

# PARTNERSHIP AGREEMENT

between

NEATH PORT TALBOT COUNTY BOROUGH  
COUNCIL (“the LA”)

and

THE GOVERNING BODY of **INSERT SCHOOL  
NAME** (“the Governing Body”)

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# **SECTION 1**

## **1. LEGAL BACKGROUND**

Section 197 of the Education Act 2002 enables the Welsh Government ('WG') to make regulations requiring each Welsh local authority to enter into a Partnership Agreement with the governing body of each school maintained by that local authority ('LA'). A Partnership Agreement is defined in the Act as an agreement about how an LEA and the governing body of a school will act to discharge their functions in relation to the school.

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 regulates the content of each Partnership Agreement.

If the local authority is unable to reach agreement with a governing body, it can draw up a statement setting out how the local authority and the governing body will discharge their respective responsibilities towards a school.

The local authority is committed to creating an environment that secures access to learning provision and opportunities for all children, young people and adults in order that they reach their potential and their ambition. Our vision is to champion the needs of all learners, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities. We want to ensure that learning is a safe, nurturing and fulfilling experience in all settings, where there is respect and due regard to equality, diversity and inclusion. We will work in partnership to ensure that schools and other providers meet the learning needs of all their pupils and students, building professional capital and collective responsibility throughout the system and ensuring that literacy and numeracy are at the heart of learners' development.

## **2. POLICY BACKGROUND**

This Partnership Agreement is intended to enhance and sustain effective partnership working between each local authority and the governing body of each school. In pursuance of this, WG has developed the Education in Wales: Our National Mission Action Plan 2017-21 to support improvements in learning and wellbeing of children and young people.

The National Mission focuses on the following four key enabling objectives:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellence, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

### **3. PURPOSE OF THE PARTNERSHIP AGREEMENT**

This Agreement is made under The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 and sets out how a local authority and each governing body are to discharge their respective responsibilities towards a school, whether as prescribed by legislation or as otherwise agreed between the local authority and the governing body under a Partnership Agreement. This document constitutes a Partnership Agreement between the local authority and the Governing Body, for the benefit of the School (hereinafter referred to as (“the Agreement”).

### **4. TERM**

The term of this Agreement is 3 years from 1<sup>st</sup> September 2022 unless circumstances as prescribed in Schedule 2 of the Regulations arise which will trigger a review sooner than 3 years.

### **5. LA RESPONSIBILITIES**

The LA agrees with the Governing Body and the School that it will:

- promote high standards in primary and secondary education including the promotion of all through education where applicable
- a total commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are equally committed to ensuring the safety and protection of all children and young people and will take action to safeguard their wellbeing.
- use its powers of intervention, suspend of right to delegated budgets or appoint additional governors where circumstance necessitate such actions
- prepare and publish a strategic plan that outlines key authority priorities in relation to education and learning.
- provide support in the following circumstances:
  - general advice and support
  - additional support for schools requiring intervention
  - additional support for schools who have had their right to delegated budget
  - suspended
  - additional support for schools where an inspection shows that a school
  - is causing concern

- support will be provided in the form of:
  - ✓ assist and promote the dissemination of good practice between all schools in its area, and provide opportunities for professional development
  - ✓ fund schools with a transparent formula
  - ✓ ensure and promote effective governance, leadership and management within schools
  - ✓ support improvements in teaching and learning through local and national initiatives
  - ✓ provide comparative data and high quality analyses of schools' performance\*
  - ✓ form an opinion on the data and share that opinion with schools, governing bodies, senior LA officers and elected members\*
  - ✓ agree challenging targets with schools regarding pupil attainment, attendance and behaviour
  - ✓ challenge every school to improve, and provide graded support as necessary in accordance with national categorisation models\*
  - ✓ intervene in schools where improvements are needed
  - ✓ ensure that there are arrangements in place for identifying pupils with additional learning and educational needs
  - ✓ ensure that pupils with additional learning needs receive the support and opportunities they need to fulfil their potential
  - ✓ support core training for school staff in order to better meet the needs of pupils
  - ✓ support schools in maintaining high attendance levels
  - ✓ provide an appropriate number of learning places and ensure an appropriate learning environment for all pupils
  - ✓ provide an Admissions service
  - ✓ provide high quality training
- provide governors with support and training
- secure effective transition of pupils from one key stage to another
- exercise its duty to maintain schools in its area including Voluntary Aided Schools
- exercise its duties under Health and Safety laws and regulations
- exercise its functions in respect of the control of school premises

## **6. GOVERNING BODY'S RESPONSIBILITIES**

The Governing Body agrees with the LA and the School that it will:

- maintain high standards of educational achievement, attendance and behaviour
- secure effective transition of pupils from one key stage to another
- act as a critical friend to the school and its leadership team
- set targets for performance of pupils at relevant key stage and targets for absence\*
- determine the aims, values, policies and priorities of the school
- exercise its duties under Health and Safety laws and regulations
- exercise its functions in respect of the control of school premises
- exercise its power to provide community facilities where possible
- provide the LA with the relevant reports on the discharge of its functions
- contribute to, and approve the School Self Evaluation, and School Development/Improvement Plan including renewal and approval of statutory policies and documents
- contribute to, and approve appropriation and expenditure within the school budget
- ensure that all pupils have access to a broad and balanced range of curriculum, and that the National Curriculum is taught with sufficiently qualified staff
- monitor and review the school's progress on a regular basis
- promote the wellbeing and safeguarding of staff and pupils (including safer recruitment)
- promote the effectiveness of the Governing Body
- provide parents and stakeholders with information regarding the school e.g., the annual report
- ensure attendance at mandatory and optional training events as deemed necessary
- ensure rigorous and robust Performance Management arrangements
- ensure that the school has due regard for The Equality Act 2010 in terms of decision making for pupils with ALN.
- ensure the school adheres to the Code of Practice and fulfils their statutory responsibilities in relation to ALN.

## **7. REVIEW**

A review of this Agreement will be undertaken by the LA and the Governing Body not less than 6 months before the expiry date of the term, or immediately should any of the following events occur:

- serious concern over the performance of the school justifying the service of a warning notice (in accordance with Section 8 below)

- the school goes into special measures, or a requirement for significant improvement is identified by inspection
- the LA uses its power to appoint additional governors
- the Welsh Ministers direct closure of the school
- the Welsh Ministers confirm proposals to restructure the provision of sixth form education
- statutory proposals are made and come into effect leading to:
  - amalgamations of primary / secondary schools
  - changes to ALN provision
  - introduction of permitted pupil selection arrangements (pupil banding)
  - alteration from single sex to co-education, or vice versa
  - introduction or ending of boarding provision
  - change of language medium of the school
  - where the LA makes, or the Minister approves, school re-organisation proposals which may lead to the establishment, alteration or discontinuance of the school
- the LA uses its power to suspend the Governing Body's right to a delegated budget
- consistent and upheld complaints by stakeholders against the school

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

A review could lead to:

- no change;
- amendment of the Agreement or Statement;
- replacement with a new Agreement or Statement; or
- the LEA drawing up a Statement if the school did not agree to changes to an Agreement

## **8. WARNING NOTICES**

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

- Ground 1: The standards of performance of pupils at the school are unacceptably low.
- Ground 2: There has been a breakdown in the way the school is managed or governed.
- Ground 3: The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to, severely prejudice the education of any pupils at the school.
- Ground 4: The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).



- Ground 5: The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- Ground 6: The governing body or head teacher has acted, or is proposing to act unreasonably, in the exercise of any of its, his, or her functions under the Education Acts.
- Ground 7: His Majesty’s Chief Inspector of Education and Training in Wales (“the Chief Inspector”) has given a notice under section 37(2) of the Education Act 2005 that the school requires significant improvement and that notice has not been superseded by the Chief Inspector giving notice under that section that special measures are required to be taken in relation to the school, or a person making a subsequent inspection making a report stating that in his or her opinion the school no longer requires significant improvement.
- Ground 8: His Majesty’s Chief Inspector of Education and Training in Wales has given a notice under section 37(2) of the Education Act 2005 that special measures are required to be taken in relation to the school and that notice has not been superseded by a person making a subsequent inspection making a report stating that in his or her opinion the school no longer requires special measures.

## **9. COLLABORATION**

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

## SECTION 2

### 1. PUPIL PROGRESS, ATTENDANCE AND TARGETS

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

<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<ul style="list-style-type: none"><li>• Discuss and agree pupil progress and interim school performance targets at relevant stages and KS4.</li><li>• Discuss and analyse school and LA target and performance data.</li><li>• Challenge schools that do not support pupils' progress well enough</li><li>• Provide professional development and guidance on analysing data.</li></ul>	<ul style="list-style-type: none"><li>• Set and analyse school and pupil performance targets annually in accordance with LA guidance and deadlines.</li><li>• Set sufficiently challenging and ambitious targets for attendance.</li><li>• Appraise the quality leadership and the schools' ability to support the progress of all learners</li><li>• Respond to the challenge set by the LA when progress in learning is not effectively supported.</li><li>• Arrange for school representatives to attend data (self-evaluation) training provided by the LA, in particular school governors.</li></ul>

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## 2.1 SCHOOLS' ENTITLEMENT TO LA SUPPORT

### ACTION TAKEN BY THE LA TO MONITOR SCHOOLS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Monitor and appraise schools' performance, individually and collectively, in relation to pupil achievement and progress, and the quality of the educational provision, noting strengths and weaknesses and identifying areas for improvement.</li> <li>• Share information on a regular basis, to improve communication about schools, drawing evidence from the following:               <ul style="list-style-type: none"> <li>• visits by Education Support Officers, Educational Psychologists, Inclusion Officers, Advisory Teachers etc.</li> <li>• information gained from meetings with, and visits by all school support teams and Education Support Officers.</li> <li>• Estyn report conclusions.</li> <li>• Identification of schools that require additional support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide an evaluation of school effectiveness in preparation for the Autumn Term dialogue between the school and the LA.</li> <li>• Develop effective self-evaluation and monitoring processes as a means of identifying strengths and areas for improvement.</li> <li>• Following the support visit process, ensure that agreed priorities become clear actions that address areas for improvement. Implement the Improvement/ Development Plan and monitor it.</li> <li>• Monitor, review and update the School Improvement Plan on a regular basis to reflect the outcomes of the self-evaluation process.</li> <li>• Continuous monitoring of the quality of teaching</li> <li>• Senior Management Team to fully share and explain the school's evaluation to the governors (including where appropriate the school's interim performance in relation to other similar schools and the school's benchmarking data.)</li> </ul>

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## 2:2 SUPPORT FOR SCHOOLS PLACED IN A STATUTORY CATEGORY BY ESTYN

In accordance with Section 39 & 40 of the Education Act 2005, the school and local authority are required to prepare a written statement of the action which they propose to take in the light of the report by Estyn along with the period within which they propose to take it.

