



BWRDD ADDYSG, SGILIAU A LLES Y CABINET

DYDD MERCHER, 25 IONAWR 2023

***YN SYTH AR ÔL CYFARFOD PWYLLGOR CRAFFU POLISIŶAU AC
ADNODDAU'R CABINET***

***SIAMBR Y CYNGOR – CANOLFAN DDINESIG CASTELL-NEDD PORT
TALBOT***

**RHAID GOSOD POB FFÔN SYMUDOL AR Y MODD DISTAW AR
GYFER PARHAD Y CYFARFOD**

1. Penodi Cadeirydd
2. Cyhoeddiad y Cadeirydd
3. Datganiadau o fuddiannau
4. Cofnodion y Cyfarfod Blaenorol (*Tudalennau 3 - 4*)
5. Blaenraglen Waith 2022/23 (*Tudalennau 5 - 8*)
6. Amser Cwestiynau Cyhoeddus
Mae'n rhaid cyflwyno cwestiynau'n ysgrifenedig i'r Gwasanaethau Democrataidd, democratic.services@npt.gov.uk heb fod yn hwyrach na chanol dydd ar y diwrnod gwaith cyn y cyfarfod. Mae'n rhaid i'r cwestiynau ymwneud ag eitemau ar yr agenda. Ymdrinnir â chwestiynau o fewn cyfnod o 10 munud.

Adroddiadau i'w Pederfynu

7. Strategaeth Cyfranogiad ac Ymgysylltu (*Tudalennau 9 - 40*)

8. Y Maes Llafur Cytûn ar gyfer Crefydd, Gwerthoedd a Moeseg (RVE) yn Ysgolion Castell-nedd Port Talbot (*Tudalennau 41 - 64*)

Adroddiadau ar gyfer Monitro

9. Tîm Gwella Ysgolion - Monitro ymweliadau cymorth (*Tudalennau 65 - 68*)

Adroddiadau er Gwybodaeth

10. Diweddariad Cyflogadwyedd a Sgiliau (*Tudalennau 69 - 76*)
11. Castell Margam Cyllid Grant Cadw (*Tudalennau 77 - 80*)
12. Adroddiad Diweddarau Gwasanaethau Hamdden (*Tudalennau 81 - 92*)
13. Eitemau brys
Unrhyw eitemau brys (boed yn gyhoeddus neu wedi'u heithrio) yn ôl disgrisiwn y Cadeirydd yn unol ag Offeryn Statudol 2001 rhif 2290 (fel y'l diwygiwyd).

K.Jones
Prif Weithredwr

Canolfan Ddinesig
Port Talbot

18 Dydd Iau 2023

Aelodau'r Bwrdd Addysg, Sgiliau a Lles y Cabinet:

Y Cyngorwyr J.Hurley a/ac N.Jenkins

EXECUTIVE DECISION RECORD

8 DECEMBER 2022

EDUCATION, SKILLS & WELLBEING CABINET BOARD

Cabinet Members:

Councillors: J.Hurley and N.Jenkins (Chair)

Officers in Attendance:

J.Burge, I.Guy, H.Lervy, C.Millis and A.Spooner-Cleverly

1. **APPOINTMENT OF CHAIRPERSON**

It was agreed that Cllr Nia Jenkins be Chairperson for the meeting.

2. **CHAIRPERSONS ANNOUNCEMENT/S**

The Chair welcome everyone to the meeting.

3. **DECLARATIONS OF INTEREST**

No declarations of interest were received.

4. **MINUTES OF PREVIOUS MEETING**

The previous meeting of the 14th November 2022, were approved as an accurate account.

5. **FORWARD WORK PROGRAMME 2022/23**

That the Education, Skills and Wellbeing Cabinet Board Forward Work Programme 2022/23 be noted.

6. **PUBLIC QUESTION TIME**

No questions from the public were received.

7. **QUARTER 2 PERFORMANCE INDICATORS.**

Decision:

That the report be noted.

8. **ADULT LEARNING UPDATE**

Decision:

That the report be noted.

9. **EDUCATION SAFEGUARDING**

Decision:

That the report be noted.

10. **PUPIL ATTENDANCE**

Decision:

That the report be noted.

11. **SCHOOL BASED COUNSELLING SERVICE UPDATE**

Decision:

That the report be noted.

12. **URGENT ITEMS**

There were no urgent items.

CHAIRPERSON

Education Skills and Wellbeing Cabinet Board

Immediately following Scrutiny Committee starting at 2pm

Meeting Date	Agenda Item and Type	CDG/CMB	Comments
2 nd March	School Terms and Holiday Dates (Out of Consultation) – FOR DECISION	CDG/CMB NO	
	Professional Learning – FOR INFORMATION	CDG/CMB NO	
	Admissions to Schools (Results of Consultation) FOR DECISION	CDG/CMB Yes	
	Quarter 3 Performance – FOR MONITORING	CMB - No	
	Free School Meals Update – FOR INFORMATION	CDG CMB No	

Meeting Date	Agenda Item and Type	CDG/CMB	Comments
13 th April			
	Elective Home Education FOR INFORMATION	CDG/CMB?	
	Equality and Safe Place to Learn FOR INFORMATION	CDG/CMB?	
	Foundation Phase Development FOR INFORMATION	CDG/CMB?	
	Culture Strategy – Update (Includes Leisure Services) – FOR INFORMATION	CDG/CMB	This needs to link in to the Culture Strategy which is going to CMB First. Awaiting confirmation from Officer
	School Capacities Report – FOR DECISION	CDG CMB No	
	Period Dignity Report – FOR INFORMATION	CDG CMB No	

Meeting Date	Agenda Item and TYPE	CDG/CMB	Comments
25th May			
	School Terms and Holiday Dates (Back from Consultation) – FOR DECISION	NO	
	Seren Programme – FOR INFORMATION	No	
	Welsh 2nd Language Support – FOR INFORMATION	No	

Mae'r dudalen hon yn fwiadol wag



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Head of Early Years, Inclusion and Partnerships Hayley Lervy

Matter for Decision.

Wards Affected: All.

Participation & Engagement Strategy.

Purpose of the Report

- To provide Members with feedback on the consultation with stakeholders regarding the proposed new Education, Leisure and Lifelong Learning Service (ELLLS) Directorate Participation and Engagement Strategy.
- To request Members' approval to formally adopt the strategy which will provide a clear framework for meaningful participation and engagement with children and young people.

Executive Summary:

This report will provide Members with information on the proposed new Engagement and Participation Strategy following consultation

with stakeholders and to request permission to formally adopt the final guidance.

Background:

As set out in the previous report presented on 27th October 2022 Neath Port Talbot (NPT) has established a strong history of participation with children and young people, in particular through the Youth Service. The Neath Port Talbot Youth Council was formed in 1999 and was the first fully elected county wide youth forum in Wales. This strategy aims to build on the good practice already in place, further enhance engagement with children and young people and provide a more systematic approach to participation and engagement that all services within ELLLS can follow.

Welsh Government (WG) is committed to promoting the United Nations Convention on the Rights of the Child (UNCRC) as the basis of all its work for children and young people in Wales. Participation is one of the guiding principles of the UNCRC with Article 12 setting out the right of children and young people to express an opinion and to have their opinion taken into account when decisions are being made on any matter that affects them. A children's rights approach is embedded across the new Additional Learning Needs and Education Tribunal (Wales) Act 2018(ALNET), in which person centred practice (PCP) places the child or young person's views, wishes and feelings at the heart of decision making. The New Curriculum for Wales 2022, ensures that pupil voice is integral to designing a curriculum around what and how they will learn. These reforms have provided an opportunity to review our approaches to participation and engagement to ensure all opportunities are accessible, appropriate to meet the needs of children and young people, representative and inclusive.

Response to consultation.

A range of stakeholders have been consulted on the Participation and Engagement Strategy but furthermore they have also been involved

in its development. Workshops were held with a diverse mix of children and young people from a range of backgrounds. This included learners from our special schools as well as mainstream pupils in primary and secondary schools, including welsh medium. Discussions were also held with young people outside the school setting including those involved with the Youth Justice Service, Neath Port Talbot Youth Council and YoVo, the youth council for care experienced young people. All the young people recognised the importance of participation and were very honest and insightful regarding their own experiences and ideas on engagement.

Children and young people liked the idea of having school cluster meetings and would *'like to meet with other schools to share ideas'*, in particular on how other school councils work. They also highlighted improving the use of technology with one saying *'doing stuff online is a good way for children who are shy to talk about important things'*. Ensuring children and young people feel safe was identified as an important benefit of participation, along with making sure they feel safe when engaging in participation activities. Also important was that participation opportunities were accessible to all children and young people, including those with additional learning needs and those where English is not their first language. Some young people also identified the role of peer mentoring in participation and felt it should be included in the action plan, along with greater detail on how school councils are being developed. Most children and young people felt that the document was more aimed at adults and wanted it to be *'less wordy'* with *'more pictures and speech bubbles'* to make it *'more fun'*.

Contributions were received from school staff and a variety of partners from other services, including the third sector. All were supportive of the strategy and the need to be accountable for participation activities. Discussions and feedback has provided very useful understanding of how to ensure participation is inclusive for all children and young people.

The most important themes that have emerged during the development of the strategy are that children and young people want to have more opportunities to be involved in purposeful participation on issues and decisions that affect them, along with engagement opportunities that are safe, accessible and inclusive. The strategy provides a model to ensure that as services we are accountable for providing meaningful participation activities, with a clear process for feedback on the impact of any participation activity.

This strategy provides guidelines for services within the ELLLS to implement, in order to ensure what matters to children and young people is at the centre of how we plan and deliver services (**see Appendix 1**).

Next Steps.

Moving forward work will continue with children and young people to produce a young person friendly version of the strategy and to further enhance its design. An easy read version will also be produced to ensure the strategy is accessible to all. An action plan is attached to the strategy outlining all the next steps.

Financial Impacts:

No impact

Integrated Impact Assessment:

A First Stage Impact Assessment has been completed (**Appendix 2**).

Valleys Communities Impacts:

Positive – the strategy will ensure the voices and opinions of communities and groups of children and young people are considered and that engagement will be purposeful. Training provided for C&YP should ensure they have the skills and confidence to have a voice on issues which affect them.

Workforce Impacts:

Positive. Further staff training and professional development will be implemented when the strategy is formally adopted.

Legal Impacts:

Positive. The new guidance strengthens how we fulfil our duties to the United Nations Conventions of the Rights of the Child.

Consultation:

Consultation was undertaken with stakeholders.

Recommendations:

That Members approve the Participation and Engagement Strategy be formally adopted.

Reasons for Proposed Decision:

To further strengthen participation and engagement with children and young people on issues and decisions that affect them.

Implementation of Decision:

Decision to be implemented after the three day call in.

Appendices:

Appendix 1- Participation and Engagement Strategy

Appendix 2- Impact Assessment- First Stage

Officer Contact:

Hayley Lervy Head of Head of Early Years, Inclusion and Partnerships

h.lervy@npt.gov.uk

Elizabeth Dennis Wellbeing and Behaviour Service Manager

e.dennis2@npt.gov.uk

Appendix 2



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Approval to formally adopt the ELLL Participation and Engagement Strategy
Service Area: Early Years, Inclusion and Partnerships
Directorate: ELLLS

2. Does the initiative affect:

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	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The new guidance will impact on children and young people by providing enhanced opportunities to participate and engage in decision making.
Disability	x				M	The new strategy will encompass learners with protected characteristics and with additional learning needs. The strategy will benefit this group of learners by ensuring all participation opportunities are inclusive.

Gender Reassignment		x				This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal.
Race		x				This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal.
Sex		x				This is not a criterion that will be impacted upon by this proposal.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal.

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4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Learners who receive their education through the medium of Welsh will have opportunities to participate in Welsh.
Treating the Welsh language no less favourably than English		x				It is expected that participation opportunities will be made for pupils to engage using Welsh.

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				There will be no change as a result of this proposal.

Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	x		The guidance will positively impact on the long term well-being of children and young people ensuring they are involved in any decisions that affect them.
Integration - how the initiative impacts upon our wellbeing objectives	x		The guidance contributes to Well-being Objective 1 as it will contribute to giving children and young people the best start in life, raising aspirations and developing their skills.
Involvement - how people have been involved in developing the initiative	x		Numerous groups of children and young people, along with professionals from other services have been involved in the development of the draft strategy.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	x		The consultation process will included all stakeholders.

Prevention - how the initiative will prevent problems occurring or getting worse	x		The guidance will ensure processes for involving children and young people in good quality, effective participation ensuring they are at the centre of decision making processes and strengthen current arrangements for engagement.
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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	x
Reasons for this conclusion	
There is no significant impact on any areas other than the guidance will provide further support for schools and vulnerable learners.	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

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	Name	Position	Signature	Date
Completed by	Liz Dennis	Wellbeing & Behaviour Service Manager	E Dennis	13.1.23
Signed off by	Hayley Lervy	Head of Service	H Lervy	13.1.23



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council



Education, Leisure and Lifelong Learning Service

Children and Young People's Participation and Engagement Strategy 2022-2025



www.npt.gov.uk

Welsh Section Title
Education, Leisure & Lifelong Learning

Acknowledgments

This document was developed following discussions and workshops with a number of key stakeholders who outlined what was important for participation and engagement and helped shape the content. Their input was invaluable so a big than you to:

- Neath Port Talbot Youth Council
- YoVo (Your Voice Matters)
- Young Peoples Mental Health forum
- Ysgol Hendrefelin Pupils and Rhian Duford
- Ysgol Maes Y Coed Pupils and Cath Tucker
- Sandfields Primary School Pupils
- Ysgol Gynradd Gymraeg Cwmnedd Pupils
- Crynallt Primary School Pupils
- Cefn Season Secondary Education Nurture Centre Pupils
- Cefn Season Comprehensive School Pupils
- Neath Port Talbot Youth Justice Service young people
- Ysgol Bae Baglan Pupils
- Dwr Y Felin Comprehensive School Pupils
- Lincolnshire Participation Strategy 2021-2024
- National Framework for Children and Young People's Participation in Decision-making (Government of Ireland 2021).

Contents Page

1. Vision
2. What is Participation and why it is Important
3. Meaningful Participation
4. Models of Engagement
5. Recording and Monitoring
6. Our Priorities
7. Participation Toolkit
8. Participation Action Plan

1. Vision

Within the Education, Leisure and Lifelong Learning Service (ELLS) our vision is to give all children and young people the best start in life so they have the opportunity to achieve excellence in all they do. To enable this we will champion the needs of all children and young people, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities.

As set out in the Curriculum for Wales (2020) we want children and young people in Neath Port Talbot to be:

- 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 as valued members of society

We adopt a **rights-based approach** where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person Centred Practice (PCP).

In order to achieve this vision this strategy will further support the meaningful participation of children and young people through inclusive engagement. This will ensure children and young people will be able to share views on matters and influence decisions that impact directly and indirectly on them, their families and communities. This is a fundamental right which is protected under Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

Article 12:
"Every child has the right to express their views on matters that affect them and for their views to be given due weight in accordance with their age, understanding and maturity".

2. What is participation and why it is important.

Defining Participation.

According to children and young people (CYP) in Wales¹, participation means:

"It is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice" (Welsh Government 2010).

Young people in Neath Port Talbot described participation as:

Making social connections and communicating in ways which suit you.

Involving yourself so you can improve your skills and push your boundaries.

Giving 100% effort in everything you do.

Taking part in something and joining in.

Trying something new, even if it's out of your comfort zone.

Participation is acting on the views of CYP and using them to develop and review what we do as a Directorate. It is also about ensuring that we know what is important to children and young people so that it drives future developments.

Participation is not about giving CYP whatever they ask for. It is about us enabling them to have realistic expectations by providing information and empowering them to develop skills, to ensure inclusive engagement. It is being honest about some of the

¹ Children and Young People's Participation in Wales (2010). Welsh Government. Available at: [Microsoft Word - e_Participation \[E\] - 11.12.09.doc \(gov.wales\)](#)

constraints we work within, along with exploring ways to overcome them when appropriate and most importantly providing feedback.

There are groups of CYP that are often missing from opportunities to participate. Barriers can include language, culture, access, transport, confidence, additional learning needs and communication. From initial planning stages any barriers will be identified and appropriate steps taken to enable their participation, ensuring engagement is inclusive.

Benefits of Participation.

Participation has a wide range of benefits for children and young people, service providers and local communities. Examples of these benefits were identified by NPT Youth Council and CYP in NPT schools, they are outlined below:

Children and Young People

- Makes children and young people feel included and heard.
- Provides opportunities to improve skills including confidence and communication.
- Improves connection with others and provides opportunities to meet new people and have new experiences.
- Provides opportunities to be active in communities.
- Helps children and young people feel safe.



Service Providers

- Children and young people's opinions and points of view will allow services to see things differently, becoming more inclusive.
- Ensures services meet the needs of children and young people.
- Planning for better use of resources.



Local Communities

- Develops positive community relations.
- Improves connection with community.
- Promotes citizenship.

Local and National Context.

There are a number of key drivers both locally and nationally linked to developing and embedding good participation practice.

The Additional Learning Needs Education & Tribunal Act (ALNET) 2018 places new duties on Local Authorities, local health boards, schools and further education institutes (FEI) who support CYP with additional learning needs (ALN) to:

- Listen to the views, wishes and feelings of the child and the child's parent or the young person.
- Understand the importance of the child and the child's parent or the young person participating as fully as possible in decisions.
- Provide information and support to the child and the child's parent, or young person, to so they can participate in those decisions.

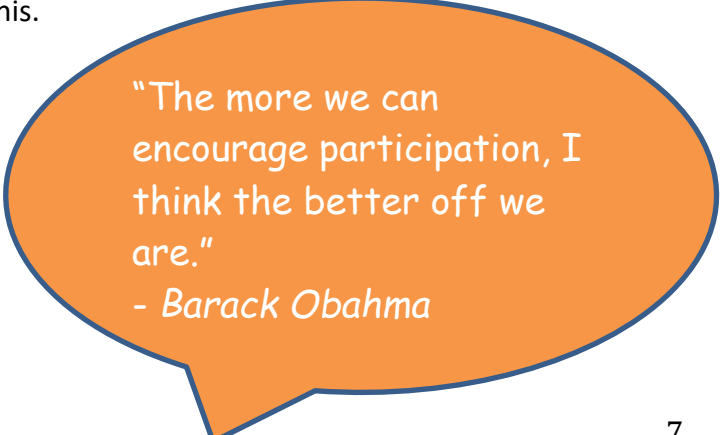
Person Centered Practice (PCP) is used to facilitate the above and is used in all schools in NPT. It supports CYP and families to participate meaningfully by providing a better understanding of CYP needs and any support required. This in turn leads to the development of better outcomes for CYP.

The Curriculum for Wales is designed to promote the four purposes whereby all learners in NPT develop as ambitious capable learners, enterprising and creative contributors, ethical and informed individuals and healthy confident individuals. This is entirely in alignment with the aims of this strategy, children and young people who realise the four purposes will be fully engaged in the life of their community and make progress throughout their lives.

Additional important drivers include the United Nations Convention on the Rights of the Child and the Equality Act (2010), which are outlined in **Appendix 1**.

Skills for Participation.

It is important that CYP are supported to find their voice and develop the skills and confidence to be heard. It is our responsibility to ensure participation opportunities are accessible. Some CYP need support to understand their role as active members of communities and what matters to them. As part of this strategy a training programme will be piloted to enable CYP to do this.



"The more we can encourage participation, I think the better off we are."

- Barack Obama

3. Meaningful Participation.

It is important that meaningful participation takes place in all aspects of work with CYP. This includes everyday engagement in classes, sessions, interventions, clubs, projects or activities to more strategic decisions such as developing programmes, services, funding bids, policies, legislation or research. There will also be times when CYP share their views during informal conversations, rather than during planned activities. These occasions are equally as important as planned engagement and will take place wherever children and young people are. Good participation can happen anywhere and it can take place at different levels:

- Individual- engaging with individuals where services are provided before decisions that affect them are made.
- Collective- targeting and engaging groups of CYP, in particular those who are may be affected by any possible developments/ changes before decisions are made.

The following section outlines the principles that underpin our approach to all forms of participation and how we will ensure engagement is meaningful and inclusive.

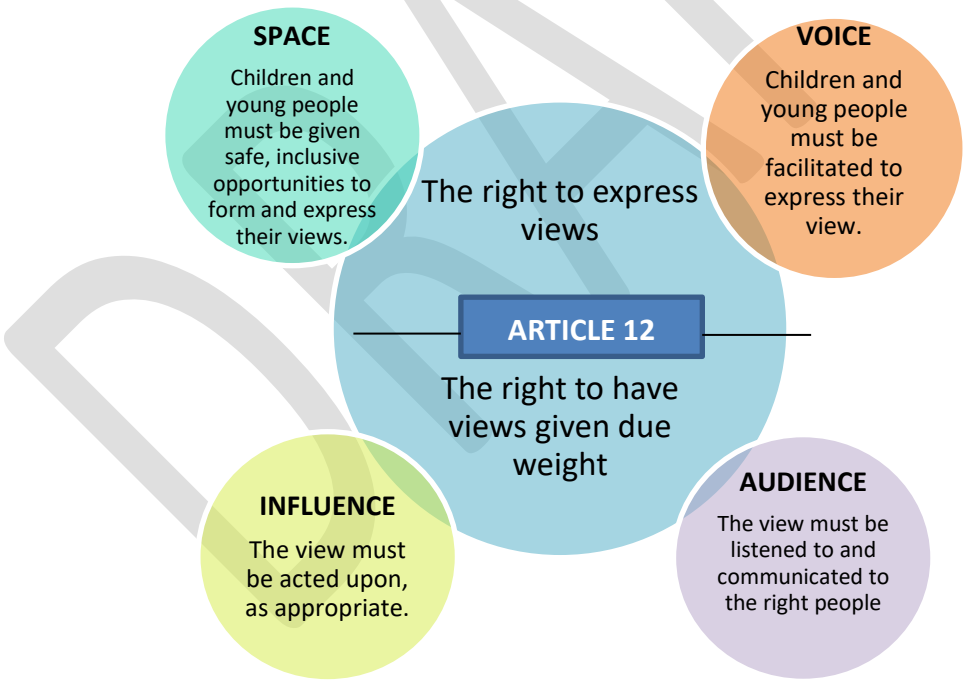
The **Wales National Participation Standards** encompass our principles, the seven standards are:

1. INFORMATION - should be easy to understand.
2. IT'S YOUR CHOICE - there should be enough information and time to make a choice.
3. NO DISCRIMINATION - every child and young person should have the same chance to take part.
4. RESPECT – children and young people's opinions are important and will be respected.
5. YOU GET SOMETHING OUT OF IT - to learn, have opportunities to work with others and make a difference. To have a positive experiences.
6. FEEDBACK – to ensure children and young people know what differences have been made and what ideas have been used and why.
7. WORKING BETTER FOR YOU – ensuring children's rights are at the centre of everything.

“Voice is not enough.....”
- Laura Lundy



To ensure good participation and engagement practice is embedded we will adopt the **Lundy Model (2014)** which conceptualises Article 12 of the UNCRC by considering four inter-related concepts: Space, Voice, Audience and Influence. The model is set out below:



These concepts provide a checklist to plan and reflect on participation and engagement activities (see **Appendix 2**).

4. Models of Engagement

Different models suit different needs, situations and settings, sometimes it will be appropriate to use different models alongside each other, for example using digital tools with a face to face event. Whatever model is used consideration must always be given to any support a CYP or group need to participate (see section 7).

The below outlines existing engagement models and also engagement models that will be developed as part of this strategy.

