor repairs and maintenance programs; policy development and financial management. There are significant interdependencies with finance, establishment services, human resources and property.









Statutory Function and Services

The School Service have a statutory duty to deliver the following services and functions.

- School improvement
- Delivery of the Welsh in Education Strategic Plan (WESP)
- Guidance and advice on Education Reforms
- Support all establishments with pre and post Estyn inspections
- Recruitment of headteachers & deputy headteachers
- Issuing of Warning Letters
- Support for Newly Qualified Teachers
- Performance Licences
- Child Employment
- Elective Home Education
- Education Provision for Looked After Children (LAC)
- Safeguarding and Child Protection
- Statutory assessment through the Education Psychologist Service
- ALN Statementing: Maintaining and Reviewing
- Arrangements for ALN disputes and tribunal
- Arrangement of support and review of provision for out of county pupils
- 6th day provision for permanently excluded pupils
- Support for pupils medical needs
- Education Support for Pregnant School Girls
- Qualified teacher support for Early Years provision
- ALN Reforms
- Planning of School Places
- Planning and Management of the Schools Capital Programme
- Preparation and review of the Schools Asset Management Plan
- Design, procurement and delivery of Capital Schemes
- Admissions of pupils into School and subsequent appeals
- Learner Wales travel measure – transport entitlement
- Develop, implement and review the fair funding formula and scheme for financing schools
- Budget preparation and monitoring of such budget
- Governor appointment and training
- Clerking of school governing bodies
- Provision of a Schools Meals service to learners entitled to FSM
- Data management
- 21st Century Schools Programme

