



Cyngor Sir
CEREDIGION
County Council

CEREDIGION COUNTY COUNCIL

And

THE GOVERNING BODY OF _____ SCHOOL

SCHOOL PARTNERSHIP AGREEMENT 2024-2027

Under

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007

Elen James - Corporate Lead Officer – Lifelong Learning
& Clive Williams - Corporate Lead Officer – Schools
Ceredigion County Council
Canolfan Rheidol
Rhodfa Padarn
Llanbadarn Fawr
Aberystwyth
SY23 3UE

A PARTNERSHIP AGREEMENT (2024-27) dated the _____ 2024

BETWEEN:

(1) CYNGOR SIR CEREDIGION COUNTY COUNCIL of Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UE ('LA') acting by **Ms ELEN JAMES**, Corporate Lead Officer – Lifelong Learning and Mr **CLIVE WILLIAMS**, **Corporate Lead Officer - Schools**

and

(2) THE GOVERNING BODY ('the Governing Body') of _____ **SCHOOL**
('the School') acting by its chair _____ [Insert name]

SIGNED for and on behalf of **CEREDIGION COUNTY COUNCIL** by Ms ELEN JAMES and Mr CLIVE WILLIAMS

SIGNED for and on behalf of the **BOARD OF GOVERNORS** of _____
SCHOOL

_____ Chair of Governors

_____ Head of School

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SECTION 1

I. LEGAL BACKGROUND

1.1 Section 197 of the Education Act 2002 the Welsh Government ('WG') is empowered to require each Welsh local authority ('LA') to enter into a Partnership Agreement with the governing body of each school maintained by that LA. The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 regulates the content of each Partnership Agreement.

1.2 A Partnership Agreement sets out how a LA and each governing body are to discharge their respective responsibilities towards a school, whether as prescribed by legislation or as otherwise agreed between the LA and the governing body under a Partnership Agreement.

1.3 If a LA and its governing body fail to reach agreement, the LA may, under s.197(3) of the 2002 Act, draw up a Statement setting out how the LA and the governing body will discharge their respective responsibilities towards a school. The content of a Statement will be the same as a Partnership Agreement.

[School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](#)

II. PURPOSE OF THIS DOCUMENT

2.1 This document constitutes a Partnership Agreement under the above legislation between the LA and the Governing Body, for the benefit of the School.

III. TERM

3.1 The term of this Agreement is 3 years from 1 September 2024.

IV. LA'S RESPONSIBILITIES

- 4.1 Ensure and promote effective governance, leadership and management within schools
- 4.2 Intervene in schools where improvements are needed
- 4.3 Agree challenging targets with schools regarding pupil attainment, attendance and behaviour
- 4.4 Challenge every school to improve, and provide graduated and bespoke support as necessary
- 4.5 Support improvements in teaching and learning through local, partnership and national initiatives
- 4.6 Assist and promote the dissemination of good practice between all schools, and provide opportunities for professional development
- 4.7 Offer training, advice and guidance to the School's Headteacher and the Governing Body's designated Governor for Safeguarding Children.
- 4.8 Support core training for school staff in order to better meet the needs of pupils
- 4.9 Provide pupil progress data and high quality analyses of schools' performance
- 4.10 Validate the school's priority areas and processes and report accordingly to schools, governing bodies, senior LA officers and elected members

- 4.11 Ensure that there are arrangements in place for identifying and providing for pupils with Additional Learning Needs
- 4.12 Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium, in line with the Welsh Language Strategy.
- 4.13 Support schools in maintaining high attendance levels
- 4.14 Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion and provide education for pupils that have been permanently excluded from school.
- 4.15 Provide an appropriate number of learning places and ensure an appropriate learning environment for all pupils
- 4.16 Fund schools with a transparent formula
- 4.17 Provide school transport in compliance with the LA's transport policy
- 4.18 Ensure schools are aware of their health and safety responsibilities
- 4.19 Offer training, advice and guidance to schools and governing bodies

V. GOVERNING BODY'S RESPONSIBILITIES

Conduct and duties:

- 5.1 Governing Bodies and individuals should always abide by the Code and Principles of Conduct.
- 5.2 Establish the strategic framework by setting aims and objectives, adopting policies and setting targets to achieve those aims and objectives
- 5.3 Monitor progress and regularly review the framework for the school
- 5.4 Ensure the curriculum is balanced and broadly based, and that the Curriculum for Wales is taught in accordance with the Curriculum and Assessment (Wales) Act 2021
- 5.5 Conducting the school to promote high standards of educational achievement and behaviour across the 6 Areas of Learning of the Curriculum for Wales
- 5.6 Promote the wellbeing and safeguarding of pupils and staff, including the promotion of healthy eating and nourishment requirements.
- 5.7 Act as a key partner in the school's development, to support and challenge the head teacher and senior leaders in continuous

Information and input from:

- ← ● Analysis of pupil progress.
 - Analysis of information from all stakeholders including pupils, parents, community, LA, partner and cluster schools etc
 - Termly Headteacher reports on school developments, including pupil behaviour and attendance, staffing matters and attendance.
 - Review of policies (statutory policies annual review, other policies by agreement).
 - After discussion with headteacher and involvement/consultation with staff, pupils, parents and governors, agree and sign off the School Development Plan (SDP). Monitor and review progress regularly via committees and full governing body meetings.
 - Regularly review the development against the school's priorities
 - Link Governor meetings with school staff
-
- ← ● Review the school development plan which details the schools's improvement priorities and activities. Review of the headteacher's performance in the autumn term each year at

- improvement and statutory functions.
- 5.8 Be accountable for any decisions and actions taken and be prepared to explain its decisions and actions to interested persons.
- 5.9 Eliminate discrimination in school and promote equal opportunities and good relations between all persons regardless of their differences.
- 5.10 Elect chair, vice-chair and Governor with responsibility for Health and Safety annually.
- 5.11 Review annually committee structure, membership and terms of reference.
- 5.12 Provide parents with a yearly report
- 5.13 Agree the staffing structure for the school aligned with the school's budget and priority areas.
- 5.14 Appoint staff at the school.
- 5.15 Play a leading role in staff recruitment and performance management within the principles of safe recruitment and employment law and regulation, including pay, disciplinary and dismissal issues, grievance, and performance management
- which their objectives and targets will be reviewed and set.
- ← • Minutes of meetings, including related documents discussed, will be made available to the public on request.
 - All personal information kept by the school is secure and protected from unauthorised access.
 - Annual report to parents/carers adhered to statutory guidance.
 - Equality Policy – The Equality Act 2010
 - ← • <http://www.legislation.gov.uk/wsi/2005/2914/contents/made>
 - Annual report to parents/carers adhered to statutory guidance
 - ← • Advice from the headteacher.
 - The Staffing of Maintained Schools (Wales) Regulations 2006 (as amended). Appoint a panel of governors to deal with headteacher and deputy headteacher appointment. Agree delegated power to headteacher (if appropriate) for certain appointments.
 - Ensure that all staff have access to professional and valuable learning experiences.

VI. REVIEW

- 6.1 A review of this Agreement will be undertaken by the LA and the Governing Body not less than 6 months before the expiry date of the term, or immediately should any of the following events occur:
- serious concern over the performance of the School justifying the service of a warning notice under clause 7 below
 - the School goes into special measures, or a requirement for significant improvement is identified by inspection
 - the Welsh Ministers direct closure of the School
 - statutory proposals are made and come into effect leading to:
 - amalgamations of schools
 - changes to ALN provision
 - introduction of permitted pupil selection arrangements (pupil banding)
 - change of language medium of the School

- where the LA makes, or the Minister approves, school re-organisation proposals which may lead to the establishment, alteration or discontinuance of the School
- the LA uses its power to suspend the Governing Body's right to a delegated budget
- the LA uses its power to appoint additional governors
- consistent and upheld complaints by stakeholders against the School

Once a circumstance triggering a review occurs, the LA and the Governing Body will, within 6 months, implement the review and, if necessary, revise this Agreement or (if applicable) the Statement accordingly

VII. WARNING NOTICES

7.1 Under s.3 of the School Standards and Organisation (Wales) Act 2013, a warning notice may be given by a local authority to the governing body of a school in any one of the following circumstances.

- **Ground 1:** The standards of performance of pupils at the school are unacceptably low.
- **Ground 2:** There has been a breakdown in the way the school is managed or governed.
- **Ground 3:** The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- **Ground 4:** The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- **Ground 5:** The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- **Ground 6:** The governing body or head teacher has acted, or is proposing to act unreasonably, in the exercise of any of its or his or her functions under the Education Acts.

VIII. COLLABORATION

8.1 The LA and the Governing Body agree that they will work together in good faith and in an open, collaborative and constructive manner under this Partnership Agreement and in a spirit of mutual trust, and will each respond in a timely manner to all reasonable requests from the other.

IX. FUNCTIONS AND PROTOCOLS

9.1 Details of the LA's current statutory and non-statutory functions, and the protocols and procedures concerning its relationship with and responsibilities to the Governing Body and the School (and vice versa), are set out in the Section 2 of this Agreement, and shall be deemed to be part of this Agreement.

X. CONTACT

10.1 The Ceredigion contact for each section has been included in Appendix 1.

SECTION 2

1. PUPIL PROGRESS, ATTENDANCE AND EXCLUSION TARGETS

1.1 PUPIL PROGRESS

Ensuring and reporting on pupil progress is an integral part of every school and LA improvement strategy. This enables professional learning and resources to be targeted to the appropriate priority areas.

Qualification and summative assessment or attainment data will not be sufficient on their own for schools, or others, to make a judgement on learner progress. For example, well-being is critical as a platform for high quality learning. Schools will therefore need to draw also on wider sources of information and evidence. These are likely to include: information from teachers who will be assessing learner progress; information relating to learner progress in respect of the principles of progression; data on attendance, behaviour and welfare; observations of learning and teaching; discussions with learners and teachers.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Professional discussion regarding information based on pupil progress• Provide professional development and guidance on analysing pupil progress.• Collect and collate individual pupil attendance targets annually for statutory school years.• Must not create specific local arrangements to gather individual pupil level information; and, where they collect school level data it should not be aggregated. We will not use assessment information as a proxy for standards in school, or to rank and compare schools• We will promote the culture of open and honest reflection and evaluation for improvement• We will share relevant information and intelligence about schools between each other, in line with GDPR legislation, reinforcing their professional partnership	<ul style="list-style-type: none">• Analyse pupil progress and adapt planning accordingly.• Arrange for school representatives to attend professional development sessions delivered by the LA on pupil progress.• Consider of assessment information gathered to help understand group progression is an important part of a school's self-evaluation and continuous improvement processes• Use assessment information to support learner progression and to help improve teaching practice which is also a core professional responsibility of a school's teaching staff. Headteachers should, therefore, use 'Supporting learner progression: assessment guidance' as a basis for professional discussions and learning within their schools.• Qualification and summative assessment data should not be used for accountability purposes in isolation

- We recognise that the analysis of data and information is important, but should not be valued more highly than other sources of evidence for self-evaluation (for example listening to learners; observing teaching). Where it is used, it is most effective for self-evaluation and improvement

- The outcomes of independent external qualifications, both academic and vocational, are also of legitimate and valid public interest. They have, therefore, routinely featured in the range of information made publicly available about schools, and will continue to be so. This practice of publishing external qualification attainment data is for transparency, not for accountability.

2. SCHOOLS' ENTITLEMENT TO LA SUPPORT

2.1 ACTION TAKEN BY THE LA TO MONITOR SCHOOLS

The LA has a key role in monitoring schools.

The monitoring will be undertaken through regular visits and visit report will be shared with the school and governing bodies. The reports will include detail of any follow up support by the LA.

Visits will include focus on the following elements:

- pupil progress,
- quality of impact of teaching
- quality and impact of leadership
- quality of Curriculum offer
- quality and impact of provision of inclusion and wellbeing

LA	SCHOOL/GOVERNING BODY
<p>Comply with requirements as noted in the WG Circular No.: 28/03, Schools Requiring Special Measures or Significant Improvement following an Inspection under Section 28 of the Education Act 2005.</p>	
<p>As a matter of urgency the LA will:</p> <ul style="list-style-type: none"> • Ensure that the school has an appropriate and detailed Post Inspection Action Plan to address identified shortfalls. • Agree on a level of support for the school through initial and regular meetings including the Headteacher and Chair of Governors (and Diocese in the case of church schools). • Offer, where appropriate, school to school support. • Establish a progress board in line with an agreed remit in order to cooperate to meet recommendations. • Provide significant additional support from the Learning Services as a whole to address specific shortfalls. • Undertake a firmer role in monitoring the school Post Inspection Action Plan and extra visits to assess progress on a regular basis. • The LA will produce an Action Plan to support, challenge and monitor the school's progress in moving away from statutory categorisation. • The School Support Adviser will provide regular progress reports for the Corporate Lead Officer for Schools Service, as well as the Chair of Governors, until the school is deemed ready to be taken out of special measures. • Where a school does not improve, the LA will use its statutory intervention powers. 	<p>As a matter of urgency the school must:</p> <ul style="list-style-type: none"> • Acknowledge the identified shortfalls and draw up a detailed Post Inspection Action Plan in consultation with the Governors, to address these shortfalls. • Provide a copy of the Action Plan for the School Support Adviser and Estyn. • Set up a monitoring system to ensure that the Action Plan is implemented within the agreed timetable. • Attend and contribute to any progress boards established. • Provide progress reports for the Learning Communities Overview and Scrutiny Committee as required.

Note that the LA has intervention powers that become operational when Estyn has named a school as one that requires special measures or one that needs significant improvement, or when the LA has serious concerns regarding probable outcomes for the school without intervention. These intervention powers are in accordance with the Education and Inspections Act 2006 (Appendix 7) and are implemented by the LA according to the specific matters of concern identified at the school.

The LA will use its intervention powers as quickly as possible, starting with formal warnings to improve, to ensure the necessary improvements take place as soon as possible. This should avoid the need for Estyn to place the school in any statutory category.

Supporting Documentation

[Welsh Government Guidance for Schools Causing Concern](#)

3. THE ROLE OF SCHOOLS AND THE LA IN DEVELOPING EFFECTIVE TRANSITION

3.1 PRIMARY, THROUGH-AGE AND SECONDARY AGED LEARNERS – TRANSITION TO ALL KEY STAGES

Secondary Schools are aware of the importance of effective transition arrangements between key stages 2 and 3, KS3 and 4 and KS4 and 5. This also involves supporting young people and their parents to choose appropriate courses at Key Stage 4 and 5.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide bespoke cluster support, advice and professional learning such as facilitating section 57 of the assessment act in the pursuit for developing and maintaining a shared understanding of progression.• Work collaboratively to construct, evaluate and implement the transition plan effectively.	<ul style="list-style-type: none">• Work collaboratively to construct and implement the agreed transition plan effectively. (See your cluster transition plan for further details)• Continually review and improve the transition plan. This must be done on an annual basis as a minimum in line with Welsh Government mandatory guidelines.

3.2 TRANSITION ACROSS THE 3-16 CONTINUUM

Every school must be aware of the importance of effective transition arrangements across the 3-16 continuum. This also involves supporting learners and their parents/guardians to choose appropriate pathways 14-16 and post 16.

Supporting Documentation

- Transition from primary to secondary school guidance - Hwb (gov.wales)
- Each cluster has an individual transition plan which is reviewed annually in line with Education (Transition from Primary to Secondary School) (Wales) Regulations 2022 (the 2022 Transition Regulations) and the Requirement for the production of transition plans and guidance 2022.

4. SUPPORTING SPECIFIC LEARNING IN SCHOOLS

4.1 FOUNDATION LEARNING

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Support schools with the implementation of good practise in the Foundation Learning and broker school to school support as required. • Monitor the impact of professional development and appraise the quality of classroom provision. • Provide advisory support following an analysis of needs. • Offer professional development and advice on best practise in assessment to support every learner to make progress • Inform and lead schools on national and local priorities. 	<ul style="list-style-type: none"> • Ensure that all members of staff are able to implement good practice within the Foundation Learning. • Monitor the impact of professional development in the classroom and ensure follow-up actions. • Support, ensure implementation of, and monitor Advisory Team recommendations. • Develop assessment procedures that are intrinsic to curriculum design in which the overarching purpose within the curriculum is to support every learner to make progress • Identify school priorities through the self-evaluation process and target national and local initiatives to raise standards and quality.

4.2 3-16 CONTINUUM

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Ensure schools identify and have access to high-quality and timely support from both local authorities and the wider support, as well as from other schools. This is enhanced by increased collaboration and communication between schools, local authorities and outside agencies. • Provide support, feedback and guidance to schools on the content, quality and impact of their teaching and learning arrangements • Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. • Evaluate the impact of its own arrangements to best support teaching and learning in schools 	<ul style="list-style-type: none"> • Enable all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress. • Co-construct a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. • Ensure the school environment supports learners' and practitioners' well-being. • Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. • Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.

	<ul style="list-style-type: none"> • Embed reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that. • Beat the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training. • Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations
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4.3 14-19 PROVISION

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Ensure that schools adhere to the requirements of the Learning and Skills Measure 2009 and provide a suitable Local Curriculum. • Promote inclusiveness and ensure that all learners in Ceredigion have fair and equal access to learning paths. • Ensure that the courses provided meet requirements and economic development in the County and is linked to the RLSP. (In accordance with LMI research). • Ensure that 14-19 learners have the opportunity to express an opinion through 'Pupils' Voice' questionnaires. • Promote and ensure progress of 14-25 yr olds in education, training or employment. 	<ul style="list-style-type: none"> • Ensure that provision for 14-19 yr olds conform to the Learning and Skills Measure 2009. • By cooperating with other establishments, ensure that the 6 elements of the Key 14-19 Learning Paths are accessible and beneficial to all learners. • Promote the school as a learning environment for all. Provide appropriate training skills for learners throughout their school career. • Ensure that all learners are provided with opportunities to leave school with qualifications. • Ensure that a wide range of activities and services of high quality are provided by learners. • Ensure that the 'School Council' is representative and inclusive, and contributes effectively to the running of the school.

5. SUPPORTING VULNERABLE PUPILS

5.1 ATTENDANCE

Schools and the LA will agree to set and monitor attendance targets in order to meet national benchmarking targets.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Implement a consistent and common set of attendance procedures . • Monitor and analyse attendance rates relevant data and information shared with schools • Prepare an annual attendance self-evaluation review with each school. • Prepare an action plan for schools with attendance in FSM benchmarking Quartiles 3 and 4 and for those schools who are not implementing consistent attendance procedures. • Prepare half termly attendance reports for Primary Schools highlighting pupils with attendance issues and ongoing cases. • Prepare minutes of weekly attendance meetings with secondary schools highlighting pupils with attendance issues and ongoing cases. • Receive all referrals for investigation in accordance with the LA's Education Inclusion Service's criteria for referral. • Visit schools (Education Inclusion Officers) regularly to provide advice and guidance on improving attendance and related issues. 	<ul style="list-style-type: none"> • Implement a consistent and common set of attendance procedures. • Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and it is the Headteacher's responsibility to ensure its completion and accuracy.) • Record the attendance of all pupils on the register. Every morning and afternoon session must be recorded during term time using the electronic system. • Headteachers to check the electronic registers at the end of every week to ensure that there are 'no missing marks' or N marks. • Regular monitoring of registers and noting pupils with attendance rates below 95%. Following the appropriate procedures and sharing the information with the Education Inclusion Service. • Respond to half termly attendance reports within 10 working days (primary schools only). • Return attendance rates to the LA electronically in accordance with WG guidelines • Headteachers to agree total absenteeism targets with their school governing body annually. • Headteachers to review and monitor attendance rates every half term and take action when necessary. • Implement the annual attendance self-evaluation review and implement any action plan that might arise from the self-evaluation.

Supporting Documentation

Attendance Strategy and Attendance Policy Template for Schools

5.2 BEHAVIOUR

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Work towards improving educational attainment by decreasing the number of days lost through exclusions by working in 	<ul style="list-style-type: none"> • Observe WG recommendations regarding exclusion procedures set out in Exclusion from schools and pupil referral units (gov.wales); or any other subsequent WG documentation.

<p>guidance with (Partnerships Agreements Wales Regulations 2007).</p> <ul style="list-style-type: none"> • Offer support and advice to teachers, headteachers and Schools Staff to help them meet WG recommendations regarding exclusion procedures as outlined in Exclusion from schools and pupil referral units(gov.wales);or other relevant WG documentation. • Work in line with the Families First agenda considering the Team Around the Family/WRAP around approach to support families in need. • Offer support and advice to teachers, headteachers and school staff to develop and review suitable risk assessments • To provide training, advice and access to the LA's incident Management System • Analyse and disseminate comparative data on fixed term and permanent Secondary School exclusions. • Attend all Governor meeting's where permanent exclusions are discussed. • Challenge and support schools that do not meet targets and/ or the needs of children and young people. • Provide through-age, integrated delivery of universal and focussed early support, information, advice and interventions. Improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing. • Promote the opportunities for engagement, through an inclusive approach to promote expressive, positive educative experiences through alternative curriculum and work/volunteer opportunities. • Ensure the UN Convention on the Rights of the Child (UNCRC) - Unicef UK are met throughout this process. • Promote and develop individual and family resilience, empowerment and independence to improve educational attainment, engagement and positive educational experiences. 	<ul style="list-style-type: none"> • Work with Porth Cymorth Cynnar and Attainment and Engagement Service to allocate and deploy staffing support and resources to improve the quality of provision for children and young people as appropriate. • Adhere to Porth Cymorth Cynnar's Professional Panel as outlined in the Terms of Reference. • Work towards providing opportunities for children and young people as outlined in the Pupil inclusion, well-being, behaviour and attendance Sub-topic GOV.WALES. • Ensure the UN Convention on the Rights of the Child (UNCRC) - Unicef UK are met throughout this process. • Actively support the Team Around the Family agenda to implement the Wrap around approach and communicate with additional services to support where appropriate. • Support Porth Cymorth Cynnar and Attainment and Engagement Service staff's safety and wellbeing through appropriate information sharing, up to date risk assessments and following health and safety guidelines.
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The Pupil Discipline and Exclusions Committee is required in law to have a clerk. The person clerking may be the same person that is the clerk to the governing body or it may be a different person.

Supporting Documentation:

<https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance>

[Youth and Community Offer - Ceredigion County Council](#)

[UN Convention on the Rights of the Child \(UNCRC\) - Unicef UK](#)

<https://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>

https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities_0.pdf;

[Incident Management Remote Form \(info-exchange.com\)](#)

5.3 POLICY ON ADDITIONAL LEARNING NEEDS PROVISION IN EVERY SCHOOL

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Communicate and provide guidance to early years providers with regard to meeting the needs of pre-school pupils with additional learning needs. • Develop criteria for schools to earmark pupils at every stage of the ALN Register, and to review provision in line with the ALN Code of Practice for Wales 2001 and in accordance with the LA's ALN Strategy. • Hold ALN planning and evaluation of provision meetings with all schools. • Offer guidance and support to schools on ways of meeting needs, through a graduated response. • Distribute resources to schools to deliver the appropriate level of provision to meet the needs of pupils in accordance with the LA's ALN Strategy. • Provide a high level of professional learning for schools and staff, to meet the needs of pupils in accordance with Ceredigion's ALN strategy. • To provide Health and Safety, Fire, and Manual Handling training as necessary • Undertake Statutory ALN Assessments, and monitoring of provision as necessary. 	<ul style="list-style-type: none"> • Nominate a member of the Governing Body with responsibility for Safeguarding Children and for ALN. • Take inclusive action to meet the additional learning needs of all pupils. • Ensure Personal Emergency Evacuation Plans (PEEP) are in place for individuals who require support to evacuate in an emergency • Earmark pupils whose learning or behaviour is a cause for concern at every stage of the ALN Code of Practice for Wales 2002. • Ensure early intervention for pupils who require additional support, and ensure appropriate differentiation, to meet the pupils' needs • Provide graduated support for pupils. • Where schools are concerned about individual pupils as a result of monitoring and review following intervention, they should refer to the LA's Support Panel, using the Application for Inclusion Support form. • Provide educational advice of a high standard as part of the review and assessment of children's' needs. • Where the Additional Learning Needs budget is delegated to the school, schools must

	ensure that they utilise the budget to meet the ALN needs of all pupils at the school.
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Supporting Documentation:

The Additional Learning Needs Code for Wales

<https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwih5euirmCAxX8T0EAHQBhCAQQFnoECA0QAQ&url=https%3A%2F%2Fwww.gov.wales%2Fadditional-learning-needs-code&usg=AOvVaw1AoGRrXA5IZKHObaem77Yj&opi=89978449>

[Ceredigion's ALN Strategy](#)

5.4 SUPPORT FOR LOOKED AFTER CHILDREN (LAC)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Work closely as community planning partners in a shared responsibility for looked after children. • Establish a clear shared vision and priorities to improve outcomes for looked after children. • Ensure a rigorous and systematic approach to monitoring attainment, academic progress and attendance for looked after children • Ensure a rigorous and systematic approach to the evaluation of services for looked after children. • Provide professional learning opportunities to ensure that all relevant staff are aware of their corporate parenting responsibilities. 	<ul style="list-style-type: none"> • Ensure a shared responsibility in identifying and meeting the needs of looked after children and young people and removing the barriers to their success in Education. • Ensure that admissions, programmes of learning and support are arranged and agreed with relevant staff promptly. • Set high expectations for looked after children and establish strong partnership working to meet their needs. • Promote positive attitudes and high expectations for looked after children and recognise and celebrate their achievements. • Ensure Personal Education Plans (PEPS) are completed and the multi-agency review meetings can be attended • Application of exclusion as a sanction and the use of alternatives to fixed term exclusions • Include Looked After Children and listen to their voice. • Each school must have a Designated LAC co-ordinator and this person must be known to all staff

5.5 SUPPORTING EAL PUPILS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • To continue to manage the Ethnic Minority element of the Education Improvement Grant. • Provide regular support to appropriate schools to monitor the progress of the EAL pupils. • Provide advice, support and training on meeting the needs of EAL pupils to access the Curriculum. • Keep up to date with the latest research and information on EAL and share effective practice. • Allocate funding to the schools with highest numbers of EAL pupils to provide appropriate support. Support with provision of specialist services as required e.g. translation and interpretation services, bilingual resources. 	<ul style="list-style-type: none"> • Notify the EAL Advisory service when new pupils arrive and support services are required. • Keep accurate and up to date records of EAL pupils and their levels and share these with the Advisory Service. Examine relevant data to pinpoint areas of concern and respond appropriately to the challenge of addressing these. • Take advantage of training offered to broaden the knowledge base and provide consistency and continuity of provision across schools. • Head teachers to ensure that teachers with EAL pupils in their classes liaise regularly with support staff to make certain provision aids progress and improves access to the curriculum.

5.6 SAFEGUARDING CHILDREN

LA	School/Governing Body
<ul style="list-style-type: none"> • The LA's Named Officer for Safeguarding Children can offer advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's Designated Governor for Safeguarding Children. • The LA will offer level 2 Safeguarding Children training to the Chair of Governing Body and the Designated Governor for Safeguarding, which will include safe recruitment and the procedures to be followed if there are allegations against members of staff. • The LA will arrange specific training to the School's Designated Safeguarding Person on a regular basis. • The LA's Named Officer for Safeguarding Children will audit the Safeguarding policies and practices of each school on a yearly basis. • Offer support and advice to teachers, headteachers and School staff to develop and review suitable risk assessments as necessary 	<ul style="list-style-type: none"> • The Governing Body must nominate a Designated Governor for Safeguarding Children; the School must have a named member of staff with responsibility for Co-ordinating Safeguarding Children within the school. The Named person with responsibility must be known to all staff. • The Headteacher will ensure that the Chair is informed of the allegation and will invite the chair to attend Strategy meetings under Section 5 of the 'Wales Safeguarding Procedures,' where safeguarding allegations/concerns about practitioners and Those in positions of Trust are considered. The Co-ordinator for Safeguarding Children/Headteacher will also be invited to all Strategy meetings. • The Chair and Designated Governor for Safeguarding will be expected to attend level 2 training so that they are conversant with their role and responsibilities. • The School's Designated Safeguarding Person, and their Deputy must attend level 2 training so that they are conversant with their role and responsibilities, which also includes PREVENT Training. • All Governors are encouraged to attend level 1 training. • Ensure suitable and sufficient risk assessment is in place, as necessary

Supporting Documentation

<https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>

[Keeping Learners Safe \(gov.wales\)](#)

6. WELSH IN EDUCATION STRATEGIC PLAN

6.1 SUPPORTING AN INCREASE IN THE WELSH MEDIUM PROVISION AND RAISING STANDARDS IN WELSH

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Ensure and monitor that all schools provide accurate information regarding their language definition/designation on PLASC every year; provide information for the public on the school category according to Welsh language provision across the county in accordance with the relevant designation. • Report on relevant progress against the Ceredigion Welsh Language Strategy and the Welsh in Education Strategic Plan. • Ensure the implementation of Ceredigion Council’s School Language Policy in all its schools. • Provide a ‘Welsh Language Support Teachers’ service to monitor and support progress in Welsh within schools based on need. • Provide appropriate opportunities for primary age latecomers to attend ‘canolfannau iaith’ to speed up the process of acquiring the language amongst latecomers. • Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium. 	<ul style="list-style-type: none"> • Provide an accurate language definition/designation on PLASC every year, and provide relevant information for parents about the school’s language provision in accordance with the relevant and agreed designation. • Create and monitor a Welsh language action plan with LA officers • Cooperate, co-plan with the LA to act upon the targets set out in the present Welsh Education Strategic Plans (2022-32). • Cooperate with the LA in successful implementation of its School Language Policy in order to support the vision and ambition to see a million people able to enjoy speaking and using Welsh by 2050 • Schools receiving the service to cooperate fully and effectively with ‘Athrawon Cefnogi’r Gymraeg’ to raise standards in Welsh. • Schools to discuss and promote the advantages of ‘Canolfannau iaith’ with families and pupils. Schools to monitor the progress of latecomers to the school. • Schools to identify specific development needs and allocate specific budgets to meet training and resource requirements.

7. BUSINESS SUPPORT

7.1 DATA / INFORMATION

Including the LA's responsibility to maintain and develop effective information systems with schools, and schools' duty to maintain, update and apply data.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide guidance for schools so that they have a clear understanding of their roles, responsibilities and accountability in relation to collecting and maintaining and providing pupil data (Attendance, Test Results and Annual Census returns). • Maintain a central database of pupil details and manage information on admissions, transfers, Free School Meal eligibility, ALN and LAC Status etc. (Information taken from Parents and Schools). • Provide all middle and secondary schools with performance data of a high standard to complement National data. This includes: <ul style="list-style-type: none"> ○ Detailed reports showing performance at KS4/5; ○ Support for pupil tracking systems, e.g. interim KS4/5 measures • Make available reports and relevant information received from the WG • Register the schools for data protection purposes with the ICO 	<ul style="list-style-type: none"> • Undertake pupil assessment arrangements in accordance with agreed programmes and provide the LA with information on performance to enable analysis. • Undertake effective continuous appraisal and analysis of data to clearly show the school's strengths and areas for development and weaknesses. Address them and include them in the School Development Plan (SDP). • Forward accurate data to the LA within the specified timetable. • Check the provisional information provided by WG (SSSP, and NEWBEs etc.) are accurate so as to correctly feed into Final Reports. • Regularly maintain pupil data to ensure that pupil details are correct.
<p>The LA also offers full access to pupils' central records via the Teacher Centre (school management information system).</p>	

7.2 PREMISES MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance on matters relating to the management of school sites. • Provide funding in school budgets for repairs and maintenance and for capital projects. • Undertake major capital work in relation to school sites. • Provide leadership regarding the landlord's duty and the school's duty as tenant with regard to maintenance. 	<ul style="list-style-type: none"> • Inform the LA before starting on any maintenance work that involves using power tools. • Ensure that the site is kept in good repair and meets Health and Safety Legislation requirements for sites. • Complete and return Health and Safety Audit annually

<ul style="list-style-type: none"> • Advise schools on their responsibilities in relation to repairs and maintenance, and grounds maintenance. • Undertake work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document “Responsibility for Repairs and Maintenance in County schools”. • Discuss and advise on minor repairs to school sites. • Arrange regular tests on various appliances. • Arrange various assessments e.g. asbestos, legionella. • Monitor the condition/state of repair of sites. 	<ul style="list-style-type: none"> • Determine the proportion of the working budget to be allocated for repairs and maintenance. • Agree a maintenance programme. • Draw the LA’s attention to matters causing concern in relation to the management of the site and grounds. • Discuss maintenance matters causing concern with relevant Services. • Undertake maintenance work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document “Responsibility for Repairs and Maintenance in County schools”. • Take due regard to any assessments on the building before undertaking maintenance work.
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The LA also offers assistance, through the SLA, with all aspects of the work involved in managing the school site.

Owing to legal requirements and possible outcomes in relation to this area of responsibility, schools/governors are required to give serious consideration to signing an SLA provided by the LA; protecting schools/governors if matters arise that are a cause for concern.

7.3 LANDLORD & TENANT MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Advise schools on estate management matters, including queries regarding boundaries, land ownership, rights of way, easements, wayleaves etc. • Discuss terms and sanction leases and agreements with other establishments/partners e.g. Before and After School Clubs. 	<ul style="list-style-type: none"> • Draw the LA’s attention to matters causing concern in relation to the management of the site and grounds, and advise in advance of any third party agreements intended to be entered into that may affect the land, buildings or any rights reserved.

7.4 INSURANCE MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Advise on, and organise buildings and contents insurance. • Organise schools off-site activities insurance • Manage insurance claims against school/Governing body 	<ul style="list-style-type: none"> • Discuss insurance needs with the insurance section • Advise of any potential risks/claims • Provide any requested information in a timely manner

<ul style="list-style-type: none"> • Coordinate any risk improvement and engineering inspections • Provide advice on insurance matters 	<ul style="list-style-type: none"> • Have regard to risk management and mitigation
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7.5 SCHOOL SITE MANAGEMENT

In all community schools and voluntary controlled schools, the LA owns the property and has landlord status; the school occupies and uses the site as a tenant. The LA does NOT own the property of voluntary aided schools.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide written consent, as appropriate, for the Governing Body to occupy and use the site. • Provide specific guidance under relevant legislation on the use of sites it owns or maintains. • In exceptional circumstances, use the powers at its disposal to provide specific guidance on the use of maintained schools. • Provide advice and guidance on matters pertaining to hiring school sites – School Lettings Policy. 	<ul style="list-style-type: none"> • Bear in mind the benefit of making the site available for community use. However, the Governing Body cannot change the use of, or dispose of any aspect of sites the Authority retains ownership of e.g. playing fields etc., without the written consent of the Authority. • Consider a transfer of control agreement if its purpose is to promote community use of the school site – subject to regulations set out in The Control of School Premises (Wales) Regulations 2008. • Comply with the LA ‘School Lettings’ policy for arrangements for all short-term, sessional use of maintained school sites (including use associated with the purposes of the school, e.g. parent teacher association fundraising events etc., or events that benefit the community e.g. holiday play scheme activities etc.). The Governing Body should consider the guidelines for setting Rates for this type of use and set them, as well as any conditions of use.

Supporting Documentation

[The Control of School Premises \(Wales\) Regulations 2008](#)

7.6 HEALTH AND SAFETY MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance on health and safety policies and procedures. • Support the schools to meet their legal duties in respect of health and safety and fire safety • Monitor the situation to ensure compliance with health and safety legislation. • Undertake health and safety inspections. • Provide advice and guidance on health and safety matters. • Provide advice and support on health and safety training requirements. • Assist with carrying out complex risk assessments. • Provide advice on safe working environments for workers, pupils, visitors and others on school premises. • Exercise employer's responsibility for workers' health and safety on site. • Provide access to and training for the LA's Incident Management System. • Assist with carrying out complex incident investigations • Report any Injuries, Diseases and Dangerous Occurrences to the HSE (RIDDOR) as required • Liaise with enforcement agencies on behalf of the school e.g. Health and Safety Executive, Dyfed Powys Police, Mid and West Wales Fire and Rescue Service etc. • Complete and review Fire Risk Assessment with the school representative • Provide advice on fire safety remedial measures including fire action plans and PEEPs • Provide Radiation Safety Officers for advice and guidance • Ensure CLEAPSS membership is renewed annually 	<ul style="list-style-type: none"> • Develop local management arrangements to implement LA health and safety policies and requirements. • Nominate a Governor with responsibility for the school's Health and Safety matters. • Undertake an annual Health and Safety Audit during the Autumn term and ensure this is returned to the LA before the Christmas holidays. • Manage the school site and/or school activities from day to day, adopting safe practices in accordance with risk assessments and/or guidance provided by the LA. • Work in partnership with the LA, including its monitoring arrangements, and notify the Authority of any matters that could jeopardize its ability, as an employer, to comply with its health and safety responsibilities. • Ensure that all accidents, incidents or dangerous conditions are notified and investigated in accordance with relevant procedures. • Ensure all fire related documentation and checks are completed and documented, including termly evacuation drills and stored in an accessible location. • Encourage workers to take part in health, safety and risk control at the school, and that an effective health and safety committee meet regularly and support managers' efforts to develop a positive health and safety culture. • Ensure a provision for upgrading, repairs and maintenance of the school site and keeping the school safe by:- <ul style="list-style-type: none"> ○ Ensuring that any defects and/or dangerous conditions identified within the workplace(s) are notified and dealt with promptly. ○ Undertake inspections and/or walk around the site from time to time to ensure that risk control measures continue to be effective, and that safe

	<p>exits are provided and maintained (e.g. fire escape routes are clear and fire alarm systems are working).</p> <ul style="list-style-type: none"> • Ensure that health and safety regulations are adhered to when undertaking the following: <ul style="list-style-type: none"> ○ Appointing and/or supervising contract workers, and ensuring that only qualified contractors are employed, in accordance with health & safety regulations and/or relevant access; ○ Selecting, choosing, accessing and/or introducing tools and/or substances to the workplace. • Ensure that workers or pupils use any tools, machinery, or dangerous substances in accordance with guidance and/or training provided. • Provide appropriate personal protective equipment for workers and pupils, and ensure their use. • Ensure that staff and governors attend health and safety training courses. • Work in partnership with the LA on health and safety inspections and return responses within deadlines. • Safeguarding and Site Control. • Provide an up to date list of trained personnel. • Carry out suitable and sufficient risk assessments with support from the health and safety team • Discuss health and safety issues that are causing concern with the authority. • Secondary Schools to appoint Radiation Protection Adviser as a point of contact
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7.7 EDUCATIONAL VISITS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance for all adventurous and overseas educational visits. • Maintain accurate records of all adventurous and overseas educational visits. • Provide approval for educational excursions involving adventurous and overseas educational visits 	<ul style="list-style-type: none"> • Ensure that all educational visits comply with the Ceredigion County Council Educational Visits Policy. • Gain outline approval of overseas visit from the LA before entering agreement (at least 28 days before visit)

<ul style="list-style-type: none"> • Undertake sample monitoring of excursions and trips • Assist with risk assessments where required • Assist with incident reporting and investigation where required • Assist with monitoring and assisting staff with the EVOLVE system • Provide training and support on use of the EVOLVE system to staff and Educational Visits Coordinators 	<ul style="list-style-type: none"> • Obtaining LA approval for any visits involving adventurous and overseas educational visits (at least 28 days before visit). • Appoint Educational Visit Coordinator (EVC) • Educational Visit Coordinator and Head to attend Educational Visit Coordinator Training
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LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Advise school staff on providing a healthy menu that conforms with the requirements of Healthy Eating in Schools (Wales) Measure 2009. • Assess the provision of food standards across the whole school day. • Prepare a menu for pupils who have special dietary needs. • Investigate any complaints about the standard of school meals. • Provide special sessions, for example cooking with the pupils, taster sessions or arrange a special menu to support the curriculum. • Attend parent meetings and school council meetings if required. • Provide advice on healthy packed lunches. • Encourage the take up of school meals. • Monitor the Primary Schools Breakfast Initiative. 	<ul style="list-style-type: none"> • Send out letters of notification to parents who are in arrears of school meals payments (if applicable). • Communicate any concerns regarding the menu or the quality of meals. • Immediate notification if it is not possible to provide hot school meals. • Ensure that the Medically Prescribed Diet Form is completed with doctor's verification for children with special dietary needs and that a copy is sent to the LA immediately Provision of Special Diets (ceredigion.gov.uk) • To include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school. • Encourage the take up of school meals and milk and take reasonable steps to ensure that every pupil who is entitled to receive free school lunches and free school milk does receive them. • Ensure that kitchens meet food hygiene standards for schools that have opted out of the catering service. • Take steps to ensure that pupils who bring packed lunches from home are in line with the Healthy Eating in Schools (Wales) measure 2009 for school lunches and the Healthy Schools Scheme. • Ensure that pupils have easy access at all times to free, fresh drinking water. <p>Ensure that the LA Catering Service is notified if a request for the hire of the kitchen is received, except in voluntary aided schools</p> <p>The following matters will be addressed by the LA for schools which take the LA's Catering SLA:</p> <ul style="list-style-type: none"> • Ensure that kitchens meet food hygiene standards and work with schools in any discussions with Environmental Health. • Provide menus and information sheets for parents on healthy eating through the Council/School website.

	<ul style="list-style-type: none"> • Ensure the use of LA approved suppliers that have been inspected by third party audit. • Provide alternative arrangements to ensure that pupils are provided with cold meals in the event of an electricity cut or equipment failure. • Provide training for staff on Health and Safety
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For Schools entered into the SLA:

The statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the LA.

For Schools not entered into the SLA:

The Statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the Governing Body and headteacher.

Supporting documentation

Appetite for Life Action Plan

7.9 ACCESS TO EDUCATION: ADMISSIONS POLICY

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide an appropriate range and number of school places. • Coordinate effective arrangements for admitting children to schools. • Calculate the schools' capacities and admission numbers. • Prepare and present LA cases to the School Admissions Appeals panel. • Represent the LA at the School Admissions Forum. 	<ul style="list-style-type: none"> • Follow the LA Admission policy. Only admit pupils that have been accepted by the LA Admission Authority. • Agree annual admission numbers with the Authority. • Manage class sizes appropriately.

Supporting Documentation

[Pupil Admission Policy inc. School Capacity and Numbers](#)

8. GOVERNORS SUPPORT SERVICE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide a service to set up Governing Bodies/Shadow Governing Bodies that involves preparing and updating Instruments of Government. • Provide help and advice for Governors and Headteachers on managing regulatory and procedural matters to help them fulfil their roles. • Facilitate Forums to brief governors on new local and national initiatives and to share best practices. • Provide a coordinated Governor training programme to meet LA/WG legislative guidelines. • Offer advice, support and training to Governing Bodies or/and their clerks. • Provide policies, guidance material and resources including the termly Agenda. • Offer guidance, advice and support on the process of holding governor elections. 	<ul style="list-style-type: none"> • Comply with the WG School Governors Guide to the Law • Facilitate good partnership arrangements with other schools, Governing Bodies and the LA. • Work with the LA to improve recruitment and selection procedures and ensure that vacancies are filled at the earliest opportunity with suitably qualified personnel. • Administer the Disclosure Barring Scheme (DBS) checks for necessary governors. • Administer the process of appointing authority governors, and school governors from amongst teachers, staff, parents and co-opted individuals. • Update the LA of Governing Body membership details during the Autumn term and as changes occur. • Implement any new legislative requirements introduced by WG/LA within given timeframes. • Establish compulsory Sub-committees and Governor responsibilities and ensure they undertake their delegated duties. • Ensure all meetings are minuted and these uploaded to Teams • Complete the Annual Report to Parents, make available on school website and present to the LA. • Provide and approve school budgets. • Produce a termly report using the appropriate LA template and upload to Teams 5 days prior to a meeting. • Ensure that all Governor's attend mandatory training as deemed statutory by WG or the LA or specialist training as required. • Keep governor records: membership, terms of service and minutes of meetings, and send these to the LA termly • Obtain declarations of interest forms from the Governors each autumn term and keep these at school.

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| | <ul style="list-style-type: none">• Collect information during termly governor meetings regarding the number of cases of bullying at the school, and report these to the Local Children’s Safeguarding Board.• Allow LA Officers to attend GB meetings to provide advice and guidance where relevant and required.• Conduct meetings in hybrid mode to maximise attendance and accessibility. |
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SLA

Where schools have signed up to the SLA a full clerking service will be provided, otherwise the Governing Body Clerk will be responsible for all Governor Clerking Services.

Supporting Documentation

[School Governors' guide to the law | GOV.WALES](#)

9. COMMUNICATION AND ENGAGEMENT STRATEGY

9.1 COMMUNICATION ARRANGEMENTS

School improvement support is managed in true partnership between schools, the authority and the wider community so that the service's operations reflect co-understanding and co-commitment. Consultation and steering groups, including Authority officers and school representatives meet regularly to identify needs, determine provision of services and monitor the standard of delivery.

The LA's communication with schools include:

- Access to Teacher Centre and SIMS (which holds individual pupils and school data)
- Regular business meetings and conferences with Headteachers
- Forums e.g. Governors, Finance and Admissions
- Termly support and meetings with schools and School Support Adviser
- Head teacher focus group
- Email/newsletter and Teams sites communication with schools – Secondary, Primary and Middle
- Quarterly Governor newsletter
- Regular updates via the Ceredigion Press Office

In cooperation with all these groups, strategic and operational plans are produced that show priorities, targets and performance on a yearly basis. Extensive use is made of Governing Body meetings also to improve schools by placing regular items on agendas.

This service provision consultation framework is used to influence future planning with regards to setting priorities, implementing achievement strategies and establishing related achievement targets and criteria. Information is channelled and discussed through regular meetings for staff ensuring maximum participation by colleagues. Officers within Lifelong Learning and Schools Services play a lead role in this framework of consultation and service provision.

The LA will identify relevant stakeholders and decide on the most appropriate method of communicating with these stakeholders.

Supporting Documentation

[Ceredigion Language Strategy](#)

[Welsh Government School Organisation Code](#)

9.2 COMPLAINTS AND COMPLIMENTS

The statutory responsibility for resolving complaints about schools lies with the Governing Body. However the LA's Complaints and Freedom of Information (FOI) Team is able to provide advice and assistance to the Governing Body if required to ensure that complaints are managed effectively and in accordance with the school's own complaints policy. All schools must have an up-to-date complaints policy which is compliant with Welsh Government's '[Complaints procedures for school governing bodies in Wales](#)' (circular no: 011/2012) and is publicly available.

Advice and support can be offered at any stage of the complaints procedure with regards to the investigation process, how complaints are managed and/or escalated, how to remain resolution-focused, learning lessons from complaints and also to provide guidance on how to write a clear and robust complaints report or response. The Complaints and FOI Team in the LA is also available to provide general guidance on the principles and practice of good complaints handling. The LA will provide complaints handling training to the Governing Body on an annual basis or upon request if required.

The final decision regarding a complaint will rest with the Governing Body (in according with WG guidance) and there will be no appeal mechanism available to complainants via the LA. However, if training needs are identified at any time with regard to complaints handling provision this will be arranged upon request from the Governing Body. If the LA comes to the conclusion that the process followed in a specific case was lacking, it may ask the Governing Body to reconsider the matter.

The LA must be informed about any complaints about the Governing Body as a whole or in relation to an alleged criminal offence (as in sections 4.11 and 4.12 of WG guidance).

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide assistance, guidance and training to schools and Governing Bodies so they are suitably equipped for dealing with complaints activity.• Provide guidance and examples of complaint responses to assist in delivering a high standard of complaints handling.• Advise in cases where an independent investigation may be warranted (particularly if the complaint relates to the Governing Body as a whole).	<ul style="list-style-type: none">• Adopt a complaints policy which is compliant with WG guidance and ensure full accessibility to all stakeholders.• Follow adopted policies, procedures and practices when dealing with complaints.• Request assistance in the event of complex complaints and/or if it is deemed that additional support is required from the LA. <p>Ensure appropriate escalation of complaint to LA in the event of a complaint made against the Governing Body as a whole.</p>

Supporting Documentation:

[WG School Governing Body Complaints Procedures](#)

9.3 FREEDOM OF INFORMATION

Each school has a statutory responsibility to deal with requests for information received by members of the public under the Freedom of Information (FOI) Act 2000. The management of FOI activity is regulated by the Information Commissioner's Office (ICO) who also oversees information requests concerning the General Data Protection Regulation – see separate guidance in 9.4 below.

The objective of FOI legislation is to promote openness and transparency and requires public authorities (such as maintained schools) to develop and abide by an ICO approved publication scheme, and give the general public the right to access information held by public authorities.

The FOI covers all recorded information held by the school, and sets out how you should respond to requests for access to that information. Remember that any request for the release of information under FOI is essentially asking the school to release the information to the public, in general, not just to the requester. FOI legislation states that information can only be withheld from disclosure providing an appropriate exemption can be applied, which deems it unlawful or prejudicial to release that information into the public domain. There are different exemptions that can be relied upon depending on the reasons cited for non-disclosure, some of which may require a Public Interest Test.

The LA's Complaints and FOI Team is able to provide advice to the Governing Body regarding the management of requests under the FOI Act, particularly in instances where an exemption may apply preventing the disclosure of the information sought. The LA can also provide training in respect of FOI to the Governing Body as and when required. However, the school Governing Body has statutory responsibility for the final decision surrounding disclosure of information under FOI and the school's compliance with the legislation.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide advice or guidance to schools and Governing Bodies regarding FOI exemptions.• Provide training on FOI if required.• Provide assistance with the acknowledgement, processing and responding to FOI requests	<ul style="list-style-type: none">• Deal with requests for information in an open and transparent manner.• Ensure the school is compliant with FOI legislation/requirements and can distinguish between what is required under FOI and what may be required under GDPR (which is very different).• Request advice / assistance from the LA regarding the management of information requests under FOI.

Additional Guidance:

[ICO Guidance re FOI for Schools](#)

9.4 DATA PROTECTION

The General Data Protection Regulation (UKGDPR) is a UK regulation which governs the use and processing of personal data both across the UK and which largely mirrors the EU's GDPR.

The Data Protection Act 2018 is the UK Act of Parliament which enables the provisions of the UK GDPR into UK law. The Information Commissioner's Office (ICO) is the supervisory authority which monitors compliance and to whom significant data breaches must be reported.

Schools are public authorities and are legally required to appoint a DPO (Data Protection Officer) to ensure the organisation meets the requirements of the UK GDPR and complies with the Regulation. At present, schools are signatories to an agreement with the local authority, which carries out the data protection function on their behalf.

The school will need to ensure procedures are followed and fully support the DPO in providing time, evidence and resources as necessary.

Schools need to be aware that they are data controllers in their own right, with all of the responsibilities borne by data controllers. These include the need for accurate, up to date privacy notices, a requirement to initiate Data Protection Impact Assessments when proposed processing requires it, and to ensure that data subjects can exercise their rights in a timely manner. Schools will often be the first point of contact for individuals seeking to access personal data and their timely reporting of this to the Data Protection Team is imperative. The Data Protection Team will support the schools to fulfil their obligations under the UKGDPR.

Schools collect and use a wide range of information about individuals in order to carry out their functions. Information which allows a living individual to be identified is that individual's personal data. It is important to remember that in the context of data protection law, children are considered to be vulnerable data subjects, and schools must have particular regard to the fairness, transparency, lawfulness and security of the processing of children's personal data.

Processing of personal data must only be undertaken where the school has a lawful basis for carrying out the processing. Personal data to be processed must be limited to what is necessary to carry out the purposes of the processing, must be used only for the purpose for which it was obtained, must be processed securely, and must not be retained for any longer than necessary. Personal data must be processed transparently, and as such schools should make privacy notices documenting their processing publicly available for individuals to read.

The Data Protection Act 2018 protects people's right to privacy, sets rules for how organisations in all sectors handle information about identifiable individuals, and provides individuals with rights over how their data is processed.

Individuals are entitled (subject to certain exemptions specified in the Data Protection Act) to request access to information held about them. All such Subject Access Requests should be logged at a corporate level and referred onward immediately to the relevant officer(s) in the Data Protection Team for action. Timeliness is particularly important because the Council must respond to a valid request within legally prescribed time limits. The Local Authority's data protection team supports schools and the governing bodies of the schools to carry out these statutory obligations. In order to assist the schools in meeting their statutory obligations the data protection team will from time to time conduct audits of the schools' processing of personal data. This may include site visits.

In the event of a data breach, the Data Protection Team needs to be informed and the Data Protection Officer will carry out an assessment to determine whether the data subject and/or the ICO should be informed of the breach. Where breaches are sufficiently serious to warrant reporting to the ICO, the data protection team must do this within 72 hours of the breach occurring. It is therefore vital that in the event of a data breach occurring, the Authority's data protection team is informed as soon as possible.

The LA's Data Protection Team is able to provide advice and guidance to the Governing Body if required with regard of any data protection matters. The LA can also provide training in respect of data protection to the Governing Body as and when required. As a data controller, ultimate decision making with regard to processing rests with the school. It is important to note that in the event of any investigation by the ICO into a school's processing, the ICO will consider whether the school sought advice from the DPO, what advice was obtained, and whether that advice was followed. These considerations may influence any regulatory action the ICO decides to take.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice or guidance to schools and Governing Bodies regarding Data Protection. • Provide training on the GDPR, UK GDPR and Data Protection Act 2018 if required. • Support schools to meet their obligations under the Data Protection legislation • Respond to data breaches on behalf of schools • Provide support and advice to the School regarding the completion of any Data Protection Impact Assessments. • Provide support and advice on the data protection implications of the procurement of any service by the school, including apps and educational software. 	<ul style="list-style-type: none"> • Refer requests for information to the LA's Data Protection Team • Request advice / assistance from the LA regarding the management of information requests under the DPA 2018. • Report data breaches to the LA's Data Protection Team • Initiate Data Protection Impact Assessments when required and seek advice of the DPO. • Carefully consider the data protection implications of procuring any service from any external sources including apps and educational software and request advice from the Data Protection Team • In line with Article 38 UKGDPR, inform the DPO in a timely manner about any matters in which data protection advice is sought

Additional Guidance:

[ICO Guidance for Schools](#)

9.5 DISCIPLINARY MATTERS

The Headteacher and Governing Body are strongly advised to seek the advice of the LA and its Human Resources Officers before the school commences any disciplinary procedures in cases of serious misconduct and during every stage thereafter. The 'Wales Safeguarding Procedures' and 'Welsh Government Disciplinary and dismissal procedures for school staff' should be followed when dealing with disciplinary matters involving child protection. This includes where appropriate the need for an external investigation.

Schools do not have to act in accordance with Human Resources advice in disciplinary matters and other employment matters. However, if the school does not act according to the advice given and costs consequently arise from the matter; those costs may be claimed back from the school.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Develop policies, procedures and model practices so that schools are well advised and supported on employment matters.• Promote and monitor policies and practices that ensure equal opportunities.• If the LA is informed that allegations have been made against a member of staff, the LA will offer advice to the Governing Body.	<ul style="list-style-type: none">• Adopt rules and procedures to regulate the behaviour and discipline of all school staff (schools may adopt LA policies or their own policies).• Follow adopted policies, procedures and practices when dealing with disciplinary matters.• Keep to the terms and conditions of the Human Resources Service Level Agreement (SLA) to develop effective Human Resources policies, procedures and management practices.• Ensure equal opportunities for all members of staff and students.• The Governing Body as an employer should not accept the resignation of a member of staff who is the subject of child protection or criminal investigations. Rather, the governing body should follow disciplinary procedures to ensure that a formal employment record of the investigation and outcome is available.

Supporting Documentation

[disciplinary-and-dismissal-procedures-for-school-staff_0.pdf \(gov.wales\)](#)

School Disciplinary Policy

9.6 SAFE RECRUITMENT

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• In accordance with safe recruitment protocols – undertake pre-appointment checks including DBS, references and Medical checks for all school staff.	<ul style="list-style-type: none">• Follow adopted policies, procedures and practices when dealing with safe recruitment matters.

It is the school's decision on how it manages its staffing complement, however; there are risks in using supply agencies that are not on the framework as they are not required to follow strict rules associated with safeguarding, fair pay of teaching staff, insurance cover etc. It also means that the school would have to make the following checks each time it uses a supply worker from an agency that is not on the framework:

- check for evidence of the Agency's recognition by the Recruitment & Employment Confederation (REC) <https://www.rec.uk.com/membership/member-directory>
- check that the terms and conditions of the contract with the Supply Agency states that liability insurance rests with the Agency and not with the School
- check the identity of the individual by means of an appropriate, original photo ID
- check the original DBS certificate
- check the individual's right to work in the UK (contact HR if you require assistance in relation to verifying documentation)
- check that appropriate references have been collected and verified by the agency
- check that the agency has carried out a full employment history
- check that the agency has carried out a health check
- check that the agency has verified all certificates
- check that the individual has registered with EWC

Supporting Documentation

[DBS Safe Recruitment Policy Guidance for headteachers and Governors](#)

[Keeping Learners Safe](#)

10. FINANCIAL SERVICES

10.1 FINANCIAL MATTERS

Setting targets at individual cohort, school and authority level is an integral part of the Authority's school improvement strategy.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Allocate financial resources to schools in accordance with funding formulae.• Maintain a record of funding allocations and summary financial performances for all schools which use the LA's ledger system.• Issue an individual annual financial performance schedule to each school which use the LA's ledger system for certification.• Challenge schools that are in or are facing financial deficit.	<ul style="list-style-type: none">• Prepare a balanced working budget in accordance with the Scheme for Financing Maintained Schools.• Monitor financial performance on a regular basis to ensure that the budget is on target.• Sign and return annual financial performance schedule.• Maintain a viable level of financial reserves.• Inform the LA immediately of any apparent financial deficit.• Ensure that all sickness absence and payment documentation is sent on time.

Supporting Documentation

Scheme for Financing Maintained Schools

10.2 CORPORATE FINANCE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Offer schools access to the corporate financial management systems.• Offer schools banking and creditor payment services.	<ul style="list-style-type: none">• Ensure that all sickness absence and payment documentation is recorded via the Ceri system.

10.3 PAY, BENEFITS AND PENSIONS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Offer schools a full payroll service inclusive of all payments and deductions and generation of a monthly payslip	<ul style="list-style-type: none">• Ensure that information is provided to in a timely manner (for example new starters, leavers and changes to contracts)• Ensure that all absence information is recorded via the Ceri system

<ul style="list-style-type: none">• Administer the Teachers' Pensions and LGPS pension schemes on behalf of school staff• Completion of statutory reports relating to pay and benefits	<ul style="list-style-type: none">• Ensure that all timesheet and expenses based information is authorised and provided through the required channels
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11. BUSINESS SUPPORT – SERVICE LEVEL AGREEMENTS

The LA acknowledges the requirements placed upon its Headteachers and Governors, especially in relation to legal responsibilities, and as such it has developed a number of SLA's to provide the required support.

The SLA's reduce the burden of following agreed protocols and ensure that any action taken conforms with legal requirements, and therefore protects Headteachers and Governors where the outcomes of their actions, if the worst should happen, could be challenged in a court of law.

In this context, the LA strongly advises School Governors to sign the SLA's provided, since the consequences of not doing so could lead to significant legal obligations for Headteachers and Governors.

SLA's are available to support schools in their management of:

- Premises
- Finance
- Legal Affairs
- HR and Payroll
- ICT
- Governance
- Catering
- Supply Cover Insurance

Further details and individual SLA contents can be obtained through the responsible sections.

For Schools entered into SLA's:

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the LA.

PLEASE NOTE: If a school incurs financial penalties as a result of following advice under an SLA, then the Council will reimburse the school as appropriate. Failure by the school/governing body to follow advice will leave the governing body liable for all potential penalties incurred as a result of their action/inaction.

For Schools not entered into SLA's:

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the Governing Body and Headteacher.

Opt-out of SLA

The agreement will remain in place from one financial year to another until one or other of the parties indicates that they wish to withdraw from the agreement giving at least three months' notice (i.e. before 1st January for following financial year)

School within the agreement will be informed prior to this date of the proposed method of calculating the cost of the agreement for the following financial year.

Application of Service Level Agreements (SLA's) to Schools

1. Schools are not bound to take up the SLA's offered by the LA. Schools which opt into SLA's with the LA are bound by the terms contained within each SLA, which may allow for variation of terms and conditions.
2. Schools which opt out of any SLA in contravention of the agreed terms and conditions will be required to meet any additional costs or obligations incurred as a result of their action. Schools may also be bound to certain contracts approved by the Welsh Government for services, irrespective of the agreement of schools.
3. Schools should note that, although governing bodies are empowered under para 3 s.10 SSAF Act to enter into SLA's or contracts, in most cases they do so on behalf of the LA, as the maintainer of the school and owner of the funds in the budget share. Where the governing body has clear statutory obligations, e.g. contracts made by voluntary aided schools for the employment of staff, the agreement may be made solely on behalf of the governing body.