LA	SCHOOL/GOVERNING BODY
<p><b>As a matter of urgency the LA will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school has an appropriate and detailed Action Plan to address identified shortcomings.</li> <li>• Undertake an urgent review of the school’s staffing structure.</li> <li>• Agree on a level of support for the school through initial and regular meetings including the Headteacher and Chair of Governors (and Diocese in the case of Voluntary Aided schools).</li> <li>• Offer, where appropriate, the support of a mentoring headteacher.</li> <li>• Provide significant additional support from other Educational Services to address specific shortcomings.</li> <li>• Undertake a firmer role in monitoring the school Action Plan and extra visits to assess progress on a regular basis.</li> <li>• The LA will produce an Action Plan to support, challenge and monitor the school’s progress in moving away from Special Measures/in need of significant improvement.</li> <li>• The Education Support Officer will provide regular progress reports for the Director of Education, Leisure and Lifelong Learning as well as the Chair of Governors, until the school is deemed ready to be removed from special measures.</li> </ul>	<p><b>As a matter of urgency the school must:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge the identified shortcomings and draw up a detailed Action Plan in consultation with the Governors, to address these recommendations.</li> <li>• Provide a copy of the Action Plan for the Education Support Officer.</li> <li>• Set up a monitoring system to ensure that the Action Plan is implemented within the agreed timetable.</li> <li>• School to provide detailed progress reports for the Governors and the LA.</li> </ul>

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| <ul style="list-style-type: none"><li>• Where a school does not improve, the LA will use its statutory intervention powers in accordance with the School Standards and Organisation (Wales) Act 2013.</li></ul> |  |
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Note that the LA has intervention powers that become operational when Estyn has named a school as one that requires special measures or one that needs significant improvement, or when the LA has serious concerns for the school without intervention. These intervention powers are implemented by the LA according to the specific matters of concern identified at the school. The LA will use its intervention powers as quickly as possible, starting with formal warnings to improve, to ensure the necessary improvements take place as soon as possible.

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

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Cultivate close working relationships between infant, primary and secondary schools by promoting and supporting area-based approaches.</li> <li>• Ensure there are appropriate arrangements and processes to support effective transition from school to FEI sectors and post 16 providers.</li> <li>• Facilitate, support and maintain transition plans between primary and secondary catchment areas.</li> <li>• Arrange for pupil data to be transferred between primary and secondary schools.</li> <li>• Facilitate, support and maintain Cluster plans</li> <li>• Ensure there are effective transition plans in place for pupils with ALN.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and review transition plans in relation to core aspects:               <ul style="list-style-type: none"> <li>➢ Management and cohesion;</li> <li>➢ Additional Learning Needs;</li> <li>➢ Joint curriculum planning;</li> <li>➢ Teaching and learning;</li> <li>➢ Assessing, monitoring and reporting on pupil progress;</li> <li>➢ Pastoral links;</li> <li>➢ Information on pupil achievement, attainment, attendance and behaviour;</li> <li>➢ The learning needs of individual pupils.</li> </ul> </li> <li>• Develop a shared understanding of progress, which includes consistent approaches to learning, teaching and assessment across KS2 and KS3.</li> <li>• Help pupils to make better progress by sharing expertise and ensuring continuity of work plans from KS2 to KS3.</li> <li>• Secondary Schools to receive National Test Data</li> <li>• Ensure pupil cohesion and progress.</li> <li>• Provide full information about any pupil’s participation in intervention groups in primary school so that the secondary school can review appropriately to ensure continued support.</li> <li>• Provide relevant and updated information to FEIs and post 16 providers as appropriate in order to facilitate successful transition.</li> </ul>

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## 4. SUPPORTING SPECIFIC LEARNING IN SCHOOLS

### 4.1 Early Years (3-7)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Offer training on foundation learning</li> <li>• Monitor the impact of training and appraise the quality of classroom provision.</li> <li>• Provide advisory support following self-evaluation activities</li> <li>• Offer advisory support on determining the assessment arrangements for learners on entry to school.</li> <li>• Inform and lead schools on national and local priorities.</li> <li>• Ensure the needs of learners with ALN are identified early and where appropriate, suitable plans and provision is identified and in place to meet need.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all members of staff are trained to implement Foundation learning requirements.</li> <li>• Monitor the impact of the training in the classroom and ensure follow-up actions.</li> <li>• Support, ensure implementation of, and monitor Advisory Team recommendations.</li> <li>• Ensure that statutory arrangements for on-entry assessment and reporting are implemented by complying fully with statutory assessment and reporting arrangements in accordance with Welsh Government annual guidelines</li> <li>• Identify school priorities through the self-evaluation process and target national and local initiatives to raise standards and quality</li> <li>• Fulfil duties in relation to The Equality Act 2010 and ALNET 2018 in relation to supporting learners on entry into school with ALN and / or Disability.</li> </ul>

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## 4.2 14-19 PROVISION

The LA, School and Governing Body will collaborate through the NPT 14-19 Learning Pathways Network. The group consists of all stakeholders who are involved in providing courses for 14 – 19 year olds, working in partnership to develop opportunities for all young people 14-19 years old within NPT. The learner is central to all developments and credence is given to the learner’s voice.

Regular reports on Learner participation and achievement are provided in accordance with the terms of the RCSIG grant the LA receives from the WG towards 14-19 provision.

LA	School/Governing Body
<ul style="list-style-type: none"> <li>• Set up a 14-19 Executive Network Group and action groups/networks. Organise regular meetings of these group.</li> <li>• Ensure that the requirements of the Measure are implemented and an appropriate curriculum delivered.</li> <li>• Ensure conditions in schools that promote a positive learning environment.</li> <li>• The 14-19 Coordinator to coordinate all relevant developments and monitor outcomes and ensure quality.</li> <li>• Monitor attendance at the school and promote inclusion.</li> <li>• Support schools to develop the 14-19 aspect of the Learning Pathways, leading to collaboration between all partners (schools, colleges and training agencies).</li> <li>• Strengthen the partnership co-operation between establishments.</li> <li>• Ensure that 14-19 learners are given the opportunity to express their opinion through ‘Learners Voice’ questionnaire.</li> <li>• Promote and ensure increased participation by 16-18 year olds in education, training or employment.</li> <li>• Introduce Hwb+ learning platform in each secondary school and promote the use and development of the learning platform in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant members to attend 14-19 Executive Network Group and the network/action groups. Implement resolutions agreed by these groups.</li> <li>• Develop appropriate Learning Pathways to meet the needs, interests and pupils’ aspirations from all levels of ability.</li> <li>• Promote the school as a learning environment for all. Provide relevant skills training throughout their school careers.</li> <li>• Ensure that the 14-16 or 14-19 curriculum meets the needs of all learners and where appropriate that complementary provision is facilitated to ensure that all learners leave school with qualifications.</li> <li>• Ensure as accurately as possible that learners are entered for the most appropriate courses and tiers relevant to their needs and that early entry is used to maximise pupil performance.</li> <li>• Set attendance targets and ensure inclusion.</li> <li>• Through collaboration with other establishments, ensure that the 6 Key Aspects of the 14-19 Learning Pathways are accessible and benefit all learners.</li> <li>• Increase the performance of 16 year olds across all performance measures and decrease the potential of pupils becoming NEET.</li> </ul>



<ul style="list-style-type: none"> <li>• To facilitate regular meeting with work based learning providers, schools and organisations that can help young people engage in education, employment and training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan the curriculum in partnership with others. Jointly plan timetables and offer common options.</li> <li>• Identify courses that could be offered through the partnership, in order to ensure viable and affordable classes.</li> <li>• Ensure that a range of activities and services of high quality are provided.</li> <li>• Ensure that the ‘School Council’ is representational and inclusive, and contributes effectively to the running of the school.</li> <li>• To target subjects/individuals that under- perform, specific targets should be set and appraisals undertaken to ascertain how these targets correspond to actual performance.</li> <li>• Every school to attend further training on how to use Hwb+ and promote the use of the learning platform in our schools.</li> <li>• Representatives from schools to be present in these meetings in order to cascade the information and decisions to the remainder of the staff.</li> <li>• Schools to understand the importance of developing ICT policies within schools.</li> <li>• To attend regular meeting with work based learning providers and organisations that can help young people engage in education, employment and training opportunities.</li> </ul>
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## 5. SUPPORTING VULNERABLE PUPILS

### 5.1 ATTENDANCE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures as agreed by the Local Authority.</li> <li>• Monitor and analyse attendance rates</li> <li>• Monitor attendance through the regular inspection of registers as per Welsh Government (WG) guidelines and attendance meetings with Education Welfare Officers.</li> <li>• Ensure a case management policy is undertaken and accurate and objective records and reports are available.</li> <li>• Maintain records of attendance meetings highlighting pupils with attendance issues and ongoing cases.</li> <li>• Local Authorities (LA's) Education Welfare Service (EWS) criteria for referral.</li> <li>• Education Welfare Officers (EWO) will visit schools regularly to provide professional advice, guidance, support and intervention on improving attendance and related issues.</li> <li>• The Education Welfare Service will provide professional advice, support and guidance to pupils/parent &amp; carers to ensure attendance related issues linked to absenteeism, including persistent absenteeism and lateness, is prevented from deterioration. Ensuring children and young people benefit from the educational opportunities provided to them.</li> <li>• Support lateness at school with late gate patrols, at varying times throughout the year.</li> <li>• Send single point of contact (SPOC) and other referrals where it is deemed necessary, to remove barriers to engagement linked to EWO caseload.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a consistent and common set of attendance procedures as agreed by the local authority.</li> <li>• Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and it is the Headteacher's responsibility to ensure its completion and accuracy.)</li> <li>• Accurately record and monitor the attendance of all pupils on the register. Under the Pupil Registration (Wales) Regulations 2010, attendance registers must be marked twice a day AM and PM, using the electronic system. It is an offence not to maintain accurate registers.</li> <li>• Have a good first day response system in place AM and PM with prompt follow up action to ensure the safeguarding of young people, include those known to be vulnerable.</li> <li>• Clearly distinguish between absences, which are authorised and unauthorised in line with WG criteria.</li> <li>• Headteachers to ensure regular checks of the electronic registers are made to ensure that there are 'no missing marks' and the accuracy of codes.</li> <li>• Regular monitoring of registers and noting pupils with attendance rates below 95%. Following the appropriate procedures and sharing the information with the Education Welfare Service.</li> <li>• Respond to termly attendance reports within 10 working days.</li> <li>• Return attendance rates to the LA electronically in accordance with WG guidelines.</li> <li>• Headteachers to set annual targets to reduce absence in conjunction with their</li> </ul>

<p>This is to include providing feedback at safeguarding meetings, where attendance has become a concern and a multi-agency approach is required to improve outcomes for the young person/family in a person centred way.</p> <ul style="list-style-type: none"> <li>• Provide advice on proven strategies that help promote attendance. Support in the development of school attendance policies and procedures.</li> <li>• The Education Welfare &amp; Elective Home Education Service work will ensure the equal rights of individuals, regardless of race, culture, religion, gender, age, sexual orientation, disability, social background or additional needs.</li> <li>• Where interventions have failed, the EWS will act on behalf of the LA and commence statutory proceedings, by enforcing a parents duty to provide an appropriate education, this may include prosecutions, fixed penalty notices (FPN), School Attendance Orders(SAO), or Education Supervision Order (ESO)</li> <li>• Work with the Police in undertaking Truancy Patrols.</li> <li>• Ensure schools follow procedures for Children Missing Education ( CME)</li> <li>• EWS will take the lead on all case referred through as CME.</li> <li>• We will ensure effective tracking mechanisms are in place, to help locate a child missing from education, including cross boundary, multi-agency approaches.</li> <li>• Receive updates from the Department for Education (DfE) on all CME leads across UK and Ireland. The Education Welfare Service Manager is named as the lead for Neath Port Talbot Council.</li> <li>• Working in partnership and hold CME meetings with England/Wales leads.</li> </ul>	<p>governing body.</p> <ul style="list-style-type: none"> <li>• Headteachers to review and monitor attendance rates and take action when necessary as part of the Support, Challenge and Intervention ladder.</li> <li>• Implement the annual attendance self-evaluation review and implement any action plan that might arise from the self-evaluation.</li> <li>• Develop a whole school policy on attendance and implement strategies to be used which will monitor and improve attendance.</li> <li>• Schools to notify EWO if attendance has become an issue due to bullying at school.</li> <li>• Schools to record all incidents of bullying, including the protective characteristics, as per the statutory guidance ‘Rights, Respect and Equality’ by Welsh Government.</li> <li>• Children Missing Education (CME) is a safeguarding issue. Schools should put in place effective systems for monitoring children and young people missing from education, reporting any concerns immediately to the Education Welfare Service.</li> <li>• Have clear child protection guidelines about the action to take should they become concerned about the whereabouts of any child or young person.</li> <li>• When a child or sibling appear to have gone missing or are withdrawn from a school without any notice given by the parent/carer or without the school being advised of a new school, the school should try to make contact with the parents/carers. If these efforts fail, the school should notify the Education Welfare Service promptly.</li> <li>• Schools cannot ‘off roll’ a young person who is CME. The All Wales Attendance Framework and Pupil Registration</li> </ul>
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<ul style="list-style-type: none"> <li>• We will respond to ‘requests for checks’ from other LA to help locate young people, who left their area, and may be under the radar of services within Neath Port Talbot.</li> <li>• When a young person is identified in Neath Port Talbot, the Education Welfare Service, will help support the young person into school. Where this fails, the Education Welfare Service will apply to the Law Courts a SAO.</li> <li>• Ensure schools follow procedures for Elective Home Education.</li> <li>• Requests received from school to the Education Welfare Service, will be picked up promptly. Support will immediately be put in place by the Elective Home Education (EHE) Coordinators.</li> <li>• The EHE Coordinators will offer professional advice, guidance and support to parents/ carers and young people regarding an education.</li> <li>• Where there are identified concerns regarding the vulnerability of a family, the relevant support will be offered and referrals to other professional services will be sort.</li> <li>• Annual visits will be undertaken including attendance at Statement/IDP reviews.</li> <li>• If it appears to the EHE Coordinators that a child of compulsory school age is not receiving suitable education, a 15 day notice will be served. The Service will offer support to the family to engage in home education. If a parents fails to satisfy the EHE Coordinators that an education is taking place a parent/carer will be served notice of a School Attendance Order.</li> </ul>	<p>(Wales) Regulations 2010 must be followed.</p> <ul style="list-style-type: none"> <li>• Known school movements should be followed up, to ensure a young person does not become CME. The Common Transfer File (CTF) should be uploaded to School to School (S2S). Any concerns relating to a young person not arriving at the new school/local authority area must be promptly reported to the Education Welfare Service.</li> <li>• Elective Home Education Requests (EHE). A young person cannot be removed from the school roll unless the school receives written notification that the child is to be home educated.</li> <li>• Where the child is attending a special school under arrangements made by the LA, parents must obtain permission from the LA before the child’s name can be removed from the register.</li> <li>• Schools to notify the Education Welfare Service on all requests from parents to Electively Home Educate, including the de-registration form.</li> <li>• After the school receives written notification of a parent/carer’s intention to home-educate their child(ren), the name of the child(ren) must be removed from the schools admissions register under (Regulation 8(1)(d) Education (Pupil Registration) (Wales) Regulations 2010). The school must notify the Education Welfare Service within the 10 school days following the date of removal (regulation 12(3)).</li> </ul>
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## **NPT Contacts**

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## 5.2 Exclusions and Disengagement

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Try to improve educational attainment by decreasing the number of days lost through exclusions and disengagement.</li> <li>• Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion procedures as outlined in Circular No. 1/2004 ‘School Exclusions and Pupil Referral Units’; or any other subsequent WG documentation amending those procedures.</li> <li>• Analyse and disseminate comparative data on fixed term and permanent Secondary School exclusions.</li> <li>• Attend all Governor meetings where permanent exclusions are discussed.</li> <li>• Challenge schools that do not meet targets.</li> <li>• Facilitate managed moves provision as appropriate and in line with agreed policy.</li> <li>• Provide training for staff to build their capacity to better support pupils with social, emotional and behavioural difficulties (SEBD).</li> <li>• Support schools in embedding the Whole School Approach to Emotional Health and Wellbeing.</li> <li>• Provide high quality training and intervention for schools in order to effectively support pupils with challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe WG recommendations regarding exclusion procedures set out in Circular No.: 1/2004 ‘School Exclusions and Pupil Referral Units’; or any other subsequent WG documentation amending those procedures.</li> <li>• Embed the Whole School Approach to Emotional Health and Wellbeing.</li> <li>• Implement strategies to manage behaviour effectively in the classroom and only issue exclusions as a last resort.</li> <li>• If concerned about individual pupils presenting with challenging behaviour, seek support, advice and training from the Wellbeing and Behaviour Service as well as wider Inclusion Service staff if appropriate.</li> </ul>

### NPT Contacts

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And for Inclusion / ALN support please see below



### 5.3 INCLUSION AND ADDITIONAL LEARNING NEEDS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Implement and monitor the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the new Code of Practice for ALN (2021).</li> <li>• Support schools in introducing new legislation and the implementation of new statutory documents for pupils with ALN.</li> <li>• Ensure schools are inclusive environments providing quality Inclusive and Additional learning provision (ILP and ALP).</li> <li>• Develop digital systems to support new legislation and processes.</li> <li>• Provide support to ensure the early identification of need and appropriate intervention, to enable learners with ALN to fulfil their potential.</li> <li>• Provide guidance and support to all schools, including specialist provisions and settings</li> <li>• Monitor, evaluate and review quality and impact of interventions and provision across all settings, facilitate sharing of good practice and support improvement.</li> <li>• Facilitate a multi-agency approach to meeting the needs of our most complex C&amp;YP</li> <li>• Provide a high level of appropriate training for all school based staff, which reflects the needs of C&amp;YP in NPT</li> <li>• Ensure that the LA keeps Additional Learning Provision under review and regularly monitors the capacity and effectiveness of its specialist provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement and monitor the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) and the new code of Practice for ALN (2021).</li> <li>• Ensure all school staff are appropriately trained in identifying and understanding C&amp;YP's additional learning needs and that the impact of continuing professional development in this area is reviewed regularly.</li> <li>• Develop, implement and review whole school policies to ensure inclusive learning environments.</li> <li>• All staff are aware of their responsibilities in the early identification of need and taking appropriate and effective action.</li> <li>• Monitor progress and impact of interventions and additional learning provisions.</li> <li>• Ensure all reviews are person centred and conducted in a timely manner.</li> <li>• Designate an Additional learning Needs Co-ordinator in accordance with the (Wales) Regulations 2020.</li> <li>• Ensure that school provides appropriate and effective high quality Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP) as outlined within the Additional Learning Needs Code for Wales (2021) and the NPT Principles and Expectations documentation.</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure that all schools receive a statutory School Based Counselling Service in line with the School Standards and Organisation Act.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly review the need of all learners with ALN to ensure school keeps ALP under review, in order to meet any change in need.</li> <li>• Ensure that they provide suitable accommodation and facilities for the School Based Counsellor to work within schools and adhere to appropriate referral pathways.</li> <li>• Fulfil duties in relation to The Equality Act 2010 and ALNET 2018 in relation to supporting learners on entry into school with ALN and / or Disability.</li> </ul>
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### **NPT Contacts**

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## 5.4 SUPPORT FOR CHILDREN LOOKED AFTER (CLA)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Work closely as community planning partners in a shared responsibility for children looked after.</li> <li>• Establish a clear shared vision and priorities to improve outcomes for children looked after.</li> <li>• Ensure a rigorous and systematic approach to the evaluation of services for children looked after.</li> <li>• Provide training to ensure that all relevant staff are aware of their corporate parenting responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a shared responsibility in identifying and meeting the needs of children and young people looked after and removing the barriers to their success in Education.</li> <li>• Ensure that admissions, programmes of learning and support are arranged and agreed with relevant staff promptly.</li> <li>• Set high expectations for children looked after and establish strong partnership working to meet their needs.</li> <li>• Promote positive attitudes and high expectations for children looked after and recognise and celebrate their achievements.</li> <li>• Include children looked after and listen to their voice.</li> </ul>

### NPT Contacts

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**5.5 Vulnerable Learners Service (VLS). The VLS Support Learners and families from Ethnic Minority (EM) backgrounds, those who speak English as an Additional Language (EAL), Gypsy and Roma Travellers (GRT) and Service Children (SC).**

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• To manage the Minority Ethnic Achievement Grant funding on behalf of the authority’s schools.</li> <li>• To manage other grants awarded to the VLS on behalf of the LA.</li> <li>• To work closely with the Education Welfare Service and schools to monitor attendance rates within the Gypsy and Traveller community.</li> <li>• To support schools to assess EAL learners English Language skills and provide accurate data for the WG PLASC annual collection.</li> <li>• To visits schools to monitor and support learners, including the assessments and progress of EAL pupils using the WG model of language acquisition.</li> <li>• Provide Support, advice for Vulnerable groups of learners from EM/EAL/GRT/SC Communities</li> <li>• Provide training for schools, enabling staff to understand the specific needs and cultural backgrounds of learners from different cultural and diverse backgrounds.</li> <li>• To Support/advise schools where learners from EM/EAL/GRT/GT/SC are at risk of underachievement.</li> <li>• To provide continues and suitable training for VLS staff, ensuring they understanding the latest research and pedagogy on EM/EAL/GRT/GT/SC pedagogy to provide suitable and current knowledge to share with NPT schools.</li> <li>• To provide school with suitable resources to support the learning of</li> </ul>	<ul style="list-style-type: none"> <li>• Notify the EAL VLS if schools require advice or support when a new EM/EAL/GT/GRT/SC learners has been admitted into the school.</li> <li>• Keep accurate and up to date records on the Language Acquisition of learners whose Second Language is English. (In accordance with the Welsh Governments model of English Language Acquisition.)</li> <li>• To attend training offered for school staff to understand the needs and provisions that’s schools have to put into place to support and understand cultural and diverse needs of EM/EAL/GRT/GT/SC Learners.</li> <li>• Utilise any funding allocated in accordance with MEAG regulations &amp; the guidance of the LA.</li> <li>• Schools should ensure that teachers and teaching staff who support EM/EAL/GRT/SC learners liaise with the VLS to make suitable provision (when appropriate) for their needs as well as ensure their learners are provided with appropriate strategies to access the National Curriculum.</li> </ul>

EM/EAL/GT/GRT/SC learners in NPT schools.

- To support and enable schools to communicate with parents/guardians /carers by translating appropriate documentation (where necessary), as well as attending parent meetings/review meetings where appropriate.
- To support the GRT/GT families/community who reside on Local Authority designated G and T sites including those living in private and social accommodation.
- To work in partnership with other organisations and agencies to support EM/EAL/GRT/GT/SC families and learners.
- To provide in class support where appropriate.
- To encourage and provide support for schools who enter EAL learners to gain external qualifications in their first language.
- To provide schools and other partners an understanding of cultural issues from the EM/EAL/GRT/SC communities.
- To encourage and provide support, advice and guidance to schools enabling them to celebrate cultural events.
- To ensure learners from the EM/EAL/GT/GRT /SC have their voices heard within NPT and be represented on appropriate platforms such as the Youth Council.

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## 5.6 SAFEGUARDING CHILDREN

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• The LA Education Safeguarding Officer and Deputy Safeguarding Officer are available to offer advice and guidance to school's Designated Safeguarding Person (DSP), the Designated Governor for Safeguarding and any other staff as required.</li> <li>• The LA offers regular safeguarding training for all school governors. This training includes information on the procedures to be followed when there are allegations against staff/volunteers.</li> <li>• The LA arranges regular, specific training for the school's Designated Safeguarding Person.</li> <li>• The LA's Education Safeguarding Officer will provide training materials for the annual staff training facilitated by the Designated Safeguarding Person.</li> <li>• The LA supports development of safeguarding practices in school by coordinating and monitoring the process of Safeguarding Peer Review.</li> <li>• The LA will provide a model Safeguarding and Child Protection policy, in line with Keeping Learners Safe, for schools to adopt.</li> <li>• The LA's Education Safeguarding Officer and Deputy Safeguarding Officer will offer advice and support to Headteachers and Chairs of governing bodies when they are managing allegations against staff.</li> <li>• The LA's Education Safeguarding Officer will ensure safeguarding information is disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• The Governing Body must nominate a Designated Governor for Safeguarding; the School must have a named member of staff with responsibility for Co-ordinating Safeguarding within the school (Designated Safeguarding Person) and at least one deputy. All staff, pupils, parents and carers must know the Designated Safeguarding Person and Deputy/ies.</li> <li>• The Headteacher will ensure the Chair of Governors is informed of all allegations against staff/volunteers. The Headteacher <b>must</b> attend Professional Strategy Meetings in line with the Wales Safeguarding Procedures.</li> <li>• The Chair of Governors <b>must</b> liaise with the LA and attend Professional Strategy Meetings if an allegation is made against the Headteacher.</li> <li>• The Chair of the Governing Body and the Designated Governor for Safeguarding will be <b>expected to</b> attend training so that they are conversant with their role and responsibilities.</li> <li>• All members of the Governing Body <b>should</b> receive Safeguarding training in line with Keeping Learners Safe (Welsh Government Guidance: 283/2022)</li> <li>• The Designated Safeguarding Person <b>must</b> regularly (at least every 3 years) attend safeguarding training so that they are conversant with their role and responsibilities.</li> <li>• The Designated Safeguarding Person will deliver a comprehensive safeguarding training to all staff on an annual basis, together with regular updates as necessary.</li> <li>• The School will report incidents of bullying,</li> </ul>

<p>appropriately to all DSPs.</p>	<p>racist abuse, discrimination and harassment to the Child and Family Support Team.</p> <ul style="list-style-type: none"><li>• The School's Designated Safeguarding Person alongside the Designated Governor for Safeguarding will review the Safeguarding policies on a yearly basis and present these to the governing body for ratification/adoption.</li></ul>
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**NPT Contacts**

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## 6. WELSH EDUCATION STRATEGIC PLAN (WESP)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Ensure and check that all schools provide accurate information regarding their language definition on PLASC every year; provide information for the public on the nature of the provision across the county.</li> <li>• Appoint a Welsh Language consultant to promote WESP targets within all schools and reducing surplus places in Welsh-medium schools.</li> <li>• Provide guidance on developing Welsh education provision, including annual school visits, offering advice and monitoring schools' progress with their School Development Plans. The LA will report on relevant progress against the Welsh in Education Strategic Plan.</li> <li>• Provide immersion provision for latecomers to the Welsh language in the North and South of the Local Authority.</li> <li>• Create a policy setting out the Local Authority's expectations of pupils continuing within the Welsh sector.</li> <li>• Provide advice, training and appropriate resources to promote the development and visibility of the new curriculum with the focus on confidence in the Welsh language.</li> <li>• Ensure that every school implements</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an accurate language definition on PLASC every year, and provide relevant information for parents about the school's language provision.</li> <li>• Schools to work in partnership the Welsh Language consultant with the aim of promoting and implementing WESP targets and reducing surplus places in Welsh-medium schools.</li> <li>• Schools to identify pupils within the system that require support from immersion provision and inform/signpost latecomers to the Welsh language to this provision.</li> <li>• Schools will support and implement the policy setting out the Local Authority's expectations of pupils continuing within the Welsh sector when dealing with parents, resulting in a collective responsibility to support parents and encourage confidence.</li> <li>• Schools to identify specific development needs and allocate specific budgets to meet training and resource requirements in line with the Curriculum for Wales framework.</li> <li>• Schools will implement the Welsh Language Charter and set ambitious targets aimed at improving Welsh</li> </ul>

<p>the Welsh Language Charter and sets targets aimed at improving Welsh language skills.</p> <ul style="list-style-type: none"> <li>• Provide Welsh language training for all teaching and non-teaching staff in all sectors.</li> </ul>	<p>language skills.</p> <ul style="list-style-type: none"> <li>• Schools to identify and encourage staff to partake in Welsh language training and courses.</li> </ul>
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## 7.2 LANDLORD AND TENANT MATTERS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide advice and guidance on all matters relating to the management of school premises including repairs and maintenance to buildings and grounds.</li> <li>• Provide funding through the schools' delegated budgets for day-to-day revenue repairs and maintenance.</li> <li>• Prioritise an annual programme of capital maintenance works subject to availability of funding and oversee all aspects of project management from design, procurement, construction, commissioning and handover.</li> <li>• Provide guidance regarding the property owner's duty and the school's duty as tenant with regard to buildings and grounds maintenance.</li> <li>• Advise schools on estate management matters, including queries and disputes regarding boundaries, land ownership, rights of way etc.</li> <li>• Discuss terms and sanction leases and agreements with third parties e.g. Childcare, Flying Start, After School Clubs</li> <li>• Arrange legislative servicing and testing of mechanical and electrical installations.</li> <li>• Conduct various legislative risk assessments e.g. asbestos, safe water, safety glazing etc.</li> <li>• Facilitate various legislative risk assessments e.g. fire, asbestos, safe water, safety glazing and where appropriate advise and organise remedial works etc.</li> <li>• Monitor the general condition/state of repair of sites.</li> <li>• Advise on relevant insurance requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform the LA before starting on any maintenance work.</li> <li>• Ensure all building maintenance work is undertaken in accordance with the LA's Financial Regulations and Corporate Procedures.</li> <li>• Ensure that works are only undertaken by suitably qualified, competent and indemnified contractors chosen from the appropriate category on the LA's Approved List of Contractors.</li> <li>• Ensure that the site is kept in good repair and meets Health and Safety Legislation requirements.</li> <li>• Determine the proportion of the delegated budget to be allocated for repairs and maintenance on an annual basis.</li> <li>• Draw the LA's attention to matters causing concern in relation to the management of the site and grounds.</li> <li>• Liaise on all maintenance matters causing concern with the nominated school Building Surveyor or Mechanical and Electrical Engineer and implement a suitable remedial action plan.</li> <li>• Take due regard to any assessments on the building before undertaking maintenance work.</li> <li>• Discuss insurance needs with the LA.</li> </ul>

	<ul style="list-style-type: none"> <li>Undertake an annual Health and Safety Audit and ensure that the Health and Safety Certificate is sent to the LA.</li> </ul>
<b>LA</b>	<b>SCHOOL/GOVERNING BODY</b>
<p>The LA also offers assistance, through the SLA, with all aspects of the work involved in managing the school site.</p> <p><b>Owing to legal requirements and possible outcomes in relation to this area of responsibility, schools/governors are required to give serious consideration to signing an SLA provided by the LA; protecting schools/governors if matters arise that are a cause for concern.</b></p>	

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### 7.3 SCHOOL SITE MANAGEMENT

The LA owns the property and has landlord status. The school occupies the site as a tenant. Although occupation and use of sites is under the control of the Governing Body, with community and voluntary controlled schools, the Authority DOES NOT own the property in the case of voluntary controlled schools.

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

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Property & Valuations Manager (Estates & Valuation)

01639 686980  
[d.phillips@npt.gov.uk](mailto:d.phillips@npt.gov.uk)

## 7.4 Health and Safety matters

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• In conjunction with the Corporate Health and Safety Section:-               <ul style="list-style-type: none"> <li>○ Monitor and review to ensure compliance with health and safety legislation;</li> <li>○ Provide advice and guidance on health and safety matters;</li> <li>○ monitor &amp; review the delivery of health, safety &amp; risk management in schools, via:                   <ul style="list-style-type: none"> <li>○ inspections of activities &amp;/or premises, &amp;</li> <li>○ audits of management arrangements;</li> </ul> </li> <li>○ provide advice and guidance to schools on the identification &amp; control of risks;</li> <li>○ encourage schools to adopt high standards of health, safety and risk management, intervening when necessary to make the school &amp;/or activities safe;</li> </ul> </li> <li>• The Occupational Health, Safety and Wellbeing Team (OHSWT) provides the necessary framework to deliver council services in line with the Health &amp; Safety at Work Act 1974 utilising the Corporate Health and Safety Policy, Health and Safety Procedures and associated forms, for schools including those required to:               <ul style="list-style-type: none"> <li>○ implement the corporate health and safety policy and health and safety procedures, &amp;/or;</li> <li>○ manage risks particular to schools sector;</li> </ul> </li> <li>• Provide occupational health advice and support including pre-employment screening &amp;/or health surveillance.</li> <li>• Ensure that health and safety issues are taken into account when:</li> </ul>	<ul style="list-style-type: none"> <li>• Develop local management arrangements for implementing the health and safety policy and requirements of the LA.</li> <li>• Exercise day-to-day control of the school premises &amp;/or activities, adopting safe practices in accordance with the risk assessments &amp;/or guidance provided by the LA.</li> <li>• Co-operate with the LA, including its monitoring arrangements, and report any matters that may jeopardise the LA's ability, as an employer, to comply with its health &amp; safety responsibilities.</li> <li>• Ensure that all accidents, hazardous events or conditions are reported &amp; investigated in accordance with the relevant procedures and to co-operate with any investigation of health and safety in their workplace so that causes can be established, lessons learnt and our performance improved.</li> <li>• Encourage employee involvement in health, safety and risk management at the school, and that an effective health and safety committee meets regularly which supports managers efforts to develop a positive health and safety culture.</li> <li>• Co-operate with the LA's Building Services Manager(s) regarding the provision, upgrade, repair and maintenance of the school premises so that they remain safe.</li> </ul>

<ul style="list-style-type: none"> <li>○ appointing &amp;/or supervising the work of contractors, and that only competent contractors are engaged, in accordance with the relevant health, safety &amp;/or procurement procedures;</li> <li>● Provide advice and guidance to employees &amp; pupils with appropriate personal protective equipment, and ensuring it is used &amp;/or worn when necessary;</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that any defects &amp;/or hazardous conditions identified within the workplace(s) for which they are responsible are reported and dealt with in a timely manner and – in the interim – areas of the workplace &amp;/or items of equipment that present serious and imminent danger to person are isolated.</li> <li>● Conduct occasional inspections &amp;/or tours of the premises to ensure that risk controls continue to be effective, and that a safe means of access and egress is provided &amp; maintained (e.g. fire escape routes are clear and fire alarm system remains operational).</li> <li>● Ensure that health and safety issues are taken into account when: <ul style="list-style-type: none"> <li>○ choosing, specifying, procuring &amp;/or introducing equipment &amp;/or substances into the workplace.</li> </ul> </li> <li>● Ensure that any equipment, machinery, or dangerous substance, is always used by employees or pupils in accordance with the instructions &amp;/or training they have been given.</li> <li>● Ensure staff and governors attend health and safety training courses provided.</li> </ul>
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### **NPT Contacts**

Cath Bevan

Occupational Health, Safety  
And Wellbeing Manager

07770408944

[c.bevan@npt.gov.uk](mailto:c.bevan@npt.gov.uk)

Helen Owen

Health and Safety Officer

07887632137

[h.owen@npt.gov.uk](mailto:h.owen@npt.gov.uk)

Ruth Weaver

Health and Safety Officer

07870264576

[r.weaver@npt.gov.uk](mailto:r.weaver@npt.gov.uk)

General Health and Safety Enquiries

01639 763950

[healthandsafety@npt.gov.uk](mailto:healthandsafety@npt.gov.uk)

## 7.5 ACCESS TO EDUCATION: ADMISSIONS POLICY

The LA admits pupils to maintained schools as a central function. It has also been agreed that the LA assist St Joseph's RC School and 6th Form with Year 7 admission applications.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide an appropriate range and number of school places.</li> <li>• Coordinate effective arrangements for admitting children to schools. Including setting the oversubscription criteria</li> <li>• Calculate the school's capacity and admission numbers and ensure schools are not overcrowded.</li> <li>• Arrange School Admissions Appeals.</li> <li>• Organise School Admissions Forum twice a year.</li> <li>• Ensure that offer letters for secondary school places are issued on the *1<sup>st</sup> March or the next working day.</li> <li>• Ensure that offer letters for primary school places are issued on the *16<sup>th</sup> April or the next working day.</li> <li>• <i>*(unless this date falls on a non-working day, letters will be issued on the next available working day)</i></li> </ul>	<ul style="list-style-type: none"> <li>• The LA's Admissions Officer should accept any in year application before the pupil is admitted to school.</li> <li>• Agree annual admission numbers with the LA.</li> <li>• Manage class sizes appropriately and in line with WG regulations</li> </ul>

### NPT Contacts

Helen Lewis  
Admissions Officer

01639 763580  
[h.lewis@npt.gov.uk](mailto:h.lewis@npt.gov.uk)



## 8. GOVERNORS' SUPPORT SERVICE

The LA will:

- Provide a service to create new/temporary Governing Bodies that involves preparing and updating Government Instruments.
- Provide help and advice for Governors and Headteachers on managing regulatory and procedural matters.
- Provide up-to-date, accurate, relevant information for Governors to help them fulfil their roles.
- Deliver a suite of training to governors that will include mandatory requirements such as induction, data and chair training, along with broader range of subject matters based upon relevant school policies and Regulatory changes.
- Facilitate a forum for Chair and Vice-Chair of Governors, with members of the senior management team that will promote best practice and partnership working.

LA	SCHOOL/GOVERNING BODY
<p>Governor Training</p> <ul style="list-style-type: none"> <li>• Provide a coordinated training programme.</li> <li>• Offer advice, support and training to Governing Bodies or/ and their clerks.</li> <li>• Deliver Welsh Government mandatory training.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the attendance of governors at training courses.</li> <li>• Identify specialist governors to attend training courses.</li> <li>• Monitor and take action towards governors who do not attend mandatory training.</li> </ul>
<p>Reports</p> <ul style="list-style-type: none"> <li>• Develop model template policies, guidance material and resources.</li> <li>• Keep governor records: membership, terms of service and minutes of meetings.</li> <li>• Offer guidance and advice on the process of conducting governor elections.</li> <li>• Administer the process of appointing local authority governors.</li> <li>• Provide guidance on the content of the Annual Report to Parents and any report requested by the LA.</li> <li>• Provide guidance and advice on developing school policies</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate good partnership arrangements with other schools, Governing Bodies and the LA.</li> <li>• Work with the LA to improve recruitment and selection procedures.</li> <li>• Ensure that those Governors required to do so have a DBS.</li> <li>• Complete reports by the Governing Body regarding fulfilment of roles and the Annual Report to Parents and present them to the LA.</li> <li>• The Headteacher will produce a termly report for submission to the governing</li> </ul>

body as part of their termly meeting.

- Submit governing body minutes to the LA at the same time as other governors receive them.

### **SA**

Where no SA is undertaken, the Governing Body Clerk will be responsible for all Governor Clerking Services.

### **NPT Contacts**

Kathryn Gilbert  
Principal Schools Governance Officer

01639 763598  
[k.gilbert@npt.gov.uk](mailto:k.gilbert@npt.gov.uk)

John Burge  
Co-ordinator,  
Child & Family Support Team

[j.burge@npt.gov.uk](mailto:j.burge@npt.gov.uk)



## 8.1 COMPLAINTS

The LA has no statutory role in resolving complaints about schools – the statutory responsibility lies with the Governing Body. However, the Governing Body may ask for help to investigate a complaint, for advice on dealing with it, or advice regarding the response. The LA may choose to exercise its powers to review the procedure a Governing Body used to reach a decision, but not to operate as an appeal mechanism or review the decision itself. If the LA come to the conclusion that the process followed in a specific case is defective, it may ask the Governing Body to reconsider the matter.

The LA must be informed about any complaints about the Governing Body as a whole or in relation to an alleged criminal offence.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"><li>Develop model policies, procedures and practices so that schools are well advised and supported on complaints matters.</li></ul>	<ul style="list-style-type: none"><li>Adopt a compliant complaints policy and ensure full accessibility to all stakeholders, including placing a copy on the school's website.</li><li>Follow adopted policies, procedures and practices when dealing with complaints.</li><li>Set up a sub-committee to deal with complaints issues.</li></ul>

### NPT Contacts

Kathryn Gilbert  
Principal Schools Governance Officer

01639 763598  
[k.gilbert@npt.gov.uk](mailto:k.gilbert@npt.gov.uk)

John Burge  
Co-ordinator  
Child & Family Support Team

[j.burge@npt.gov.uk](mailto:j.burge@npt.gov.uk)

## 8.2 DISCIPLINARY MATTERS

The Headteacher and Governing Body are strongly advised to seek the advice of the LA and its Human Resources Officers before the school commences any disciplinary procedures in cases of serious misconduct and during every stage thereafter. The Keeping Learners Safe (Welsh Government Guidance: 283/2022) and other Wales Child Protection Procedures and ‘Welsh Government Disciplinary and Dismissal Procedures for School Staff’ should be followed when dealing with disciplinary matters involving Child Protection.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Develop policies, procedures and model practices so that schools are well advised and supported on employment matters.</li> <li>• Promote and monitor policies and practices that ensure equal opportunities.</li> <li>• If the LA is informed that allegations have been made against a member of staff, the LA will offer advice to the Governing Body.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt rules and procedures to regulate the behaviour and discipline of all school staff (schools may adopt LA policies or their own policies).</li> <li>• Follow adopted policies, procedures and practices when dealing with disciplinary matters.</li> <li>• Ensure equal opportunities for all members of staff and pupils.</li> <li>• The Governing Body should conclude disciplinary procedures against an employee who may be dismissed as a result of these procedures should that employee resign at any point during the process.</li> </ul>

**\* Please see the Human Resources Service Agreement as an appendix, which contains all the services provided to schools separately**

### NPT Contacts

Stephanie Evans  
HR Manager

[s.evans2@npt.gov.uk](mailto:s.evans2@npt.gov.uk)

## 9. FINANCIAL SERVICES

The Director of Finance is the designated responsible officer for ensuring that the LA makes arrangements for the proper administration of its financial affairs. The LA also provides an internal audit service

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> <li>• Provide guidance in the form of Standard Financial Instructions (SFIs) to ensure that schools have responsibility and accountability in relation to budget management.</li> <li>• Ensure that schools receive their indicative delegated budget shares as soon as the LA's budget is approved by Council.</li> <li>• Provide advice to schools on effective budget management.</li> <li>• Provide guidance to schools on the closing of the financial accounts at year end</li> <li>• To work with schools with deficit reserves to ensure that appropriate recovery plans are in place</li> <li>• Consult with schools regarding any changes to the schools formulae.</li> <li>• Consult with schools regarding new government grant initiatives.</li> <li>• Work closely with the Welsh Audit Office on the audit of specific grants</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to the LA's Standard Financial Instructions (SFI's)</li> <li>• Be proactive in planning future year's budgets. Schools may carry forward any surplus balances to assist future year budgets.</li> <li>• Report to the LA on an annual basis how it intends to utilise any surplus balances.</li> <li>• Not overspend the resources made available to them. Deficit budgets are <b>not</b> permitted without the prior approval of the Director of Education, Leisure and Lifelong Learning and the submission of a full recovery plan.</li> <li>• Undertake vigorous budget monitoring to ensure that they maximise available resources.</li> <li>• To ensure that any excessive reserve balance are not carried forward at year end</li> <li>• Play an active role regarding changes to the schools formulae.</li> <li>• Liaise with the LA regarding new grant initiatives and adhere to grant terms and conditions</li> <li>• Promptly implement the recommendations of internal audit reports wherever practical.</li> <li>• Publish PDG spending plans</li> </ul>

### NPT Contacts

Julie Merrifield,  
Support Services Co-ordinator

01639 763554  
[j.merrifield@npt.gov.uk](mailto:j.merrifield@npt.gov.uk)

Llywelyn Williams  
School Management & Information Manager

01639 763290  
[l.williams7@npt.gov.uk](mailto:l.williams7@npt.gov.uk)

## 10. SERVICE AGREEMENTS

The LA acknowledges the requirements placed upon the School and the Governing Body, especially in relation to legal responsibilities, and as such it has developed a number of SAs.

The SAs reduce the burden of following agreed protocols and ensure that any action taken conforms to legal requirements, and therefore protects the School and the Governing Body where the outcomes of their actions, if the worst should happen, could be challenged in a court of law.

In this context, the LA strongly advises the Governing Body to sign the SAs provided, since the consequences of not doing so could lead to significant legal obligations for the School and the Governing Body.

### A list of current SAs:

- Access to Leisure Services \*
- Building Maintenance Services \*\*
- Bursar Scheme \*
- Education, Library and Resource Services \*\*
- Financial Services \*\*
- Grounds Maintenance Service \*\*
- Human Resource Services \*\*
- Music Service \*\*
- Primary Support Officer Service \*Services
- Professional Clerk arrangements to the Governing Body\*\*

\* Primary School Service Agreements only

\*\* Primary and Secondary School Service Agreements

### Opt-out of SA

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

### Application of Service Agreements (SAs) to Schools

- Schools are not bound to take up Authority SAs and may opt out of Authority SAs. Schools which enter into SAs with the Local Authority are bound by the terms contained within each SA, which may allow for variation of terms and conditions.
- Schools opting into the Local Authority's Agreement will be bound by its terms and conditions. Governing Bodies should give the Local Authority the required notice in writing of the intention to opt out of the Local Authority's arrangements.

## 11. SCHOOL & GOVERNING BODY: POLICIES & DOCUMENTS

<b>Statutory Policies/Procedures</b>
Admissions Policy (Voluntary Aided and Foundation schools only/ Community and Controlled schools policy is set by the LA)
Charging Policy
Child Protection/Safeguarding Children in Education
Complaints Policy and Procedures
Curriculum Policy
Data Protection Policy
Equality Policies
Health & Safety Policy (Voluntary Aided and Foundation Schools only / Community and Controlled schools policy is set by the LA)
School Teachers' Pay and Conditions Policy
Performance Management
Pupil Behaviour and Discipline (including Anti Bullying) Policy
Sex Education
Additional Learning Needs/Special Educational Needs Policy
Staff Discipline, Conduct, Capability and Grievance Procedures

<b>Non Statutory Recommended Policies</b>
Premises Management Policy
School Toilet Policy
School Uniform Policy
Social Networking Policy/E-Safety Policy

Substance Misuse Policy
Sustainable Development Policy
Whistleblowing Policy
Whole School Food and Fitness Policy

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<b>Statutory Documents/Information</b>
Accessibility Plan
Action Plan following School Inspection
Annual Governors' Report
Assessment Arrangements
Careers Education and Information (Secondary schools only)
Freedom of Information Publication Scheme
Governors' Allowances (Schemes for payment of)
Home School Agreements
Instrument of Government
Intimate Care Policy
Healthcare Needs Policy
Minutes and Papers of the Governing Body
Register of Pupils and Register of Attendance
Register of Business Interests of Governors and Head Teacher
School Development Plan
School Prospectus
Target Setting
Transition Plan KS2 to KS3

<b>Non Statutory Recommended Documents</b>
School Self - Evaluation Document / Report



**A PARTNERSHIP AGREEMENT** dated the \_\_\_\_\_ 2023

**BETWEEN:**

(1) **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL** of Civic Centre,  
Port Talbot, SA13 1PJ ('the LA')

and

(2) **THE GOVERNING BODY**('the Governing Body') of \_\_\_\_\_  
**SCHOOL** ('the School')

**SIGNED** for and on behalf of **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

\_\_\_\_\_  
Director of Education, Leisure and Lifelong Learning

**SIGNED** for and on behalf of **THE GOVERNING BODY** of \_\_\_\_\_ **SCHOOL**

\_\_\_\_\_  
Chair of Governors



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

**APPENDIX 1**

# **Human Resources Service Level Agreement Primary Schools**

## **Service level agreement for the provision of HR services to Primary Schools 2023-2025**

### **Purpose**

To provide LLAN representatives with a draft service level agreement for the provision of HR services to Primary Schools within Neath Port Talbot County Borough Council. This draft is provided to promote discussion so that the general requirements for HR support can be agreed, as well as specific priorities for 2023-2025.

### **Background information**

The HR team is led by the Head of People and Organisational Development, who reports directly to the Director of Strategy and Corporate Services . All key HR activities are planned and delivered in consultation with Corporate Directors and Heads of Service.

Head teachers will be aware of the financial challenges which the Council have faced over the last 10 years which has resulted in a reduction across the HR team. As a result of this, it is more important than ever that the work of the team is planned and focused on the priorities of service users to ensure that the available resources are used in a way that is most effective and where the team can add the most value.

### **Scope of services provided**

The four HR teams, set out below, provide a range of workforce related services across the Council to a number of service users and stakeholders:

- Human Resources
- Training, Learning and Development
- Occupational Health & Safety Team
- Emergency Planning Team

### **Suggested priorities for 2023-2025**

Suggested priorities are set out in the attached draft service level agreement. NAASH are asked to provide feedback in relation to the suggested priorities with a view to agreeing a programme of work for the HR team that will best support Head teachers in from 2023-2025.

### **Agreement**

Agreed at LLAN meeting on Date TBC

**Contact**

Sheenagh Rees, Head of People and Organisational Development

Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

Telephone: 01639 763315

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## Service Level Agreement for the provision of HR services

### 1. Service Provider

HR Division  
Neath Port Talbot County Borough Council  
The Quays, Brunel Way, Briton Ferry, Neath SA11 2GG

Head of People and Organisational Development – Sheenagh Rees  
Tel: 01639 763315  
Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

### 2. The Client

Head teachers and Governing Bodies of Primary Schools in Neath Port Talbot County Borough Council

### 3. Service Specification

The services to be provided under this Agreement are outlined in Appendix 1 to this Agreement.

These services will be provided to support the Client in better managing and developing the Neath Port Talbot Primary School workforce, leading to improved outcomes for all pupils.

These services will comprise a combination of (a) responses to requests for advice and other HR support, along with (b) a pre-planned programme of work which reflects priorities determined by the Client.

The priorities for the 2023-2025 period are as follows:

#### **Employment policies:**

- Schools Grievance Procedure
- Schools Dignity at Work Procedure
- Schools Disciplinary Policy and Procedure
- Capability Policy
- Schools Pay Policy

#### **Employee relations:**

- Provision of advice and guidance in the event of any industrial action
- Support and advice in relation to Employment Tribunal cases
- Support and advice at negotiating and consultation forums, ELLL Negotiating Forum, Education JCG, Education, Health and Safety Committee
- Attendance and HR advice on policy and process at Staff Disciplinary and Dismissal Committees and Staff Disciplinary and Dismissal Appeal Committees

#### **Safeguarding:**

- Continue to utilise the electronic process for administering Disclosure and Barring Service checks, in collaboration with Powys Council, improving efficiency of safe recruitment pre-employment checks.
- Continue to provide training and guidance support to Schools to promote a culture of safe recruitment and safe employment practice.
- Attendance, support and HR advice at PASM and relevant school Governor meetings.

#### **Management of Change:**

- 2023-2025 Budget – ongoing HR support from 1<sup>st</sup> September 2023 onwards for all schools implementing staffing changes to achieve a balanced budget
- Budget – HR support to address any workforce planning actions required, together with any resultant management of change support.

#### **Workforce-related Head teacher and Governor Training**

- Specific topics and events to be in accordance with LLAN priorities and delivered as agreed by the Chair of LLAN.
- Safeguarding in Schools Training to continue to be delivered bi-annually in conjunction with the Education Safeguarding Officer during the 2023-2025 period.
- Training in relation to Sickness Absence management, the Schools Disciplinary Procedure and Redundancy Procedure to be provided annually and also on an ad-hoc basis as necessary.

#### **Maximising Attendance at Work**

- Ongoing support from the HR team and the Occupational Health Unit to support Head teachers and Governing Bodies to manage and reduce the incidence of sickness absence in the school workforce.
- Specific Long Term Absence Management Support, funded by schools to be agreed via a separate Service Level Agreement

#### **Recruitment and Resourcing**

- Advice in relation to the Council's Safe Recruitment Policy
- Advice in relation to the recruitment process
- Advice on employment contracts

#### **4. Response Arrangements**

- (i) Matters requiring an urgent response will be given priority over other requests for advice or support, with an initial response made at the earliest opportunity;
- (ii) Responses to non-urgent matters will be made as soon as reasonably practical having regard to the nature, scope and complexity of the matter to be addressed;
- (iii) In all cases, the impact or potential impact of the issue concerned will be clarified by the Head teacher so that the urgency of response required can be properly assessed;
- (iv) The HR service described in this Agreement will typically be available from 8.45 a.m. to 5.00 p.m. Monday to Thursday, and 8.45 to 4.30 Fridays, but every effort will be made to provide

any additional service required at other times, with reasonable notice, particularly in relation to the annual cycle of budget-related staffing changes.

## **5. Monitoring arrangements**

- (i) Summary details of the service provided by the HR team will be monitored by the Service Provider and will be discussed with the Client as part of agreed annual review procedures;
- (ii) Any concerns arising on the part of the Client or Service Provider regarding the operation of this Agreement should be highlighted as soon as possible so that the matter causing concern can be addressed at the earliest opportunity.

## **6. Review Procedure**

This Agreement will be reviewed every 2 years to consider its operation and to agree any changes required about any aspect of this Agreement.

## **7. Procedure for Dispute Resolution**

The parties to this Agreement will undertake to use their best endeavours to resolve any dispute arising, in the first instance, by mutual consultation. Exceptionally, if the matter still cannot be resolved, the parties will engage a third party agreeable to both sides to arbitrate, the resultant decision being binding on both parties.

## **8. HR Service Contact details**

HR Officer c2@npt.gov.uk contacts for schools are provided below:-

Carla Banham  
[c.banham@npt.gov.uk](mailto:c.banham@npt.gov.uk) 01639 763568

Maureen Treharne (Mon/Tue/Wed)  
[m.treharne@npt.gov.uk](mailto:m.treharne@npt.gov.uk) 01639 686268

Jodie Barnett  
[j.barnett1@npt.gov.uk](mailto:j.barnett1@npt.gov.uk) 01639 763563

Dayna James  
[d.james3@npt.gov.uk](mailto:d.james3@npt.gov.uk) 01639 686961

Kirsty Thomas (Sickness Taskforce)  
[k.thomas@npt.gov.uk](mailto:k.thomas@npt.gov.uk) 01639 763705

Chris Walsh  
[c.walsh@npt.gov.uk](mailto:c.walsh@npt.gov.uk) 01639 763408



Stephanie Evans HR Manager  
[s.evans2@npt.gov.uk](mailto:s.evans2@npt.gov.uk)

In the event of a designated member of the HR team being unavailable, for whatever reason, an appropriate substitute HR colleague will provide the service or response required.

In addition to the above, there is a generic e-mail that schools can use to ask for general advice and support – [hr.education@npt.gov.uk](mailto:hr.education@npt.gov.uk) which is staffed during working hours.

## **9. Period of Agreement**

1<sup>st</sup> September 2023 to 31<sup>st</sup> March 2025

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## HR Services

The Human Resources Division is a resource for the provision of specialist HR advice and support, including putting in place the necessary employment framework, e.g. employment policies, procedures, advice and training, to support Head teachers to maximise the performance for their employees. HR also directly assists with the most difficult aspects of managing people.

The HR Manager and HR Officers will provide professional HR advice and support in the following areas of workforce related activity, always having regard to agreed priorities:

1. Recruitment and selection
2. HR advice in relation to safeguarding in employment, including child protection processes
3. HR advice in relation to employment contracts
4. Employment legislation and conditions of service for teachers and support staff, including contractual documentation, the Local Government Pension Scheme and the Teacher Pension Scheme.
5. Maximising attendance at work
6. Discipline, Grievance, Dignity at Work, Capability and Performance Management processes
7. Employee relations, including support in relation to trade union and teaching association consultation and negotiations
8. Equality of opportunity in employment
9. Termination of employment
10. Occupational Health Unit support, including health surveillance, health monitoring, safety critical and statutory medicals, lifestyle screening health promotion, pre-placement screening, immunisations, work station assessments and maximising attendance at work advice referral service.
11. Health and Safety support in accordance with the BSI OHSAS 18001 Safety Management System.
12. iTrent HR Database
13. Provision of employment related training

A small core team of HR staff will provide the above services, supplemented with support from the wider HR team as necessary.

The service is not open-ended and an ongoing dialogue between LLAN and the Head of People and Organisational Development will enable the HR team to prioritise and plan the HR work programme to ensure that the resources available to Primary Schools can be used to best effect.



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

# **Human Resources Service Level Agreement Secondary Schools**

## **Service level agreement for the provision of HR services to Secondary Schools 2023-2025**

### **Purpose**

To provide NAASH representatives with a draft service level agreement for the provision of HR services to Secondary Schools within Neath Port Talbot County Borough Council. This draft is provided to promote discussion so that the general requirements for HR support can be agreed, as well as specific priorities for 2023-2025.

### **Background information**

The HR team is led by the Head of People and Organisational Development, who reports directly to the Director of Strategy and Corporate Services . All key HR activities are planned and delivered in consultation with Corporate Directors and Heads of Service.

Head teachers will be aware of the financial challenges which the Council have faced over the last 10 years which has resulted in a reduction across the HR team. As a result of this, it is more important than ever that the work of the team is planned and focused on the priorities of service users to ensure that the available resources are used in a way that is most effective and where the team can add the most value.

### **Scope of services provided**

The four HR teams, set out below, provide a range of workforce related services across the Council to a number of service users and stakeholders:

- Human Resources
- Training, Learning and Development
- Occupational Health & Safety Team
- Emergency Planning Team

### **Suggested priorities for 2023-2025**

Suggested priorities are set out in the attached draft service level agreement. NAASH are asked to provide feedback in relation to the suggested priorities with a view to agreeing a programme of work for the HR team that will best support Head teachers in from 2023-2025.

### **Agreement**

Agreed at NAASH meeting on Date TBC

**Contact**

Sheenagh Rees, Head of People and Organisational Development

Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

Telephone: 01639 763315

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## Service Level Agreement for the provision of HR services

### **10. Service Provider**

HR Division  
Neath Port Talbot County Borough Council  
The Quays, Brunel Way, Briton Ferry, Neath SA11 2GG

Head of People and Organisational Development – Sheenagh Rees  
Tel: 01639 763315  
Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

### **11. The Client**

Head teachers and Governing Bodies of Secondary Schools in Neath Port Talbot County Borough Council

### **12. Service Specification**

The services to be provided under this Agreement are outlined in Appendix 1 to this Agreement.

These services will be provided to support the Client in better managing and developing the Neath Port Talbot Primary School workforce, leading to improved outcomes for all pupils.

These services will comprise a combination of (a) responses to requests for advice and other HR support, along with (b) a pre-planned programme of work which reflects priorities determined by the Client.

The priorities for the 2023-2025 period are as follows:

#### **Employment policies:**

- Schools Grievance Procedure
- Schools Dignity at Work Procedure
- Schools Disciplinary Policy and Procedure
- Capability Policy
- Schools Pay Policy

#### **Employee relations:**

- Provision of advice and guidance in the event of any industrial action
- Support and advice in relation to Employment Tribunal cases
- Support and advice at negotiating and consultation forums, ELLL Negotiating Forum, Education JCG, Education, Health and Safety Committee
- Attendance and HR advice on policy and process at Staff Disciplinary and Dismissal Committees and Staff Disciplinary and Dismissal Appeal Committees

### **Safeguarding:**

- Continue to utilise the electronic process for administering Disclosure and Barring Service checks, in collaboration with Powys Council, improving efficiency of safe recruitment pre-employment checks.
- Continue to provide training and guidance support to Schools to promote a culture of safe recruitment and safe employment practice.
- Attendance, support and HR advice at PASM and relevant school Governor meetings.

### **Management of Change:**

- 2023-2025 Budget – ongoing HR support from 1<sup>st</sup> September 2023 onwards for all schools implementing staffing changes to achieve a balanced budget
- Budget – HR support to address any workforce planning actions required, together with any resultant management of change support.

### **Workforce-related Head teacher and Governor Training**

- Specific topics and events to be in accordance with NAASH priorities and delivered as agreed by the Chair of NAASH.
- Safeguarding in Schools Training to continue to be delivered bi-annually in conjunction with the Education Safeguarding Officer during the 2023-2025 period.
- Training in relation to Sickness Absence management, the Schools Disciplinary Procedure and Redundancy Procedure to be provided annually and also on an ad-hoc basis as necessary.

### **Maximising Attendance at Work**

- Ongoing support from the HR team and the Occupational Health Unit to support Head teachers and Governing Bodies to manage and reduce the incidence of sickness absence in the school workforce.
- Specific Long Term Absence Management Support, funded by schools to be agreed via a separate Service Level Agreement

### **Recruitment and Resourcing**

- Advice in relation to the Council's Safe Recruitment Policy
- Advice in relation to the recruitment process
- Advice on employment contracts

### **13. Response Arrangements**

- (v) Matters requiring an urgent response will be given priority over other requests for advice or support, with an initial response made at the earliest opportunity;
- (vi) Responses to non-urgent matters will be made as soon as reasonably practical having regard to the nature, scope and complexity of the matter to be addressed;
- (vii) In all cases, the impact or potential impact of the issue concerned will be clarified by the Head teacher so that the urgency of response required can be properly assessed;



- (viii) The HR service described in this Agreement will typically be available from 8.45 a.m. to 5.00 p.m. Monday to Thursday, and 8.45 to 4.30 Fridays, but every effort will be made to provide any additional service required at other times, with reasonable notice, particularly in relation to the annual cycle of budget-related staffing changes.

#### **14. Monitoring arrangements**

- (iii) Summary details of the service provided by the HR team will be monitored by the Service Provider and will be discussed with the Client as part of agreed annual review procedures;
- (iv) Any concerns arising on the part of the Client or Service Provider regarding the operation of this Agreement should be highlighted as soon as possible so that the matter causing concern can be addressed at the earliest opportunity.

#### **15. Review Procedure**

This Agreement will be reviewed every 2 years to consider its operation and to agree any changes required about any aspect of this Agreement.

#### **16. Procedure for Dispute Resolution**

The parties to this Agreement will undertake to use their best endeavours to resolve any dispute arising, in the first instance, by mutual consultation. Exceptionally, if the matter still cannot be resolved, the parties will engage a third party agreeable to both sides to arbitrate, the resultant decision being binding on both parties.

#### **17. HR Service Contact details**

HR Officer contacts for schools are provided below:-

Carla Banham  
[c.banham@npt.gov.uk](mailto:c.banham@npt.gov.uk) 01639 763568

Maureen Treharne ( Mon/Tue/Wed)  
[m.treharne@npt.gov.uk](mailto:m.treharne@npt.gov.uk) 01639 686268

Jodie Barnett  
[j.barnett1@npt.gov.uk](mailto:j.barnett1@npt.gov.uk) 01639 763563

Dayna James  
[d.james3@npt.gov.uk](mailto:d.james3@npt.gov.uk) 01639 686961

Kirsty Thomas (Sickness Taskforce)  
[k.thomas@npt.gov.uk](mailto:k.thomas@npt.gov.uk) 01639 763705

Chris Walsh  
[c.walsh@npt.gov.uk](mailto:c.walsh@npt.gov.uk) 01639 763408

Stephanie Evans – HR Manager  
[s.evans2@npt.gov.uk](mailto:s.evans2@npt.gov.uk)

In the event of a designated member of the HR team being unavailable, for whatever reason, an appropriate substitute HR colleague will provide the service or response required.

In addition to the above, there is a generic e-mail that schools can use to ask for general advice and support – **hr.education@npt.gov.uk** which is staffed during working hours.

## **18. Period of Agreement**

1<sup>st</sup> September 2023 to 31<sup>st</sup> March 2025

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**HR Services**

The Human Resources Division is a resource for the provision of specialist HR advice and support, including putting in place the necessary employment framework, e.g. employment policies, procedures, advice and training, to support Head teachers to maximise the performance for their employees. HR also directly assists with the most difficult aspects of managing people.

The HR Manager and HR Officers will provide professional HR advice and support in the following areas of workforce related activity, always having regard to agreed priorities:

14. Recruitment and selection
15. HR advice in relation to safeguarding in employment, including child protection processes
16. HR advice in relation to employment contracts
17. Employment legislation and conditions of service for teachers and support staff, including contractual documentation, the Local Government Pension Scheme and the Teacher Pension Scheme.
18. Maximising attendance at work
19. Discipline, Grievance, Dignity at Work, Capability and Performance Management processes
20. Employee relations, including support in relation to trade union and teaching association consultation and negotiations
21. Equality of opportunity in employment
22. Termination of employment
23. Occupational Health Unit support, including health surveillance, health monitoring, safety critical and statutory medicals, lifestyle screening health promotion, pre-placement screening, immunisations, work station assessments and maximising attendance at work advice referral service.
24. Health and Safety support in accordance with the BSI OHSAS 18001 Safety Management System.
25. iTrent HR Database
26. Provision of employment related training

A small core team of HR staff will provide the above services, supplemented with support from the wider HR team as necessary.

The service is not open-ended and an ongoing dialogue between NAASH and the Head of People and Organisational Development will enable the HR team to prioritise and plan the HR work programme to ensure that the resources available to Secondary Schools can be used to best effect.

## **APPENDIX 3**

### **Service level agreement for the provision of the HR service in relation to Maximising Attendance of Staff in Schools (The Sickness Taskforce)**

#### **Purpose**

To provide NAASH and LLAN representatives with a service level agreement for the provision of HR services to Primary, Secondary and Special Schools within Neath Port Talbot County Borough Council.

#### **Background information**

The HR team is led by the Head of People and Organisational Development, who reports directly to the Director of Strategy and Corporate Services. All key HR activities are planned and delivered in consultation with Corporate Directors and Heads of Service.

In March 2016, a HR Officer was appointed to the 'Schools Sickness Taskforce'. This HR Officer developed the procedure for managing sickness absence in schools, based on the policy and procedure already available. A Training programme was also developed which started to be rolled out to schools in July 2016 and ran until January 2017.

The programme has been reviewed annually in LLAN and NAASH to report on progress and savings. The programme has been deemed to be worthwhile and has made savings in some years.

There is one HR Officer dedicated to supporting the Schools Sickness Taskforce, funded by the schools.

#### **Agreement**

Agreed at NAASH meeting on Date TBC

Agreed at LLAN meeting on Date TBC

#### **Contact**

Sheenagh Rees, Head of People and Organisational Development

Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

SERVICE LEVEL AGREEMENT  
FOR THE PROVISION OF  
HUMAN RESOURCE SERVICES  
IN RELATION TO MAXIMISING ATTENDANCE OF STAFF IN SCHOOLS  
(THE SICKNESS TASKFORCE)

## **Service level agreement for the provision of the HR service in relation to Maximising Attendance of Staff in Schools (The Sickness Taskforce)**

### **19. Service Provider**

HR Division

Neath Port Talbot County Borough Council

The Quays, Brunel Way, Briton Ferry, Neath SA11 2GG

Head of People and Organisational Development – Sheenagh Rees

Tel: 01639 763315

Email: [s.rees5@npt.gov.uk](mailto:s.rees5@npt.gov.uk)

### **20. The Client**

Head teachers and Governing Bodies of Schools in Neath Port Talbot County Borough Council

### **21. Service Specification**

The services to be provided under this Agreement in relation to Maximising Attendance of Staff in Schools are outlined below:

- Provide Training to Headteachers and Chairs of Governors in relation to the process and procedure for Maximising Attendance of Staff in Schools.
- Monitor long term absences within Schools and prompt and advise Headteachers and Governors on the Maximising Attendance at Work Policy for Schools, as appropriate.
- Advise and assist in implementation of early intervention and support strategies.
- Advise and accompany Headteachers and Governors at formal meetings.
- Provide advice and attendance at OHU Case Conferences and Ill Health Retirement procedures
- Advise on sickness absence communication and correspondence.
- Ensuring Policy and Procedure are legally compliant and reviewed when necessary.
- Advise Headteachers and Governors on the application of terms and conditions in relation to Sickness Absence in schools.

## **22. Response Arrangements**

- (ix) Matters requiring an urgent response will be given priority over other requests for advice or support, with an initial response made at the earliest opportunity;
- (x) Responses to non-urgent matters will be made as soon as reasonably practical having regard to the nature, scope and complexity of the matter to be addressed;
- (xi) In all cases, the impact or potential impact of the issue concerned will be clarified by the Head teacher so that the urgency of response required can be properly assessed;
- (xii) The HR service described in this Agreement will typically be available from 8.45 a.m. to 5.00 p.m. Monday to Thursday, and 8.45 to 4.30 Fridays, but every effort will be made to provide any additional service required at other times, with reasonable notice..

## **23. Monitoring arrangements**

- (v) Summary details of the service provided by the HR Officer as part of the Sickness Taskforce will be reported to and monitored by the Service Provider and will be discussed with the Client as part of agreed annual review procedures;
- (vi) Any concerns arising on the part of the Client or Service Provider regarding the operation of this Agreement should be highlighted as soon as possible so that the matter causing concern can be addressed at the earliest opportunity.

## **24. Review Procedure**

This Agreement will be reviewed every 2 years in the Autumn term, to consider its operation and to agree any changes required about any aspect of this Agreement. The current funding arrangement is in place until 31<sup>st</sup> August 2024.

## **25. Procedure for Dispute Resolution**

The parties to this Agreement will undertake to use their best endeavours to resolve any dispute arising, in the first instance, by mutual consultation. Exceptionally, if the matter still cannot be resolved, the parties will engage a third party agreeable to both sides to arbitrate, the resultant decision being binding on both parties.



## **26. HR Service Contact details**

The HR Officer allocated to the Schools Sickness Taskforce is currently Kirsty Thomas – [k.thomas@npt.gov.uk](mailto:k.thomas@npt.gov.uk), 01639 763705. Should this change, all parties will be notified as soon as is practicable. In the event of the HR Officer allocated to the Schools Sickness Taskforce being unavailable, for whatever reason, an appropriate substitute HR colleague will provide the service or response required within reasonable timescales.

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