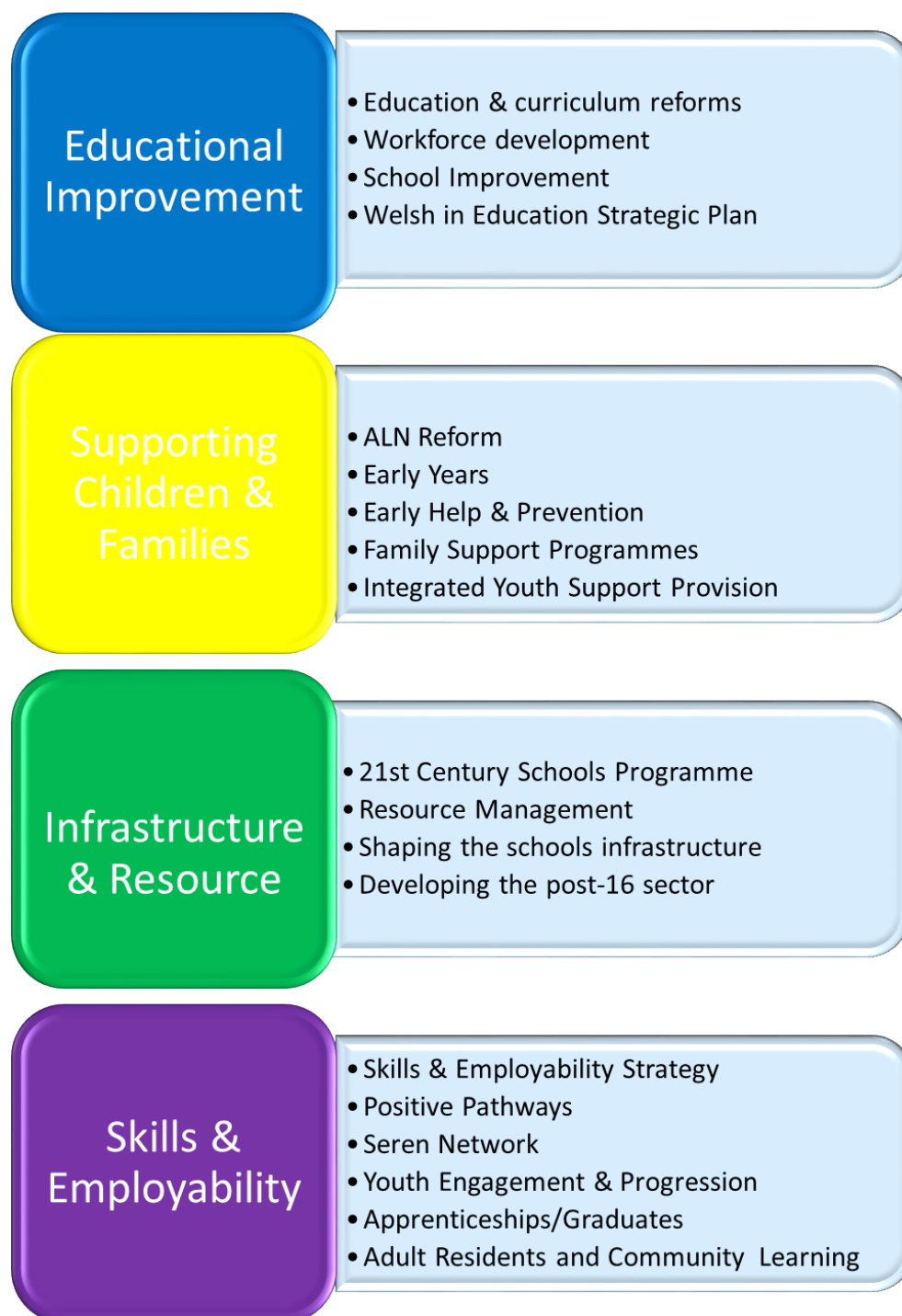
Policy Drivers

- Education: Our National Mission
- 2018 Additional Learning Needs Education and Tribunal (Wales) Act 2018
- Wellbeing of Future Generations Act – Wellbeing Plan
- Social Services and Wellbeing Act – Area Plan
- 21st Century Schools and Education Capital Programme
- Powys Corporate Plan priorities – Health and Care / Learning and Skills
- CSSIW Inspection report and recommendations

- School Standards and Organisation (Wales) Act 2013 – Welsh in Education Strategic Plan
- Together for Children and Young Peoples (T4CYP)
- Healthy Child Wales Programme
- Powys Start Well Programme

Learning and Skills Priorities

As well as our statutory roles, the 'Corporate Improvement Plan: Vision 2025', sets out priorities to be achieved over the next seven years. These will be delivered alongside the statutory roles and the workforce will need to develop new skills in order to address these priorities.



Delivering our Services

Our staff are the most important factor in delivering high quality support for our schools. We have a dedicated and resourceful staff with a wealth of knowledge and skills which are used well to improve all aspects of education. We need to build on the strategies we have in place and align our workforce requirements to the 'Corporate Improvement Plan: Vision 2025'.

To achieve the Council's priorities we need a staff that are:

- empowered to be creative and innovative;
- good communicators, especially with families;
- resilient, agile and adaptable with a willingness to take on training opportunities to improve their skills;
- able to work across many areas of the service;
- evaluative and reflective;
- ambitious, for themselves and for the service;
- able to work both individually and part of a dedicated and supportive team;
- motivated and happy.

The way we currently deliver our services will need to change in the future. Austerity will continue for the foreseeable future and this will put additional strain on the ways that we deliver services. There are also changes in our policy drivers which impact on the services we provide, for example, the new ALN Bill, new curriculum, 21st Century Schools project, etc. Recruitment to professional positions can be a barrier in a rural county such as ours. The age profile of our service needs to be taken into account as we look to develop our service. While the future can feel pretty uncertain, we can be certain that change will continue at pace. In order to address these pressures on our service, we need to be more innovative in the way we manage our staff with greater collaboration between our service and commissioned partners.

In a large rural county such as Powys, we need to embrace technology in order to deliver our services to all our communities. To carry out our future roles, we need to use technology effectively to deliver services. We need to develop the skills of our workforce to adapt to the ever changing world of technology.