Formal Groups

Formal groups can provide permanent structures for participation:

NPT Youth Council- The current Youth Council has some excellent outcomes. It holds an election every 2 years, with all secondary schools invited to participate. Targeted groups are given guaranteed seats, such as Speech and Language, Young Carers, Children Looked After (CLA), vulnerable learners. The Youth Mayor and Deputy Youth Mayor play a key role in promoting the voice of CYP across NPT. The Youth Council also have links to the national Welsh Youth Parliament and British Youth Council.

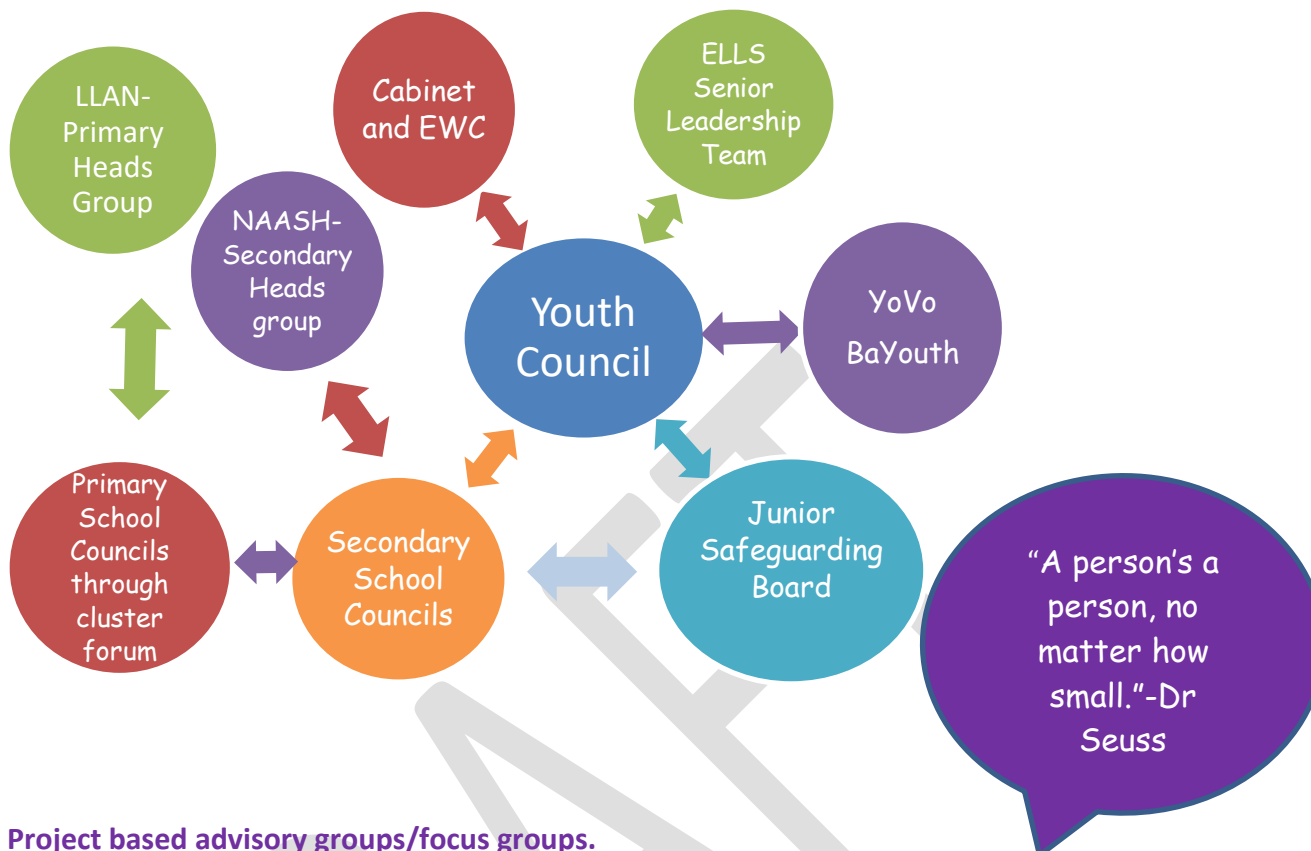
The Youth Council is the key mechanism for young people to meet with Cabinet therefore it is essential that there are key links with all formal groups for CYP across NPT. These include:

- **School councils**
- **YoVo (Your Voice Matters) and Jnr YoVo-** for care experienced CYP.
- **Junior Safeguarding Board-** for pupils across NPT to discuss safeguarding issues they face at home, school, in their community and online.
- **BAYouth-** Swansea Bay University Health Board's Youth Advisory Panel.

Young Persons Mental Health Forum- Representing all NPT secondary and specialist provision schools. The aim of the forum is to raise awareness of mental health issues within schools and for the young people to drive change.

Primary Cluster Forums – Representatives from primary schools will meet as a cluster group with representatives from the secondary school youth council once a term to discuss issues identified by big conversations, local issues and improving links with feeder secondary schools. The outcomes from these meetings will feed into the Youth Council.

The framework below illustrates how the formal groups will interact.



Project based advisory groups/focus groups.

When designing, running or evaluating a project or service a small group of CYP can be brought together. They may be YP with particular experiences of certain issues. This creates opportunities for co-production.

County Wide.

These provide an opportunity for CYP to identify and share their views on what is important them. This will provide opportunities to develop pieces of work and influence decision making.

- **Whole Authority Surveys**- CYP currently take part in the British Youth Council Make your Mark Survey, this identifies the top three issues for children and young people. CYP in secondary schools also take part in the School Health Research Network. All results from these will feed into the Youth Council. Let's Talk - Together We Are NPT is the Local Authority mechanism for consulting on plans and policies.
- **Participation Conference**- An annual participation conference will be held, led by children and young people, to include the Council's Leader, Chief Executive and Children's Commissioner to showcase and highlight issues relating to participation, communication and advocacy.

Feedback/Evaluation Forms

Feedback forms are used extensively across services. It is essential that forms are accessible for all CYP including those with additional learning needs. Care needs to be

taken to design forms which are easy to complete and will provide valuable information. It is also important to ensure CYP have the option for feedback to remain anonymous, online forms, even in face-to-face settings can enable this.

Digital Engagement

Digital tools, including social media, provide the potential to engage CYP in on-going dialogue and promote participation events and groups. Video conferencing cuts out the travel time and costs of bringing people together physically. The use of these tools needs to be carefully thought out and the relevant policies and guidelines followed. In consultation with children and young people, the directorate will develop digital engagement tools that will ensure that our communication with children and young people is effective. The use of social media would widen the opportunities for individuals to participate in an innovative and relevant way.

"I'm still proud of who I am, of my youth, and I feel like now, as individuals, we begin to realise that we can change the future. We all have to participate."
- Khalid



5. Recording & Monitoring

Teams and services across the Directorate are expected to use the **Lundy Model** for planning both formal and informal participation activity. This is to ensure participation opportunities are accessible and inclusive. We are also accountable for the outcomes of any participation activity which will be recorded and shared using **You Said, We Did (YSWD)** (see **Appendix 3**).



You Said- CYP share their views/ are involved in engagement activity.



We Did- A service/team responds to what CYP said. These should involve working in partnership with CYP to ensure they have been understood, any action is relevant and provide opportunities for co-production. This must be fed back to CYP so they understand what has happened from their involvement. Where it was not possible to take an action then this needs to be explained to CYP.



Impact- The impact for CYP and the service/directorate must be reported to the CYP and internally. This helps CYP understand what their participation has achieved. Where there is no impact then alternative solutions should be explored with CYP.

Participation training will be available to all staff to support them in understanding and developing participation and engagement opportunities which are inclusive and accessible.

Participation Reviews will take place to enable services/teams to identify strengths and areas for improvement.

6. Our Participation Priorities

As a Directorate we know that positive interaction and building trust is a key priority for successful participation. We are committed to:

- Ensuring children and young people have a key role in the development and design of services for them, by sharing information, consulting and where possible co-producing.
- Involve children and young people in assessing our services by identifying what we do well and what we need to improve.
- Embed good participation and engagement practice across our services.
- Work to reduce and remove any barriers to participation.

Young people in NPT came up with the following priorities:

- Ensuring any participation activity can include everyone.
- Make participation interesting so CYP want to take part.
- Committing to listening to CYP and making changes.
- Ensuring activities are free and easy to get to.
- Using different resources and methods to suit everyone, i.e. computers instead of pens, drawing and stories instead of writing.
- Making sure participation feels safe for everyone to get involved, especially those less confident.

"Some people want it to happen, some wish it would happen, others make it happen".
- Michael Jordan



7. Participation and Engagement Toolkits

There are numerous toolkits available to support the participation of children and young people. The following are ones recommended to support the principles throughout this strategy. When planning any participation and engagement opportunities it is important to refer back to the Lundy Model to ensure the opportunities are inclusive.

- Childrens Commissioner for Wales Taking Decisions Together- an accessible toolkit to be used with all CYP including those with additional learning needs- [TOOLKIT](#)
- Young Minds Participation Toolkits- to support participation around Mental Health- [Participation Toolkits | Resources for Professionals | YoungMinds](#)

8. Participation Action Plan

In order to achieve everything set out in this strategy and to support the ongoing inclusive engagement of CYP an action plan has been developed which will guide the work for the next year 2023-2024.

"I raise my voice not so that I can shout, but so that those without a voice can be heard."
-Malala Yousafzai Activist for female education.

Participation and Engagement Strategy Action Plan Year Jan 2023 to Dec 2024						
Priority	Task	By Whom?	By When?	Resources	Young People's involvement	Outcome
Improving Participation and Engagement across the Directorate	Finalise design and graphics of strategy to ensure it is engaging, innovative and accessible.		Feb 2023	Design support.	Youth Council members and specialist groups of young people including those with ALN and seldom heard.	Innovative, accessible, digital and paper strategy.
	All areas of the directorate work towards the strategy.	All staff	Jan 2023 and on-going	Launch Event	Youth Council Members to help develop awareness raising sessions for staff and plan a launch.	Staff and partners to gain a better understanding of participation and the strategy.
Developing the Youth Council	Increase membership and clearer links with school councils. In particular special schools and specialist provision.	Staff and young people	Jan- March 2023 and ongoing	Co-ordinating staffing levels, resources to ensure participation is accessible, transport costs.	Young people promoting opportunities and speaking to young people in schools and provision.	A more representative Youth Council with clear processes for feedback.

	Explore ways of ensuring links with other formal groups/forums.		April to July 2023	Travel, increased staffing levels	Youth council members and staff consult with other groups on how to develop more formal links.	Clear links between all formal groups in NPT.
Training	Participation and Engagement staff training to be available.		Feb 2023 and ongoing	Training resources, staff time	Co-training and development of training package	Trained staff
	Training for young people to develop skills to enable participation.		March 2023 start pilot	Training resources	Co-training and participation	Young People with improved skills
	Develop role of peer mentoring in relation to participation.		March 2023 onwards	Training resources, staff time	Co-training and participation	Young People with improved skills being able to offer support to peers.
	Training for key stakeholders on engaging young people Children's Rights and Participation		March 2023 and ongoing	Training resources	Co-training	Trained Members

Staff Recruitment	Strengthen the involvement of CYP in the recruitment process.	Senior Managers, HR and young people	April 2023	Staff time	CYP involved in consultation around recruitment and interviewing where appropriate.	To further empower CYP to be part of interview processes and decision making.
Improving Opportunities to get involved	Promote and support active involvement in the Make your Mark Campaign across schools and provisions. Include NPT focused issues.		April 2023	Staff and young people's time	Distribution and encouraging other young people	Knowledge and understanding of the key issues important to CYP which can drive future developments.
	Support opportunities for participation across a range of settings and provisions including outreach work, clubs etc.		April 2023	Staff time to map.	Promote opportunities.	Greater representative views. Increased opportunities for engagement.
	Support opportunities for pupil voice to reach the right decision makers, including LLAN and NAASH.		April 2023 and on-going.		Representatives from school councils to sit on youth council and support primary forums.	Improved meaningful participation opportunities for school councils.

	Support the continued development of school councils and share good practice.		March 2023		Cluster forum meetings to share good practice.	Improved practice in terms of school councils.
	Develop opportunities for digital engagement.		March 2023		Website and social media development.	Wider participation.
Improving Equality of Opportunity	Develop participation and engagement opportunities to ensure they are inclusive in particular for CYP with ALN and those who are seldom heard.		Jan 2023		Special schools/ provisions and targeted groups.	Wider participation
Being able to prove we listen and that it makes a difference	Young people involved in evaluations and case studies		January 2023		Young people to design evaluations	Effective participation and engagement
	Embed monitoring and feedback processes.		January 2023		Increased staffing levels	Monitoring and feedback shared with CYP. Effective participation and engagement Better feedback, young people feel valued.

Local and National Drivers for Participation in Wales

United Nations Convention on the Rights of the Child (UNCRC) is the internationally accepted standard for children's rights, it is built into Welsh Policy and Law. The UNCRC has 54 children's rights; 42 outline children's rights; 12 are concerned with how governments can ensure that children enjoy these rights.

Article 3:

The best interests of the child must be a top priority in all actions concerning children.

Article 12:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13:

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

The **Children's Commissioner Framework *The Right Way*** provides guidance on embedding a rights based approach in order to:

- Provide meaningful opportunities for children and young people to influence decisions about their lives.
- Ensure authorities and individuals are accountable to children and young people for decisions, and for outcomes that affect their lives.

Additional Learning Needs Education & Tribunal Act (ALNET) 2018 makes explicit the need for the participation of children and young people through person centred practice.

Equality Act 2010 mandates schools and education services to make reasonable adjustments and take positive actions for children and young people with protected characteristics to ensure equal access to education provision. It goes beyond the formal education provided, covering all school activities such as extra-curricular and leisure activities, afterschool and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

A New Curriculum for Wales sets out pupil voice as being embedded across all areas. Improved participation will help our children and young people to develop all four of the core purposes within the New Curriculum. Improved participation will help them to

become more healthy and confident. They will become more ambitious and capable, more enterprising and creative contributors and more ethically informed citizens.

The Wellbeing of Future Generations Act 2015 puts the involvement of people and communities at the heart of improving wellbeing and the Children and Family Measure 2010 requires Local Authorities to put in place and publish arrangements to promote and facilitate the participation of children and young people.

NPT Corporate Plan 2022 - 2027 (Recover, Reset, Renew) has participation as a key theme to achieve the wellbeing objectives.

DRAFT

Appendix 2

Participation and Engagement Planning Checklist.

SPACE

- How will you ensure children and young people (CYP) are involved as early as possible?
- How will those who have been, or may be, directly affected by the topic be involved?
- What steps will be taken to ensure the space and timing of the session is accessible and inclusive?
- How will CYP be supported to feel safe and comfortable in expressing themselves?
- What support will be provided to those who may become anxious, uncomfortable or triggered by the topic?

VOICE

- Have you made a clear list of the topics you want to cover/ the work you want to do?
- How will CYP know that participation is voluntary and they can withdraw at any time?
- How will you support them in giving their own views, while including developmentally-appropriate and accessible information?
- How will you ensure that CYP are given a range of ways to express themselves that best suits their needs and choices?
- How will the process allow them to identify topics they want to discuss?




AUDIENCE

- Have you identified and involved the relevant decision makers, who can influence change?
- Do CYP know who their views/work will be shared with and how this will be done?
- How will you ensure that CYP are given an opportunity to confirm that their views/actions are accurately recorded?
- When will a participation record be completed and shared with CYP in a developmentally-appropriate and accessible way?
- What plans are in place to support CYP in playing a role in communicating the outcomes of this activity?

INFLUENCE

- How will CYP be informed about the scope they have to influence decision-making (including the limitations)?
- How will CYP be given developmentally- appropriate and accessible feedback at key points during any service, project or policy development?
- How will you ensure CYP are given opportunities to evaluate and respond to the process throughout, including holding decision makers to account?
- How will CYP be given developmentally- appropriate and accessible feedback on the impact of their participation, in a timely manner?

Participation and Engagement Recording Form.

Participation Activity:			
Date:		Service/Staff Member:	
	You Said/Took Part In:		
	We did:		
	Impact:		
Next Steps:			



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Scrutiny Committee
Wednesday 25th January 2023

Report of the Head of Education Development – Christopher Millis

Matter for Decision

Wards Affected:

All Wards

Report Title. School Improvement Team – The Agreed Syllabus for Religion, Values and Ethics (RVE) in Neath Port Talbot Schools

Purpose of the Report:

To provide members with information in order to make a decision on the approval of the agreed syllabus for RVE in NPT.

Executive Summary:

This report will provide information on why an agreed syllabus is needed and why Member approval is required.

Background:

This report provides Members with information on the agreed syllabus for RVE.

Current position

Religion, Values and Ethics remains locally determined within the Curriculum for Wales. As such Neath Port Talbot Local Authority is required by law to develop an Agreed Syllabus in line with the Curriculum for Wales for all schools maintained by the local authority. The agreed syllabus is required to set out details regarding the teaching and learning in the mandatory element of Religion, Values and Ethics. Schools will be required to have regard to the agreed syllabus. The Local Authority must adopt an agreed syllabus. The agreed syllabus has been co-constructed by the members of Neath Port Talbot Standing advisor council for Religion Values and Ethics (SACRE).

The contents within the agreed syllabus advises schools on the statutory nature and requirements of Religion Values and Ethics (RVE). It provides a framework within which each school can best design its own curriculum, which includes religion, values and ethics within the

Humanities Area of learning and experience. The statutory religion, values and ethics forms the basis of the agreed syllabus and includes vital information for schools when designing their curriculum at a local level. The agreed syllabus is not intended to be a scheme of work.

An agreed syllabus conference was convened. The purpose was to discuss and develop the agreed syllabus that is being presented to the education committee for their consideration and adoption.

Financial Impacts:

No implications

Integrated Impact Assessment:

'There is no requirement to undertake an Integrated Impact Assessment as the first stage assessment indicates. (see appendix 2)

Valleys Communities Impacts:

All schools are involved in this process

Workforce Impacts:

No implications

Legal Impacts:

No implications

Consultation:

'There is no requirement for external consultation on this item'

Recommendations:

On approval the proposed agreed syllabus will become the Neath Port Talbot agreed syllabus for Religion, Values and Ethics. This will then need to be translated and shared with all schools.

Implementation of Decision:

Once approved, the Agreed Syllabus is adopted and can then be distributed to schools within the LA. The Agreed Syllabus will require translation and will need to be published on the Local Authorities Website along with copies being sent to Welsh Government and the Wales Association of Standard Advisor Councils on Religious Education (WASACRE). Schools will require training on the interpretation and implementation of the Agreed Syllabus within their settings.

Appendices:

Appendix 1

Neath Port Talbot Agreed Syllabus for Religion Values and Ethics

Officer Contact:

Mike Daley – Lead Education Support Officer m.daley@npt.gov.uk

Chris Millis – Head of Education Development c.d.millis@npt.gov.uk

Rachel Samuel – Seconded Education Support Officer with responsibility for RVE r.samuel@npt.gov.uk

Appendix 1

The Agreed Syllabus



The Agreed Syllabus for Religion,
Values and Ethics (RVE) Neath Port
Talbot
2023



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Audience

The Agreed Syllabus has been written to be accessible to all those responsible for designing a curriculum and its monitoring and other interested parties. These could include:

- the head teachers of all maintained schools and nurseries in Neath Port Talbot
- teachers of all maintained schools and nurseries in Neath Port Talbot
- the governing bodies of all maintained schools and nurseries in Neath Port Talbot
- a provider of a funded non-maintained nursery settings in Neath Port Talbot
- Teacher in charge of alternative educational settings within Neath Port Talbot
- Neath Port Talbot SACRE
- Neath Port Talbot Local Authority
- Teacher unions and school representative bodies in Neath Port Talbot
- Church diocesan authorities
- Other religious and non-religious bodies
- National bodies in Neath Port Talbot with an interest in Religion, Values and Ethics
- Parents and carers.

Overview

This document sets out details regarding teaching and learning in the mandatory element of Religion, Values and Ethics (RVE) in line with the Curriculum for Wales, for all Neath Port Talbot schools maintained by the local authority. This document has been adopted as the agreed syllabus for RVE in Neath Port Talbot in accordance with the Curriculum and Assessment (Wales) Act 2021.

From September 2022, the Curriculum for Wales will be implemented by all primary schools and setting in respect of all learners up to and including Yr. 6. In respect of year 7 learners, schools will have flexibility on whether to 'opt in' to the Curriculum for Wales in September 2022, or to introduce the new curriculum for years 7 and 8 together in September 2023.

Thereafter, the phased roll-out will continue as shown:

- Year 9 learners in September 2024
- Year 10 learners in September 2025
- Year 11 Learners in September 2026

During the period of curriculum roll out, as a school or setting 'adopts' the Curriculum for Wales Framework, they will be required to have regard to this document for those learners. Until then, these year groups should continue to follow the National Exemplar Framework for Religious Education, dated 7 September 2022.

Action

All maintained schools in Neath Port Talbot are legally required to 'have regard' to the Agreed Syllabus for RVE when designing their curriculum. The Local Authority (LA) has a legal duty to review the agreed syllabus every three years.

Further Enquiries about this document should be directed to:

The Support officer for Religion, Values and Ethics for Neath Port Talbot

Baglan Education and Training centre

Elmwood Road

Baglan

Port Talbot

E-mail: samuels12@hwbcymru.net

Tudalen45

Additional Copies can be obtained from:

Neath Port Talbot Standing Advisory Council (SAC) on Religion Values and Ethics
Baglan Education and Training Centre
Elmwood Road
Baglan
Port Talbot
E-mail: e.sweeney@npt.gov.uk

Related documents

[Curriculum and Assessment \(Wales\) Act 2021](#)

[Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)

<https://hwb.gov.wales/curriculum-for-wales>

Introduction

Religion, Values and Ethics (RVE) is the name Welsh Government has given to Religious Education in the Curriculum for Wales. **RVE is mandatory for all learners aged 3-16** and now sits within the curriculum, in the Humanities Area of Learning and Experience (Area), along with geography, history, business studies and social studies. RVE incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas of Learning and Experience.

RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance on Hwb, which includes the Religion, Values and Ethics guidance, **all schools in Neath Port Talbot have to have regard to the Neath Port Talbot agreed syllabus for RVE when designing their school curriculum.** It is the governing bodies' responsibility to support and guide the head teacher in the implementation of this. It is the local Authority's responsibility to monitor the statutory provision for RVE, and they are supported in doing this by the Neath Port Talbot Standing Advisory Council (SAC) on Religion, Values and Ethics.

This document was adopted as the Neath Port Talbot agreed syllabus for **RVE in DATE TO BE ADDED ONCE ADOPTED**, following a formal recommendation to the LA by the Agreed Syllabus Conference on 7 September 2022. The Curriculum for Wales Religion, Values and Ethics statutory Guidance on Hwb forms

the basis of the Neath Port Talbot agreed syllabus, and as such should be read in conjunction with this document.

This agreed syllabus is not intended to be a scheme of work. It provides a framework within which each school can best design its own local curriculum which includes RVE within the Humanities AoLE.

The RVE statutory guidance can be accessed via the Welsh Government's Hwb website:

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Summary

of legal changes

Schools should take note of the following points:

- the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
- the fact that a range of non-religious philosophical convictions are held in Wales

Schools should also take note of the following legislative changes which will have a significant impact on schools:

- there is no parental right to withdraw their children from RVE in the Curriculum for Wales
- maintained schools with nursery age children and funded non-maintained nursery setting must provide RVE for all their learners from age 3 from September 2022
- post 16 RVE in maintained schools is optional for 6th formers from September 2022.

More information can be found in the legal summary section on Hwb:

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics>

Summary of the RVE guidance

The statutory RVE guidance which forms the

basis of the Neath Port Talbot agreed syllabus for RVE, includes vital information for schools when designing their curriculum at a local level, such as:

- RVE within the Curriculum for Wales
- Spiritual development
- Designing your curriculum for RVE
 - RVE and the four purposes
 - RVE and the statements of what matters
 - RVE concepts
 - The RVE lens (sub lenses in RVE)
 - Learner progression and learning journeys in RVE
 - Enriching learner experience in RVE
 - Key links to the other areas of learning
 - Points to consider for school and settings
- Ensuring inclusivity in RVE
- Education in funded non-maintained nursery settings
- Education other than at school

Responsibilities

It is the responsibility of the LA, School Governors and Head Teachers of community schools, foundation, and voluntary schools without a religious character in Neath Port Talbot to ensure that the provision in the curriculum for teaching and learning encompassing RVE has been designed having regard to the agreed syllabus. The Act requires this RVE provision to be implemented for all learners from age 3 to 16 years of age.

For Foundation and Voluntary Controlled schools with a religious character in Neath Port Talbot, it is the responsibility of the LA, School Governors, and Head Teachers to ensure that the provision in the curriculum for teaching and learning encompassing RVE has been designed having regard to the agreed syllabus. However, for those schools there is an additional requirement, which applies **only if the RVE provision does not also accord** with the school's trust deed, or the tenets of the school's religion or religious denomination. In this case the school must provide additional RVE provision that does accord with the school's trust deed, or the tenets of its religion or religious denomination. This is because, a learner's parent can request that their child is provided, instead, with this additional provision and if a request of this type is made, it must be complied with.

For Voluntary Aided schools in Neath Port Talbot, it is the responsibility of School Governors and Head Teachers to ensure that the provision in the curriculum teaching and learning encompassing RVE has been designed to accord with the school's trust deed or the tenets of its religion or denomination. However, there is an additional requirement which applies **only if the RVE provision does not also have regard to the agreed syllabus**. In this case, the school must also include provision for RVE that has been designed having regard to the agreed syllabus. This is because a learner's parent can request their child is provided, instead, with this additional provision and if a request of this type is made, it must be complied with. More details on the provision of RVE in the curriculum for all types of schools can be found:

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics>

Enquiries regarding additional RVE provision in specific schools in Neath Port Talbot would need to be addressed to the Head teacher at the relevant school. More general information on Church in Wales schools can be found on <https://www.churchinwales.org.uk/en/about-us/education/religion-ethics-and-values-guidance/>. More general information on Catholic Schools can be found on <https://www.catholiceducation.org.uk/wales>.

The Standing Advisory Council (SAC) on Religion Values and Ethics

The function of the Standing Advisory Council on RVE is to advise the local authority on such matters connected with the provision of teaching and learning, under the Curriculum and Assessment (Wales) Act 2021, either in respect of the mandatory elements of RVE, or the post-compulsory education in maintained schools of optional RVE which includes:

- methods of teaching
- the choice of teaching materials
- the provision of teacher training.

In addition, the SAC may advise on any other matter the local authority may refer to the council or as the council may see fit.

Under Education Acts, the LA must provide local arrangements for dealing with Complaints. The SAC on RVE will therefore consider complaints about the provision of or lack of provision of RVE. The arrangement will give parents and others the opportunity to ensure the proper provision of RVE across all schools in Neath Port Talbot.

The right to withdraw in the Curriculum for Wales

From September 2022, there will be no parental right to withdraw from RVE in respect of all learners up to and including year 6, as the Curriculum for Wales will be implemented by all primary schools and settings from this date.

Secondary schools will have had flexibility on whether to 'opt in' to the Curriculum for Wales in September 2022, or to introduce the new curriculum for years 7 and 8 together in September 2023. For those secondary schools and settings that have not opted into the Curriculum for Wales in respect of year 7 in September 2022, the right to withdraw will remain for year 7 learners in 2022 to 2023 academic year but will cease to exist for their year 7 and 8 learners in the 2023 to 2024 academic year. From September 2023, there will be no right to withdraw in respect of year 7 and 8 as all schools and setting will have implemented the Curriculum for Wales for those learners. Therefore, the phased roll-out of the Curriculum for Wales will continue, and the right to withdraw will be removed for:

- Year 9 learners in September 2024
- Year 10 learners in September 2025
- Year 11 Learners in September 2026

More information on the right to withdraw can be found in the legislative summary on Hwb <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics>

Curriculum Time

There is no legal requirement for a school's curriculum to provide a specific number of hours or lessons for any subject or discipline. However, as one of the mandatory elements of the Curriculum for Wales RVE should have equity with other disciplines within the Humanities Area of Learning and Experience. The Curriculum for Wales requires all schools to offer a broad and balanced education, which enable learners to make links between different disciplines and Areas of Learning and Experience. Therefore, curriculum design should draw together different disciplines, including RVE to provide learners with a coherent and holistic learning experience, which incorporates the following:

- the cross-curricular skills of literacy, numeracy, and digital competence
- the skills integrated in the four purposes
- consideration of the cross-cutting themes.

More information about the role of disciplines in learning is available on Hwb:

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#the-role-of-disciplines-in-learning>

As learners progress, they should have greater opportunities to engage with different disciplines and to specialise within them, particularly when they reach the later progression steps. The Curriculum for Wales guidance tells us that this process should be supported by discipline-specialist teaching, which, along with the multi-disciplinary approach to curriculum design, should prepare learners to seek to specialise further during learning post-16. **This will require specialists to teach RVE and specialists to have input in designing the RVE within humanities.**

While learners should have opportunities to specialise, the curriculum must remain broad and balanced and each learner should continue to draw on learning from each Area throughout their time in compulsory education, which includes the mandatory elements of RVE. Schools will be expected to enable all learners to access a range of courses of study and to take suitable qualifications at the end of the compulsory education. More information on suitable qualifications, including Religious Studies GCSE will be available from Qualifications Wales in due course.

Collective Worship

Schools should take note that the curriculum time for RVE must **not** include time given to daily acts of collective worship. Collective worship sits outside the curriculum and has its own legal standing and requirements. Parents may still request that their children are withdrawn from collective worship from September 2022, if they wish.

Post 16 RVE

In the curriculum for Wales, the mandatory status of RVE has been removed for Sixth Forms in maintained schools in Wales and therefore RVE is now optional for these learners. However, this does not prevent individual schools with Sixth Forms from timetabling RVE for all students if they wish to. If schools, choose not to timetable RVE for their Sixth Forms then individuals have the right to 'opt in' to RVE and the school would legally have to provide RVE for that or those learners. More information on Post 16 RVE can be found in the legislative summary on Hwb <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics>

Where a Post 16 learner requests RVE pursuant to section 61 of the Act the RVE must be designed so that it:

- reflects the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
- also reflects the fact that a range of non-religious philosophical convictions are held in Wales.

There are a variety of ways that a school can provide RVE for Sixth Formers who request it. For advice on this type of provision schools can contact the RVE Support Officer or Neath Port Talbot SAC on RVE for support. Contact details are available on page 2 of this document.

Resources

A wide range of resources should be available including religious and non-religious artefacts and objects, sacred and philosophical writings, other texts and reference books, adequate library provision and access to ICT, visits to local places of worship and other special places, landscapes and environments, including those with significant religious and spiritual dimensions, and appropriate visitors from the local community, including those from faith and belief groups that are represented locally and across Wales.

Staffing and In-Service Training

A co-ordinator for RVE should be designated in all schools and settings. This can be the person who already has responsibility for Humanities or any other appropriate person. Fully accessible resources and regular programmes of professional learning should be provided.

The role of the practitioner

In RVE the practitioner will support learners in developing an understanding of religion and non-religious philosophical convictions through the exploration of different beliefs and practices and the values and ethics of people in their local, national, and global communities so that they can recognise and appreciate the part that faith and belief play in life.

In the Curriculum for Wales RVE is **objective, critical and pluralistic** both in content and pedagogy; it is not about making learners 'religious' or 'non-religious.' Therefore, the teacher **must take a non-confessional approach** to the exploration of any faith, belief or denomination. The expressions 'objective, critical and pluralistic' comes from the European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own 'cynefin' (locality) and in Wales, as well as the wider world.

RVE **must be pluralistic** in nature and seek, amongst other things, to impart knowledge, develop skills and offer experiences that will deepen understanding, encourage informed judgements, and develop positive attitudes and values. There is no place in RVE for the coercion of a child into any particular faith, belief, or denomination, or conversely into none at all. However, this does not prohibit providing learning opportunities in which learners can experience meeting people to whom faith and belief is important. Therefore, visitors of faith and belief groups in the local and wider community should be encouraged and developed in order to help support a shared sense of cynefin.

Sensitivity to the beliefs, values and practices of others should always be a consideration. The question of whether or not a teacher makes known their personal beliefs is a matter for the individual teacher and needs to be handled professionally. A teacher's convictions or lack of conviction, expressed to the class or not, should not prejudice and educational approach taken to the subject.

Local and national Faith and Belief groups

There are a number of different faith and belief groups in Neath Port Talbot that schools can engage with to enhance teaching and learning in RVE. More information about faith and belief groups represented locally, including useful information about these groups and how to contact them can be found in Appendix 4.

APPENDIX 1: Glossary of terms

Agreed Syllabus An Agreed Syllabus is a statutory document which outlines what should be taught in Religion, Values and Ethics (formally Religious Education) in all maintained schools across Wales. Each local authority has its own locally agreed syllabus.

Agreed Syllabus Conference A statutory body brought together by the local authority in order to produce an agreed syllabus for Religion, Values and Ethics for its maintained schools to have regard to. It is a separate legal body from a SAC.

Areas of learning and experience (AoLE) The Curriculum for Wales' organising structure will comprise six AoLE, which are designed to encourage strong and meaningful links across different disciplines. The AoLE listed in the Act are:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Community school A school that is funded and run by the local authority, which owns the land and buildings, and determines the admission arrangements.

Cynefin The place where we feel we belong, where the people and the landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat,' cynefin is not just a place in a physical or geographical sense: it is the historic, cultural, and social place which has shaped and continues to shape the community which inhabits it.

Curriculum A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Foundation school A school that is funded by the local authority but is run by the school governing body. The governing body employs the school staff and has primary responsibility for admissions. The school land and buildings may be owned by the governing body or a charitable foundation.

Funded non-maintained nursery setting Private provision, including playgroups and childminding, for children under the age of 5.

Have regard To 'have regard to' requires that a person take into account the guidance, engage with it, and carefully consider it before making a decision. Having done so, there would need to be a good reason for any departure from it and for not complying with it.

Hwb Hwb is the digital platform for learning and teaching in Wales. Hwb provides its users with access to a range of centrally funded, bilingual, digital tools and resources. It is the Welsh Government's strategic digital channel to support the delivery of the curriculum in Wales.

Maintained schools Schools that a local authority has a duty to maintain. They include:

- Voluntary schools
- Community schools and community special schools
- Foundation schools and foundation special schools
- Any maintained special school not set up in a hospital

Maintained special schools Schools providing special education needs funded by a local authority.

Mandatory Something that is mandatory is demanded by law and must be done.

Non-confessional An impartial approach to teaching Religion, Values and Ethics that does not require or encourage the learner to be religious or to accept a prescribed religious teaching.

Pluralistic/pluralism A system in which two or more religions or non-religious philosophical convictions, groups, principles, sources of authority, etc., coexist.

Standing Advisory Councils on Religion, Values and Ethics (SACs) Formerly called a Standing Advisory Council on Religious Education (SACRE) these are re-named Standing Advisory Councils on Religion, Values and Ethics and their constitution amended. All local authorities are required to constitute a SAC within their local area. SACs are an independent body which consider provisions for religious education within their local authority.

Voluntary controlled school A school that is funded by the local authority, but the school land and buildings are usually owned by a charitable foundation (e.g., the Roman Catholic church or Church in Wales). The local authority employs the school staff and has responsibility for admissions, but will consult with the charitable foundation in drawing up the admission policy.

Voluntary aided school A school that is part funded by the local authority and partly by a charitable foundation (e.g., the Roman Catholic church or Church in Wales) which owns the school land and buildings. The governing body employs staff and decides admission arrangements and contributes to building and maintenance costs.

APPENDIX 3: Education in funded non-maintained nursery settings

RVE provision in a funded non-maintained nursery setting should be considered as part of an overarching holistic approach to learning and development. The 'Designing your curriculum for RVE' section of the Religion, Values and Ethics guidance on Hwb provides further information on RVE for ages 3 to 16, including the example learning journeys from age 3 to support practitioners in these settings with this holistic approach. Young learners are endlessly curious; they enjoy exploring and investigating by themselves and with others, and naturally ask questions about life and the world around them. Through engaging, practical, integrated activities in this period of learning, they can begin to learn more about themselves, other people, and the wider world. Effective, learner-centred pedagogy, which is responsive, dynamic, and embedded in strong relationships, should be central to the development of RVE provision in a setting. Through play, learners are able to develop their ideas, opinions and feelings with imagination, creativity, and sensitivity, which can help inform their view of the world. Spending time outdoors supports learners' social, emotional, spiritual, and physical development, as well as their well-being. Being outdoors also helps them to develop an awareness of the need to show care and respect for living things. Learners in this period of learning are beginning to understand the concept of 'difference.' Practitioners should encourage them to share their knowledge and experiences of their own beliefs, heritage, and traditions, as well as those of others (for example, through songs, stories, and role play). This can help young learners understand more about themselves, as well as about experiences and viewpoints which may differ from their own. A supportive, nurturing environment, where learners can learn about each other's differences and similarities, can help them to begin to develop respectful relationships and a sense of responsibility. They can begin to explore the language of rights and start to understand their right to believe different things and follow different beliefs. Through this, learners from an early age can begin to identify and understand how their actions may affect others, and learn to reflect on and revise their own perspectives, as appropriate.

APPENDIX 4: Local faith and belief groups

For details about local faith and belief groups in and near Neath Port Talbot, contact Neath Port Talbot Standing Advisory Council (on Religion Values and Ethics).

E-mail: e.sweeney@npt.gov.uk

Some national faith and belief websites are included below:

UK Bahá'í Community <https://www.bahai.org.uk>

Cytûn – Churches together in Wales <https://www.cytun.co.uk/hafan/en/home>

Humanists Wales <https://humanists.uk/wales>

The Board of Deputies of British Jews <https://bod.org.uk>

The Buddhist Council Wales <http://buddhistcouncilwales.blogspot.com/p/organisations.html>

The Catholic Church in England and Wales <https://www.cbcew.org.uk>

The Church in Wales <https://www.churchinwales.org.uk>

The Muslim Council of Wales <https://muslimcouncil.wales>

The Pagan Federation <https://www.paganfed.org>

The Sikh Council of Wales <http://sikhcouncilofwales.com>

Wales Evangelical Alliance <https://www.eauk.org/about-us/nations/wales>

Appendix 2

First stage Integrated Impact Assessment (see attached)

Impact Assessment - First Stage

It is essential that all initiatives undergo a first stage impact assessment to identify relevance to equalities and the Welsh language as well as an evaluation of how the proposal has taken into account the sustainable development principle (the five ways of working); an incorrect assessment could ultimately be open to legal challenge.

The first stage is to carry out a short assessment to help determine the need to undertake a more in-depth analysis (the second stage).

Relevance will depend not only on the number of people/service users affected, but also the significance of the effect on them.

When completing the first step you must have regard to the following:

- Does the initiative relate to an area where important equality issues have been, or are likely to be, raised? (For example, funding for services to assist people who are victims of rape/sexual violence or individuals with particular care need; disabled people's access to public transport; the gender pay gap; racist or homophobic bullying in schools)
- Is there a significant potential for reducing inequalities, or improving outcomes? (For example, increasing recruitment opportunities for disabled people).
- Does the initiative relate to instances where opportunities to use the Welsh language are likely to be affected or where the language is likely to be treated less favourably? (For example, increase the number of Welsh speakers moving from/to a certain area; closing specific Welsh language services or put those services at risk services;
- Does the initiative relate to the improvement of economic, social, environmental and cultural well-being? To what extent does the initiative prevent things getting worse? (For example, funding for services to assist in cultural well-being; changes in policies that promote independence and/or assist carers)

1. Provide a description and summary of the initiative.

Identify which service area and directorate has responsibility for the initiative.

2. Identify who will be affected by the initiative.

If you answer **Yes** to service users, staff or wider community continue with the first stage of the assessment

If you answer **No** to service users, staff or wider community or **Yes** to 'Internal administrative process only', go to **Question 5 – sustainable development principle**.

3. Using relevant and appropriate information and data that is available to you think about what impact there could be on people who share protected characteristics; whether they are service users, staff or the wider community.

Some things to consider include:

- transport issues
- accessibility
- customer service
- cultural sensitivity
- financial implications
- loss of jobs

Definitions of impacts (either positive or negative):

- High – likely to be highly affected by the initiative
- Medium - likely to be affected in some way
- Low - likely to be affected by the initiative in a small way
- Don't know - the potential impact is unknown

You **must** provide reasons, and indicate what evidence you used, in coming to your decision.

4. Using relevant and appropriate information and data that is available, think about what impact there could be on opportunities to use the Welsh language and in treating the language no less favourably than English.

Definitions of impacts are the same as in **Question 3**.

The classification 'Don't Know' should be categorised as 'High Impact' in both questions 3 & 4.

5. Consider how the initiative has embraced the sustainable development principle in accordance with the Section 7c of the Well-being of Future Generations Act 2015.

Give details of the initiative in relation to the 5 ways of working:

- **Long term** - how the initiative supports the long term well-being of people
- **Integration** - how the initiative impacts upon our wellbeing objectives
- **Involvement** - how people have been involved in developing the initiative
- **Collaboration** - how we have worked with other services/organisations to find shared sustainable solutions;
- **Prevention** - how the initiative will prevent problems occurring or getting worse

6. The most appropriate statement must be selected (and the relevant box ticked) based on the first stage of the assessment and an explanation of how you have arrived at this decision must be given.

In addition a summary of the how the initiative has embraced the sustainable development principle must also be included.

Where the first stage of the assessment indicates that a more in-depth analysis is required the second stage of the assessment will need to be completed and this will need to be started immediately.

A first stage assessment must be included as a background paper for all Cabinet/Cabinet Board/ Scrutiny Committee Reports.

Where the first stage assessment is completed by an accountable manager it must be signed off by a Head of Service/Director.

Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: Agreed Syllabus for Religion, Values and Ethics
Service Area: Education Development
Directorate: Education Leisure Lifelong Learning

2. Does the initiative affect:

	Yes	No
Service users	X	
Staff	X	
Wider community	X	
Internal administrative process only		X

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their age.
Disability		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has

						been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their disability.
Gender Reassignment		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of gender reassignment.
Marriage/Civil Partnership		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their marriage/civil partnership.
Pregnancy/Maternity		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of pregnancy/maternity.

Race		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their race.
Religion/Belief					X (L)	This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their religion. We acknowledge that we do not know if individual parents might raise concerns but historic evidence tells us that very few if any pupils were/are withdrawn from RVE in LA schools.
Sex		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their sex.
Sexual orientation		X				This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory

						SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. As such there is no impact on people because of their sexual orientation.
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4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		X				
Treating the Welsh language no less favourably than English		X				

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5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		X				

To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		X					
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6. Does the initiative embrace the sustainable development principle (5 ways of working):

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	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	X		This is mandatory. Parents do not have the right to withdraw their children from RVE lessons. It provides children with the opportunity to understand different views and opinions. This proximity is likely to promote tolerance and understanding and is likely to support their well-being.
Integration - how the initiative impacts upon our wellbeing objectives	X		It supports schools to promote diversity and the best start in life.
Involvement - how people have been involved in developing the initiative	X		Schools involved indecision making. Teachers and school leaders are represented on SACRE, as are elected Members and representatives of local faith and belief groups.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	X		Teachers and school leaders are represented on SACRE, as are elected Members and representatives of local faith and belief groups.

Prevention - how the initiative will prevent problems occurring or getting worse	X		This agreed syllabus is designed to promote inclusion, diversity, tolerance and understanding.
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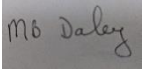
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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	<input type="checkbox"/>
Reasons for this conclusion	
<p>This agreed syllabus shows regard to the Curriculum for Wales and the RVE Welsh government guidance. It has been developed by SACRE (Standard Advisory Council for RVE) in NPT and WASACRE (Welsh Advisory SACRE). It is in response to the Curriculum and Assessment (Wales) Act 2021. Which states that every local Authority must develop their own agreed syllabus as RVE is locally determined. It is mandatory that every LA develops an agreed syllabus.</p>	

A full impact assessment (second stage) is required	<input type="checkbox"/>
Reasons for this conclusion	

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	Name	Position	Signature	Date
Completed by	MB Daley	Lead Education Support Officer		17-1-23
Signed off by	CDMillis	Head of Service/Director	<i>CDMillis</i>	170123

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Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board Thursday 19th January 2023

Report of the Head of Education Development – Christopher Millis

Matter for Monitoring

Wards Affected:

All Wards

Report Title. School Improvement Team - Support visits monitoring

Purpose of the Report:

To provide members with information on support visits carried out in the Autumn term 2022 by Education Support Officers and Teacher Development Officers

Executive Summary:

This report will provide information on how the Education Development Service (EDS) carries out support visits

Background:

This monitoring report provides Members with information on the range of visits carried out in all Neath Port Talbot schools during the Autumn term 2022.

Current position

Since September 2022, 60 out of 62 primary, secondary and special schools received a number of visits from members of the school improvement team (two will be visited in January 2023, due to staff illness). Each school has received a core visit which in nearly all cases involves at least one member of the governing body and is usually followed (although not on the same day) by the headteacher's performance management. The reason for this is due to time constraints and also it provides time to reflect on the priorities identified in the visit. This core visit is in most cases supplemented with a range of other visits, usually to support school improvement priorities, for example, to support the teaching of literacy, numeracy, digital competency and Welsh. Schools are also supported with bespoke visits that follow cluster workshops, for example school staff attend workshops that focus on pedagogy, curriculum design and/or assessing.

What happens in a core visit?

The purpose of a core visit is two-fold. Firstly, it is to validate the school's self-evaluation and improvement plan. Secondly it is to identify support for the school and negotiate next steps in development. The visit will evaluate a wide range of areas and these broadly match the same areas that Estyn will cover, although this is a supportive visit and not inspectorial. The focus will be on the following:

- Identifying strengths and areas for development in pupil progress, particularly around the four purposes of the curriculum for Wales, their cross curricular and integral skills
- Identifying strengths and areas for development in pupil wellbeing and attitudes to learning
- Identifying strengths and areas for development in teaching, curriculum and assessing
- Identifying strengths and areas for development in care support and guidance
- Identifying strengths and areas for development in leadership
- Negotiating support with the school leaders

Support for schools causing concern

We do not currently have schools causing concern, however we do have schools at risk of causing concern and that may be for a range of reasons. These include where a school has particular HR issues, staff sickness, new leadership etc. In these cases, the school improvement team provides additional support in a timely manner. Where there are specific challenges around additional learning needs and where poverty is a significant barrier the Inclusion Service and school improvement team work together to support the school in a systematic and timely fashion.

Support for self-evaluation and Improvement planning

Self-evaluation is a key element of school improvement. A school that can identify its own strengths and areas for improvement plan effectively and demonstrate impact is a school that is doing well and making progress. Following covid schools have needed additional support to identify these needs and school improvement officers have worked with schools to plan for this evaluation over a sensible period of time. Where schools have the capacity to do this themselves, school improvement officers can validate this evaluation and in collaboration with the school test the impact of their improvement planning.

There are significant pieces of work to support the development of literacy, numeracy, digital, leadership, teaching and schools being at the heart of their community.

Roles and responsibilities

There are currently 12 Education Support Officers and two teacher development officers. Added to this is a Welsh team made up of four part time posts who support English medium primary schools.

ESO	Area of responsibility
Mike Daley	Lead Education Support Officer
Maria Edwards*	Secondary networks
Sarah Griffiths	Early years/Foundation phase/Mental Health and Wellbeing
Tracy Hazel*	Pedagogy and evolving learning
Andrew Herbert	Leadership/Accountability
Owain Hyett*	Assessment and progression

Rachel Reed*	Secondary networks
Jonathan Roberts	PDG/Youth justice and early intervention
Anne Stoker	Curriculum design
Meirwen Watts	Welsh medium education and language development
Gayle Shenton*	Professional learning
Helen Woodford*	Collaboration and Partnership
Rachel Samuel*	Relationship and Sexuality Education/ Religion Values and Ethics

- Seconded from school

Key issues and priorities following the core visits –

The current improvement priorities for the school improvement team are:

1. All pupils in NPT realise the 4 purposes because of excellent teaching
2. To develop inspirational leaders working collaboratively to raise standards
3. To develop professional learning and create a high-quality education profession that will ensure that learners in NPT will realise the four purposes
4. To develop parental engagement in NPT schools so that the schools are at the heart of their community

Members of the school improvement team, along with senior leaders within the Education Directorate meet with colleagues in Welsh government and Estyn on a regular basis. We discuss a range of issues to do with curriculum readiness, approaches to support, assessing in the curriculum for Wales, progress in the curriculum and curriculum design. We frequently invite colleagues from both Estyn and Welsh government to attend workshops, conferences and informal meetings to discuss collaboration and our approach.

Seven NPT schools have been inspected since inspections resumed in April 2022. Five primary schools and two all age schools. One all age school will be reviewed by Estyn in a year's time. The other six schools will receive no follow up. As a local authority we only have one school in follow-up which is one of the best profiles in Wales.

Financial Impacts:

No implications

Integrated Impact Assessment:

'There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring purposes'.

Valleys Communities Impacts:

All schools are involved in this process

Workforce Impacts:

No implications

Legal Impacts:

No implications

Consultation:

'There is no requirement for external consultation on this item'

Recommendations:

Matter for monitoring – no recommendations required.

Implementation of Decision:

Matter for monitoring – no recommendations required.

Appendices:

No Appendices are attached to this report

Officer Contact:

Mike Daley – Lead Education Support Officer m.daley@npt.gov.uk

Chris Millis – Head of Education Development c.d.millis@npt.gov.uk



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

NEATH PORT TALBOT COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Head of Education Development – Chris Millis

Matter for Information:

Wards Affected:

All

Employability, Skills and Food Poverty Programme Update from within the Education Leisure and Life Long Learning Directorate

Purpose of the Report:

To update Members regarding the employability, skills and food poverty programmes within Neath Port Talbot.

Executive Summary:

There are a number of different activities delivered in the employability area of the Education directorate that supports people living in the communities. Food poverty is also part of this section of the directorate. Details can be seen below.

Communities for Work (CfW), is an employability programme working in partnership with Department of Working Pensions (DWP). The

programme has had 1,411 engagements and 551 job entries over the life of the programme.

Communities for Work Plus (CfW+) is the holistic employability programme, bridging any employability gaps in provision. The programme currently has 2,045 engagements and 929 job entries.

The Communities for Work Plus Young Persons Guarantee programme commenced this financial year and provides increased employability support for young people aged 16 to 24 years of age. To date there has been 241 engagements and 90 job entries.

Skills and Training are supporting people through initial engagement and apprenticeship pathways in addition to alternative curriculum in schools. Over 130 learners on programme last year and additionally 45 young people from the schools completing courses such as construction, ground works and health and safety.

Commercial courses within Skills and Training helped over 800 people complete courses in a variety of subjects.

The Legacy Fund provides support for a number of services including the Legacy Youth Support for schools.

Shared Prosperity Funding (SPF) will support communities throughout Neath Port Talbot. The team are currently developing the employability phase of the fund and hope this will start in January 2023.

Food poverty grants have been given to the organisation by Welsh Government to support an increased number of people facing food poverty. The ELLL directorate have recently started to administer the fund. The grant scheme is currently live to organisations and being promoted locally.

Background:

Communities for Work is funded by the European Social Fund and is in partnership with DWP. Funding for this programme will end in 2023. This programme has two priority age categories, Priority 1, 25+ and older and Priority 3, 16-24 years old, both provide an intensive mentoring one-to-one provision for those who are furthest away from the labour market with individuals either being long term unemployed, economically inactive or NEET (Not in Education Employment or Training). From the beginning of the programme (July 2016) to date we have had 1,411 engagements and 551 job entries over the four delivery areas being Neath, Afan Western and Sandfields. Mentors from NPT LA and Advisors from DWP work as one team to ensure the best results for their individuals.

Communities for Work Plus (CfW+) is a 16+ employability programme which focuses on bridging the gaps of current European provision. CfW+ programme enabled those who were unemployed, not eligible for European employability programmes to provide one-to-one intensive support, advice and guidance, taking away restrictions of postcodes and being able to work with anyone of 16+. This includes those who are in employment, looking to seek career progression, or have extra hours to increase their monthly earnings. Welsh Government recognise that in work poverty is increasing and this programme will help to provide support for those who are barely surviving on their monthly earnings. To date both programmes are running seamlessly. Referrals continue to be a steady flow with 2,045 engagements and 929 job entries.

Communities for Work Plus Young Persons Guarantee commenced on the 1st April 2022. The purpose of this fund is to provide an increased employability support offered for young people (aged 16 to 24) across the existing CfW+ structure. To date we have engaged with 241 young people and achieved 90 job entries. This programme

will be embedded into the new Communities for Work Plus programme due to commence 1st April 2023.

Skills and Training (S&T) aim to provide the best possible service within work based learning which are run in partnership with Pathways Training (NPT College Group), helping and supporting young people aged 16-19 years on a traineeship programme and aged 16+ on an apprenticeships programme, within the community of Neath Port Talbot and surrounding areas.

Jobs Growth Wales + (old traineeship programme) and apprenticeships have a long and successful history of providing young people with highly effective work-integrated learning to secure employment pathways. It is also a route to progression, and we have seen learners with low self-esteem and confidence being able to sustain work placements and going onto our apprenticeship programmes becoming qualified hairdressers, health and social care advisors and childcare supervisors. The learners thrive on work experience, applying their skills and being empowered with paid employment. There were over 130 learners on the programme last year. Income has also increased within the programme with contracts enhanced by over £200,000 this financial year.

S&T also offer an alternative curriculum programme to NPT schools and are working with Ysgol Bae Baglan to upskill and qualify learners in hairdressing and barbering. Currently S&T have 45 young people on programme. Others such as Ysgol Hendre Felin and Cefn Saeson opt for construction work, ground works and health and safety where they train at Tir Morfa Centre in Sandfields.

The Skills and Training commercial arm offer training internally and externally, generating additional income for the department, whilst developing a reputation for providing good quality, effective industry recognised training, meeting the needs of businesses locally and supporting individuals to maintain or develop their skills and knowledge. Over 800 people gained qualifications in first aid,

paediatric first aid, manual handling, site safety plus, food hygiene and health and safety.

Tir Morfa Centre has successfully been refurbished into a place where young people feel comfortable. Defined spaces have been reallocated to community groups to ensure that allotment space is used to its full potential. Tir Morfa is hoping to be registered as a Warm Hub over the coming months, where we will make the centre available for those who need a warm space and warm refreshments during this very difficult time.

The Legacy fund continues to deliver provision for welfare rights, mental health, digital support and youth support due to funding from Welsh Government.

UK Shared Prosperity Fund (SPF) will support the UK Government commitment to level up all parts of the UK. The fund is designed to succeed and improve upon European structural funds, but is not a direct replacement. There are 3 investment priorities: community and place, supporting local business and people and skills including multiply. As part of people and skills, employability will form one of the anchor projects for Neath Port Talbot.

NPT Employability will provide a holistic co-ordinated employability provision within Neath Port Talbot. We aim to raise aspirations, develop soft skills and look to inspire our people to ensure they are supported throughout their journey. The project will also build upon existing Welsh Government funded projects such as Communities for Work Plus, a person centred approach programme looking to removing barriers to employment, education and training through a wide range of interventions. This can incorporate softer elements such as motivation, confidence building, work experience and volunteering. Experienced European Social Fund (ESF) programmes such as Cynnydd, Workways+ and Communities for Work will form part of an innovative provision where those from the age of 11 years of age + will have access to an enhanced provision tailored to the

needs of that individual. Having a wrap-around, single front door provision for employability will ensure that our residents in Neath Port Talbot have the help, support and advice to meet their individual needs.

NPT Council have received Welsh Government funding in order to support an increased number of people facing food poverty. Known as the Household Support fund, it was previously administered by Corporate Strategy who renamed it the Food Poverty Fund. This fund has now been transferred to the Education directorate to manage.

A further Welsh Government Grant the Direct Food Support Award, with the same objectives of supporting people facing food poverty has also been allocated recently. Both grants have been combined and promoted as the Neath Port Talbot Food Poverty Fund, in total they amount to £139,578.00.

Awards are granted to eligible organisations via an application process administered by the Food Legacy co-ordinator. The funding is currently open for applicants at any time in order for organisations to utilise the funds this year. A cap is in place in order to give as many organisations as possible funding. This is currently set at £7,000. Guidelines explaining the criteria and the application process are currently on the Council website.

To date 13 organisations who submitted applications were successful and funding of approximately £28,588.74 for activities such as purchasing essential food and baby formula, volunteer training in food hygiene, ingredients for cooking sessions, development of a community growing scheme and the supply of food for children attending summer camp, who would normally be in receipt of free school meals, has been awarded.

The Food Legacy co-ordinator is continuing to map and build up a relationship with a network of local community food services and is also keen to work closely with NPT Local Area Co-ordinators and

Members in order to promote the Food Poverty Fund and link in with other services and funding available for people that need support in this time of deep crisis. It is anticipated that the Tir Morfa Community Fridge, when it opens, will be an 'informal' opportunity to promote the many services and funding streams available to help with the cost of living crisis.

Financial Impacts:

There are financial implications within the delivery of Communities for Work programme ending on the 31st March 2023. All other budgets are being monitored at present.

Integrated Impact Assessment:

There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

Valleys Communities Impacts:

The projects will have a positive impact on the valley communities in terms of support available locally.

Workforce Impacts:

Communities for Work (European Funding) will end delivery in March 2023 with the closure of the programme in August 2023. Staff have commenced the Management of Change process.

Legal Impacts:

There no legal implications associated with this report.

Risk Management Impacts:

There are no risk management implications associated with this report.

Consultation:

There is no requirement for external consultation on this item.

Recommendations:

For information

Reasons for Proposed Decision:

N/A

Implementation of Decision:

N/A

Appendices:

N/A

List of Background Papers:

N/A

Officer Contact:

Chris Millis, Head of Education Development – c.d.millis@npt.gov.uk

Angeline Spooner-Cleverly, Employability, Skills and Poverty Co-ordinator – a.spooner-cleverly@npt.gov.uk

Kerry Jones, Employability Manager – k.c.jones@npt.gov.uk

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board

Report of the Head of Property & Regeneration Simon Brennan

25th January 2023

MATTER FOR : Information

WARD(S) AFFECTED: Margam

Update on the Council's successful bid to Cadw for Emergency Works grant funding

Purpose of Report

To inform Members of the grant funding received from the Welsh Government (CADW) to deliver repair works to Margam Castle.

Executive Summary

To inform Members of the £500k Cadw Emergency Works Grant Funding bid, which was successfully secured to undertake repair works to Margam Castle.

Background

NPTC were invited by Cadw to apply for the Emergency Works grant funding in a competitive bid to secure funding to repair Listed Buildings that were at risk or vulnerable to deterioration.

The Property and Regeneration team have a rolling programme of works to undertake repairs to Margam Castle, supported by the Capital Programme and maintenance budget. Every funding opportunity is explored to secure additional funding to enhance the scope of the repair programme.

The budget was set by a programme and schedule of works prepared by our in-house team of Architects. The programme of works and funding application submitted to Cadw was for £500k and a grant offer letter for

the full amount was received on the 15th December 2022 and an acceptance letter reply was sent on the 20th December 2022.

The work has to be completed by the end of March 2023 and the grant funding also claimed by the end of the financial year.

The Repair Works

The repair work will include works to the following areas:

Main Tower: Repairs to stonework at high level on all elevations, including resetting of finial and crown stones

Brewery Tower: Repairs to stonework, including parapet crenulations, pointing and rainwater goods

Inner Courtyard: Repairs to copings, chimneys and gables to include dismantling and rebuilding stonework

North Elevation: Repairs to copings, gables and courtyard walls, including dismantling and rebuilding stonework.

Given the tight programme to achieve completion of these works and the difficulty in delivering building work at height and during the winter months, there is some flexibility in the grant conditions to vary the works. This will be agreed with Cadw prior to any changes. In the event of inclement weather affecting progress of the external works, a programme of works has already been prepared for scaffolding and surveying the internal Main tower which we will request as the variation works.

Financial Impact

There is no financial impact as a result of the grant funding. No match funding was required. The works are 100% funded by the Cadw grant.

Integrated Impact Assessment:

An IIA is not required to accompany this report as the purpose of the report is for Members information and not for decision.

Valleys Communities Impacts

There are no impacts on valleys communities

Workforce Impact

There are no workforce impacts associated with this report.

Legal Impact

The Council are required to comply with the terms and conditions of the Emergency Works Grant Fund specified in the Grant Offer Letter.

Risk Management

There are no risk management issues associated with this report.

Consultation

No external consultation has been required.

Recommendations

It is recommended that Members note the benefits of grant funding in supporting repair works at Margam Castle.

Appendices

None

List of Background Papers

None

Officer Contact

For further information on this report, please contact Andrew Collins, Regeneration & Economic Development Manager on 07771 674706 or e-mail a.collins@npt.gov.uk

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

EDUCATION SKILLS AND WELLBEING CABINET BOARD

25th January 2023

REPORT OF THE DIRECTOR OF EDUCATION, LEISURE AND LIFELONG LEARNING

MR A.D.THOMAS

Matter for Information.

Wards Affected: All wards

INSOURCING OF LEISURE SERVICES

1. Purpose of Report.

To update members on the revised timeline for the insourcing of indoor leisure services.

2. Executive Summary.

At the meeting of the Cabinet on the 1st February 2022, the then Cabinet took the decision to return the provision of indoor leisure services back into the Council.

At the meeting of the Cabinet on the 28th July 2022, Cabinet resolved that Members note the approach to the delivery of the insourcing by the 1st April 2023 and that the Director of Education, Leisure and Lifelong Learning in consultation with the Leader and the relevant Cabinet Member be granted delegated authority to make initial decisions required to present a full business case to Cabinet/Cabinet Board in October/November 2022 to achieve the delivery of the insourcing of leisure services by the 1st April 2023 (providing that such delegation shall not be utilised where there is a proposed change in service delivery and or significant cost to service delivery), and that future reports be brought to the Education, Skills and Wellbeing Cabinet Board.

The Council remains committed to bringing the services back under the Council's direct management. However, the economic climate has changed materially since the Cabinet made the decision to in-source the service and the purpose of

the report is to update members that officers are now working to a transfer of the service by no later than the 31st March 2024.

The purpose of this report is to update members of the target date that officers are now working to facilitate the transfer.

3. Background.

At the meeting of the Cabinet on the 1st February 2022, the then Cabinet took the decision to return the provision of indoor leisure services back into the Council.

At the meeting of the Cabinet on the 28th July 2022, Cabinet resolved that Members note the approach to the delivery of the insourcing by the 1st April 2023 and that the Director of Education, Leisure and Lifelong Learning in consultation with the Leader and the relevant Cabinet Member be granted delegated authority to make initial decisions required to present a full business case to Cabinet/Cabinet Board in October/November 2022 to achieve the delivery of the insourcing of leisure services by the 1st April 2023 (providing that such delegation shall not be utilised where there is a proposed change in service delivery and or significant cost to service delivery), and that future reports be brought to the Education, Skills and Wellbeing Cabinet Board.

However, the economic climate has changed materially since the Cabinet made the decision to in-source the service in February 2022.

The Council remains committed to bringing the services back under the Council's direct management, and although working to the target date of 1st April 2023 that officers had identified, the current financial climate highlights that such a date is no longer capable of being met.

Work has been ongoing to develop a funding package that would enable indoor leisure services to remain open in 2023-24 and which would also protect jobs in Celtic Leisure. The strategy we have been able to develop achieves this but means that there will be a resultant delay in completing the transfer of the service back under the Council's direct management. Officers now expect to complete the transfer towards the end of the next financial year and certainly no later than 31st March 2024.

In the next 12 months the Council will be intensifying our involvement in the operations of the organisation so that we can identify all new income streams

and all opportunities for making operational efficiencies. This is key to ensuring we build a sustainable business plan for the service beyond 31st March 2024.

Officers have discussed the matters with Trade Union Colleagues and advised them of this proposed new date. Trade Unions have facilitated a number of staff meeting with Celtic staff to reassure them that the transfer is not being cancelled but delayed.

Officers have also discussed the matter with Celtic Leisure who have confirmed that despite them working towards a voluntary winding up process by the end of March 2023, they are in a position to continue service provision with no reduction to the service. Celtic Leisure will retain the benefit of the indemnity afforded to them by the Council pursuant to the report to the then Cabinet in 2021.

4. Financial Impact

The latest report to the Education, Skills and Wellbeing Cabinet Board in November 2022 detailed the fact that the cost of running indoor leisure services 'in-house' had increased to an estimated additional c£4m per annum. This additional cost cannot be met in one year without impacting on service delivery.

The full year effect of continuing to operate indoor leisure services in 2023/24 via Celtic Leisure would mean that the company is still able to qualify for business rates relief and would continue to pay the company's pension (LGPS) contribution rate. The total of these two equates to a saving of c£1m per annum compared to the c£4m described above so an additional cost to the Council during 2023/24 of c£3m. This additional cost has been included in the Council's draft revenue budget proposals.

5. Integrated Impact Assessment

A first stage impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016. The first stage assessment has indicated that a more in-depth assessment is not required. This is attached at Appendix 1.

6. Valleys Communities Impacts:

There is no direct overall impact on any valley community as a result of this proposal over and above any other potential impacts that might be impacted on, for the following reasons:

- a. There would be no reduction in the facilities currently available.
- b. Rates of discount to concession users as currently offered will remain along with the Council's concessionary scheme for specific groups and individuals (Passport to Leisure Scheme).
- c. The Facilities shall be accessible by the full community during opening hours set by the Council.
- d. A wide-ranging and diverse programme of activities, targeted at encouraging greater levels of community participation across all relevant local social and cultural groups will continue.

7. Workforce Impact

At this stage there are no direct impacts on Council staff. However, there would clearly be workforce impacts on Celtic Leisure staff who will remain employees of Celtic Leisure until the transfer takes place. They remain on their current terms and conditions and these will not be impacted as a result of transfer taking place in by the end of March 2024.

8. Legal Impacts

At all stages of the transfer appropriate legal advice will be provided.

9. Risk Management

Failure to ensure the sustainability of Indoor Leisure Services, will affect the provision of leisure services in the Neath Port Talbot locality. In the next 12 months the Council will be intensifying our involvement in the operations of the organisation so that the Council can identify all new income streams and all opportunities for making operational efficiencies. There is no change to the decision to insource the service but allowing these efficiencies will ensure the Council is able to build a sustainable model of operation for the Council.

10. Consultation

There is no requirement for external consultation on this report. Discussions however have been had with Trade Union colleagues and Celtic Leisure. The Chief Executive has provide a letter to the trade union to clarify the reason for the delay. The Council will work with Celtic Leisure to ensure that all staff members within Celtic Leisure are kept updated on arrangements and the Council has sought to liaise with Celtic Leisure at all times to address any particular concerns raised, though to date these has been limited.

11. Recommendations

That members note that officers are now working to a transfer of the service in-house to the Council by no later than the 31st March 2024 and reports will be brought back to members throughout 2023/2024 to advise members of next steps in the insourcing.

12. Reasons for Proposed Decision

This report is for information only

13. Implementation of Decision

This report is for information only.

14. Appendices

Appendix 1 – Integrated Impact Screening Assessment

15. List of Background Papers

Cabinet Report of 1st February 2022

Cabinet Report of 28th July 2022

16. Officer Contact

Andrew Thomas

Director of Education, Leisure, Life Long Learning

Tel: 01639 763314

Email: a.d.thomas@npt.gov.uk

Paul Walker

Operations Coordinator Education, Leisure, Life Long Learning.

Tel: 07899923478

Email: p.walker@npt.gov.uk

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Appendix 1
Impact Assessment - First Stage

1. Details of the initiative

Initiative description and summary: IN SOURCING OF LEISURE SERVICES
Service Area: Support Services and Transformation.
Directorate: Education, Leisure and Lifelong Learning.

2. Does the initiative affect:

	Yes	No
Service users	✓	
Staff	✓	
Wider community	✓	
Internal administrative process only		✓

3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Disability		✓				The protected characteristic will not be affected as the service specification will not change, there is a

						requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity, including disabled people.
Gender Reassignment		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Marriage/Civil Partnership		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Pregnancy/Maternity		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Race		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Religion/Belief		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.

Sex		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.
Sexual orientation		✓				The protected characteristic will not be affected as the service specification will not change, there is a requirement in the service specification to deliver increases in activity levels from underrepresented/target groups identified as having no or low levels of physical activity.

4. Does the initiative impact on:

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	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		✓				The proposal has no impact on the ability to restrict people's opportunities to use the Welsh language as the service specification will not be changing. The design of all signs will take into account guidelines on bilingual design as issued by the Welsh Language Commissioner, and be equal in terms of format, size, quality, legibility and prominence
Treating the Welsh language no less favourably than English		✓				At no time will the Council be treating the Welsh language no less favourable than English as the service specification will not be changing. The specification requires a service of equal standing to Welsh and English speakers. All marketing literature will be fully bilingual.

5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		✓				There will no impact on the ability to maintain and enhance biodiversity as the service specification will not be changing.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		✓				There will no impact on the ability to maintain and enhance biodiversity as the service specification will not be changing.

6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
Long term - how the initiative supports the long term well-being of people	✓		The delay in the new delivery model will ensure that residents of Neath Port Talbot continue to have the opportunity to participate in physical activity, and access to high quality leisure facilities. It will also ensure our local environment, heritage and culture can be enjoyed by future generations.
Integration - how the initiative impacts upon our wellbeing objectives	✓		This proposal will ensure residents of Neath Port Talbot continue to have the opportunity to participate in physical activity This proposal will ensure local jobs, generating income for the local economy.

			<i>This proposal will ensure residents of Neath Port Talbot continue to have the opportunity to participate in physical activity</i>
Involvement - how people have been involved in developing the initiative	✓		As this is a decision for Neath Port Talbot Council there is not a requirement for involvement of additional parties in this decision, but trade unions and Celtic Leisure have both been consulted.
Collaboration - how we have worked with other services/organisations to find shared sustainable solutions	✓		As this is a decision for Neath Port Talbot Council there is not an opportunity for collaboration with any additional organisations, but trade unions and Celtic Leisure have both been consulted.
Prevention - how the initiative will prevent problems occurring or getting worse	✓		Failure to ensure suitable arrangements are in place will affect the provision of leisure services in the Neath Port Talbot locality

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7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) is not required	✓
Reasons for this conclusion	
<p>The proposal is non-discriminatory as no protective characteristic will be adversely affected.</p> <p>The proposal has no impact on Welsh Language.</p> <p>The Proposal has no impact on biodiversity.</p> <p>The proposal is in line with the Council's obligations under the Wellbeing of Future Generations Act 2015</p>	

A full impact assessment (second stage) is required	
Reasons for this conclusion	

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	Name	Position	Date
Completed by	Paul Walker	Operations Coordinator	18/1/23
Signed off by	Andrew Thomas	Director of Education, Leisure, Life Long Learning	18/1/23

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