Any successful service is built on strong working relations and the ability to work collectively as a team. The strength of the Education Service is teamwork. We have strong relationship between teams and individuals. Staff understand their roles in delivering the service. To further develop this strength, we need to include all staff in the evolution of the service in order to address future priorities. This can be achieved through organised and specific professional workforce training and professional development. We need to develop the culture of support and empowerment, providing staff with the confidence to try new ideas and be willing to learn from mistakes.

Developing our Workforce

In planning for the future it is important to understand our staff, their skills, abilities and future potential. Investment in our staff is vital in order to address the 'Corporate Improvement Plan: Vision 2025'. We need to develop adaptability in the workforce by harnessing a flexible talent mixed with new ways of working and learning. This will be achieved through investment in upskilling our staff to meet our service's future needs.

To achieve this we will:

- develop induction programmes to ensure increased effectiveness of new employees;
- ensuring that all staff are valued and achievements recognised through Personal Development Plans and Annual Performance Review;
- create opportunities for employees to work in new areas to broaden skills and experience;
- provide worthwhile and effective professional development opportunities at all levels;
- provide support for employees in planning and managing their careers;
- provide opportunities for workforce shadowing;
- identify talent and establish a succession planning framework, linking in with corporate programme;
- provide training session as part of Service meetings;
- develop annual staff survey for the Education Service;
- conduct termly management training sessions for senior managers;
- establish and embed a coaching culture;
- create staff "champions" for key elements of the service (eg Digital Champions);
- provide cross local authority network opportunities where possible;
- link with Higher Education providers to provide opportunities for educational research and development.

Appendix A - Activity Plan (Subject to agreement with Culture and Leadership team)

Activity	Who is responsible?	Frequency	Expected outcome	Evidence of Impact

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CYNGOR SIR POWYS COUNTY COUNCIL.

Health, Care and Housing Scrutiny Committee
Learning, Skills and Economy Scrutiny Committee
Audit Committee

REPORT AUTHOR: Scrutiny Manager and Head of Democratic Services

SUBJECT: Timing of Meetings

REPORT FOR: Decision

- 1.1 The need to achieve consistently high levels of attendance by members at scrutiny committees was the subject of discussion leading to the approval of the new scrutiny committee structure on 17th May, 2018. This was why a minimum attendance level of 60% was recommended to Council which was approved.
- 1.2 However it was acknowledged by Group Leaders that as the Council has a number of Members / Co-Opted Members who work, having meetings commencing at the usual time of 10 a.m. might not suit working Members / Co-Opted Members. It was further suggested that working Members / Co-Opted Members might be able to end their working day earlier, subject to negotiation with their employer, which could mean their attending a meeting scheduled later in the day. The Group Leaders therefore suggested that it would be appropriate to trial meetings at different times of the day to see whether this would assist attendance.
- 1.3 It is expected that scrutiny committees should be a maximum of 3 hours in duration. In order to ascertain whether a trial of meetings at different times should be undertaken by each committee, Members / Co-Opted Members are asked initially to indicate which of the following options would best suit them in terms of attending meetings of the scrutiny committees:

(Members / Co-Opted Members can select one or more of the options set out below):

Option A	10 a.m. to 1.00 p.m
Option B	2.00 p.m. to 5.00 p.m.
Option C	4.00 p.m. to 7.00 p.m.
Option D	5.00 p.m. to 8.00 p.m.

- 1.4 For those Members / Co-Opted Members not present at the meeting, officers will email the options set out above to them so that a full picture of the views of all of the Committee can be obtained. The results will be reported back to the next meeting of each Committee.

Recommendation:	Reason for Recommendation:
That Members / Co-Opted Members indicate their preferences for meeting times to determine whether a trial of different meeting times be undertaken by the committee.	To consider meeting times to encourage maximum attendance at scrutiny committee meetings.

Relevant Policy (ies):			
Within Policy:	Y / N	Within Budget:	Y / N

Relevant Local Member(s):	
----------------------------------	--

Person(s) To Implement Decision:	Wyn Richards
Date By When Decision To Be Implemented:	July 2018

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Background Papers used to prepare Report: